

APPENDIX A
SELECTION OF QUESTIONS AND CONTENT
FOR INCLUSION ON A WEB-BASED
STUDENT EVALUATION OF TEACHING FORM

INSTRUCTOR OR ACADEMIC UNIT SELECTION OF QUESTIONS FOR USE IN A WEB-BASED FORM:

If you want information on this form auto-filled from a previous submission that you may then edit, please SELECT (Note to Team: SELECT leads to a pulldown menu that includes all previous submission forms. When selected, all information would be copied from a previous form to the current form below except as noted.)

Course Designator (e.g. MUS)	_____
Course Number (e.g. 200)	_____
Course Section (e.g. 001)	_____
Course Title (e.g. Ballroom Dance)	_____
Is this a graduate course?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> (bull's eye choices)
Semester and Calendar Year (e.g. Fall 2019)	_____ (don't auto populate)_
Name of Faculty Unit (e.g. School of Music)	_____
Name of College (e.g. Liberal Arts)	_____
Name of University (e.g. Univ of Maine)	_____
Last Name of Instructor (e.g. Smith)	_____ (need later in reporting to alphabetize by last name)
First Name of Instructor (e.g. Elizabeth)	_____
Instructor Email	_____
Instructor Phone	_____
Full Name of Course Evaluation Administrator	_____
Email of Course Evaluation Administrator	_____
Beginning Date of Assessments	_____(use calendar pulldown)_(don't auto populate)_
Time of Day for Any and All Mailings	_____(use time select)_____(don't auto populate)_
Closing Date	_____(use calendar pulldown)_(don't auto populate)_

NOTE TO CAPSTONE TEAM:

Variable names from some of the entries above include: {COURSEDESIGNATOR}, {COURSENUMBER}, {COURSETITLE}, {ADMINNAME}, {ADMINEMAIL}, {BEGINNINGDATE}, {CLOSINGDATE}, {TIME}. Some other variable names likely to be used coming from the student roll upload include: {FIRSTNAME}, {LASTNAME}, {EMAIL}.

UNIVERSITY OF MAINE STUDENT EVALUATION OF TEACHING

Questions	1-5 Rating Scale	Include question? (If yes, indicate with)	Make response mandatory? (If yes, indicate with)
THE INSTRUCTOR			
How prepared was the instructor for class?	often unprepared; well prepared		
How clearly were the objectives of the course presented?	unclear; very clear		
How enthusiastic was the instructor about the subject?	very little; very much		
How clearly did the instructor present concepts, principles and theories?	unclear; very clear		
How much were you encouraged to think for yourselves?	very little; very much		
How concerned was the instructor for the quality of student learning?	unconcerned; very concerned		
Did the instructor show respect for the questions and opinions of the students?	rarely; always		
Did the instructor ensure an environment of respect for all groups of people in the classroom?	rarely; always		
Did the instructor inspire confidence in his/her knowledge?	very little; very much		
Overall, how would you rate the instructor?	poor; excellent		
Please list further questions to be added regarding the instructor, if any, indicating a 1-5 rating scale (i.e. 5 is best)			
(a)			
(b) Online creator should be able to add up to 15 questions			
THE COURSE			
Were class meetings profitable and worth attending?	rarely; always		
What is your overall rating of the primary readings?	poor; excellent		
How much did this course challenge you intellectually?	very little; very much		
How much did you learn from this course?	very little; very much		
What is your overall rating of this course?	poor; excellent		
Please list further questions to be added regarding the course, if any, indicating a 1-5 rating scale (i.e. 5 is best)			
(a)			
(b) Online creator should be able to add up to 15 questions			
STUDENT WORK ASSESSMENT			
Did the instructor let you know what was expected on the assessments (exams, assignments, projects, papers, etc.)?	unclear; very clear		
Did the assessments reflect the important aspects of the course?	rarely; always		
How fair were the grading procedures?	unfair; completely		
Overall, how would you rate the assessment process (exams, assignments, projects, papers, etc.)?	poor; excellent		
Please list further questions to be added regarding the assessment, if any, indicating a 1-5 rating scale (i.e. 5 is best)			
(a)			
(b) Online creator should be able to add up to 15 questions			

The following **laboratory questions** were copied from a previous University of Maine approved longer bubble form.

Questions	1-5 Rating Scale	Include question? (If yes, indicate with)	Make response mandatory? (If yes, indicate with)
THE LABORATORY EXPERIENCE			
Did this course have one or more regularly scheduled laboratory sessions? (If the student answer is yes, the following questions appear)			
How much did the laboratory experience contribute to your learning in this course?	very little, very much		
Overall, how would you rate the laboratory experience?	poor; excellent		
What was done particularly well in the laboratory experience?	-----		
How could the laboratory experience be improved?	-----		
Please list further lab questions to be added, if any, and a rating scale			
(a)			
(b) Online creator should be able to add up to 15 questions			

The following **teaching assistant questions** were copied from a previously used UMaine longer bubble form.

Questions	1-5 Rating Scale	Include question? (If yes, indicate with)	Make response mandatory? (If yes, indicate with)
THE TEACHING ASSISTANT			
Was there a teaching assistant supporting this course? (If answer is yes, the following questions appear)			
If there was more than one teaching assistant for the course, please name the TA you are evaluating. (open ended response)			
How much did the teaching assistant contribute to your learning in this course?	very little, very much		
How concerned was the teaching assistant for the quality of student learning?	unconcerned; very concerned		
Did the teaching assistant show respect for the questions and opinions of students?	rarely; always		
Did the teaching assistant inspire confidence in his/her knowledge?	very little; very much		
Would you want to have this teaching assistant in the future in another course?	definitely not, definitely yes		
Would you recommend this teaching assistant to assist in this course in the future?	definitely not, definitely yes		
Overall, how would you rate the teaching assistant?	poor; excellent		
Name something the teaching assistant did particularly well.	----		
Name something the teaching assistant could do better in the future.	----		
Please list further TA questions to be added, if any			
(a)			
(b) Online creator should be able to add up to 15 questions			

The following **online component questions** were copied from the current UMaine Augusta distance education form

Questions	1-5 Rating Scale	Include question? (If yes, indicate with)	Make response mandatory? (If yes, indicate with)
ONLINE COMPONENT ASSESSMENT			
Did you take this course as a distance learning student? (If answer is yes, the following questions appear)			
Please indicate the primary online modality used with the course. [only one selection allowed] <radio> Sessions were primarily <u>synchronous</u> in that I was typically required or highly encouraged to interact live online with the instructor and other students in most or all sessions. <radio> Sessions were primarily <u>asynchronous</u> in that I primarily viewed recorded video lectures or class sessions on my own schedule and had only one or fewer opportunities per week to interact live online with the instructor or other students. <radio> Sessions were approximately an equal mix of <u>synchronous</u> and <u>asynchronous</u> interactions. <radio> Other. Describe: <short text box>	----		
The online modality used with the course was well suited to my needs.	strongly disagree, strongly agree		
There was adequate opportunity for me to interact with the instructor.	strongly disagree, strongly agree		
There was adequate opportunity for me to interact with other students.	strongly disagree, strongly agree		
The online technologies used in this course worked the way they were supposed to.	strongly disagree, strongly agree		
The communication tools were easy to use (email, assignment delivery, exam delivery or proctoring, chat, blog, teleconferencing, online courseware, web, etc.).	strongly disagree, strongly agree		
Technology support was there if I needed it.	strongly disagree, strongly agree		
The online experience was well-suited to the way I like to learn.	strongly disagree, strongly agree		
Which statement best characterizes your belief after having taken this course? [only one selection allowed] <radio> I learned MUCH LESS in this online class than I probably would have in the traditional format. <radio> I learned A LITTLE LESS in this online class than I probably would have in the traditional format. <radio> I learned ABOUT THE SAME in this online class than I probably would have in the traditional format. <radio> I learned A LITTLE MORE in this online class than I probably would have in the traditional format. <radio> I learned MUCH MORE in this online class than I probably would have in the traditional format.	----		

Which statement best characterizes your belief about the grade you expect to receive in this course? [only one selection allowed] <input type="radio"/> I worked MUCH LESS for my grade in this online class than I probably would have had to in the traditional format. <input type="radio"/> I worked A LITTLE LESS for my grade in this online class than I probably would have had to in the traditional format. <input type="radio"/> I worked ABOUT THE SAME for my grade in this online class than I probably would have had to in the traditional format. <input type="radio"/> I worked <i>A LITTLE HARDER</i> for my grade in this online class than I probably would have had to in the traditional format. <input type="radio"/> I worked MUCH HARDER for my grade in this online class than I probably would have had to in the traditional format.	----		
Please identify an e-learning aspect of the course that you found particularly valuable or beneficial	----		
Please identify an e-learning aspect of the course that could be improved.	----		
Please list further questions to be added, if any			
(a)			
(b) Online creator should be able to add up to 15 questions			

The following **open-ended questions** were copied from the current University of Maine bubble form.

Questions	1-5 Rating Scale	Include question? (If yes, indicate with ✓)	Make response mandatory? (If yes, indicate with ✓)
OPEN ENDED QUESTIONS			
Please identify the aspects of this course that were of most value to you.	----		
Please mention at least one additional topic or component that you would like to see included in this course.	----		
Please make any additional comments that you desire to make about the course instructor, materials or pedagogy.	----		
Please list further open-ended questions to be added, if any			
(a)			
(b) Online creator should be able to add up to 15 questions			

Additional Option for Mandatory Questions

For questions in the tables above that you have designated as mandatory, should the last response option for possible selection on all of these questions be “decline to respond? (If “yes”, an option 6 will be added) Yes __ No __

CLASS ROLL

Please insert in the field below the first name, last name and email of each student in the class. The information for each student should appear in a separate row and be separated by commas. (e.g. Mary, Smith, marysmith@gmail.com) You may cut and paste into the window at your option.

<window for entry – do not autopopulate in future subsequent uses of the form>

Alternatively, upload a cvs file with the content in the first row of the file being firstname, lastname, email. **UPLOAD**

EMAILS TO BE SENT TO STUDENTS

Initial Email invitation to Participate

Although we recommend that you do not change the following email text, you may edit the ***Invitation to Participate*** as appropriate for your purposes if needed. Do NOT change any item listed as a {VARIABLE} because this will cause an error in your submission that you will be forced to correct prior to successful submission. This email will be sent to each student on the begin date at the time you specified above.

<window for text – Team, Please insert from below the suggested text for DEFAULT INITIAL INVITATION TO STUDENTS>

Do you want one or more reminder emails sent to students who have yet to respond after a few days? Yes ___ No ___
(If the answer is yes, the following statements and questions appear)

Reminder Emails

You may send up to three reminder emails to those students who have yet to complete the teaching evaluation. The text for all reminder emails will be identical.

Although we recommend that you do not change the following email text, you may edit the ***Reminder Emails*** to students as appropriate for your purposes if needed. Do NOT change any item listed as a {VARIABLE} because this will cause an error in your submission that you will be forced to correct prior to successful submission.

<window for text – Team, Please insert from below the suggested text for DEFAULT REMINDER TO STUDENTS>

Reminder emails are sent spaced three days apart until the closing date is reached unless you specify a longer interval.

Please send reminder emails at intervals of <insert number of 3 or above> days.

Only a maximum of three reminders will be sent regardless of the spacing. Reminder mailings are sent at the same time of day as the initial invitation mailing.

Confirmation Message

Although we recommend that you do not change the following email text, you may edit the ***Confirmation Message*** reminder to students as appropriate for your purposes if needed. Do NOT change any item listed as a {VARIABLE} because this will cause an error in your submission that you will be forced to correct prior to successful submission.

<window for text – Team, Please insert from below the suggested text for DEFAULT CONFIRMATION>

Please double check all information provided above. Once you click SUBMIT you may not make further changes unless you receive an error notification. You will receive a summary of the student responses by email at the time and date you designated for the teaching evaluation process to end.

IMPORTANT: You have NOT successfully completed your assessment submission until you press the SUBMIT button below AND you are taken to a web page that states your submission has been successful. If you are returned to an earlier portion of this form, complete all information items now highlighted in red and then click SUBMIT again.

SUBMIT

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**DEFAULT INITIAL INVITATION TO STUDENTS FOR EDITING BY THE
INSTRUCTOR/ADMINISTRATOR USER**

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Subject: Invitation to Complete Evaluation for {COURSEDESIGNATOR} {COURSENUMBER} {COURSETITLE}

Dear {FIRSTNAME},

Please complete the teaching and course evaluation for {COURSEDESIGNATOR} {COURSENUMBER}
{COURSETITLE}.

This student evaluation of teaching is completely anonymous unless you purposefully identify yourself in response to one of the questions. The software system will send you automatic reminders every few days until you complete the evaluation.

To respond, simply click the link at the end of this message.

Sincerely,
{ADMINNAME}

Click here to complete the teaching and course evaluation:
{SURVEYURL}

{ADMINNAME} ({ADMINEMAIL})

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DEFAULT REMINDER TO STUDENTS FOR EDITING BY THE INSTRUCTOR/ADMINISTRATOR USER
– TO BE SENT AT REGULAR INTERVAL UNTIL STUDENT RESPONDS, MAXIMUM OF THREE IS REACHED,
OR CLOSING DATE IS REACHED

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Subject: Reminder to Complete Evaluation for {COURSEDESIGNATOR} {COURSENUMBER} {COURSETITLE}

Dear {FIRSTNAME},

Recently we invited you to complete a teaching evaluation for “{COURSEDESIGNATOR} {COURSENUMBER} {COURSETITLE}”. We note that you have not yet completed the evaluation, and wish to remind you that it is still available should you wish to take part.

To participate, please click on the link below.

The deadline for completing the evaluation is {CLOSINGDATE} at {TIME}.

Your participation is extremely important to the improvement of teaching and courses at the {UNIVERSITYNAME}

Sincerely,
{ADMINNAME}

Click here to complete the teaching and course evaluation:
{SURVEYURL}

NOTE TO TEAM: SHOULD THE FOLLOWING GREEN OPTION BE INCLUDED AND IMPLEMENTED?

If you do not want to participate in the student evaluation process and don't want to receive any more email reminders, please click the following link:

{OPTOUTURL}

Note: Such an option is required in many instances by “Do Not Spam” federal legislation but would not be required typically in a university mailing to your own students. Implement as good practice regardless?

{ADMINNAME} ({ADMINEMAIL})

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DEFAULT CONFIRMATION

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Subject: Completion of Course Evaluation for {COURSENUMBER} {COURSETITLE}

Dear {FIRSTNAME},

This email is to confirm that you have completed a student evaluation of {COURSEDESIGNATOR} {COURSENUMBER} {COURSETITLE} at the {UNIVERSITYNAME}. Your response has been saved. Thank you for participating.

If you have any further questions about this email, please contact {ADMINNAME} at {ADMINEMAIL}.

Sincerely,

{ADMINNAME}