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Login Instructions

A major feature of the SmartEvals! system is that all users are able to login directly to the website through a link found in the Student Center or Faculty folders (under the Main Menu) in http://my.tcu.edu or by clicking on the link found in any system-generated email.

Login Method 1

Log in at https://my.tcu.edu using your TCU username and password. From the Main Menu drop-down box >> select Faculty or Student Center folder >> select SPOT.

Login Method 2

eSPOT may be accessed by clicking on the time-sensitive link found in your system generated e-mail. The link is only active for about two weeks from the date that the e-mail was sent. PLEASE DO NOT FORWARD THIS E-MAIL. IT CONTAINS A DIRECT LINK TO YOUR PERSONAL eSPOT ACCOUNT.
After logging into the system, you will be presented with the "Welcome" screen below. It provides you with an overview of the options you will see on the menu bar located at the top of the view.

If you ever need to return to this screen, you can do so by clicking on "Dashboard" found under the Help Menu.
Class Information: At TCU, the course assessment process is centrally administered by the Office of Institutional Research. Please immediately report any changes to the class information to eSPOT@tcu.edu.

You can view your entire academic unit's courses and sections that have been uploaded to the eSPOT system. The filters allow you to query by time period, instructor, and course type. The Base Course Information table below will show a list of all courses taught in your department that participate in eSPOT. Each course will only appear once in this list. To drill down to sections of the course you will need to click on the blue number hyperlink under "# Classes".
**Preview Course Evaluations**: This screen will allow you to see the surveys as they will appear to students. The filters allow you to query by time period, instructor, course, and course type. Here you are able to look at the eSPOT survey before it launches by clicking on the "Preview" hyperlink next to the class. You can also check the "See question sets assigned" box to display the name of the survey. Most classes use the standard SPOT survey, Student Perceptions of Teaching (S.P.O.T) - Quantitative ***.
Reports Tab

The Response Rate report is available to review at any time and is updated as students submit their surveys. All other reports are released the day after grades are submitted. The deadline for grade submission is determined by the registrar's office. Reports include the Custom Report, Comments Report, Individual Evaluations, and the myFocus Report.

These reports and the raw data can be exported for offline storage purposes or for additional data analysis with external software by clicking on the Excel icon found in the upper left hand corner of each report. You can export reports and raw data in the following formats: .xls, .csv, .pdf, .html, and others.

Response Rates: This screen allows you to see how many students responded to the surveys. The filters allow you to query by time period, instructor, course, section, and course type. You can limit the display columns by clicking on the "Change columns" hyperlink and selecting the items to show.
**Survey Results:** See your department's course assessment results

Below is what you will see after clicking on "Survey Results". Please keep in mind that "Division" refers to all of an academic unit's classes within the division (College). Data in rows highlighted in black provide the overall response rate (pct), and survey item means for the academic unit's data in the system. Rows with a white background represent a semester/term for your academic unit's classes within the division (College). The response rate (pct) and each survey item mean are presented in the table.

The graph provides the means for each survey item. The filters allow you to query based on question, year, and/or semester.

To drill down to the instructor-level reports, you will need to click on the appropriate Division (College) and semester/term combination. Those who have permission to see more than one Division (department), such as deans, may be presented with another screen where they must click on the Division (department) again. Next, you will be presented with the individual instructor survey results page (see below). Once again, you can filter by time period, instructor, course, and course type. You also have the option to show mean scores for questions by selecting this option under the "Show no questions" filter.
To access an individual instructor's reports, click on the “Reports” hyperlink next to the instructor's name. From this view, you will be able to access the Custom Report, Comments Report, Individual Evaluations, and the myFocus Report.
1 - Custom Report Tab

The custom report shows the distribution of a particular survey item’s responses. You can customize this report to include many other columns or to hide some of the columns that you currently see by clicking on the "Change columns" blue hyperlink on the top right side of the report.

The blue hyperlinks within the report may be clicked on to drill down and show how a particular group has responded to the other items in the survey. For example, if you want to see how majors in the department in which the course is offered responded to the survey, you would simply click on the 50% hyperlink associated with "Yes - Am a major in the department offering this course", as shown in the screenshot below.

If you scroll down to the middle of the screen, you will see a graph of survey question averages (see image below). If the graph is not visible, you can show it by clicking on "Show chart averages". The averages will include the selected courses, department, college, and university.

Furthermore, within the custom report, users can filter on student characteristics such as discriminate overall and rating tendency - overall. These calculations become more precise as further data is added to the eSPOT system.

The rating tendency - overall of the student is a calculation that determines the student's scoring tendency when you look at ALL of the assessments a student has ever completed in the eSPOT system. Students are classified into five equally sized buckets from Very Easy Grader to Very Hard Grader.
The discriminate overall of the student is a calculation that determines how discriminate a pattern is a student's responses based on **ALL** of the assessments a student has ever completed in the eSPOT system. Does the student always responds with "3"s to every survey item or does the student appear to give some thought to each response?

At the bottom of the screen, a list of student comments is provided. Next to each comment, a student disposition description may be given. The "Student Disposition" is provided to give some context for the comments. The student disposition is a calculation that determines the student's satisfaction (i.e. tends to be very satisfied/dissatisfied on all assessments). Please remember that the student disposition calculation is based on **ALL** of the student's eSPOT submissions in the current system. Therefore, next to a very positive comment, the student disposition may be that of dissatisfied. This means that based on all the assessment data in the system for the student he or she is generally dissatisfied, but may have had a great experience in a particular class.

Remember that these reports and the raw data can be exported for offline storage purposes or for additional data analysis with external software by clicking on the Excel icon found in the upper left hand corner of each report. You can export reports and raw data in the following formats: .xls, .csv, .pdf, .html, and others.
2 - Comments Report Tab

In the Comments Report, the comments are grouped together under the question so it’s easy to see similarities or patterns. Next to each comment, a student disposition description may be given. The "Student Disposition" is provided to give some context for the comments. The student disposition is a calculation that determines the student's satisfaction (i.e. tends to be very satisfied/dissatisfied on all assessments). Please remember that the student disposition calculation is based on ALL of the student's eSPOT submissions in the current system. Therefore, next to a very positive comment, the student disposition may be that of dissatisfied. This means that based on all the assessment data in the system for the student he or she is generally dissatisfied, but may have had a great experience in a particular class.

Remember that these reports and the raw data can be exported for offline storage purposes or for additional data analysis with external software by clicking on the Excel icon found in the upper left hand corner of each report. You can export reports and raw data in the following formats: .xls, .csv, .pdf, .html, and others.
3 - Individual Evaluation Tab

The Individual Evaluation Report displays the individual surveys for each student who completes an assessment for a course. This report format is similar to traditional paper assessments. Also on this tab is a button "Export Report to PDF" which allows you to export individual assessments to a PDF file.
4 - myFocus Report Tab

The myFocus report is a summary report for **ALL** classes uploaded to the eSPOT system. This includes classes from the current and prior semesters using SmartEvals!. With the myFocus development tool, instructors have the ability to see areas for improvement, according to their course assessments, and create "Action Plans" to improve their performance. Instructors also have the opportunity to see areas where they excel, and provide best practices advice to their peers.

**myFocus Score Calculations**

Instructors will receive a myFocus score for instructor-level questions on their course assessment surveys (except write-in comments). These myFocus scores are calculated by including **all** of an instructor’s responses from **all** of his/her classes in the system. Scores range from 1 to 100, based upon the following three components:

1. **Average Percentile Rank**
   The average of the instructor’s percentile rank scores for each question is calculated. This compares the instructor’s scores to those of his/her peers. The comparison group is currently set as the University.

2. **Confidence Interval**
   A confidence interval is calculated for each question. A confidence interval calculation is a statistical estimate that indicates the degree of confidence in the accuracy of a sample (i.e., students who have responded) compared to the entire population.

   The system is currently set with a confidence interval at 95%. This means if we were to repeatedly make new estimates using the exact same procedure of surveying students, the confidence intervals would contain the average of all the estimates 95% of the time. Most importantly, confidence intervals are a way to represent how precise the estimate is. As more data is added to the system, we expect to see greater precision in the estimates.

3. **Question Applicability**
   The Question Applicability Indicator is a tool that gives instructors the ability to indicate whether they felt a question was especially applicable to their class, not applicable, or somewhere in between.
   
   Example: If an instructor is being evaluated on the textbook they chose when no textbook was actually used in class, they could state that they felt the question was not applicable. This indication is seen by the symbol directly to the left of the question text in the form of:

   a. A triangle pointing up (especially applicable),
   b. A diamond (“normal” applicability), or
   c. A triangle pointing down (not applicable).
Instructors have the ability to select the applicability of a question for any one or all of their classes. This indicator can be seen by academic administrators so that it will be taken in consideration along with all other statistics. It also has some bearing on the ranking of a question in the myFocus tool.

The myFocus tool calculates scores based on the above criteria across all the instructor’s classes, for each question. It then compares these scores to those of other instructors who were asked the same question.

Also note that data from prior semesters are weighted less than data from the current semester.

The Color Spectrum

A myFocus report may be shaded in green, white and/or red. These colors are included for reference purposes, making it easy to view scores in relation to the specified percentile groups. A sample report and an explanation of the report's colors are provided below.

<table>
<thead>
<tr>
<th># Resp.</th>
<th>Score</th>
<th>Questions asked about you or your courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>24</td>
<td>○ Instructor appeared to have deep knowledge of the subject</td>
</tr>
<tr>
<td>19</td>
<td>27</td>
<td>○ Instructor was well organized</td>
</tr>
<tr>
<td>19</td>
<td>27</td>
<td>○ Class time was used effectively to help me learn</td>
</tr>
<tr>
<td>19</td>
<td>27</td>
<td>○ Instructor provided clear explanations during class</td>
</tr>
<tr>
<td>19</td>
<td>30</td>
<td>○ Course was well structured</td>
</tr>
<tr>
<td>19</td>
<td>30</td>
<td>○ Instructor seemed interested in teaching this class</td>
</tr>
<tr>
<td>19</td>
<td>34</td>
<td>○ Gained a sufficient amount of new information, knowledge, or understanding in this class</td>
</tr>
<tr>
<td>19</td>
<td>40</td>
<td>○ Instructor encouraged active involvement in this class</td>
</tr>
<tr>
<td>19</td>
<td>44</td>
<td>○ Felt welcome to ask questions or make comments in class</td>
</tr>
<tr>
<td>19</td>
<td>47</td>
<td>○ Felt welcome seeking the instructor's help outside of class or online</td>
</tr>
<tr>
<td>18</td>
<td>47</td>
<td>○ Instructor treated students fairly</td>
</tr>
<tr>
<td>19</td>
<td>47</td>
<td>○ Instructor created and maintained an atmosphere of civility and respect</td>
</tr>
<tr>
<td>19</td>
<td>77</td>
<td>○ Instructor provided useful feedback on my work</td>
</tr>
<tr>
<td>19</td>
<td>84</td>
<td>○ Course activities and materials helped me achieve course objectives</td>
</tr>
<tr>
<td>19</td>
<td>84</td>
<td>○ Assignments and exams in this course were appropriately challenging and manageable</td>
</tr>
<tr>
<td>19</td>
<td>87</td>
<td>○ Class assignments helped me learn</td>
</tr>
</tbody>
</table>

Green

If, for example, an instructor’s score falls in the green, that instructor scored in approximately the top 30\(^{th}\) percentile among the comparison group. This means that the instructor’s mean score for a certain question is comparatively higher than at least 70% of all other instructors who were asked the same question.
White

If an instructor's score falls in the white, that instructor scored in the middle range among the comparison group. This means that the instructor's mean score for the question was within the average range when compared to all other instructors who were asked the same question.

Please be aware that if an instructor selects that a question is "not applicable", the question will automatically be moved to white regardless of the percentile ranking score.

Red

If an instructor's score falls in the red, that instructor scored in approximately the bottom 30\textsuperscript{th} percentile among the comparison group. This means that the instructor's mean score for the question was comparatively lower than at least 70\% of all other instructors who were asked the same question.

Note: Keep in mind that there will always be a bottom 30\% and that the relativity of scores should always be examined.

The Buttons

As mentioned above, each question is highlighted red, green, or white, depending on how an instructor is ranked compared to peers. The three highest scores, if they are green, may have a button that says "Give Advice." as shown in the sample report. When an instructor clicks the "Give Advice" button, they will be administered a survey, asking them about their methods and actions that gave them a high score. At the end, they will submit the survey. This is not seen by academic administrators. Instead, it will be accessible to instructors who were weak in those areas. For those instructors, next to the "Create Action Plan" button, there will be a button that says "Get Advice" or "See Suggestions."

The three lowest scores, if they are red, may show a button that says "Complete Action Plan" as displayed in the sample report. When an instructor clicks on "Create Action Plan," they will be administered a survey asking them questions about how they can improve in this area. At the end of the survey, they will submit it. At the present time, the action plans are not visible to academic administrators. Instructors also have the option of having a copy emailed to them. During the survey, the instructor can save their progress and go back to it at any time.

Remember that these reports and the raw data can be exported for offline storage purposes or for additional data analysis with external software by clicking on the Excel icon found in the upper left hand corner of each report. You can export reports and raw data in the following formats: .xls, .csv, .pdf, .html, and others.
Email PDF Reports
This feature allows you to have the selected instructor reports emailed to you.

Dropped Course Survey Results
Information on the following system feature will be made available at a later time.
Export Raw Data
From this screen, you can export the raw data file for storage or to import to another software program for further statistical analysis. You will probably want to select long question text under “Show Questions in header as:” This will give you the entire survey question printed out in the export file.
Print Quarter Sheets

Print out these handy sheets to give out to your students to remind them of the open survey period.
Account Tab

Exit: Log out of session

Change Your Password: You can change your password (depending on school policy) (Do not use)

Give Your Access to Others: Allow others the same access you have (Do not use).

To request access to eSPOT reports for additional persons, please have the academic administrator send the request to eSPOT@tcu.edu. If the person’s view should be limited to certain types of classes, such as TA-taught or lower level classes only, include that information in the e-mail.

Switch to Instructor View: Academic administrators who want to work with their own eSPOTs will need to switch to instructor view.

Help Tab

Under the Help menu, you will find support materials.

Help videos: Brief tutorial videos on many subjects

Help guide: Step by step directions for most questions (Do not use)
The information presented here is targeted towards system administrators. Since the Office of Institutional Research centrally administers the eSPOT program for the University, you will not need to visit this screen.

Exit Tab

Allows you to log out of your session.
Things to Remember

Classes will be uploaded based on how they appear in Class Search. You will need to login to eSPOT and review your classes. Notify us at eSPOT@tcu.edu of any issues.

Departments will need to notify us of any uncommon SPOT administration requests, such as the following:

- Team-taught class that only have one instructor listed as the instructor of record
- Graduate Student Instructor (GSI)-taught classes where the GSI is not the instructor of record
- GSI-taught classes that a department wants to receive a separate report from their faculty report

Reports and the raw data can be exported for offline storage purposes or for additional data analysis with external software by clicking on the Excel icon found in the upper left hand corner of each report.

Send feedback on your experiences with the new eSPOT system to eSPOT@tcu.edu.

SPOT Resources

The following information is found on the Office of Institutional Research website at http://www.ir.tcu.edu/espotfaq.asp:

- Faculty Senate Statement on Teaching Evaluation
- SPOT Survey Instrument - Quantitative (individual or combined classes with 8 or more students)
- SPOT Survey Instrument - Qualitative (May be used in place of quantitative instrument for individual or combined classes with 4-7 students)
- eSPOT Survey Periods for current and upcoming semesters
- eSPOT FAQ
- SmartEvals! FAQ
- Plus much more!
Academic Administrator eSPOT FAQs

1. **What is SPOT?**
The end-of-course assessment process at TCU is known as SPOT. SPOT stands for Student Perception of Teaching while eSPOT (electronic SPOT) refers to the method in which SPOT is delivered. Effective Fall 2012, the SPOT program is administered 100% online.

2. **How do I access eSPOT?**
   There are two ways to access the eSPOT system.
   
   **Login Method 1**
   Log in at [https://my.tcu.edu](https://my.tcu.edu) using your TCU username and password. From the **Main Menu** drop-down box >> select **Faculty** folder>> select **SPOT**.

   ![My TCU Menu]

   **Login Method 2**
eSPOT may be accessed by clicking on the time-sensitive link found in your system generated e-mail. The link is only active for about two weeks from the date that the e-mail was sent. **PLEASE DO NOT FORWARD THIS E-MAIL. IT CONTAINS A DIRECT LINK TO YOUR PERSONAL eSPOT ACCOUNT.**

3. **Who determines which classes will receive eSPOT?**
eSPOT surveys are generated for all classes with a student enrollment or combined student enrollment of four or more. However, there may be a bona fide reason for requesting that a class does not participate, such as with some labs, thesis/dissertation, internships, etc. Instructors are advised to consult with their chairs before opting out a class from participation in eSPOT. All opt out requests initiated by instructors are sent to the chair for approval (or dean if chair is requesting opt out for his or her own class).

   Please note that for classes with student enrollments of fewer than four students and for classes that are opted out of eSPOT, the department is responsible for developing an alternate method of assessment.
4. **When is eSPOT administered?**
   For regular semester classes, SPOT is normally administered during the last two weeks of classes. A schedule of survey periods may be found at [http://www.ir.tcu.edu/espoťfaq.asp](http://www.ir.tcu.edu/espoťfaq.asp). As the survey period approaches, instructors will receive an e-mail informing them of any upcoming survey administrations.

5. **Can instructors add their own questions to the eSPOT survey?**
   Yes, instructors can directly add questions to their eSPOT surveys. Responses (upon the release of reports) to instructor-added questions are viewable only by the instructor.

6. **How will students receive notification that it is time to complete the eSPOTs with SmartEvals!?**
   On the first day of the survey, students will receive an e-mail with their personal direct link to all open surveys that are awaiting them. Subsequent reminders will be sent to students who have not completed their eSPOTs. Students may also log into [https://my.tcu.edu](https://my.tcu.edu) using their TCU credentials, then from the Main Menu drop-down box >> select Student Center folder>> select SPOT.

7. **How can instructors increase their response rates?**
   Based on research and feedback from instructors, there are several things that an instructor can do that may have an impact on response rates. Instructors are advised to make an announcement at the beginning and/or end of every class meeting during the SPOT survey period. The students will receive the invitation via email so be sure to tell them to check their TCU e-mail. If possible, give students a concrete example of how you have used information from prior assessments to make adjustments to your courses.

   Encourage students to bring their laptop, Ipad, or tablet to class on a particular day during the SPOT survey period and set aside part of that class time for students to complete the SPOT. If possible, schedule time in a computer lab during the survey period to allow students to complete the SPOT. An instructor’s regular encouragement to students to complete the SPOT during the survey period is the single most important thing you can do to improve your response rates.

8. **What SPOT reports are available to instructors?**
   There are four reports available within the eSPOT system and a summary report through Tableau. The custom report is the standard report that allows users to customize the view by turning options on and off. The comments report shows only the comments. The Individual evaluations tab displays each submitted survey as you would expect to see on a paper survey. The myFocus report presents assessment results in an easy-to-understand format that clearly identifies an instructor’s areas of strength and weaknesses in teaching performance, and allows instructors to document strategies for improving effectiveness. Reports in the eSPOT system are available after grades are posted. The deadline for posting grades is determined by the Office of the Registrar. For fall and spring semesters, eSPOT reports are generally released 72 business hours after commencement. Tableau SPOT reports are generally available within four weeks of releasing the eSPOT reports.

9. **Can faculty use the eSPOT system to send out mid-term assessments?**
   The eSPOT system is not available for conducting mid-term assessments. All TCU persons engaged in conducting research and/or assessments via electronic methods, including instructors who want to conduct mid-semester course assessments, are encouraged to use the Qualtrics system to create and distribute surveys. TCU users may log in directly to the Qualtrics system from [https://my.tcu.edu](https://my.tcu.edu) >> Main Menu drop-down box>> Qualtrics.
10. Where do I find more information about eSPOT?
Visit the eSPOT FAQs webpage at http://www.ir.tcu.edu/spotfaq.asp for additional resources, including a list of survey periods, the new SPOT survey, training materials, and FAQs. If you still have questions, please contact the Office of Institutional Research at eSPOT@tcu.edu or 817-257-7793. Training sessions will also be available this fall and spring.