**Completing Evaluations**

At the end of the term, you will write and submit a narrative evaluation of each student’s performance using Evergreen’s online evaluation system. Also, students are required to write a narrative self-evaluation that must be submitted through the online system. Evaluation conferences are not required for MPA electives.

In addition, students evaluate you (the faculty) and submit this to you through the online system. Faculty can not require students to submit faculty evaluations via email or hard copy. A student has the prerogative to submit faculty evaluations through the online system only, which allows a student to specify that faculty can not access the evaluation until the student’s evaluation is processed and posted.

You access the online evaluation system by accessing your myevergreen.edu account, then clicking on **Class Lists and Evaluations**. Unless you are on campus connected via Ethernet cable, you will be taken to a new window and asked to enter a passcode.

In order to submit your evaluations, you will need to login with an additional layer of network security called 2-factor authentication. To do this you will need to obtain a key fob or smart phone app (your choice) that will provide the necessary code. To obtain a key fob or the app, please contact the **Faculty Staff Computer Help Desk**: Office: Lib 1806; Phone: (360) 867-6627; 8am-5:30pm M-F.

The deadline for submitting all evaluations is **3 weeks following the end of the quarter.** For Spring 2019, the deadline is **11:59pm, June 29, 2019**.

**Click on this link for some basic evaluation do’s and don’ts:**

<http://www.evergreen.edu/facultydevelopment/studentevaluations>

Here are two additional requests from the MPA Program Support staff:

* Please make sure you do not mention additional students by name. You can say, “XXX, as a member of a 4-person group…”
* Please be sure to include “Faculty: Name” as the first line in the Description and “Written by: Name” as the first line in the Narrative. (This item will make more sense once you are in the online system.)

**Helpful videos available here:**

<http://wikis.evergreen.edu/computing/index.php/Evaluation_Help>

One way to structure your evaluation is to use the learning objectives outlined in your syllabus as a template. This approach also avoids any use of pronouns. Here is an example from a 4-credit elective:

Written by: Doreen Swetkis, Ph.D.

STUDENT demonstrated an understanding of the course material through thoughtful questions and comments during lecture and seminar, as well as active participation during in-class workshops. STUDENT accomplished each of the learning objectives listed in the course syllabus.  The first two objectives, gain knowledge about the nature of the nonprofit sector and its context, and understand the uniqueness of the nonprofit sector in relation to the public and private sectors, were demonstrated in STUDENT’s seminar paper.  STUDENT wrote a fabulous critique of *Growing Civil Society* by Van Til, included useful outside sources, and made a decent argument for nonprofits becoming more entrepreneurial.

The second learning objective, understand issues specifically relevant to nonprofit organizations, was effectively demonstrated by STUDENT in the next two assignments.  STUDENT’s case memo on leadership was a bit heavy on summary, but contained a good analysis and discussion of the issues.  STUDENT’s Red Cross budget was excellent and exemplified STUDENT’s scholastic and professional experience in the sector.

The third learning objective, an improved understanding of essential management skills related to nonprofit organizations including strategy, human resources, financial management and fund raising, was successfully demonstrated in STUDENT’s organizational analysis of and presentation on the nonprofit organization, ORG NAME HERE. STUDENT’s analysis of a somewhat complicated organization was excellent. It was well written, detailed and comprehensive, and built upon work done throughout the course.  The reader gained an understanding of the organization’s history, mission, structure, financials, and challenges.  STUDENT provided a balanced critique of what worked and what didn’t in the organization, and STUDENT’s recommendations were sound and grounded in what STUDENT learned about the organization as well as the course material.  All assignments fulfilled the final learning objective of improving analytical writing skills.