

Handbook
For UIC
Student
Evaluation
of Teaching
Program

2016-
2017

This handbook, produced by the Office of the Vice Provost for Faculty Affairs, is for use by UIC Faculty and Staff (Departmental Points of Contact) for implementation of the online student evaluation program at UIC.

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I. Online Student Evaluations of Teaching at UIC

Student evaluations of teaching play a fundamental role in improving course content, format, and delivery (teaching) at UIC. The Office for Faculty Affairs offers all Colleges and Departments the opportunity to participate in an online course evaluation system provided via the Office for Faculty Affairs. The online system (provided by Class Climate, a subsidiary of Scantron) replaces Scantron's paper-based system that the Office for Faculty Affairs previously used. Our online system is equipped with enhanced accessibility for students and several automations, allowing our staff to process a high volume of course evaluations in a more systematic and time-efficient manner.

II. How the System Works

Students receive an email invitation with the following title in the subject line: "UIC Student Evaluation of Teaching [Course Name] [Instructor Name] [Semester, Year]." The body of the email will reiterate the course name, instructor name, and semester. It will contain a link and a unique student password for the online evaluation for that course. Students will complete the evaluation online and the summary report is sent to instructors via email. Reports will go out to instructors following the posting of final grades for the course. Your Departmental Point of Contact will also receive a complete report that includes the reports for all participating faculty members.

III. What Students See

Each department has the option to select its own version of the form. We typically limit each Department such that faculty must agree on a single version of the questionnaire, but each Department also has the option to add a second TA questionnaire evaluation to be used for course sections that are TA-led (CRN driven). With sufficient lead time, we are willing to make other accommodations for unique circumstances within Departments that cannot be accommodated by our current approach.

The version your department selects may be among the options on the Faculty Affairs website, or your department may choose items from [UIUC's ICES Library](#) of items to create a customized teaching evaluation form. Additionally, if your department already has course evaluation questions, those can be used as well.* (See [Appendix A](#) for examples of the general instructor and TA questionnaires.)

- If your department does not yet have a teaching evaluation or you want to change the one you have, please see: http://cte.illinois.edu/teacheval/ices/pdf/ICES_Catalog.pdf.
- Your Department's TA Evaluation can also be customized using the ICES library items

referenced above.

- If you have any questions regarding the version your department has selected, please contact your Departmental Point of Contact or the Office for Faculty Affairs.
- Common across the forms is the initial set of (6) six recommended core questions.

**Recommended for use across Colleges by the UIC Student Government, a Committee on Diversity, and members of the Senate Academic Services Committee.*

Six Core Questions:

1. Rate the instructor’s overall teaching effectiveness.	Poor	1-2-3-4-5	Excellent	N/A
2. Rate the overall quality of the course.	Poor	1-2-3-4-5	Excellent	N/A
3. How well did the course assignments/quizzes/examinations reflect the content of the course?	Not at All	1-2-3-4-5	To a Great Extent	N/A
4. Was the instructor’s use of technology (e.g., email, Blackboard, PowerPoint, other electronic and/or web-based methods) effective?	Not at All	1-2-3-4-5	To a Great Extent	N/A
5. The instructor was sensitive to the cultural/human diversity, diverse worldviews, learning disability, and/or physical disability of the students.	No Agreement	1-2-3-4-5	Strong Agreement	N/A
6. How would you rate the physical environment in which you take this class especially the classroom facilities, including your ability to see, hear, concentrate, and participate?	Poor	1-2-3-4-5	Excellent	N/A

IV. Timeline for the Evaluations

Using the [Departmental Query Spreadsheets](#), the Office for Faculty Affairs begins collecting information about the courses to be evaluated from [Departmental Points of Contact](#), during the beginning of each semester. The students will receive an initial invitation to partake in the online evaluation for each participating course in which he/she is currently enrolled. The email will be sent by midnight on the first working day two weeks before instruction ends.

During the two week evaluation period, reminder emails are sent to students every two days. These reminders cease once the student has completed his/her evaluation for their course. A week into the course evaluation period, instructors for courses with response rates below 40%, will receive an email informing them of the low response rate. The system will allow students to complete the evaluations until midnight on the last day before finals week begins. Reports will be sent to participating faculty and to departmental points of contact within two weeks after the deadline when faculty grades

are due.

V. Course or Module Surveys

There are two types of survey structures that can be designed: Course and Module.

Course surveys are effective when there is one instructor or TA per CRN ([See Appendix B](#)).

Module surveys are an effective means of evaluation for courses that have more than one instructor and / or TA/ facilitator assigned to the same CRN. Implementing modular evaluations ensure that student participants will **receive one survey via one email per course**. The survey will contain multiple instructor sections. These sections and findings can then be separated into individual reports for each instructor/ TA. Please note that the Department must decide whether to use a course or module query for each course. A department may opt to use both course and module survey structures ([See Appendix B](#)).

VI. The Important Role of Departmental Points of Contact

a. Departmental Points of Contact for 2016-2017

School of Design	Chevonne Totten Garner
School of Art	Tenesha Edwards/Susanne Uslenghi
Art History	Susanne Uslenghi
School of Architecture	Jennifer Meakins
School of Theatre	Melissa Reeves
School of Music	Melissa Reeves
Accounting	Jessie Hanyzewski
Finance	Jessie Hanyzewski
Information and Decision Sciences	Jessie Hanyzewski
Managerial Studies	Liz Dickey
Business Administration	Jessie Hanyzewski
Master of Business Administration	Jessie Hanyzewski
Chemical Engineering	Lynn Thomas (interim)
Civil and Materials Engineering	Pamela Woodard
Electrical and Computer Engineering	Alicia Wroblewski
Bioengineering	Susan Lee
Computer Science	Santhi Nannapaneni
Information Technology	Santhi Nannapaneni
Mechanical Engineering	Stacie Scott
Industrial Engineering	Stacie Scott
Energy Engineering	Stacie Scott
Honors College	Eliza Ycas (Callahan)
African American Studies	Teresa Helena Moreno
Gender and Women's Studies	Natalie Bennett
Anthropology	Kathy Rizzo
Geography	Kathy Rizzo
Hispanic and Italian Studies	Kaitlin Roelofs

French and Francophone Studies	Kaitlin Roelofs
Slavic and Baltic Languages and Literature	Kaitlin Roelofs
Germanic Studies	Kaitlin Roelofs
Classics and Mediterranean Studies	Kaitlin Roelofs
Linguistics	Kaitlin Roelofs
International Studies	Kaitlin Roelofs
Asian Studies	Gayatri Reddy
Asian American Studies	Jill Huynh
Biological Sciences	Glenda Geneo-Terrados
Communication	Christina Zimmerman
Criminal, Law, and Justice	Danielle Smith
Earth and Environmental Sciences	Edna Rivera
Economics	Carol Martell
English	Anna Kornbluh and Barbara Powell
History	Mary Parks
Humanities	Trenace Ford
Latin-American and Latino Studies	Bruce Tyler
Mathematics, Statistics, and Computer Science	Florencio Diaz/ Eloy Reyes
Physics	Melodie Shaw
Political Science	Stephanie Whitaker
Psychology	Rita Gray/ Karla Rivera Ruiz
Sociology	Jennifer Michals
Learning Sciences Research Institute	Deana Donzal
Philosophy	Valerie Brown
Public Health – Undergraduate Program	Melissa Tag
Engineering Administration	Carolyn Williams
Biomedical and Health Information Sciences	Christina Bengal
College of Nursing	Lori Brown and Jonathon Reyes
College of Education	Bill Gallaga

b. Departmental Points of Contacts Responsibility

A [Departmental Point of Contact \(POC\)](#) is a departmental staff member who is responsible for all communications between your department and the Office for Faculty Affairs regarding student evaluations of teaching.

The main responsibilities of the Departmental Point of Contact are as follows:

- Communicate with the Office for Faculty Affairs regarding courses and instructors that are scheduled to receive an evaluation via the Departmental Query Spreadsheet (see below).
- Disseminating Departmental Response Rate data to faculty.
- Disseminating Combined and Module course evaluation reports to individual faculty members (Class Climate automatically sends individual reports to faculty).
- Archiving and disseminating previous semester course evaluation reports to faculty.

- Troubleshooting and communicating with the Office of Faculty Affairs on behalf of faculty.

c. Departmental Query Spreadsheets

This is accomplished by sending the Office for Faculty Affairs a completed Departmental Query Spreadsheet. The Office for Faculty Affairs will send the Departmental Query Spreadsheet (DQS) filled in with a list of Banner generated course information. It is the responsibility of the POC to make any changes necessary to the spreadsheet, including adding and/or removing courses/instructors who should/should not receive a course evaluation. Instructions will be provided by Faculty Affairs about how to complete the spreadsheet. If the spreadsheet is not completed fully and/or correctly it may be returned to the POC for clarification and correction. If the Office for Faculty Affairs does not receive the completed DQS by the due date, we cannot guarantee that your department's courses will be evaluated.

These communications on the [Departmental Query Spreadsheet\(s\)](#) may include, but are not limited to:

- Providing a list of courses and instructors/ TA's that will participate in the online evaluation.
- Informing the Office for Faculty Affairs regarding cross-listed courses. If a course is cross-listed with a department/college that is not currently participating in the campus teaching evaluation system, the Office for Faculty Affairs must manually import the survey into Class Climate. Students registered within the non-participating department/college will still receive an evaluation for the cross-listed courses.
- Updating the Office for Faculty Affairs regarding co-taught courses for which evaluations are requested for every instructor.
- Notify the Office for Faculty Affairs if there is a desire for any teaching assistant to receive a complete and independent evaluation of his/her teaching for the course. (Some departments elect to use a comprehensive form that includes questions about the TA at the end of the survey, whereas other departments request an entirely separate evaluation to take place for their TA.)

Departmental Points of Contact are responsible for ensuring that all courses, sections, and instructors (including TAs) that are to be evaluated are included on this form.

If any information changes after the Departmental Query Spreadsheet have been submitted to the Office for Faculty Affairs, it is the responsibility of the POC to communicate that information to the Faculty Affairs staff.

d. Disseminating Course Evaluation Reports to Faculty

The Office of Faculty Affairs will email the Department POC the course evaluation reports in a zip file. Department POCs are responsible for emailing combined instructor reports and module reports to individual faculty members. Individual reports will be automatically sent through the Class Climate system. The zip file is to be stored within the department.

Each department is responsible for establishing a system for archiving and sharing course evaluation reports.

All faculty requests for reports will be redirected to the Department POC. If your department does not have a report, then the Department POC is to request a report from the Office of Faculty Affairs on behalf of faculty members.

VII. Preparing Students for Course Evaluations and Increasing Response Rates

We recommend that Departments and Instructors take the following steps each semester to prepare themselves and students for the course evaluation process.

Suggestion 1: Inform students of the date the course evaluations system will open and ensure that they look for and receive the email invitations within their *UIC email accounts*. *The invitation will not be sent to an external email account* ([See Section X, Frequently Asked Question #4](#))

Research suggests that frequent reminders and communication with students about your own value for course evaluations and how you will use them is vital to ensuring adequate response rates (Ballantyne, 2003; Gaillard et al., 2006; Norris & Conn, 2005).

One suggestion is to provide examples of how you have used student feedback in the past to improve your teaching, course content or format. In this way, students will feel that their opinions matter and that the evaluations will lead to tangible outcomes. It is also important that you let students know how your department will use the feedback, where applicable (e.g., seen by department Head/Chair and/or are used for purposes of promotion and/or tenure). Another possibility cited in the research is to make the evaluations an assignment with no point value attached.

References:

Ballantyne, C.S. (2003). *Online evaluations of teaching: An examination of current practice and considerations for the future*. In D. L. Sorenson & T. D. Johnson (Eds.), *New Directions for Teaching and Learning: Online students ratings of instruction* (pp. 103-112). San Francisco, CA: Jossey-Bass.

Gaillard, F., Mitchell, S, & Kavota, V. (2006). *Students, Faculty, and Administrators' Perception Of Students' Evaluations Of Faculty In Higher Education Business Schools*. *Journal of College Teaching & Learning*, 3(8): 77-90.

Norris, J., & Conn, C. (2005). *Investigating Strategies for Increasing Student Response Rates to Online-Delivered Course Evaluations*. *Quarterly Review of Distance Education*, 6: 13-29.

Suggestion 2: Response rates will increase if students are given time to complete the evaluations during class. Inform students when you plan to administer your course evaluations in class. Remind them to bring a handheld device to class, such as a laptop, tablet or smartphone with internet access. The day you plan to administer the course evaluations, remind students to open their email messages entitled “UIC Student Evaluation of Teaching [Course Name] [Instructor Name] [Semester, Year]” during class and complete the course evaluations at that time. This can be done during the time in which the paper-based evaluations were typically administered, giving students sufficient time in class to complete the online evaluations on their personal electronic devices.

Students’ individual electronic evaluations are not viewable or touched by instructors, so instructors may remain present in the classroom while students complete the evaluations. Alternatively, an instructor may wish to schedule a specific time for students to access one of the computer labs on campus. If an instructor foresees any difficulty related to student access to a computer or an electronic device, please have the instructor contact the Office for Faculty Affairs immediately.

Suggestion 3: Please remind students to look at the top of the questionnaire where the course and teacher names are located before completing the questionnaire to ensure they are filling out the correct questionnaire for the correct instructor and course.

Suggestion 4: Please remind students that, if there are no Teaching Assistants (TA) or Co-Instructors for a course, or if you plan a separate course evaluation for those individuals (this must be done under a separate CRN), any questions on their forms that allude to evaluating TA’s do not need to be filled out.

Suggestion 5: One week before the system closes, our server will generate messages for any courses in which, there is currently a response rate of 40% or lower. If you receive a message from our server indicating a low response rate for your course, please take the time to speak to your students and encourage them to complete the evaluation. Inquire if they are having any difficulties accessing the system or have permanently deleted their email invitation, etc. Please direct any concerns to the Office for Faculty Affairs.

Suggestion 6: Communicate to your students the importance of the course evaluations. Share with them how you specifically use the feedback you receive from the course evaluations and how your department and the University as a whole use the information.

VIII. Preparing for the Evaluations: Issues to Avoid

It is recommended that Department Heads and Chairs, their DUS/DGS designees, and/or

Departmental Points of Contact coordinate a faculty review of course evaluation procedures and of the department's Departmental Query Spreadsheet before it is submitted to the Office for Faculty Affairs. The following is a list of common issues to keep in mind as you prepare for the course evaluation process.

Issue 1: Only students in one section of a multi-section course received the course evaluation. Students in the other sections did not receive the evaluation.

Explanation: Although there is always a chance for a data entry error, the most frequent explanation is that only one section has been listed when the Departmental Point of Contact returns our Departmental Query Spreadsheet. **The inclusion of students who are to receive the course evaluation is driven by the CRN (rather than by the course name).** The CRN (Course Registration Number) is a unique number assigned to each section of a course by the registrar's office. CRNs may designate different sections of students in a large lecture course, or they may designate a lecture section of a course vs. lab section. Both the lecture and lab sections will have different CRNs. If only one CRN is provided to the Office for Faculty Affairs for a multi-section course, only students in the section linked to the CRN will receive the evaluation.

Suggestion: Faculty Affairs does not maintain information that would enable us to discern whether a particular course should or should not have an evaluation offered for a particular section (CRN#). Departmental Points of Contact are responsible for checking the Departmental Query Spreadsheet(s) to ensure that all of the CRN#s for all desired sections of each course, including, for example, lecture (LEC), lab (LAB), and discussion (DIS) sections, are included.

Issue 2: My course is cross-listed and students who registered under the outside departments did not receive the evaluation.

Explanation: The inclusion of students who are to receive the course evaluation is driven by the CRN under which they are registered. **If CRNs from the cross-listed (outside) departments are not included on the Departmental Query Spreadsheet, then students registered under those CRNs will not receive the evaluations.**

Suggestion: Departmental Points of Contact should flag all cross-listed courses and should ensure that the CRNs for cross-listed sections are included and highlighted in yellow on the Departmental Query Spreadsheet. This may require manually entering the CRN onto the form and contacting the departments in which the courses are cross-listed to determine if they have included the CRN# on their Departmental Query Spreadsheet. Ensuring that all CRNs are included on the Departmental Query Spreadsheet becomes particularly important when your course is cross-listed under an outside Department/College that is not participating in the campus course evaluation process.

Issue 3: Students were invited to evaluate my course and I did not know my course was to be evaluated.

Explanation: With the exception of the possibility that a data entry error could have occurred, this error stems from a communication issue. Faculty in each department should have a protocol for communicating to the Departmental Point of Contact to indicate which courses are not to receive an evaluation.

Suggestion: If your department does not already have a communication protocol for course evaluations, please suggest to your DUS, DGS, Head, or Chair that one is created.

Issue 4: Students did not receive an invite to evaluate my course, but I was expecting my course to receive an online course evaluation.

Explanation: With the exception of the possibility that a data entry error could have occurred, this error stems from a communication issue. Faculty in each department should have a protocol for communicating to the Departmental Point of Contact to indicate which courses are to receive an evaluation. If this occurs, please contact the Office for Faculty Affairs to have your course evaluated.

Suggestion: If your department does not already have a communication protocol for course evaluations, please suggest to your DUS, DGS, Head, or Chair that one is created.

Issue 5: One of the comments on my course evaluation report appeared to have been directed toward an instructor other than myself.

Explanation: The email invitation students receive clearly lists the course and instructor for the course being evaluated, it is possible a student will complete the wrong evaluation for the wrong course.

Suggestion: Due to the high level of confidentiality inherent in the construction of our system, the Office for Faculty Affairs staff is not capable of retroactively identifying students and removing erroneously completed forms from the system. The best way to prevent this error is to remind students to pay attention to the course and instructor name in the subject line and body of the email invitation to ensure they are completing the correct evaluation for your course. If this occurs, have student email the Departmental Point of Contact, explaining the error. The Departmental Point of Contact should note this as an appendix to the report, once it is delivered, so that mean scores or other data may be corrected and re-extracted sans error.

Issue 6: A student lost/deleted all of his/her invitation emails with the password and link to the course evaluation.

Suggestion: Unless it is Friday, the last day of classes, you may wish to remind the student that he/she will receive a reminder email every 2 days containing the link and password. If a student has deleted all of the reminders, the student may contact the Office for Faculty Affairs and we will manually request the server to issue the student a new link and unique password for your course.

Issue 7: Some students in my course cannot find the course evaluation link in their emails.

Explanation: If some students in your course are receiving the course evaluation links and others are not, there may be two possible explanations:

- a. The student is not checking his/her UIC email account. If the student is using an outside email account linked to the UIC email account, it is possible that the invitation email has landed in the junk or spam folder of the outside email account.
- b. The students are registered under a CRN that was not included in the Departmental Query Spreadsheet submitted to our office by your Departmental Point of Contact.

Suggestion: When communicating with your students, it will become apparent which of the two explanations pertains. If neither explanation applies, please contact the Office for Faculty Affairs.

Issue 8: An instructor's name was used as a placeholder and the wrong name is on the report

Explanation: The instructor for a course is not known and a placeholder name is chosen. This name is not changed on Banner and was not changed on the query, so the evaluation and report is in the wrong instructor name.

Suggestion: Once the correct instructor name is identified, the change may be submitted on an updated Departmental Query Spreadsheet or you may call the Office for Faculty Affairs to give them the correct information.

IX. Special Requests: Cross-Listed Courses, Teaching Assistants, Eight- Week Courses, Mid-Semester Evaluations and Other Issues

Special requests for deviations from this plan are handled by the Office for Faculty Affairs on a case-by-case basis. The following are examples of special requests that we are usually able to accommodate:

- Adding students in cross-listed courses who are registered in non-participating Departments and Colleges
- Notify the Office for Faculty Affairs of any anticipated deviation from the 16- week timeline on the Departmental Query Spreadsheet
- Multiple Instructors of Co-taught courses (each instructor or TA should be listed with the Instructor name, Course Number, Course Type, CRN, and Number of Students).

X. Frequently Asked Questions

Q1: How are evaluations for teaching assistants handled?

A1: The method to evaluate teaching assistants (TA's) is decided by each department.

- Some Departments may choose to evaluate a teaching assistant on the same form in a separate section just for TAs.
- Other departments may choose to have the teaching assistant conduct his/her own evaluation through a different CRN or class section.
- Departments may elect to use a separate TA questionnaire evaluation for all TA led sections (CRN driven).

Q2: Why do my students receive multiple evaluations for co-taught courses instead of one evaluation that includes all instructors teaching the course?

A2: The Office for Faculty Affairs offers "module evaluations." These evaluations are set up for multi-instructor courses. When module evaluations are used, students only have to complete one evaluation with a separate section for each instructor (rather than a completely separate evaluation for each instructor).

Each instructor will only receive their own evaluation results. This option is available when specifically requested by the departments. Please contact the Office for Faculty Affairs for more information.

Q3: How do students access their course evaluations?

A3: Students receive an email invitation, inviting them to complete the evaluation for your course. We have chosen this approach because it is the most confidential, practical and accessible manner for our students.

Q4: Why not allow students to utilize other avenues for accessing the course evaluation system - Personal email accounts? Text messaging? Or via bluestem login to a central website?

A4: UIC email is used as the primary tag to identify participating students during our data extraction. It is the most reliable method for reaching our students, since every UIC student is provided with a UIC email address. There is no way to tailor the system so students may select a preferred method of delivery. Please see the following for a more detailed explanation.

Non-UIC Email Accounts - Our course evaluation server is automated and derives its data from a central repository, there is no possibility to tailor the system so that certain students may choose a non-UIC email address. If students wish to use their non-UIC email address, it must be linked to their UIC email address according to the guidelines set forth by ACCC <http://accu.uic.edu/answer/how-do-i-update-my-uic-email-forwarding>. If these guidelines are not followed, it is likely that the course evaluation invitation email would go into their SPAM or JUNK folder of the non-UIC account.

Text Messaging - Not all students provide campus with their personal cell phone numbers nor are they required to do so. For this reason, cell phone numbers are not part of our data extraction and we do not send the invitations via text.

Bluestem Login to a Central Website - Confidentiality of the system is maintained via email delivery of a link and unique password so each student may access the course evaluation system anonymously. If we allowed students to access a central website with their UIC bluestem login ID and password, we would be able to identify the students and we would no longer comply with confidentiality requirements.

Q5: Why can't individual faculty members control when students access the system?

A5: Campus controls when students access the system for practical reasons and for procedural regularity. Practically, the only way to provide students with passwords to access the system is by sending the passwords to them directly via email. Because UIC is a large campus, it is not feasible for us to distribute the passwords to students via slips of paper or other individualized means.

Procedurally, it is important for all faculty to follow the course evaluation timeline set by campus as closely as possible for their courses to maintain uniformity across courses.

Q6: Why can't faculty see the actual online form that students receive?

A6: Our system does not allow faculty to enter the course evaluation system to view the forms students receive and complete. However, copies of each of the forms are provided in on the Faculty Affairs website. Your Departmental Point of Contact should know which form your department selected for the course evaluation system.

Q7: Why not open and close the teaching evaluation system to students earlier?

A7: Feedback from students indicates they prefer to wait as late as possible in the semester to provide their evaluations. Feedback from faculty indicates they prefer course evaluations occur as early as possible to avoid bias introduced by perceived grades. We have selected a date that considers both student and faculty perspectives. Our server sends students an email invitation containing a link and password to access the course evaluation the moment the teaching evaluation system is set. Each semester, we open the system (3) three weeks before finals week begins and close the system at midnight on the last day before finals week begins. Until students complete the evaluation for a course, follow-up reminders will continue for that course during the two-week period before finals week. Students do not receive follow-up reminders during finals week.

Q8: Why aren't 596, 598, and 599 (independent study, thesis and dissertation research) courses included for evaluation?

A8: It is too easy to identify the students in these courses. In addition to confidentiality issues, it presents a conflict of interest for faculty and students engaging in independently supervised work.

Q9: How do I find the online course evaluation system?

A9: The system is housed within a campus server in the Office for Faculty Affairs. Due to the delivery method of the evaluations and reports, the system itself is not directly accessible.

Q10: Students are receiving reminders to complete my evaluations. How do they get them to stop?

A10: Reminders are programmed into the system and will stop once students submit the evaluation.

Q11: What can students/faculty do if they miss important course evaluation deadlines?

A11: Faculty can contact the Office for Faculty Affairs to schedule the evaluation at any time after the deadline. Student evaluations cannot be completed after the deadline. Once the evaluation period ends, there is no way to reopen the system for individual students. If students have feedback they feel is valuable, one suggestion is they write an email directly to the Departmental Point of Contact. He/she can accept the email as input for the course.

Q12: What do the reports faculty receive look like?

A12: See [Appendix D](#) for a sample of the report.




Q13: Who may I contact with questions?

A13: If your Departmental Point of Contact is unable to answer questions or if you are a Department Head interested in using the system, please contact [Kimberly Richards](#), Associate Director of the Center for the Advancement of Teaching-Learning Communities (TLC)/ Instructional Development Specialist in the Office for Faculty Affairs, by email uictlc@uic.edu or by phone at 312-413-1588 (3-1588).

XI. Appendix

- a. [Sample Questionnaire Versions \(General Instructor/ General TA\)](#)
- b. [Sample Departmental Query Spreadsheet \(Course and Module\)](#)
- c. [Sample Response Rate Report](#)
- d. [Sample Course Evaluation Reports](#)

Appendix A: Sample Questionnaires (General Instructor and General TA)

Class Climate	UIC Student Evaluation of Teaching Instructor_Faculty	 
Mark as shown: <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Please use a ball-point pen or a thin felt tip. This form will be processed automatically. Correction: <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Please follow the examples shown on the left hand side to help optimize the reading results.		
1. Instructor - Faculty Evaluation Questions		
1.1 Rate the instructor's overall teaching effectiveness.	Poor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Excellent <input type="checkbox"/> N/A	
1.2 Rate the overall quality of the course.	Poor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Excellent <input type="checkbox"/> N/A	
1.3 How well did the course assignments/ quizzes/ examinations reflect content and emphasis of the course?	Not at all <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a Great Extent <input type="checkbox"/> N/A	
1.4 Was the instructor's use of technology (e.g., email, Blackboard, PowerPoint, other electronic and/ or web-based methods) effective?	Not at All <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> To a Great Extent <input type="checkbox"/> N/A	
1.5 The instructor was sensitive to the cultural/human diversity, diverse worldviews, learning disability, and / or physical disability of the students.	No Agreement <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Strong Agreement <input type="checkbox"/> N/A	
1.6 How would you rate the physical environment in which you take this class, especially the classroom facilities, including your ability to see, hear, concentrate, and participate?	Poor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Excellent <input type="checkbox"/> N/A	
1.7 Methods of evaluating student's work were fair and appropriate.	Almost never <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Almost always <input type="checkbox"/> N/A	
1.8 You found the course intellectually challenging and stimulating.	Poor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Excellent <input type="checkbox"/> N/A	
1.9 You have learned something which you consider valuable.	Poor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Excellent <input type="checkbox"/> N/A	
1.10 Your interest in the subject has increased as a result of this course.	Poor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Excellent <input type="checkbox"/> N/A	
1.11 You have learned and understood the subject materials in this course.	Poor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Excellent <input type="checkbox"/> N/A	
1.12 Instructor was enthusiastic about conducting the course.	Poor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Excellent <input type="checkbox"/> N/A	
F839U0P1PL0V0		01/08/2016, Page 1/4

1. Instructor - Faculty Evaluation Questions [Continue]

1.13 Instructor's style of presentation held your interest during the class.	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.14 Instructor's explanations were clear.	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.15 Course materials were well prepared.	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.16 The course adequately followed stated course objectives (i.e., course syllabus)	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.17 Instructor gave lectures that facilitated note taking.	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.18 Students were invited to share their ideas and knowledge.	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.19 Students were encouraged to ask questions and were given meaningful answers.	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.20 Students were encouraged to question/challenge the course material.	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.21 Instructor made students feel welcome in seeking help/advise in or outside of class.	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.22 Instructor had a genuine interest in individual students.	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.23 Instructor presented background of ideas/concepts covered in class	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.24 Instructor presented points of view other than his/her own when appropriate.	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.25 Instructor adequately discussed current developments in the field.	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.26 Feedback on examinations/ graded material was valuable.	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.27 Examinations/graded materials were returned on a timely basis.	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.28 Readings, homework, etc. contributed to appreciation and understanding of subject.	Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Excellent	<input type="checkbox"/>	N/A
1.29 Course difficulty, relative to other courses was	Very easy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very hard	<input type="checkbox"/>	N/A
1.30 Course workload, relative to other courses was	Very easy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very hard	<input type="checkbox"/>	N/A



5. STUDENT CHARACTERISTICS [Continue]

5.3 Year in school.

 1st 2nd 3rd 4th 5th Graduate
student Professional
student

5.4 Major College

 Architecture, Design, and
the Arts Applied Health Sciences Business Administration Dentistry Education Engineering Honors College Liberal Arts and Sciences Medicine Nursing Pharmacy Public Health Social Work Urban Planning and Public
Affairs

5.5 Expected Grade in this Course

 A B C D F

1. Instructor - Faculty Evaluation Questions [Continue]

1.31 Course pace was Very easy Very hard N/A

2. Department Questions

3.

4. OPEN ENDED QUESTIONS

4.1 Please comment on specific characteristics of the course that were most beneficial to you:

4.2 Please comment on specific aspects of the course that need improvement:

4.3 If necessary, clarify any of your previous responses or make additional comments:

5. STUDENT CHARACTERISTICS

- 5.1 Overall GPA at UIC 3.5-4; 3.0-3.49; 2.5-2.99;
 2.0-2.49; <2.0
- 5.2 Primary Reason for taking the course Major required Major elective General Ed. requirement
 Minor/Related field General interest only





Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

1. TA EVALUATION

- 1.1 What is the overall ranking of the Teaching Assistant? Poor Excellent
- 1.2 The teaching assistant's ability to answer student's questions. Poor Excellent
- 1.3 The teaching assistant's ability to explain material and assist with any other aspects of the course and/or lab. Poor Excellent

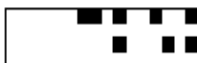
2. OPEN ENDED QUESTIONS

2.1 Please comment on specific characteristics of the teaching assistant that were most beneficial to you:

[Empty text box for question 2.1]

2.2 Please provide constructive comments on specific aspects of the teaching assistant that need improvement.

[Empty text box for question 2.2]



Appendix B: Sample Departmental Query Spreadsheet (Course and Module)

Course Departmental Query Spreadsheet (Sample)

Course Reference Number	Course Subject Code	Course Number	Course Name	Is this an 8-week (Term A) course? (yes/no)	If this is a cross-listed course, please highlight the row in "yellow", insert a separate row below and list the information from that department	If this course is cross listed, is your department the controlling department?	Number of Students Enrolled	Instructor Last Name	Instructor First Name	Instructor Email Address (UIC email addresses only) @uic.edu	HR Code (A= Faculty/ G= TA)	If "G", please indicate whether to evaluate as a teaching assistant (TA) or instructor (INST)	Does the instructor want results combined into a single report across sections? (YES/NO)
32456	PE	325	Adv. Serving	NO	NO	NO	4	Connors	Jimmy	connor	A		YES
12378	PE	325	Adv. Serving	NO	NO	NO	123	Connors	Jimmy	connor	A		YES
15692	PE	178	Seminar Adv. Winning	NO	NO	NO	3	Williams	Serena	swilliam	A		NO
57684	PE	201	Intro to Game Strategy	NO	YES	NO	3	Sampras	Pete	psamp	A		NO
21003	BUS	345	Intro to Game Strategy	NO	YES	YES	25	Sampras	Pete	psamp	A		NO
98463	PE	325	Adv. Serving	NO	NO	NO	123	Agassiz	Andre	aggassiz	G	TA	NO

Module Departmental Query Spreadsheet (Sample)

Course Reference Number (CRN)	Course Subject Code	Course Number	Course Name	Is this an 8-week Term A course? (YES/ NO)	If this is a cross-listed course, please highlight in yellow insert a row and list the appropriate information for that course	If this course is cross listed, is your department the controlling department?	Number of Students Enrolled	Last Name	First Name	Email Address (UIC email address only) @uic.edu	Instructor Position? Lead Instructor, Co-Instructor, or Facilitator	HR Code (A=Faculty / G= Teaching Assistant)	If "G", please indicate whether to use teaching assistant (TA) or instructor (INST) evaluation/questionnaire
34872	PE	145	Forehand	NO	NO	NO	23	Williams	Serena	swilliam	co-instructor	A	
34872	PE	145	Forehand	NO	NO	NO	23	Kournakova	Anna	kourna	facilitator	G	TA
12345	PE	101	Intro to Tennis	No	YES	YES	23	Ashe	Arthur	aashe	Lead Instructor	A	
12345	PE	101	Intro to Tennis	No	YES	YES	23	McEnroe	John	mcenro	Instructor	A	
12345	PE	101	Intro to Tennis	No	YES	YES	23	Djokovic	Novak	novak	Facilitator	G	TA
54321	PHYS	354	Adv. Vectors	NO	YES	NO	3	Ashe	Arthur	aashe	Lead Instructor	A	

Appendix C: Sample Response Rate Report

Subunit	Course ID	Course Name	Instructor Name	Instructor	Term	Enrollment Number	Number of Responses	Response Rate Percentage
XXXXXX	XXXXX	XXXXXX	XXXXXXX	XXXXXX	FALL 2015	164	157	95.73
XXXXXX	XXXXX	XXXXXX	XXXXXXX	XXXXXX	FALL 2015	165	161	97.58
XXXXXX	XXXXX	XXXXXX	XXXXXXX	XXXXXX	FALL 2015	33	30	90.91
XXXXXX	XXXXX	XXXXXX	XXXXXXX	XXXXXX	FALL 2015	33	31	93.94
XXXXXX	XXXXX	XXXXXX	XXXXXXX	XXXXXX	FALL 2015	33	30	90.91
XXXXXX	XXXXX	XXXXXX	XXXXXXX	XXXXXX	FALL 2015	164	138	84.15
XXXXXX	XXXXX	XXXXXX	XXXXXXX	XXXXXX	FALL 2015	36	31	86.11
XXXXXX	XXXXX	XXXXXX	XXXXXXX	XXXXXX	FALL 2015	157	145	92.36

Appendix D: Sample Course Evaluation Report

