# A Reference Guide for Department Chairs

Updated November 2019

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## TEF Overview

The Teaching Evaluation of Faculty (TEF) is the student evaluation system for LIU.  Developed and offered by the University of Washington (*IASystem®*), this proven system offers both online administration options, as well as evaluation forms that support different pedagogical formats (e.g., large lecture, online, studio).  This system also offers many benefits to obtain an overall assessment of the course and instructor.  Below are just a few of the highlights of the system:

- o Offers 15 different forms to provide feedback on specific aspects of each course type;

- o Allows faculty members to add their own questions;

- o Includes FOUR summative global questions to allow cross-class and cross-instructor comparisons;

- o Reports are available within three days after grades are posted; and

- o Intuitive interface which sends students a direct link to their evaluations for each class.

## TEF Overview

## Semester Checklist for Chairs

✓ **Have you identified your departmental coordinator?**
The departmental coordinator is responsible for collecting form information from faculty. Please submit any updates regarding the departmental coordinator to eval@liu.edu immediately so that individual(s) can receive the necessary training.

✓ **Have you identified what form faculty would like to use?**
A major benefit of TEF is that faculty members can select the evaluation form that aligns with their course delivery format. We have developed an email template for your departmental coordinator to collect this information. You may have other procedures that work better for your department (e.g., all courses use the same form, chairs determine form for adjuncts, TAs).

✓ **Have you considered a departmental protocol for administering the online survey?**
The TEF system allows students to complete the survey on a mobile device. To boost response rates, we strongly encourage your department to conduct TEF in the same way that you would a paper/pencil evaluation (See Appendix C, Protocol for Administering TEF Surveys).

✓ **Do you have a comprehensive system for evaluating teaching effectiveness?**
Although student evaluations provide insight into a faculty member's teaching performance, TEF should not be the sole piece of evidence for annual evaluations and tenure/promotion reviews. Departments must have in place a comprehensive system for measuring teaching effectiveness. Visit https://it.liu.edu/tef/ for some helpful resources.

# Frequently Asked Questions

**Does my department have to administer TEF?**
Yes, departments may opt to administer additional departmental evaluations, but every department at the university must administer TEF.

**When will the TEF be administered?**
The calendar for the Administration of TEF will be at https://it.liu.edu/tef-calendars/. Administration of any other departmental evaluation must be done before or after the TEF administration.

**How do I choose the appropriate form for my course?**
The different forms can be found at https://it.liu.edu/tef-evaluation-forms/.

**When do I need to decide what form I am using?**
This decision will be made at the departmental level.  Faculty will need to check with their department chair and/or department coordinator to find out the date.  Decisions should be made no later than three weeks prior to the survey launch.

**How do I know if an evaluation was set up for my course?**
Faculty will receive email notification as soon as an evaluation is created by the departmental coordinator for their course.  **PLEASE NOTE:** this email will include the survey link for the students; faculty cannot log in.  Please use your faculty portal at (https://liu.iasystem.org/faculty) to access your course evaluation.

**Can I add my own instructor questions to the survey after it is created?**
Yes, instructions to add individual questions can be found in the TEF faculty user guide here: https://it.liu.edu/tef-faculty-user-guide/.  When you receive notification that your survey has been created, you will be prompted to add your questions.

**How do students access the evaluation survey?**
Students will receive an email notification with the link to the course evaluation.  Instructors may send students a reminder e-mail with the unique survey link for their course.

# Frequently Asked Questions Continued

**How can I tell how many students have completed the evaluation?**
You can monitor your completion percentage in the faculty portal (https://liu.iasystem.org/faculty) once the evaluation is open to students.  The department coordinator can also view response rates for individual courses once the survey is open.  A response rate report can also be run once the survey administration has ended.

**Will I be able to see the names of students who have completed the survey?**
No, but students receive an automated confirmation email immediately upon submission of their completed course evaluation.

**How can I preview the evaluation survey?**
You can preview the survey by logging into the faculty portal (https://liu.iasystem.org/faculty), selecting the term/session of your course and clicking on "Preview" under the "Action" column.

**Why was an evaluation survey set up for my course?**
House Bill 2504 mandates that public universities administer end-of-course student evaluation surveys.  Although TEF is administered at LIU to meet this state requirement, the ultimate goal is to use the results to improve teaching effectiveness. Classes excluded from evaluation include special problems courses not linked to larger enrollment classes, theses and dissertation enrollment, and classes with only 1-2 students enrolled.

**A student has dropped out of my class, will they still be able to complete the survey?**
No, the course list is uploaded into the system after the last official drop date, therefore the updated class list should reflect the most current students enrolled in your class at the time of the survey administration.  A data refresh of the student enrollment will be done the day before the survey administration is open.

**May I have student comments removed from my evaluation?**
Students are informed that all comments that contain coarse or violent language and/or content, or derogatory remarks about the person's gender, race, sex, religion, national origin or other personal characteristics will be removed and not taken into consideration.  Faculty shall contact their Department Chair (eval@liu.edu) to have such comments removed.

## Frequently Asked Questions Continued

**How can I view survey summary reports?**
Reports are available via the faculty portal (https://liu.iasystem.org/faculty)
Release dates for reports will be three days after grades are posted for the semester.  Instructions for pulling a report can be found on the TEF website (https://it.liu.edu/tef/).

**Will I still be able to access my SETE results from previous semesters?**
Yes, please contact TEF at eval@liu.edu.

**If I am asked to submit student evaluations for teaching performance, will I need to include TEF results?**
When submitting evidence of teaching effectiveness at the University level (tenure and promotion/faculty awards), TEF evaluations must be submitted.  This is not to preclude other measures of teaching effectiveness.

**I'm adding a question to the survey, will the chair see the results?**
Yes, the response to your additional questions will be incorporated into your final report which is accessible to the chair.

**How do I interpret the reports?**
*IASystem* forms include **FOUR** summative global questions to allow cross-class and cross-instructor comparisons.  Visit the TEF website for directions on interpreting reports. (https://it.liu.edu/tef/)

**My department has specific questions they have been using for years that we would like to use for comparison data, how do we add these?**
*IASystem* has created a template form that each department can utilize.  This form includes the four summative global questions for institutional comparisons, but the opportunity exists for departments to create their own specific form.  If your department is interested in this option, please contact eval@liu.edu **at least** three weeks prior to the beginning of the survey administration.

# Creating Evaluations

## HOW DO I LOGIN TO CREATE ONLINE EVALUATIONS?

Log into: https://liu.iasystem.org/admin

Sign in using LIU credentials

## NAVIGATE TO CREATE ONLINE EVALUATIONS

Select "Evaluations" from Main Menu.

Select "Online Evaluations" from Dropdown. You are now on the Create Evaluations page.

1. Select Term for which you would like to create evaluations *(defaults to current term)*.
2. Select College *(defaults to 'All' or User's specific college they are scoped to)*.
3. Select Department (*defaults to 'All' of User's specific departments that are scoped to).*
4. You can further refine your selection down to the course level.

When all selections are made, click "Continue." You are now on the Select Courses page.

1. Select all or some of the courses listed for which you would like to setup evaluations by clicking the checkbox to the left of the course abbreviation.
2. Courses listed in **red** already have evaluations and cannot be selected.
   o These courses will have a computer or paper icon next to the course abbreviation indicating if they are being evaluated online or by paper.

*Note: Courses with Multiple Instructors may have a paper/online evaluation icon displayed, but are not listed in red—this means there is still one or more instructors eligible to be evaluated.*

3. If selected courses have the "Multiple Instructors" blue dropdown, either select to evaluate the multiple instructors as a **group** (generates a single evaluation for the course) or select all/some of the instructors to evaluate **individually** (generates separate evaluations for each of the instructors selected).
4. If course is **cross-listed** (joint) with other course(s), you will see all instances listed on separate rows. Once you select one joint course, you will not be able to select the other instances. The evaluation will cover the entire cross-listed (joint) cluster.
5. Course enrollment is displayed.

Once all course selections are finalized, click "Continue" at the bottom of the page. You are now on the Define Evaluation Parameters.

1. Select evaluation form you wish to use. (Example: A, small lecture/discussion; see Appendix A)
2. All of the open/close and reports available dates will be locked, because the administrators for the university will set those dates.

## Creating Evaluations Continued

3. Select the applicable Course Type for each course. (Example: face-to-face, online; see table at the end of this document)
4. Click "Submit" to create evaluations.

You are now on the <u>View Evaluations</u> page.

## VIEW, EDIT, OR DELETE ONLINE EVALUATIONS

This page displays information about evaluations that have been created. There are three tabs that display information about course evaluation surveys; **Main**, **URL**, and **Other**.

1. **Main**: displays course ID, open/close dates, evaluation status, response rate, and information on when instructors/students were sent email notifications.

2. **URL**: displays the static URL address of the student course evaluation survey that can be copied and pasted for students to access. The URL page also has a "preview" hyperlink of the course evaluation (not for live use) on the far right column.

   *Note: There is a single URL for each evaluation. Access to the evaluation is controlled by the students in the class list. If someone not in the class list tries to access the course evaluation, they will be given a message "Sorry, this isn't your survey."*

3. **Other**: displays course enrollment, survey ID, evaluation form type and course type.

If there is missing information for the evaluation(s) you created, you will see a **Red Alert** icon. Hovering over the icon will display a message indicating that either instructor or student information is missing. In order to correct the missing information, click on the hyperlink and you will be taken to the <u>Edit Instructors and Students</u> page where you can make any corrections.



The <u>View Evaluations</u> page also allows the user to edit or delete existing evaluations based on evaluation status. There are 3 types of evaluation statuses:

1. **Pending**: an evaluation that has been created, but has not has not yet started
2. **Open**: an evaluation that has started and is in progress
3. **Closed**: an evaluation that has been completed
   *Note:    You can edit close date & course type of Open Evaluations until the day they close.
            If you need to modify a closed online evaluation, please email eval@liu.edu.*

## Creating Evaluations Continued

To edit or delete an evaluation, or set of evaluations, click the box(es) next to the evaluation(s) to select; then press either the "Edit" or "Delete" button located on the right side of the table.

If you select "Delete," the Delete Evaluations page will open and you can either "Cancel" or "Confirm" your deletion.

If you select "Edit," the Edit Evaluations page will open and you can modify one or more of the evaluation parameters and click "Submit" to confirm your changes.

## COURSE TYPES

**TEF** collects data on three primary course types.
When setting up a course evaluation, we request that you specify a course type.  The following chart displays information about how we define each course type:

| COURSE TYPE | DESCRIPTION |
| --- | --- |
| **Face-to-Face** | "Face-to-Face" courses follow the traditional teaching model in which faculty and students meet in-person, generally in a classroom, lab, or studio.  Although some course information (such as a course website, syllabus, or reading materials) may be provided online, these resources do not replace weekly course time. |
| **Hybrid** | "Hybrid" courses are a combination of traditional face-to-face instruction and online learning activities.  These courses are sometimes referred to as "blended."  There is a wide variation in the relative proportions of face-to-face and online learning. |
| **Online** | "Online" courses are those in which the vast majority of instruction and student participation is mediated by the internet.  Students are not physically present in a traditional classroom setting; although they may meet briefly once or twice, this is not a significant part of the learning experience. |
| **Unknown** | If you do not know the course type, you may choose "Unknown."  When possible, please try to determine the actual course type.  This information is important for analysis and research. |

## Accessing and Interpreting Reports

## HOW DO I LOGIN TO SEE MY DEPARTMENTAL RESULTS?

Log into: https://liu.iasystem.org/admin
Sign in using LIU credentials

## NAVIGATE TO REPORTS

Select "Results" from Main Menu.
Select "Reports" from Dropdown. You are now on the Generate Reports page.



## INDIVIDUAL COURSE REPORTS

The Individual Course Reports show an *overall summative rating* representing the combined responses of students to the four global summative items. The report also shows the *challenge and engagement (CEI)* index which combines student responses to several items relating to how academically challenging students found the course and how engaged they were. Open-ended comments and response rates are also included.

### Navigate to Individual Course Reports

1. From the Generate Reports page, select the Individual Course Report.
2. Select Term for which you would like to create a course report *(defaults to current term)*.
3. Select College *(defaults to 'All' or User's specific college scoped to)*.
4. You may further refine your selections by Department and/or Course.
5. Instructor *(either leave blank or use this to quickly search for reports for a single instructor)*.

## Accessing and Interpreting Reports Continued

6.  When all selections are made, click "Continue."
7.  Use checkboxes to select all, or some, of the evaluations listed to generate reports.
8.  You may update filter selections in the sidebar to refresh the evaluations list.
9.  You may also choose under 'Report Options' at the top of the page whether you would like the report to include numeric results and comments, numeric results only, or comments only.  Once all selections are finalized, click "Continue" at the bottom of the page.
10. The course summary reports will open in a new window in PDF format.

**Select Evaluations**

Report Options
INCLUDE: Numeric Results and Comments ▼        PDF: Single PDF ▼

| | COURSE ID | TERM | COURSE | INSTRUCTOR | FORM | TYPE | STATUS |
|---|---|---|---|---|---|---|---|
| ☐ | UCRS1100002 | Fall 2015 | UCRS 1100 002 | Garcia, Hope | X | Online | Closed |
| ☐ | UCRS1850001 | Fall 2015 | UCRS 1850 001 | Sheffield, Cinnamon | X | Online | Closed |
| ☐ | UCRS1850002 | Fall 2015 | UCRS 1850 002 | George, Crystal | X | Online | Closed |
| ☐ | UCRS2100001 | Fall 2015 | UCRS 2100 001 | Ringe, Kristin | X | Online | Closed |
| ☐ | UCRS2100002 | Fall 2015 | UCRS 2100 002 | Eenigenburg, Melissa | X | Online | Closed |
| ☐ | UCRS2100003 | Fall 2015 | UCRS 2100 003 | Oltman, Dawn | X | Online | Closed |
| ☐ | UCRS3600001 | Fall 2015 | UCRS 3600 001 | Abner, Patrice | X | Online | Closed |
| ☐ | UCRS3610001 | Fall 2015 | UCRS 3610 001 | Rodriguez, Patricia | X | Online | Closed |
| ☐ | HIST4750001 UCRS4700001 | Fall 2015 | HIST 4750 001 UCRS 4700 001 | Cobb, Steven | A | Online | Closed |
| ☐ | UCRS4800001 | Fall 2015 | UCRS 4800 001 | Garcia, Hope | X | Online | Closed |
| ☐ | UCRS4800003 | Fall 2015 | UCRS 4800 003 | Carroll, Laurie | X | Online | Closed |

(None Selected)   **Continue**

## COMBINED COURSE REPORTS

The combined course reports allow multiple courses/instructors to be combined into one report.

### Navigate to Combined Course Reports

1.  From the Generate Reports page, select the Combined Course Report.
2.  Select Term for which you would like to create a course report *(defaults to current term)*.
3.  Select College *(defaults to 'All' or User's specific college scoped to)*.
4.  You may further refine your selections by Department and/or Courses.
5.  When all selections are made, click "Continue."
6.  Use checkboxes to select all, or some, of the evaluations listed to generate reports.
7.  You may update filter selections in the sidebar to refresh the evaluations list.
8.   You may also choose under 'Report Options' at the top of the page whether you would like the report to include numeric results and comments, numeric results only, or comments only. Once all selections are finalized, click "Continue" at the bottom of the page.
9.  The summary reports will open in a new window as a PDF document.

# Accessing and Interpreting Reports Continued

## OVERALL SUMMATIVE RATING

Four general items (described below) are included on most evaluation forms to provide a global rating of the class and instructor.  They are rated from *Very Poor* to *Excellent* (0-5) and are summarized as a Combined Median.  The items are:

> *The course as a whole was:*
> *The course content was:*
> *The instructor's contribution to the course was:*
> *The instructor's effectiveness in teaching the subject matter was:*

The Combined Median of the summative items is computed by first summing the numerical weights of all the responses within each response category across all four items.  This provides a response array from which a median (ranging from 0-5) is calculated.  Refer to *IASystem*'s document for computing medians for further information (www.iasystem.org).

## CHALLENGE AND ENGAGEMENT INDEX (CEI)

The Challenge and Engagement Index (CEI) provides an estimate of how challenging students found the class and how engaged they were in it.  It is based on the combined response to four items included on most evaluation forms.  The items are:

> *Relative to other college courses you have taken,*
> *The intellectual challenge presented was:*
> *The amount of effort you put into this course was:*
> *The amount of effort to succeed in this course was:*
> *From the total average hours [per week spent on the course], how many do you consider were valuable in advancing your education?*

Responses to each of these items are transformed into standard scores and then their average as described under *Computing the CEI* in *IASystem*'s documentation on their website (www.iasystem.org).  The CEI correlates only modestly (~.25) with the Combined Median.

## ITEM RATINGS

Individual Course Reports provide a rich perspective on student views by reporting responses to three categories of items.

- *Summative Items* are the first four items on most evaluation forms.  These items are used to compute the global rating of the course and instructor, described above.
- *Student Involvement Items* are a set of items included on most evaluation forms to support computation of Adjusted Medians and the Challenge and Engagement Index.
- *Formative Items* relate to specific aspects of the course that instructors may want to change prior to the next iteration of the course.  Responses to *Standard* and *Instructor-Added Formative Items* are reported separately.

# Accessing and Interpreting Reports Continued

Responses to individual items are reported in several ways:  as frequency distributions, average (median) ratings, and either a) deciles or b) adjusted medians and relative ranks.

## FREQUENCY DISTRIBUTIONS

The total number of students who responded and the percentage of those students who selected each response choice are displayed for each item.  Frequency distributions allow faculty to identify unusual patterns of response.  Instructors sometimes express the concern that evaluations may be completed primarily by students who feel strongly positive or strongly negative toward a course.  When this is the case, the frequency distribution will be bi-modal.

## ITEM MEDIANS

Individual Course Reports display average ratings in the form of item medians.  Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings.  Distributions of course evaluation item ratings tend to be strongly skewed.  That is, most of the ratings are at the high end of the scale and trail off at the low end.  The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower.

To interpret median ratings, compare the value of each median to the respective response scale. For example, a median of 4.5 on Items 1-4 means that the average rating is half-way between *Very Good* and *Excellent*.  There are several different rating scales utilized on the evaluation forms:

| Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | 0 |

| Strongly Agree | | Somewhat Agree | Somewhat Disagree | | Strongly Disagree |
|---|---|---|---|---|---|
| 6 | 5 | 4 | 3 | 2 | 1 |

| Always, Much Higher, Very Much, Great | | | About Half, Half of the Time, Average, Moderate, Average | | | Never, Much Lower, Not at All, None |
|---|---|---|---|---|---|---|
| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

## STUDENT COMMENTS

Responses to open-ended questions are provided as a separate report for evaluations conducted online.

## Accessing and Interpreting Reports Continued

## HIGH LOW REPORTS

The High/Low Report lists all courses in the selected college or department.  Courses are grouped into Highest Rated and Lowest Rated based on the Average Adjusted Rating of the four global summative items on all university course evaluations given for the term.  Courses evaluated using *Form J* (Studio/Clinical) are not included on the report because the standard summative evaluation terms do not appear on the form.   The reported averages are means of course medians and are presented for selected items.

### NAVIGATE TO HIGH LOW REPORTS

1. Select "Results" from Main Menu.
2. Select "Reports" from Dropdown. You are now on the Generate Reports page.
3. From the Generate Reports page, select the High/Low Report tab.
4. Select Term for which you would like to create a report *(defaults to current term).*
5. Select College *(defaults to 'All' or User's specific college scoped to).*
6. You may further refine your selection by Department.
7. When all selections are made, click "Continue"
8. The high/low report will open in a new window as a PDF document.

The High and Low Rated Courses and Instructors report supports curricular development by alerting administrators to courses that regularly receive especially high or low ratings.  It also assists administrators in identifying faculty whose teaching is particularly strong, as well as instructors who may need additional support in their teaching.  This report is especially useful when generated at the end of each academic term.

### EVALUATION GROUPINGS

Evaluation results are grouped into four sections: Highest Rated Faculty, Lowest Rated Faculty, Highest Rated TAs (teaching assistants), and Lowest Rated TAs.  Grouping is based on the Combined Adjusted Median of the four summative evaluation items.  The "highest" evaluations are those with a value greater than or equal to 4.7 (close to *Excellent*).  Evaluations classified as "lowest" have a value less than 3.0 (less than *Good*).

### RESULTS DISPLAYED

For each course/instructor combination, the report displays the course name and number, and instructor name and rank.  Additional information includes course enrollment, evaluation response rate, and whether the evaluation was conducted online or on paper.  Four summaries of evaluation results are reported for each course.  The Combined Median, Adjusted Combined Median, and CEI have been described above.  They are reported for all evaluations.  Student response to a fourth item (scaled

## Accessing and Interpreting Reports Continued

*Excellent* to *Very Poor*, 5-0) is also reported for evaluations using forms that include this item: ***Amount you learned in the course was:***

## RATINGS SUMMARY REPORTS

Department Ratings Summary Reports summarize student ratings of all courses evaluated during a specified period of time such as an academic term or year. These reports display average ratings for selected evaluation items and show how your department compares with the college and institution. You can also see differences according to upper division, lower division, and graduate level courses, as well as how your Teaching Assistants are rated.

### NAVIGATE TO RATINGS SUMMARY REPORTS

1. Select "Results" from Main Menu.
2. Select "Reports" from Dropdown. You are now on the Generate Reports page.
3. From the Generate Reports page, select the Ratings Summary.
4. Select Term for which you would like to create a summary *(defaults to current term)*.
5. Select College *(defaults to 'All' or User's specific college scoped to)*.
6. You may further refine your selection by Department.
7. When all selections are made, click "Continue".
8. The ratings summary report will open in a new window as a PDF document.

The Ratings Summary report provides an overall view of evaluation results within a particular academic unit (department, college/school, or institution). It has been created to support annual program review, but can be generated for any time period.

### RESULTS DISPLAYED

The Ratings Summary report summarizes student response to a selected set of items found on all evaluation forms. The combination of the four summative items is reported, along with two of those items and six of the student engagement items. The individual items reported are:

> *The course as a whole was:*
> *The instructor's effectiveness in teaching the subject matter was:*
> *The Combined Median*
> *Relative to other college courses you have taken,*
> *Do you expect your grade in this course to be:*
> *The amount of effort to succeed in this course was:*
> *On average, how many hours per week have you spent on this course?*
> *What grade do you expect in this course?*

Item responses are reported by instructor rank and course level (lower level course, faculty; lower level course, TA; upper level course; graduate level course) and total. Specific statistics reported are the number of evaluations in each category, the mean and standard deviation of the Combined Medians, and the mean and standard deviation of the Combined Adjusted Medians.

## Accessing and Interpreting Reports Continued

## EVALUATION LIST REPORT

The Evaluation List Report itemizes all courses evaluated during a specified period of time.  Instructor, Rank, Course, Credit Hours, Evaluations Completed, Enrollments, Response Rates, Form Used, Combined Median, and Method of Class Delivery.

### NAVIGATE TO EVALUATION LIST REPORT

1. Select "Results" from Main Menu.
2. Select "Reports" from Dropdown. You are now on the Generate Reports page.
3. From the Generate Reports page, `select Evaluation List` tab.
4.  Select Term for which you would like to create an evaluation list *(defaults to current term).*
5.  Select College *(defaults to 'All' or User's specific college scoped to).*
6.  You may further refine your selection by Department.
7.  When all selections are made, click "Continue".
8.  The Evaluation List report will open in a new window as a PDF document.

The Evaluation List report displays all evaluations conducted within a particular academic unit (department, college/school, or institution) during a particular time period.  It was designed to accompany the Ratings Summary report, but can be used independently as well.

### RESULTS DISPLAYED

The Evaluation List report details all evaluations conducted within the specified time period.  Entries are listed alphabetically by instructor name and ordered, within instructor, by course name and number.  The report shows the academic term of the class, the number of credits, the number of enrolled students, the number of students who responded to the evaluation and the response rate.  The evaluation form used and whether the evaluation was conducted online or on paper are also shown.  Evaluation results are reported in the form of the Combined Median.

## EXPORT EVALUATION DATA

The following export files can be downloaded for further analysis.

### Evaluation

o **Evaluation Parameter** files provide information about the evaluations themselves. Parameters are used to identify and possibly classify evaluations of particular inters. Most evaluations have one record in the parameters file, but team-taught or cross-listed courses may have multiple records.  Several fields included may be useful for cross referencing with the items and questionnaires file.

  ▪ Course Number
  ▪ Section
  ▪ Instructor ID
    • Last Name
    • First Name
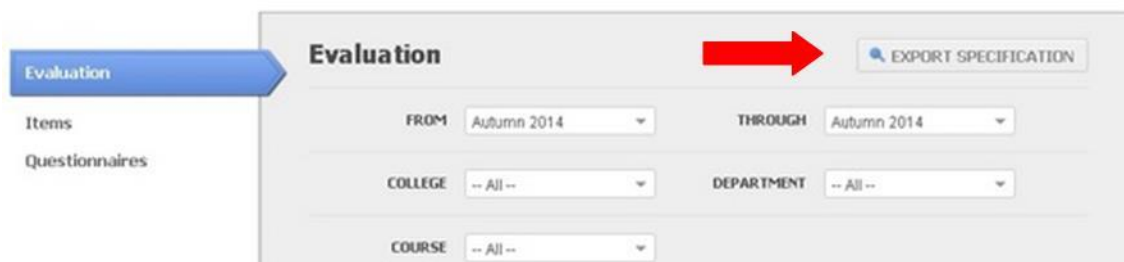
## Accessing and Interpreting Reports Continued

- **Medians** files report student ratings of courses. They contain one record per evaluation and support analyses for which *evaluation* is the unit of analysis. An *evaluation* in defined as the set of student ratings relating to a particular combination (defined by the institution) of course, section(s), instructor(s) and term.
- **Item** datafiles contain one record per item per evaluation and support analysis for which term is the unit of analysis. Item data are used to examine the technical functioning (reliability) of the items and evaluation forms.
- **Questionnaires** datafiles contain one record per student per evaluation and support analysis for which student is the unit of analysis. A *questionnaire* is an evaluation form filled out by\ an individual student.

### NAVIGATE TO EVALUATION LIST REPORT

1. Select "Results" from Main Menu.
2. Select "Datafiles" from Dropdown. You are now on the Datafiles page.
3. Select Type of export (Evaluation, Items, or Questionnaires) and fill out corresponding filters.
4. Click "Download" button and a save File Dialog box will appear.

*Note: The gray Export Specifications button opens a PDF document that explains the details of all the data files.*



## EXPORT EVALUATION DATA

This feature provides the ability to export by aggregate response rate data for closed evaluations by Institution, College, and Department.

### NAVIGATE TO RESPONSE RATE DATA

1. Select "Results" from Main Menu.
2. Select "Datafiles" from Dropdown. You are now on the Datafiles page.
3. Select the blue "Response Rate" tab and fill out the corresponding filters.
4. Click the blue "Download" button and .CSV file will be downloaded with your requested data.

## Accessing and Interpreting Reports Continued

# Email Notification Schedule

*All online evaluations are equipped with email notifications. Emails will be sent under the following circumstances:*

| | |
|---|---|
| **Online Evaluation Created** | • Faculty receive an automated email with information about the evaluation setup details and link to the *IASystem*™ faculty portal. Generally these are created two weeks prior to the survey launch. |
| **Online Evaluation Opens** | • Faculty receive an automated email notifying them the course evaluation for their class is now open. (Monday of Week 13 of the long semester, 12:00 a.m.)<br>• Students receive automated email notifying them the course evaluation for their class is now open and asking them to complete the evaluation. (Monday of Week 13 of the long semester, 12:00 a.m.) |
| **Evaluations Close** | • Faculty receive an automated email when their reports are available. These emails are generated when the evaluation is closed and the Reports Available date has been met.<br>    o Reports will be available three days after grades are posted. |
| **Reminders & Updates** | • Automated emails are sent to students who have not yet responded based on the length of the semester. Automated email updates are sent to faculty with updated response rate information on the same dates.<br>    o 1st reminder, 8 days prior to close<br>    o 2nd reminder, 4 days prior to close<br>    o 3rd reminder, 1 day prior to close<br>• Summer sessions' timeframes are listed below.<br>    o 1st reminder/update, 2 days prior to close |

An automated confirmation email will be sent to students immediately upon submission of an online course evaluation.

## Appendix A
## Example of Survey Forms

### Description of Forms

| Form | Description |
| --- | --- |
| A – Small Lecture/Discussion | Designed for lecture courses with the opportunity for discussion. |
| B – Large Lecture | Designed for traditional lecture course |
| C – Seminar/Discussion | Designed for classes that include a minimal amount of formal lecturing by the instructor. |
| D – Problem Solving | Designed for classes teaching problem-solving or heuristic methods. |
| E – Skill Acquisition | Designed for classes in which students get "hands on" experiences, such as courses in foreign languages. |
| F – Quiz Section | Designed for discussion sections that are usually taught by graduate teaching assistants, in conjunction with a lecture class taught by a regular faculty member. |
| G – Lectures/Assignments | Designed for use in large classes (such as those in math) which rely heavily on homework problems and a textbook. |
| H – Lab | Designed to evaluate lab classes generally taught in conjunction with classes in the physical sciences. |
| I – Distance Learning | Designed for use in learning environments where students are not physically present in a traditional setting such as a classroom. |
| J – Clinical/Studio | Designed to evaluate instruction provided through clinical or hands-on experience rather than the traditional academic coursework. |
| K – Project/Studio | Designed for courses in which students work autonomously or in small groups. |
| L – English as a Second Language | Designed for use with English language learners. |
| M – Study Abroad | Designed for use in course taught abroad. |
| X – Educational Outcomes | Designed to be used across all course types. |

# Form A
# Small Lecture/Discussion

Instructor_____  Course _____  Section _____  Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

| | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 1. The course as a whole was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. The course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. The instructor's contribution to the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. The instructor's effectiveness in teaching the subject matter was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. Course organization was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. Clarity of instructor's voice was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. Explanations by instructor were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. Instructor's ability to present alternative explanations when needed was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. Instructor's use of examples and illustrations was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. Quality of questions or problems raised by instructor was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. Student confidence in instructor's knowledge was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. Instructor's enthusiasm was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 13. Encouragement given students to express themselves was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. Answers to student questions were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. Availability of extra help when needed was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 16. Use of class time was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 17. Instructor's interest in whether students learned was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 18. Amount you learned in the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. Relevance and usefulness of course content were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 20. Evaluative and grading techniques (tests, papers, projects, etc.) were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. Reasonableness of assigned work was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. Clarity of student responsibilities and requirements was: | ○ | ○ | ○ | ○ | ○ | ○ |

## Relative to other college courses you have taken:

| | Much Higher | | Average | | | Much Lower |
|---|---|---|---|---|---|---|
| 23. Do you expect your grade in this course to be: | ○ | ○ | ○ | ○ | ○ | ○ |
| 24. The intellectual challenge presented was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 25. The amount of effort you put into this course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 26. The amount of effort to succeed in this course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 27. Your involvement in this course (doing assignments, attending classes, etc.) was: | ○ | ○ | ○ | ○ | ○ | ○ |

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
○ Under 2   ○ 6 - 7   ○ 12 - 13   ○ 18 - 19
○ 2 - 3   ○ 8 - 9   ○ 14 - 15   ○ 20 - 21
○ 4 - 5   ○ 10 - 11   ○ 16 - 17   ○ 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
○ Under 2   ○ 6 - 7   ○ 12 - 13   ○ 18 - 19
○ 2 - 3   ○ 8 - 9   ○ 14 - 15   ○ 20 - 21
○ 4 - 5   ○ 10 - 11   ○ 16 - 17   ○ 22 or more

30. What grade do you expect in this course?
○ A (3.9-4.0)   ○ B (2.9-3.1)   ○ C (1.9-2.1)   ○ D (0.9-1.1)   ○ Pass
○ A- (3.5-3.8)   ○ B- (2.5-2.8)   ○ C- (1.5-1.8)   ○ D- (0.7-0.8)   ○ Credit
○ B+ (3.2-3.4)   ○ C+ (2.2-2.4)   ○ D+ (1.2-1.4)   ○ E (0.0)   ○ No Credit

31. In regard to your academic program, is this course best described as:
○ In your major?   ○ A distribution requirement?   ○ An elective?
○ In your minor?   ○ A program requirement?   ○ Other?

# Form B
# Large Lecture

Instructor _____    Course _____    Section _____    Date _____

**Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.**

| | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 1. The course as a whole was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. The course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. The instructor's contribution to the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. The instructor's effectiveness in teaching the subject matter was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. Course organization was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. Sequential presentation of concepts was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. Explanations by instructor were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. Instructor's ability to present alternative explanations when needed was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. Instructor's use of examples and illustrations was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. Instructor's enhancement of student interest in the material was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. Student confidence in instructor's knowledge was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. Instructor's enthusiasm was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 13. Clarity of course objectives was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. Interest level of class sessions was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. Availability of extra help when needed was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 16. Use of class time was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 17. Instructor's interest in whether students learned was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 18. Amount you learned in the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. Relevance and usefulness of course content were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 20. Evaluative and grading techniques (tests, papers, projects, etc.) were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. Reasonableness of assigned work was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. Clarity of student responsibilities and requirements was: | ○ | ○ | ○ | ○ | ○ | ○ |

**Relative to other college courses you have taken:**

| | Much Higher | | Average | | | Much Lower |
|---|---|---|---|---|---|---|
| 23. Do you expect your grade in this course to be: | ○ | ○ | ○ ○ | ○ | ○ | ○ |
| 24. The intellectual challenge presented was: | ○ | ○ | ○ ○ | ○ | ○ | ○ |
| 25. The amount of effort you put into this course was: | ○ | ○ | ○ ○ | ○ | ○ | ○ |
| 26. The amount of effort to succeed in this course was: | ○ | ○ | ○ ○ | ○ | ○ | ○ |
| 27. Your involvement in this course (doing assignments, attending classes, etc.) was: | ○ | ○ | ○ ○ | ○ | ○ | ○ |

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
   ○ Under 2   ○ 6 - 7   ○ 12 - 13   ○ 18 - 19
   ○ 2 - 3   ○ 8 - 9   ○ 14 - 15   ○ 20 - 21
   ○ 4 - 5   ○ 10 - 11   ○ 16 - 17   ○ 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
   ○ Under 2   ○ 6 - 7   ○ 12 - 13   ○ 18 - 19
   ○ 2 - 3   ○ 8 - 9   ○ 14 - 15   ○ 20 - 21
   ○ 4 - 5   ○ 10 - 11   ○ 16 - 17   ○ 22 or more

30. What grade do you expect in this course?
   ○ A  (3.9-4.0)   ○ B  (2.9-3.1)   ○ C  (1.9-2.1)   ○ D  (0.9-1.1)   ○ Pass
   ○ A- (3.5-3.8)   ○ B- (2.5-2.8)   ○ C- (1.5-1.8)   ○ D- (0.7-0.8)   ○ Credit
   ○ B+ (3.2-3.4)   ○ C+ (2.2-2.4)   ○ D+ (1.2-1.4)   ○ E  (0.0)   ○ No Credit

31. In regard to your academic program, is this course best described as:
   ○ In your major?   ○ A distribution requirement?   ○ An elective?
   ○ In your minor?   ○ A program requirement?   ○ Other?

# Form C
# Seminar/Discussion

Instructor_____ Course _____ Section _____ Date _____

**Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.**

|  | Excel-lent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 1. The course as a whole was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. The course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. The instructor's contribution to the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. The instructor's effectiveness in teaching the subject matter was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. Course organization was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. Instructor's preparation for class was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. Instructor as a discussion leader was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. Instructor's contribution to discussion was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. Conduciveness of class atmosphere to student learning was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. Quality of questions or problems raised was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. Student confidence in instructor's knowledge was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. Instructor's enthusiasm was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 13. Encouragement given students to express themselves was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. Instructor's openness to student views was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. Interest level of class sessions was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 16. Use of class time was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 17. Instructor's interest in whether students learned was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 18. Amount you learned in the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. Relevance and usefulness of course content were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 20. Evaluative and grading techniques (tests, papers, projects, etc.) were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. Reasonableness of assigned work was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. Clarity of student responsibilities and requirements was: | ○ | ○ | ○ | ○ | ○ | ○ |

**Relative to other college courses you have taken:**

|  | Much Higher |  |  | Average |  |  | Much Lower |
|---|---|---|---|---|---|---|---|
| 23. Do you expect your grade in this course to be: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 24. The intellectual challenge presented was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 25. The amount of effort you put into this course was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 26. The amount of effort to succeed in this course was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 27. Your involvement in this course (doing assignments, attending classes, etc.) was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
○ Under 2　○ 6 - 7　○ 12 - 13　○ 18 - 19
○ 2 - 3　○ 8 - 9　○ 14 - 15　○ 20 - 21
○ 4 - 5　○ 10 - 11　○ 16 - 17　○ 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
○ Under 2　○ 6 - 7　○ 12 - 13　○ 18 - 19
○ 2 - 3　○ 8 - 9　○ 14 - 15　○ 20 - 21
○ 4 - 5　○ 10 - 11　○ 16 - 17　○ 22 or more

30. What grade do you expect in this course?
○ A (3.9-4.0)　○ B (2.9-3.1)　○ C (1.9-2.1)　○ D (0.9-1.1)　○ Pass
○ A- (3.5-3.8)　○ B- (2.5-2.8)　○ C- (1.5-1.8)　○ D- (0.7-0.8)　○ Credit
○ B+ (3.2-3.4)　○ C+ (2.2-2.4)　○ D+ (1.2-1.4)　○ E (0.0)　○ No Credit

31. In regard to your academic program, is this course best described as:
○ In your major?　○ A distribution requirement?　○ An elective?
○ In your minor?　○ A program requirement?　○ Other?

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# Form D
# Problem Solving

Instructor _____  Course _____  Section _____  Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

|  | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 1. The course as a whole was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. The course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. The instructor's contribution to the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. The instructor's effectiveness in teaching the subject matter was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. Course organization was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. Sequential presentation of concepts was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. Explanations by instructor were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. Instructor's ability to present alternative explanations when needed was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. Instructor's use of examples and illustrations was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. Quality of questions or problems raised by the instructor was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. Contribution of assignments to understanding course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. Instructor's enthusiasm was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 13. Instructor's ability to deal with student difficulties was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. Answers to student questions were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. Availability of extra help when needed was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 16. Use of class time was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 17. Instructor's interest in whether students learned was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 18. Amount you learned in the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. Relevance and usefulness of course content were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 20. Evaluative and grading techniques (tests, papers, projects, etc.) were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. Reasonableness of assigned work was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. Clarity of student responsibilities and requirements was: | ○ | ○ | ○ | ○ | ○ | ○ |

**Relative to other college courses you have taken:**

| | Much Higher | | Average | | | Much Lower |
|---|---|---|---|---|---|---|
| 23. Do you expect your grade in this course to be: | ○ | ○ | ○ | ○ | ○ | ○ |
| 24. The intellectual challenge presented was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 25. The amount of effort you put into this course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 26. The amount of effort to succeed in this course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 27. Your involvement in this course (doing assignments, attending classes, etc.) was: | ○ | ○ | ○ | ○ | ○ | ○ |

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work? ○Under 2 ○2 - 3 ○4 - 5 ○6 - 7 ○8 - 9 ○10 - 11 ○12 - 13 ○14 - 15 ○16 - 17 ○18 - 19 ○20 - 21 ○22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education? ○Under 2 ○2 - 3 ○4 - 5 ○6 - 7 ○8 - 9 ○10 - 11 ○12 - 13 ○14 - 15 ○16 - 17 ○18 - 19 ○20 - 21 ○22 or more

30. What grade do you expect in this course?
○A (3.9-4.0) ○B (2.9-3.1) ○C (1.9-2.1) ○D (0.9-1.1) ○Pass
○A- (3.5-3.8) ○B- (2.5-2.8) ○C- (1.5-1.8) ○D- (0.7-0.8) ○Credit
○B+ (3.2-3.4) ○C+ (2.2-2.4) ○D+ (1.2-1.4) ○E (0.0) ○No Credit

31. In regard to your academic program, is this course best described as:
○In your major? ○A distribution requirement? ○An elective?
○In your minor? ○A program requirement? ○Other?

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# Form E
# Skill Acquisition

Instructor_____  Course_____  Section_____  Date_____

**Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.**

| | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 1. The course as a whole was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. The course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. The instructor's contribution to the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. The instructor's effectiveness in teaching the subject matter was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. Opportunity for practicing what was learned was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. Sequential development of skills was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. Explanations of underlying rationales for new techniques or skills were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. Demonstrations of expected skills were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. Instructor's confidence in students' ability was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. Recognition of student progress by instructor was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. Student confidence in instructor's knowledge was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. Freedom allowed students to develop own skills and ideas was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 13. Instructor's ability to deal with student difficulties was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. Tailoring of instruction to varying student skill levels was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. Availability of extra help when needed was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 16. Use of class time was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 17. Instructor's interest in whether students learned was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 18. Amount you learned in the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. Relevance and usefulness of course content were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 20. Evaluative and grading techniques (tests, papers, projects, etc.) were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. Reasonableness of assigned work was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. Clarity of student responsibilities and requirements was: | ○ | ○ | ○ | ○ | ○ | ○ |

**Relative to other college courses you have taken:**

| | Much Higher | | Average | | | Much Lower |
|---|---|---|---|---|---|---|
| 23. Do you expect your grade in this course to be: | ○ | ○ | ○ | ○ | ○ | ○ |
| 24. The intellectual challenge presented was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 25. The amount of effort you put into this course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 26. The amount of effort to succeed in this course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 27. Your involvement in this course (doing assignments, attending classes, etc.) was: | ○ | ○ | ○ | ○ | ○ | ○ |

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
   ○ Under 2  ○ 6 - 7  ○ 12 - 13  ○ 18 - 19
   ○ 2 - 3  ○ 8 - 9  ○ 14 - 15  ○ 20 - 21
   ○ 4 - 5  ○ 10 - 11  ○ 16 - 17  ○ 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
   ○ Under 2  ○ 6 - 7  ○ 12 - 13  ○ 18 - 19
   ○ 2 - 3  ○ 8 - 9  ○ 14 - 15  ○ 20 - 21
   ○ 4 - 5  ○ 10 - 11  ○ 16 - 17  ○ 22 or more

30. What grade do you expect in this course?
   ○ A  (3.9-4.0)  ○ B  (2.9-3.1)  ○ C  (1.9-2.1)  ○ D  (0.9-1.1)  ○ Pass
   ○ A- (3.5-3.8)  ○ B- (2.5-2.8)  ○ C- (1.5-1.8)  ○ D- (0.7-0.8)  ○ Credit
   ○ B+ (3.2-3.4)  ○ C+ (2.2-2.4)  ○ D+ (1.2-1.4)  ○ E  (0.0)  ○ No Credit

31. In regard to your academic program, is this course best described as:
   ○ In your major?  ○ A distribution requirement?  ○ An elective?
   ○ In your minor?  ○ A program requirement?  ○ Other?

# Form F
# Quiz Section

Instructor_____  Course _____  Section _____  Date _____

**Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.**

| | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 1. The quiz section as a whole was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. The content of the quiz section was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. The quiz section instructor's (QSI's) contribution to the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. The QSI's effectiveness in teaching the subject matter was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. Explanations by the QSI were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. QSI's use of examples and illustrations was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. Quality of questions or problems raised by QSI was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. QSI's enthusiasm was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. Student confidence in QSI's knowledge was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. Encouragement given students to express themselves was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. Answers to student questions were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. Interest level of quiz sections was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 13. QSI's openness to student views was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. QSI's ability to deal with student difficulties was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. Availability of extra help when needed was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 16. Use of quiz section time was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 17. QSI's interest in whether students learned was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 18. Amount you learned in the quiz sections was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. Relevance and usefulness of quiz section content were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 20. Coordination between lectures and quiz sections was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. Reasonableness of assigned work for quiz section was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. Clarity of student responsibilities and requirements was: | ○ | ○ | ○ | ○ | ○ | ○ |

**Relative to other college courses you have taken:**

| | Much Higher | | Average | | | Much Lower |
|---|---|---|---|---|---|---|
| 23. Do you expect your grade in this course to be: | ○ | ○ | ○ | ○ | ○ | ○ |
| 24. The intellectual challenge presented was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 25. The amount of effort you put into this course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 26. The amount of effort to succeed in this course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 27. Your involvement in this course (doing assignments, attending classes, etc.) was: | ○ | ○ | ○ | ○ | ○ | ○ |

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
○ Under 2  ○ 6 - 7  ○ 12 - 13  ○ 18 - 19
○ 2 - 3  ○ 8 - 9  ○ 14 - 15  ○ 20 - 21
○ 4 - 5  ○ 10 - 11  ○ 16 - 17  ○ 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
○ Under 2  ○ 6 - 7  ○ 12 - 13  ○ 18 - 19
○ 2 - 3  ○ 8 - 9  ○ 14 - 15  ○ 20 - 21
○ 4 - 5  ○ 10 - 11  ○ 16 - 17  ○ 22 or more

30. What grade do you expect in this course?
○ A  (3.9-4.0)  ○ B  (2.9-3.1)  ○ C  (1.9-2.1)  ○ D  (0.9-1.1)  ○ Pass
○ A- (3.5-3.8)  ○ B- (2.5-2.8)  ○ C- (1.5-1.8)  ○ D- (0.7-0.8)  ○ Credit
○ B+ (3.2-3.4)  ○ C+ (2.2-2.4)  ○ D+ (1.2-1.4)  ○ E  (0.0)  ○ No Credit

31. In regard to your academic program, is this course best described as:
○ In your major?  ○ A distribution requirement?  ○ An elective?
○ In your minor?  ○ A program requirement?  ○ Other?

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# Form G
# Lectures/Assignments

Instructor_____ Course _____ Section _____ Date _____

**Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.**

| | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 1. The course as a whole was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. The course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. The instructor overall was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. The instructor's contribution to your understanding of concepts and ideas: | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. Course organization was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. Opportunity to ask questions was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. Explanations by instructor were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. Instructor's contribution to your ability to solve problems was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. Instructor's use of examples and illustrations was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. Length and difficulty of homework assignments were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. Contribution of examinations to understanding course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. Instructor's enthusiasm was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 13. The textbook overall was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. Answers to questions from class were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. Relationship between lectures and text was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 16. Availability of extra help when needed was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 17. Instructor's interest in whether students learned was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 18. Amount you learned in the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. Relevance and usefulness of course content were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 20. Relevance and usefulness of homework assignments were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. Reasonableness of assigned work was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. Relationship of examinations to material emphasized in the course was: | ○ | ○ | ○ | ○ | ○ | ○ |

**Relative to other college courses you have taken:**

| | Much Higher | | Average | | | Much Lower |
|---|---|---|---|---|---|---|
| 23. Do you expect your grade in this course to be: | ○ | ○ | ○ | ○ | ○ | ○ |
| 24. The intellectual challenge presented was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 25. The amount of effort you put into this course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 26. The amount of effort to succeed in this course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 27. Your involvement in this course (doing assignments, attending classes, etc.) was: | ○ | ○ | ○ | ○ | ○ | ○ |

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
○ Under 2　○ 6 - 7　○ 12 - 13　○ 18 - 19
○ 2 - 3　○ 8 - 9　○ 14 - 15　○ 20 - 21
○ 4 - 5　○ 10 - 11　○ 16 - 17　○ 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
○ Under 2　○ 6 - 7　○ 12 - 13　○ 18 - 19
○ 2 - 3　○ 8 - 9　○ 14 - 15　○ 20 - 21
○ 4 - 5　○ 10 - 11　○ 16 - 17　○ 22 or more

30. What grade do you expect in this course?
○ A  (3.9-4.0)　○ B  (2.9-3.1)　○ C  (1.9-2.1)　○ D  (0.9-1.1)　○ Pass
○ A- (3.5-3.8)　○ B- (2.5-2.8)　○ C- (1.5-1.8)　○ D- (0.7-0.8)　○ Credit
○ B+ (3.2-3.4)　○ C+ (2.2-2.4)　○ D+ (1.2-1.4)　○ E  (0.0)　○ No Credit

31. In regard to your academic program, is this course best described as:
○ In your major?　○ A distribution requirement?　○ An elective?
○ In your minor?　○ A program requirement?　○ Other?

# Form H
# Lab

Instructor_____ Course _____ Section _____ Date _____

**Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.**

| | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 1. The lab section as a whole was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. The content of the lab section was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. The lab instructor's contribution to the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. The lab instructor's effectiveness in teaching the subject matter was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. Explanations by the lab instructor were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. Lab instructor's preparedness for lab sessions was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. Quality of questions or problems raised by the lab instructor was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. Lab instructor's enthusiasm was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. Student confidence in lab instructor's knowledge was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. Lab instructor's ability to solve unexpected problems was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. Answers to student questions were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. Interest level of lab sessions was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 13. Communication and enforcement of safety procedures were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. Lab instructor's ability to deal with student difficulties was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. Availability of extra help when needed was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 16. Use of lab section time was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 17. Lab instructor's interest in whether students learned was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 18. Amount you learned in the lab sections was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. Relevance and usefulness of lab section content were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 20. Coordination between lectures and lab activities was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. Reasonableness of assigned work for lab section was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. Clarity of student responsibilities and requirements was: | ○ | ○ | ○ | ○ | ○ | ○ |

**Relative to other college courses you have taken:**

| | Much Higher | | Average | | | Much Lower |
|---|---|---|---|---|---|---|
| 23. Do you expect your grade in this course to be: | ○ | ○ | ○ | ○ | ○ | ○ |
| 24. The intellectual challenge presented was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 25. The amount of effort you put into this course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 26. The amount of effort to succeed in this course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 27. Your involvement in this course (doing assignments, attending classes, etc.) was: | ○ | ○ | ○ | ○ | ○ | ○ |

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
   ○ Under 2  ○ 6 - 7  ○ 12 - 13  ○ 18 - 19
   ○ 2 - 3    ○ 8 - 9  ○ 14 - 15  ○ 20 - 21
   ○ 4 - 5    ○ 10 - 11 ○ 16 - 17 ○ 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
   ○ Under 2  ○ 6 - 7  ○ 12 - 13  ○ 18 - 19
   ○ 2 - 3    ○ 8 - 9  ○ 14 - 15  ○ 20 - 21
   ○ 4 - 5    ○ 10 - 11 ○ 16 - 17 ○ 22 or more

30. What grade do you expect in this course?
   ○ A  (3.9-4.0)  ○ B  (2.9-3.1)  ○ C  (1.9-2.1)  ○ D  (0.9-1.1)  ○ Pass
   ○ A- (3.5-3.8)  ○ B- (2.5-2.8)  ○ C- (1.5-1.8)  ○ D- (0.7-0.8)  ○ Credit
   ○ B+ (3.2-3.4)  ○ C+ (2.2-2.4)  ○ D+ (1.2-1.4)  ○ E  (0.0)      ○ No Credit

31. In regard to your academic program, is this course **best** described as:
   ○ In your major?   ○ A distribution requirement?  ○ An elective?
   ○ In your minor?   ○ A program requirement?        ○ Other?

# Form I
# Distance Learning

Instructor_____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

| | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 1. The distance learning course as a whole was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. The course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. The instructor's contribution to the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. The effectiveness of the distance learning format was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. The helpfulness of the distance learning staff overall was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. Student confidence in instructor's knowledge was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. Timeliness of instructor response to assignments was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. Quality/helpfulness of instructor feedback was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. Tailoring of instruction to varying student skill levels was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. Clarity of course objectives was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. The organization of the study guide was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. Content of the study guide was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 13. Relevance of textbook for self-study was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. Usefulness of reading assignments in understanding course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. Usefulness of written assignments in understanding course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 16. Usefulness of video media in understanding course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 17. Usefulness of computer (on-line) resources in understanding content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 18. Usefulness of audio media in understanding course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. Relevance and usefulness of course content were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 20. Evaluative and grading techniques (tests, papers, projects, etc.) were: | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. Reasonableness of assigned work was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. Clarity of student responsibilities and requirements was: | ○ | ○ | ○ | ○ | ○ | ○ |

**Relative to other college courses you have taken:**

| | Much Higher | | | Average | | | Much Lower |
|---|---|---|---|---|---|---|---|
| 23. Do you expect your grade in this course to be: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 24. The intellectual challenge presented was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 25. The amount of effort you put into this course was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 26. The amount of effort to succeed in this course was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 27. Your involvement in this course (doing assignments, attending classes, etc.) was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
○ Under 2　○ 6 - 7　○ 12 - 13　○ 18 - 19
○ 2 - 3　○ 8 - 9　○ 14 - 15　○ 20 - 21
○ 4 - 5　○ 10 - 11　○ 16 - 17　○ 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
○ Under 2　○ 6 - 7　○ 12 - 13　○ 18 - 19
○ 2 - 3　○ 8 - 9　○ 14 - 15　○ 20 - 21
○ 4 - 5　○ 10 - 11　○ 16 - 17　○ 22 or more

30. What grade do you expect in this course?
○ A (3.9-4.0)　○ B (2.9-3.1)　○ C (1.9-2.1)　○ D (0.9-1.1)　○ Pass
○ A- (3.5-3.8)　○ B- (2.5-2.8)　○ C- (1.5-1.8)　○ D- (0.7-0.8)　○ Credit
○ B+ (3.2-3.4)　○ C+ (2.2-2.4)　○ D+ (1.2-1.4)　○ E (0.0)　○ No Credit

31. In regard to your academic program, is this course best described as:
○ In your major?　○ A distribution requirement?　○ An elective?
○ In your minor?　○ A program requirement?　○ Other?

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# Form J
# Clinical/Studio

Instructor_____ Course_____ Section_____

Clinical Site (if appropriate) _____ Date _____

**Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.**

| | Excel-lent | Very Good | Good | Fair | Poor | Very Poor | |
|---|---|---|---|---|---|---|---|
| 1. The rotation/studio as a whole was: | ○ | ○ | ○ | ○ | ○ | ○ | ▬ |
| 2. The procedures/skills taught were: | ○ | ○ | ○ | ○ | ○ | ○ | ▬ |
| 3. The instructor's contribution to the rotation/studio was: | ○ | ○ | ○ | ○ | ○ | ○ | ▬ |
| 4. The instructor's effectiveness in teaching was: | ○ | ○ | ○ | ○ | ○ | ○ | ▬ |

**Rate your instructor on each of the following:**

| | Excel-lent | Very Good | Good | Fair | Poor | Very Poor | |
|---|---|---|---|---|---|---|---|
| 5. Knowledgeable and analytical | ○ | ○ | ○ | ○ | ○ | ○ | ▬ |
| 6. Clear and organized | ○ | ○ | ○ | ○ | ○ | ○ | ▬ |
| 7. Enthusiastic and stimulating | ○ | ○ | ○ | ○ | ○ | ○ | ▬ |
| 8. Challenging | ○ | ○ | ○ | ○ | ○ | ○ | ▬ |
| 9. Established rapport | ○ | ○ | ○ | ○ | ○ | ○ | ▬ |
| 10. Actively involved me in learning experiences | ○ | ○ | ○ | ○ | ○ | ○ | ▬ |
| 11. Provided direction and feedback | ○ | ○ | ○ | ○ | ○ | ○ | ▬ |
| 12. Demonstrated clinical/professional skills and procedures | ○ | ○ | ○ | ○ | ○ | ○ | ▬ |
| 13. Accessible | ○ | ○ | ○ | ○ | ○ | ○ | ▬ |

14. Your involvement with the instructor:  ○ Extensive  ○ Considerable  ○ Moderate  ○ Slight ▬

15. On average, how many hours per week have you spent on this rotation/studio?
○ Under 2 ○ 6 - 7 ○ 12 - 13 ○ 18 - 19 ▬
○ 2 - 3 ○ 8 - 9 ○ 14 - 15 ○ 20 - 21 ▬
○ 4 - 5 ○ 10- 11 ○ 16 - 17 ○ 22 or more ▬

16. From the total average hours above, how many do you consider were valuable in advancing your education?
○ Under 2 ○ 6 - 7 ○ 12 - 13 ○ 18 - 19 ▬
○ 2 - 3 ○ 8 - 9 ○ 14 - 15 ○ 20 - 21 ▬
○ 4 - 5 ○ 10- 11 ○ 16 - 17 ○ 22 or more ▬

17. Year in program:  ○ First  ○ Second  ○ Third  ○ Fourth or more ▬

18. Your program (choose one):
○ Baccalaureate ○ Professional ○ Other ▬
○ Masters ○ Resident ▬
○ PhD ○ Post-doctoral fellow ▬

# Form K
# Project/Studio

Instructor_____    Course _____    Section _____    Date _____

**Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.**

| | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 1. The course as a whole was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. The course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. The instructor's contribution to the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. The instructor's effectiveness in teaching the subject matter was: | ○ | ○ | ○ | ○ | ○ | ○ |

**How frequently was each of the following true of this course?**

| | Always | | | About Half | | | Never |
|---|---|---|---|---|---|---|---|
| 5. The course was integrated with the rest of the curriculum. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. The instructor created an atmosphere of engagement. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. The instructor stimulated me to acquire new skills and approaches. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. The instructor encouraged me to think independently. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. The course was structured to facilitate learning. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. Feedback by the instructor during design/artistic process was valuable. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. Feedback from peers was valuable. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. Feedback from visitors/outside reviewers was valuable. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**How well did this course help you to:**

| | Very-Much | | | Moderate | | | Not at All |
|---|---|---|---|---|---|---|---|
| 13. Develop your oral communication/presentation skills | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. Develop your ability to express your ideas in artistic/graphic form | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. Develop and use your creativity | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 16. Develop your ability to work in fluid or ambiguous situations | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 17. Develop your ability to provide peer critique | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 18. Develop your ability for self-critique | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. Practice design/artistic strategies and processes | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 20. Integrate & apply new skills and knowledge in your products | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. Apply the principles of past work of others and examples | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. Work effectively in teams to complete projects | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**Relative to other college courses you have taken:**

| | Much-Higher | | | Average | | | Much Lower |
|---|---|---|---|---|---|---|---|
| 23. Do you expect your grade in this course to be: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 24. The intellectual challenge presented was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 25. The amount of effort you put into this course was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 26. The amount of effort to succeed in this course was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 27. Your involvement in this course (doing assignments, attending classes, etc.) was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
○ Under 2   ○ 6 - 7   ○ 12 - 13   ○ 18 - 19
○ 2 - 3   ○ 8 - 9   ○ 14 - 15   ○ 20 - 21
○ 4 - 5   ○ 10 - 11   ○ 16 - 17   ○ 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
○ Under 2   ○ 6 - 7   ○ 12 - 13   ○ 18 - 19
○ 2 - 3   ○ 8 - 9   ○ 14 - 15   ○ 20 - 21
○ 4 - 5   ○ 10 - 11   ○ 16 - 17   ○ 22 or more

30. What grade do you expect in this course?
○ A  (3.9-4.0)   ○ B  (2.9-3.1)   ○ C  (1.9-2.1)   ○ D  (0.9-1.1)   ○ Pass
○ A- (3.5-3.8)   ○ B- (2.5-2.8)   ○ C- (1.5-1.8)   ○ D- (0.7-0.8)   ○ Credit
○ B+ (3.2-3.4)   ○ C+ (2.2-2.4)   ○ D+ (1.2-1.4)   ○ E  (0.0)   ○ No Credit

31. In regard to your academic program, is this course best described as:
○ In your major?   ○ A distribution requirement?   ○ An elective?
○ In your minor?   ○ A program requirement?   ○ Other?

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# Form L
# English as a Second Language

Instructor_____  Course _____  Section _____  Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

**The course**

| | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 1. This course is: | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. The content of this course is: | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. The amount I have learned in this course is: | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. The usefulness of assignments (class projects OR homework, etc.) is: | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. The usefulness of the materials (handouts OR media, etc.) is: | ○ | ○ | ○ | ○ | ○ | ○ |

**The instructor**

| | Excellent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 6. This instructor's teaching is: | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. Explanations by the instructor are: | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. The instructor's knowledge of the subject is: | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. The instructor's interest in helping students learn is: | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. The feedback the instructor gives me is: | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. The interaction between the instructor and students is: | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. The presentation of the lessons is: | ○ | ○ | ○ | ○ | ○ | ○ |
| 13. The opportunity to ask questions I have in this class is: | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. The organization of the lessons is: | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. The instructor's use of class time is: | ○ | ○ | ○ | ○ | ○ | ○ |

**About you**

| | AGREE Strongly | Somewhat | DISAGREE Somewhat | Strongly |
|---|---|---|---|---|
| 16. I do my work for this class. | ○ | ○ | ○ | ○ |
| 17. This course is a good level for me. | ○ | ○ | ○ | ○ |
| 18. I wanted to take this course. | ○ | ○ | ○ | ○ |

19. Your age:  ○ 21 or younger  ○ 22-24  ○ 25-27  ○ 28 or older

20. Your gender:  ○ Male  ○ Female

21. The level of education you have completed (choose one):
- ○ High school
- ○ Vocational/technical school
- ○ Currently in college or university
- ○ 2-year college degree
- ○ 4-year college degree
- ○ Masters degree
- ○ PhD degree
- ○ Professional degree
- ○ Other

22. How long have you studied English?  ○ 0-2 years  ○ 3-5 years  ○ 6-10 years  ○ 11+ years

23. What world region do you come from (choose one)?
- ○ Africa
- ○ East Asia
- ○ Central Asia
- ○ Indian Subcontinent
- ○ Latin America
- ○ Near and Middle East
- ○ Pacific Islands
- ○ Southeast Asia
- ○ Europe

24. What is your native language (choose one)?
- ○ Amharic
- ○ Arabic
- ○ Bulgarian
- ○ Cambodian
- ○ Chinese
- ○ Czech/Slovak
- ○ English
- ○ French
- ○ German
- ○ Greek
- ○ Hebrew
- ○ Hindi
- ○ Hungarian
- ○ Indonesian
- ○ Italian
- ○ Japanese
- ○ Korean
- ○ Malay
- ○ Pashto
- ○ Persian
- ○ Polish
- ○ Portuguese
- ○ Romanian
- ○ Russian
- ○ Scandinavian language
- ○ Serbian/Croatian
- ○ Spanish
- ○ Swahili
- ○ Tagalog
- ○ Tamil
- ○ Thai
- ○ Tigrina
- ○ Turkish
- ○ Urdu
- ○ Vietnamese
- ○ Wolof
- ○ Zulu
- ○ Other

25. How did you learn about this language program?
- ○ A friend or relative
- ○ The Internet
- ○ An advertisement
- ○ My school
- ○ Other

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## Form M
## Study Abroad

Instructor_____  Course_____  Date_____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

| | Excel-lent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 1. The course as a whole was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. The course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. The instructor's contribution to the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. The instructor's effectiveness in teaching the subject matter was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. Clarity of course objectives was: | ○ | ○ | ○ | ○ | ○ | |
| 6. Clarity of student responsibilities and requirements was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. Content of the syllabus was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. Contribution of assignments to understanding course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. Reasonableness of assigned work was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. Instructor's ability to deal with student difficulties was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. Guidance and assistance from program leaders was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. Contribution of the field trips to understanding course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 13. Connection between coursework and program location was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. Amount you learned in the course was: | ○ | ○ | ○ | ○ | ○ | ○ |

| | Always | | Half of the Time | | Never | |
|---|---|---|---|---|---|---|
| 15. The instructor facilitated local engagement. | ○ | ○ | ○ | ○ | ○ | ○ |
| 16. The course was structured to facilitate learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 17. Class sessions were well organized. | ○ | ○ | ○ | ○ | ○ | ○ |
| 18. Meaningful feedback on tests and other work was provided. | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. Class sessions were interesting and engaging. | ○ | ○ | ○ | ○ | ○ | ○ |

| | AGREE | | | DISAGREE | | |
|---|---|---|---|---|---|---|
| 20. I felt prepared by the program's pre-departure sessions. | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. I felt that I was a member of a learning community. | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. I developed a better understanding of the country in which I studied. | ○ | ○ | ○ | ○ | ○ | ○ |
| 23. I have improved my ability to adapt to new/different situations. | ○ | ○ | ○ | ○ | ○ | ○ |

**Relative to other college courses you have taken:**

| | Much Higher | | Average | | | Much Lower |
|---|---|---|---|---|---|---|
| 24. Do you expect your grade in this course to be: | ○ | ○ | ○ | ○ | ○ | ○ |
| 25. The intellectual challenge presented was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 26. The amount of effort you put into this course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 27. The amount of effort to succeed in this course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 28. Your involvement in this course (doing assignments, attending classes, etc.) was: | ○ | ○ | ○ | ○ | ○ | ○ |

29. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
○ Under 2　○ 6 - 7　○ 12 - 13　○ 18 - 19
○ 2 - 3　○ 8 - 9　○ 14 - 15　○ 20 - 21
○ 4 - 5　○ 10- 11　○ 16 - 17　○ 22 or more

30. From the total average hours above, how many do you consider were valuable in advancing your education?
○ Under 2　○ 6 - 7　○ 12 - 13　○ 18 - 19
○ 2 - 3　○ 8 - 9　○ 14 - 15　○ 20 - 21
○ 4 - 5　○ 10- 11　○ 16 - 17　○ 22 or more

31. What grade do you expect in this course?
○ A (3.9-4.0)　○ B (2.9-3.1)　○ C (1.9-2.1)　○ D (0.9-1.1)　○ Pass
○ A- (3.5-3.8)　○ B- (2.5-2.8)　○ C- (1.5-1.8)　○ D- (0.7-0.8)　○ Credit
○ B+ (3.2-3.4)　○ C+ (2.2-2.4)　○ D+ (1.2-1.4)　○ E (0.0)　○ No Credit

32. In regard to your academic program, is this course best described as:
○ In your major?　○ A distribution requirement?　○ An elective?
○ In your minor?　○ A program requirement?　○ Other?

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# Form X
# Educational Outcomes

Instructor_____ Course_____ Section_____ Date_____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

|  | Excel-lent | Very Good | Good | Fair | Poor | Very Poor |
|---|---|---|---|---|---|---|
| 1. The course as a whole was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. The course content was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. The instructor's contribution to the course was: | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. The instructor's effectiveness in teaching the subject matter was: | ○ | ○ | ○ | ○ | ○ | ○ |

How frequently was each of the following a true description of this course?

|  | Always | | | About Half | | | Never |
|---|---|---|---|---|---|---|---|
| 5. The instructor gave very clear explanations. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. The instructor successfully rephrased explanations to clear up confusion. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. Class sessions were interesting and engaging. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. Class sessions were well organized. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. Student participation was encouraged. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. Students were aware of what was expected of them. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. Extra help was readily available. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. Assigned readings and other out-of-class work were valuable. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 13. Grades were assigned fairly. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. Meaningful feedback on tests and other work was provided. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. Evaluation of student performance was related to important course goals. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Relative to other college courses you have taken, how would you describe your progress in this course with regard to:

|  | Great | | | Average | | | None |
|---|---|---|---|---|---|---|---|
| 16. Learning the conceptual and factual knowledge of this course. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 17. Developing an appreciation for the field in which this course resides. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 18. Understanding written material in this field. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. Developing an ability to express yourself in writing or orally in this field. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 20. Understanding and solving problems in this field. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. Applying the course material to real world issues or to other disciplines. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. General intellectual development. | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Relative to other college courses you have taken:

|  | Much Higher | | | Average | | | Much Lower |
|---|---|---|---|---|---|---|---|
| 23. Do you expect your grade in this course to be: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 24. The intellectual challenge presented was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 25. The amount of effort you put into this course was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 26. The amount of effort to succeed in this course was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| 27. Your involvement in this course (doing assignments, attending classes, etc.) was: | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
   ○ Under 2   ○ 6 - 7   ○ 12 - 13   ○ 18 - 19
   ○ 2 - 3   ○ 8 - 9   ○ 14 - 15   ○ 20 - 21
   ○ 4 - 5   ○ 10- 11   ○ 16 - 17   ○ 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
   ○ Under 2   ○ 6 - 7   ○ 12 - 13   ○ 18 - 19
   ○ 2 - 3   ○ 8 - 9   ○ 14 - 15   ○ 20 - 21
   ○ 4 - 5   ○ 10- 11   ○ 16 - 17   ○ 22 or more

30. What grade do you expect in this course?
   ○ A (3.9-4.0)   ○ B (2.9-3.1)   ○ C (1.9-2.1)   ○ D (0.9-1.1)   ○ Pass
   ○ A- (3.5-3.8)   ○ B- (2.5-2.8)   ○ C- (1.5-1.8)   ○ D- (0.7-0.8)   ○ Credit
   ○ B+ (3.2-3.4)   ○ C+ (2.2-2.4)   ○ D+ (1.2-1.4)   ○ E (0.0)   ○ No Credit

31. In regard to your academic program, is this course best described as:
   ○ In your major?   ○ A distribution requirement?   ○ An elective?
   ○ In your minor?   ○ A program requirement?   ○ Other?

## Appendix B
## Email Template for Collecting Form Information

Dear Faculty,

As you are aware, LIU adopted the student evaluation instrument offered by the University of Washington (*IASystem*).  One of the major advantages of the new system, called TEF (Teaching Evaluation of Faculty) is that it allows an individual faculty member to select the instrument that captures different instructional formats, supporting both formative and summative decision making. [Name of your departmental assistant] will be setting up your course evaluations for the [fall/spring/summer] semester.

Please indicate the instrument that you would like to use for your course(s) by [insert date, three weeks prior to survey launch] (e.g., Your Name, COUN 5000, Form C).  We have attached a PDF version of the example instruments for your review and feel free to visit the IASystem website (www.iasystem.org) for additional information. If we do not hear from you, the default instrument for face-to-face courses will be Form X (Educational Outcomes) and the default instrument for online courses will be Form I (Distance Learning).

    A – Small Lecture / Discussion
    B – Large Lecture
    C – Seminar / Discussion
    D – Problem Solving
    E – Skill Acquisition
    F – Quiz Section
    G – Lectures / Assignments
    H – Lab
    I – Distance Learning
    J – Clinical / Studio
    K – Project / Studio
    L – English as a Second Language
    M – Study Abroad
    X – Educational Outcomes

Student Comments (all forms include the student comments section).


Please let us know if you have any questions or contact eval@liu.edu.

Many thanks,
[Your Name]

# Appendix C
# Protocol for Administering TEF Surveys

- Faculty should coordinate with a departmental assistant, a colleague or a graduate student to administer the TEF during class time. They should allow 15 minutes for students to complete the survey either at the beginning or end of class. The average length of time to complete TEF is less than 8 minutes.

- The individual administering the course survey should read the following statement, "At LIU we value student input and hope that you will provide meaningful feedback to improve instruction."

- Under no circumstances should a faculty member be in the room when their student evaluations are completed (in a computer lab or during class time on mobile device).

# Appendix D
# Suggestions for Increasing Student Participation for Online Administration

- Reinforce that student evaluations are important to you and give specific examples of how you use your student feedback to improve teaching from semester to semester.

- Set aside class time for students to complete the survey on a laptop, smartphone or other electronic device (monitored by another faculty member or graduate assistant).

- Place the survey link (included in the email you received from no-reply@iasystem.org) on your Blackboard site.

- Remind students to complete the evaluation.

- Remind students they will receive an email for your course evaluation and it will include a direct link to the survey.

- Personally email students and ask them to complete TEF. The only appropriate reminder to students is one that goes to ALL students, not selected students.

- Provide participation updates at each class meeting.