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
*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:**

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Rate the instructor’s overall teaching effectiveness.</td>
<td>Poor</td>
<td>1-2-3-4-5</td>
<td>Excellent</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Rate the overall quality of the course.</td>
<td>Poor</td>
<td>1-2-3-4-5</td>
<td>Excellent</td>
<td>N/A</td>
</tr>
<tr>
<td>3. How well did the course assignments/quizzes/examinations reflect the content of the course?</td>
<td>Not at All</td>
<td>1-2-3-4-5</td>
<td>To a Great Extent</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Was the instructor’s use of technology (e.g., email, Blackboard, PowerPoint, other electronic and/or web-based methods) effective?</td>
<td>Not at All</td>
<td>1-2-3-4-5</td>
<td>To a Great Extent</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| 5. (Departments may choose from these two questions on cultural/human diversity)  
   a. The instructor demonstrated an understanding of issues related to cultural/human diversity.  
   or  
   b. The instructor was sensitive to the cultural/human diversity, diverse worldviews, and 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.

Please see below the timeline for **Full Term/ 16 week** courses and **First and Second Half/ 8 week** courses.
Full Term/ 16 week courses:

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 student emails will begin to deploy at 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 11:55pm 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, after faculty grades are due.

First and Second Half/ 8 week Courses:

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 student emails will begin to deploy at midnight one week before instruction ends for the 8 week courses. This will typically occur the Wednesday during week 7 and close the following Wednesday during week 8. Please check the updated timeline for exact dates.

During the one week evaluation period, reminder emails are sent to students daily. These reminders cease once the student has completed his/her evaluation for their course. The Monday before the course evaluation period ends, 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 11:55pm on the last day before finals week begin. Reports will be sent to participating faculty and to departmental points of contact within two weeks after the deadline, after 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 2018-2019

<table>
<thead>
<tr>
<th>Department</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Design</td>
<td>Annabelle Clarke</td>
</tr>
<tr>
<td>School of Art</td>
<td>Brenda Roman</td>
</tr>
<tr>
<td>Art History</td>
<td>Brenda Roman</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>Adriànn Anderson</td>
</tr>
<tr>
<td>School of Theatre</td>
<td>Melissa Reeves</td>
</tr>
<tr>
<td>School of Music</td>
<td>Melissa Reeves</td>
</tr>
<tr>
<td>Applied Health Sciences Admin</td>
<td>Joelle Lantz and Eileen Doran</td>
</tr>
<tr>
<td>Biomedical and Health Information Sciences</td>
<td>Rene Torres</td>
</tr>
<tr>
<td>Disability and Human Development</td>
<td>Maitha Abogado and Maris Fujiura</td>
</tr>
<tr>
<td>Human Nutrition</td>
<td>Juan Gonzalez</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>Randal Stone</td>
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<td>Occupational Therapy</td>
<td>Maria Larson</td>
</tr>
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<td>Accounting</td>
<td>Jessie Hanyzewski</td>
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<td>Jessie Hanyzewski</td>
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<td>Information and Decision Sciences</td>
<td>Jessie Hanyzewski</td>
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<td>Managerial Studies</td>
<td>Joel Vejendla and Jessie Hanyzewski</td>
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<tr>
<td>Business Administration</td>
<td>Jessie Hanyzewski</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Jessie Hanyzewski</td>
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<td>Chemical Engineering</td>
<td>Eduardo Martinez</td>
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<td>Civil and Materials Engineering</td>
<td>Sara Arevalo</td>
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<td>Electrical and Computer Engineering</td>
<td>Evelyn Reyes and Agustina Alvarado</td>
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<td>Susan Lee</td>
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<td>Computer Science</td>
<td>Christina Martinez</td>
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<td>Information Technology</td>
<td>Christina Martinez</td>
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<td>Stacie Scott</td>
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<td>Stacie Scott</td>
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<td>Energy Engineering</td>
<td>Stacie Scott</td>
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<tr>
<td>Master of Engineering (MENG)</td>
<td>Carolyn Williams</td>
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<td>Engineering Admin</td>
<td>Ludwig Nitsche</td>
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<tr>
<td>Honors College</td>
<td>Michele McCrillis</td>
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<tr>
<td>African American Studies</td>
<td>Briana Hanny</td>
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<td>Anthropology</td>
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<td>Geography</td>
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<td>Suzanne Harrison</td>
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<td>Chemistry</td>
<td>Jennifer Kazin and Samantha Borjal</td>
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<tr>
<td>Communication</td>
<td>Mamie Gray</td>
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</tbody>
</table>
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).
- Ensuring that all data listed on the Departmental Query Spreadsheet has been properly entered into the Class Scheduling system. *(Because the Course Evaluation system is automated, it is necessary that all data in the Departmental Query Spreadsheet is entered into the Class Scheduling system. For more information, please contact the Office of Classroom Scheduling.)*
- Disseminating Departmental Response Rate data to faculty.
- Disseminating “Combined” course evaluation reports to individual faculty members (Class Climate automatically sends individual and module reports to faculty).
- Archiving and disseminating previous semester course evaluation reports to 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. Please expect to receive the queries for 8 week courses by week 3 and for 16 week courses by week 6. Faculty Affairs requests that all course information for that semester is entered into Banner before these deadlines so as to ensure the queries are accurate.

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.

**Faculty Affairs can accommodate no more than 2 added courses to the query. If information is missing from the query, please be sure to enter this information into the Banner system.**

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/TAs 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.
- Indicating whether a course with less than 5 students enrolled can be combined with another course.

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).

References:


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.

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 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://accc.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: 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).

XII. 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)

#### 1. Instructor - Faculty Evaluation Questions

1. Rate the instructor’s overall teaching effectiveness.  
   - Poor □ □ □ □ □  
   - Excellent □ □ □ □ □  
   - N/A □

2. Rate the overall quality of the course.  
   - Poor □ □ □ □ □  
   - Excellent □ □ □ □ □  
   - N/A □

3. How well did the course assignments/ quizzes/ examinations reflect content and emphasis of the course?  
   - Not at all □ □ □ □ □  
   - 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 □ □ □ □ □  
   - 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 □ □ □ □ □  
   - 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 □ □ □ □ □  
   - Excellent □ □ □ □ □  
   - N/A □

7. Methods of evaluating student’s work were fair and appropriate.  
   - Almost never □ □ □ □ □  
   - Almost always □ □ □ □ □  
   - N/A □

8. You found the course intellectually challenging and stimulating.  
   - Poor □ □ □ □ □  
   - Excellent □ □ □ □ □  
   - N/A □

9. You have learned something which you consider valuable.  
   - Poor □ □ □ □ □  
   - Excellent □ □ □ □ □  
   - N/A □

10. Your interest in the subject has increased as a result of this course.  
    - Poor □ □ □ □ □  
    - Excellent □ □ □ □ □  
    - N/A □

11. You have learned and understood the subject materials in this course.  
    - Poor □ □ □ □ □  
    - Excellent □ □ □ □ □  
    - N/A □

12. Instructor was enthusiastic about conducting the course.  
    - Poor □ □ □ □ □  
    - Excellent □ □ □ □ □  
    - N/A □
1. Instructor - Faculty Evaluation Questions  

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating Options</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.13 Instructor’s style of presentation held your interest during the class</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.14 Instructor’s explanations were clear.</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.15 Course materials were well prepared.</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.16 The course adequately followed stated course objectives (i.e., course syllabus)</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.17 Instructor gave lectures that facilitated note taking.</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.18 Students were invited to share their ideas and knowledge.</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.19 Students were encouraged to ask questions and were given meaningful answers.</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.20 Students were encouraged to question/challenge the course material.</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.21 Instructor made students feel welcome in seeking help/advice in or outside of class.</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.22 Instructor had a genuine interest in individual students.</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.23 Instructor presented background of ideas/concepts covered in class.</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.24 Instructor presented points of view other than his/her own when appropriate.</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.25 Instructor adequately discussed current developments in the field.</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.26 Feedback on examinations/graded material was valuable.</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.27 Examinations/graded materials were returned on a timely basis.</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.28 Readings, homework, etc. contributed to appreciation and understanding of subject.</td>
<td>Poor □ □ □ □ □</td>
<td>Excellent □ □ N/A</td>
</tr>
<tr>
<td>1.29 Course difficulty, relative to other courses was</td>
<td>Very easy □ □ □ □ □</td>
<td>Very hard □ □ N/A</td>
</tr>
<tr>
<td>1.30 Course workload, relative to other courses was</td>
<td>Very easy □ □ □ □ □</td>
<td>Very hard □ □ N/A</td>
</tr>
</tbody>
</table>
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
- □ Dentistry
- □ Honors College
- □ Nursing
- □ Social Work
  - □ Applied Health Sciences
  - □ Business Administration
  - □ Education
  - □ Liberal Arts and Sciences
  - □ Pharmacy
  - □ Urban Planning and Public Affairs
  - □ Engineering
  - □ Medicine
  - □ Public Health

5.5 Expected Grade in this Course
- □ A
- □ B
- □ C
- □ D
- □ F
1. **Instructor - Faculty Evaluation Questions**  
   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
      - Minor/Related field
      - General interest only
      - General elective
      - General Ed. requirement
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:


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


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

### Course Departmental Query Spreadsheet (Sample)

<table>
<thead>
<tr>
<th>Course Reference Number</th>
<th>Course Subject Code</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Is this an 8-week (Term A) course? (yes/no)</th>
<th>If this is a cross-listed course, please highlight the row in yellow and list the information from that department</th>
<th>Number of Students Enrolled</th>
<th>Instructor Last Name</th>
<th>Instructor First Name</th>
<th>Instructor Email Address (UIC email addresses only) @uic.edu</th>
<th>HR Code (A=Faculty / G=TA)</th>
<th>If &quot;G&quot;, please indicate whether to evaluate as a teaching assistant (TA) or instructor (INST)</th>
<th>Does the instructor want results combined into a single report across sections? (YES/NO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12345</td>
<td>PE</td>
<td>325</td>
<td>Adv. Serving</td>
<td>NO</td>
<td>NO</td>
<td>123</td>
<td>Connors</td>
<td>Jimmy</td>
<td><a href="mailto:connor@uic.edu">connor@uic.edu</a></td>
<td>A</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>12345</td>
<td>PE</td>
<td>325</td>
<td>Adv. Serving</td>
<td>NO</td>
<td>NO</td>
<td>123</td>
<td>Connors</td>
<td>Jimmy</td>
<td><a href="mailto:connor@uic.edu">connor@uic.edu</a></td>
<td>A</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

### Module Departmental Query Spreadsheet (Sample)

<table>
<thead>
<tr>
<th>Course Reference Number (CRN)</th>
<th>Course Subject Code</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Is this an 8-week Term A course? (YES/NO)</th>
<th>If this is a cross-listed course, please highlight the row in yellow and list the information for that course</th>
<th>Number of Students Enrolled</th>
<th>Last Name</th>
<th>First Name</th>
<th>Email Address (UIC email addresses only) @uic.edu</th>
<th>Instructor Position? Lead Instructor / Co-Instructor, or Facilitator</th>
<th>HR Code (A=Faculty / G=Teaching Assistant)</th>
<th>If &quot;G&quot;, please indicate whether to use teaching assistant (TA) or instructor (INST) evaluation/questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>34872</td>
<td>PE</td>
<td>145</td>
<td>Forehand</td>
<td>No</td>
<td>YES</td>
<td>23</td>
<td>Williams</td>
<td>Serena</td>
<td><a href="mailto:williams@uic.edu">williams@uic.edu</a></td>
<td>G</td>
<td>TA</td>
<td>YES</td>
</tr>
<tr>
<td>12345</td>
<td>PE</td>
<td>101</td>
<td>Intro to Tennis</td>
<td>No</td>
<td>YES</td>
<td>23</td>
<td>Ashe</td>
<td>Arthur</td>
<td><a href="mailto:ashe@uic.edu">ashe@uic.edu</a></td>
<td>Lead-Instructor</td>
<td>A</td>
<td>YES</td>
</tr>
<tr>
<td>12345</td>
<td>PE</td>
<td>101</td>
<td>Intro to Tennis</td>
<td>No</td>
<td>YES</td>
<td>23</td>
<td>Djokovic</td>
<td>Novak</td>
<td><a href="mailto:novak@uic.edu">novak@uic.edu</a></td>
<td>Lead-Instructor</td>
<td>TA</td>
<td>YES</td>
</tr>
</tbody>
</table>

Appendix C: Sample Response Rate Report

<table>
<thead>
<tr>
<th>Subunit</th>
<th>Course ID</th>
<th>Course Name</th>
<th>Instructor Name</th>
<th>Instructor Term</th>
<th>Enrollment Number</th>
<th>Number of Responses</th>
<th>Response Rate Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXXXXX</td>
<td>XXXX</td>
<td>XXXXXXXX</td>
<td>XXXXXXXX</td>
<td>FALL 2015</td>
<td>164</td>
<td>157</td>
<td>95.73</td>
</tr>
<tr>
<td>XXXXXX</td>
<td>XXXX</td>
<td>XXXXXXXX</td>
<td>XXXXXXXX</td>
<td>FALL 2015</td>
<td>165</td>
<td>161</td>
<td>97.58</td>
</tr>
<tr>
<td>XXXXXX</td>
<td>XXXX</td>
<td>XXXXXXXX</td>
<td>XXXXXXXX</td>
<td>FALL 2015</td>
<td>33</td>
<td>30</td>
<td>90.91</td>
</tr>
<tr>
<td>XXXXXX</td>
<td>XXXX</td>
<td>XXXXXXXX</td>
<td>XXXXXXXX</td>
<td>FALL 2015</td>
<td>33</td>
<td>31</td>
<td>93.94</td>
</tr>
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<td>XXXXXXXX</td>
<td>FALL 2015</td>
<td>33</td>
<td>30</td>
<td>90.91</td>
</tr>
<tr>
<td>XXXXXX</td>
<td>XXXX</td>
<td>XXXXXXXX</td>
<td>XXXXXXXX</td>
<td>FALL 2015</td>
<td>164</td>
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<td>84.15</td>
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<tr>
<td>XXXXXX</td>
<td>XXXX</td>
<td>XXXXXXXX</td>
<td>XXXXXXXX</td>
<td>FALL 2015</td>
<td>36</td>
<td>31</td>
<td>86.11</td>
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<tr>
<td>XXXXXX</td>
<td>XXXX</td>
<td>XXXXXXXX</td>
<td>XXXXXXXX</td>
<td>FALL 2015</td>
<td>157</td>
<td>145</td>
<td>92.36</td>
</tr>
</tbody>
</table>
Appendix D: Sample Course Evaluation Report

Legend

1. INSTRUCTOR EVALUATIONS

Rate the instructor’s overall teaching effectiveness.

Rate the overall quality of the course.

How well did the examination questions reflect content and emphasis of the course?

Was the instructor’s use of technology effective?

The instructor was sensitive to student needs.

Methods of evaluating student’s work were fair and appropriate.

The instructor demonstrated an understanding of issues related to cultural/human diversity.