User Interface Design Document
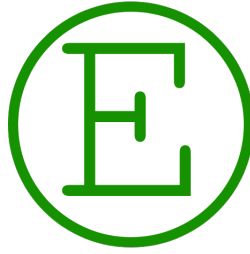
Course Evaluation System

Team EVAL

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Client: Dr. Harlan Onsrud

November 30, 2018

Course Evaluation System

User Interface Design Document

Contents

1 Introduction

1.1 Purpose of This Document

This user interface design document is an overview of the graphics and layouts shown to the users of our course evaluation system. The first section, the user interface standards, describes the general features of the graphics, such as layouts and components, that are common to all screens in the interface. The second section, the user interface walkthrough, includes a "navigation diagram" of the order in which screens appear, as well as complete wireframes of each screen. The docuement's third section gives the data items typically entered in the user interface and how they are formatted.

This document is intended for the development team, the product client, Dr. Harlan Onsrud, and potential users of the system. Team EVAL needs this document to properly implement the user interface in code. Dr. Onsrud also needs it to verify that the program's appearance looks appropriate for universities. Lastly, the document helps the software's users in that it serves as a guide for how to use the software.

1.2 References

Craig, J., Elliott, S., Judkins, R., & Small, S. 29 October 2018. *System Requirements Specification.*

Craig, J., Elliott, S., Judkins, R., & Small, S. 16 November 2018. *System Design Document.*

Onsrud, H. "Example Question Selection Form." See Appendix D.

Onsrud, H. "Report for Professor: Roy Turner" See Appendix E.

2 User Interface Standards

The interface of the course evaluation system is standardized; several components are present in multiple screens. Figure 1, shown on the next page, is the overall screen layout of our course evaluation system. It shows the general areas and components of the screens in the user interface. Not all screens follow the exact overall layout.

Figure 1: Overall layout of a screen in the UI
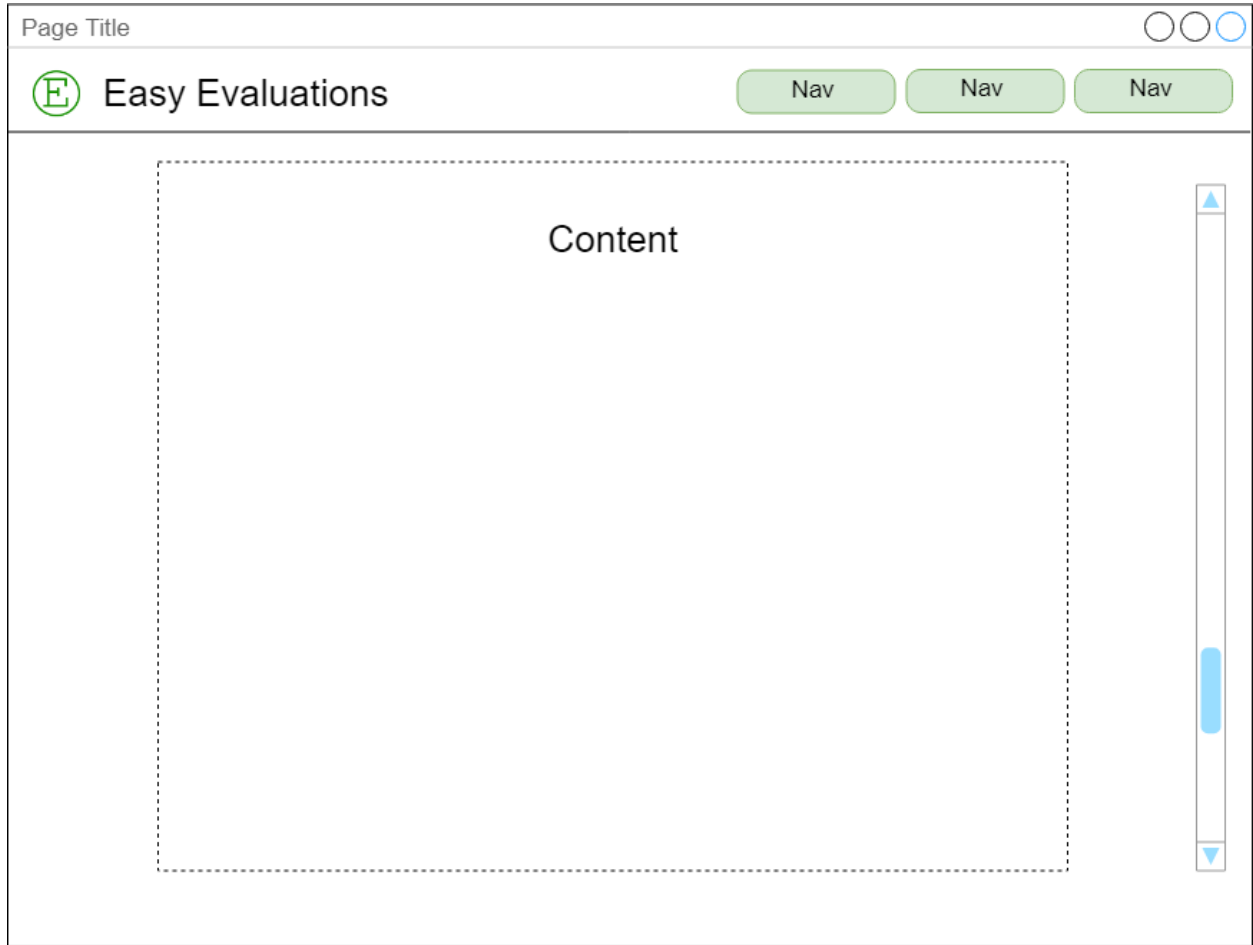
For ease of use, the team made the designs simple for each screen. On the top-right corner, there is the team EVAL logo and the name of the program. The top-right corner includes navigation buttons, typically a a "Home" button, which returns the user to the home screen, and the "Log Out" button, which takes the user to the log-in screen. The "content" is located below the top elements and contains data entry fields, evaluation results, and the like. In sections that may be look complicated, a help pop-up will appear when the mouse is over the question mark icon. Most screens also have a scroll bar on the right side if the information on a page cannot all fit in the web browser.

3 User Interface Walkthrough

This section goes into more detail about the screens in the user interface and how an administrator or instructor navigates through them. Figure 2 shows the navigation diagram, which shows the paths that a user can take through the system's interface. The diagram also includes the names for all the screens in the UI.

Figure 2: Navigation diagram of the user interface
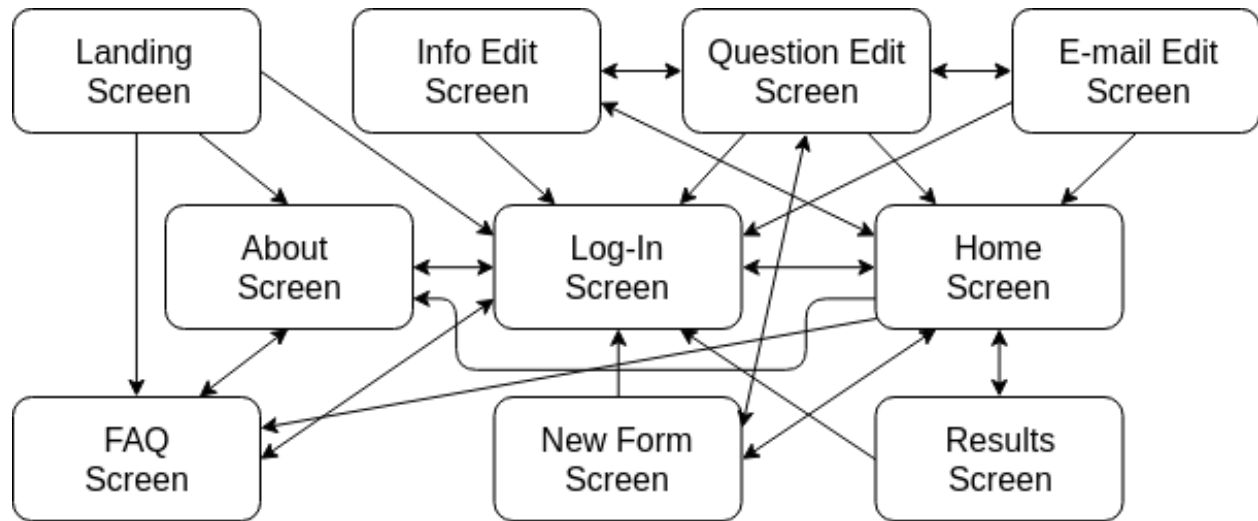
The first screen that the user sees upon starting up the system is the **Landing Screen**. Next, the user can view the **About Screen**, **FAQ Screen**, or **Log-In Screen** and switch between the three. After entering a correct username and password on the log-in screen, the **Home Screen** appears. The user can then call up the **Info Edit Screen**, **New Form Screen**, or **Results Screen** from the home page or return to the about or FAQ screens. You must go to the new form screen to create a survey or the info edit screen to modify a survey. Next, the user proceeds to the **Question Edit Screen** and then the **E-mail Edit Screen**. The log-in screen and home screen can be accessed from any other screen except the landing, about, and FAQ screens.

The next set of figures, Figures 3 to 12, consist of the wireframes for each screen in the evaluation system. These diagrams communicate the areas, menus, and buttons that are unique to a certain screen and what they do.

Figure 3: Landing screen
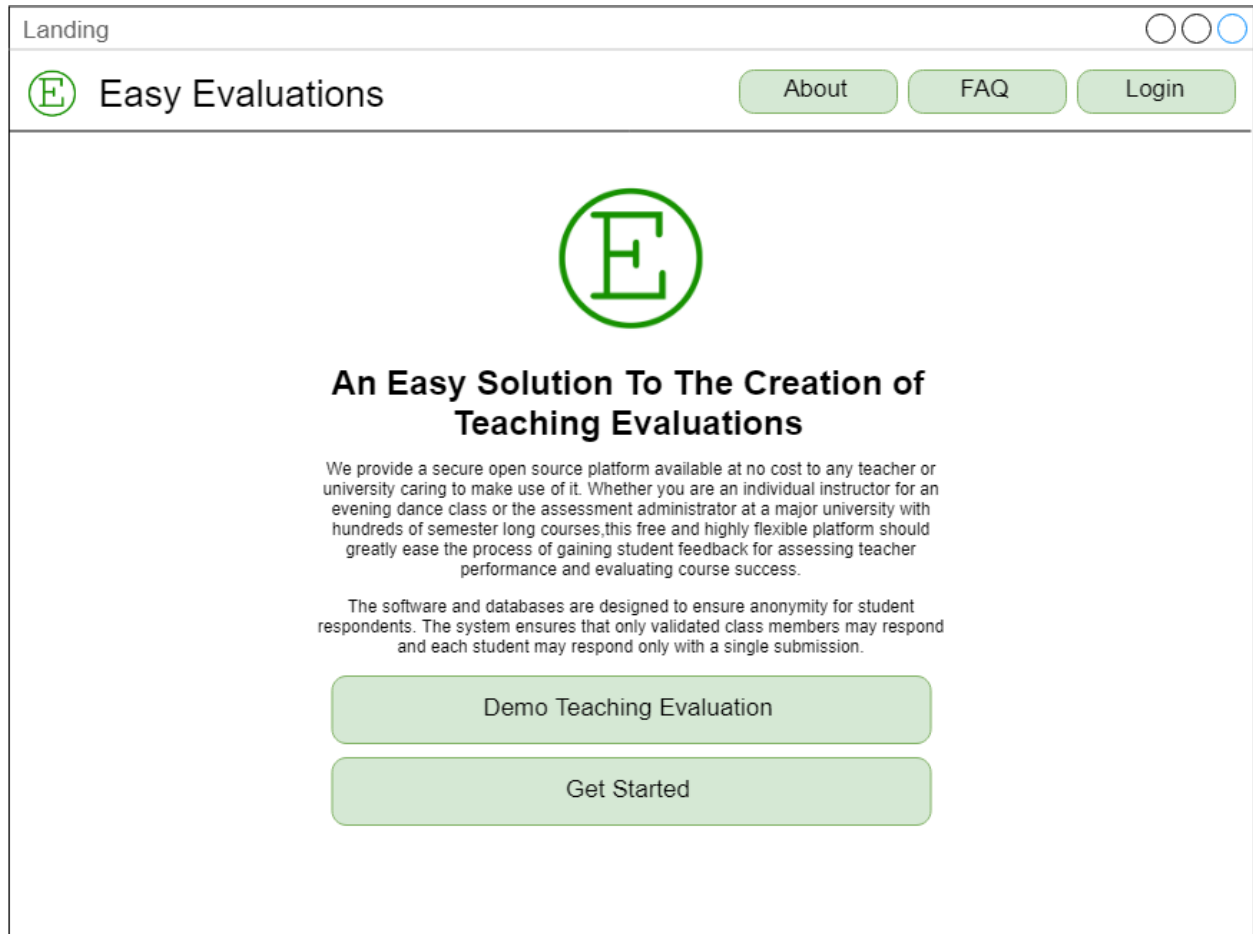
This is the first screen a user would see when entering the website. A user could click on the "Demo Teaching Evaluation" button, which would link to an informative video. Clicking "Get Started" would lead them to an account creation screen. Alternatively they could click "About", "FAQ", or "Sign In" to enter the corresponding screens.

Figure 4: Log-in screen

A user would enter a valid username and password to log in. Clicking "Log In" advances the user to the selection screen. The "About", "FAQ", and "Sign In" buttons would take you to their respective pages.
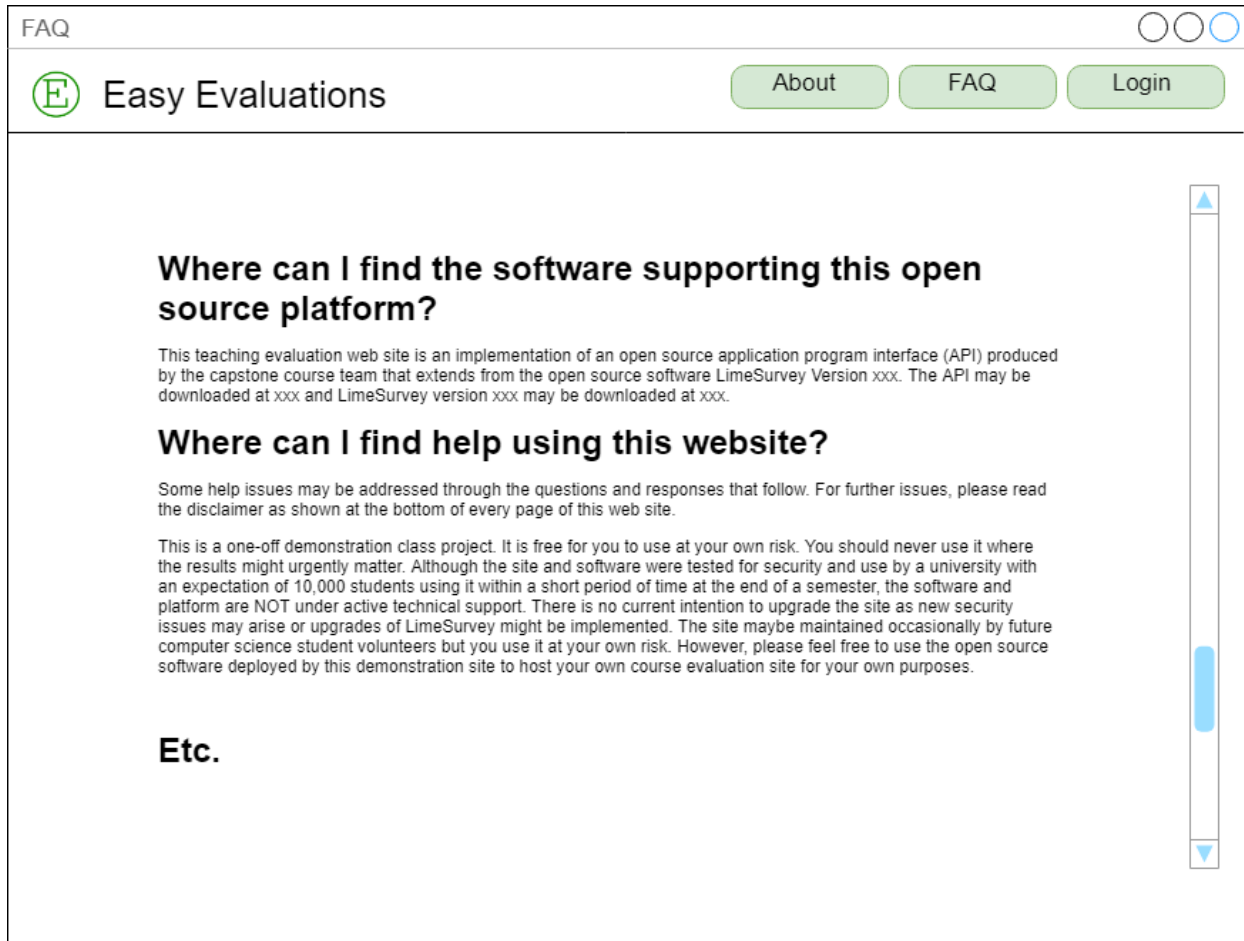
This screen details frequently asked questions that a user may have and their answers. The "About", "FAQ", and "Sign In" buttons would take you to their respective pages.

Figure 6: About screen
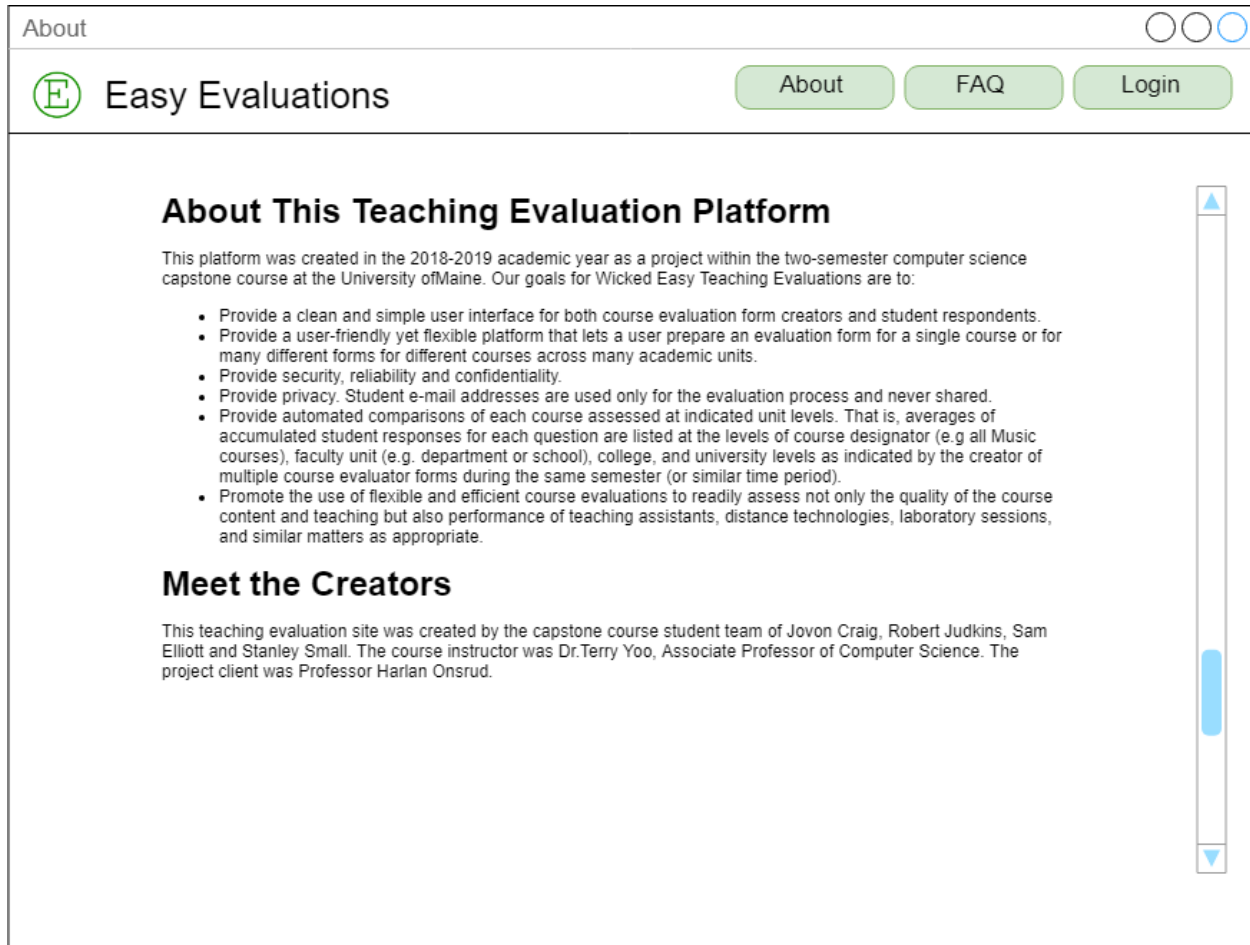
This screen gives details about the product and its purpose. It also credits the creators, as well as the client for whom the product was made. The "About", "FAQ", and "Sign In" buttons would take you to their respective pages.

Figure 7: Home screen

This is the main screen a user would see after logging in. Users can choose to (1) create a new evaluation form, which will redirect them to the new form screen. They can (2) select a course which has been saved but unfinished and unpublished, redirecting them to the info edit screen. They can (3) select a course that has already been published but not completed, taking them to the edit screen where information is displayed but not editable. Also, they can (4) select a course that has been published and completed, taking them to the edit screen where information is displayed but not editable. Finally, they can (5) select to view evaluation results. One must choose a category type with the menu bar and a category name with the drop-down menu, making the results page appear.

Figure 8: New form screen

This is the page users would see if they decided to create a new evaluation form. This page asks the user to fill out the general information of the course for which the evaluation form applies. Alternatively, the user can select a previously created preset rather than starting from scratch. See Appendix D page 1 for a full example of all fields that will be shown. The "Save" button will save the currently entered information. The "Next" button takes the user to the question edit screen.

Figure 9: Info edit screen

Similar to the new form screen, a user would be redirected to this screen when choosing to edit an evaluation previously created but left unfinished or unpublished. The page allows users to view and edit the information of an existing unpublished evaluation form. The "Previous" button redirects users to the home page, the "Next" button redirects them to the question edit screen, and the "Save" button saves the entered information. See Appendix D for a full example of available questions to choose from.

This is the second page a user would see when creating a course evaluation. You are redirected here after pressing the next button from the new form page or info edit page. The "Previous" button redirects the user to the question edit screen, the "Next" button goes to the e-mail edit screen, and the "Save" button saves the entered data. The page lists several generic questions that may be asked in a evaluation form. It also asks if the instructor would like to include a certain question and whether it should be mandatory. Users can also add custom questions at each section. See Appendix D for a full example.

Figure 11: E-mail edit screen

This is the final page a user would see when creating a new course evaluation. They will be redirected here when the "Next" button is pressed on the question edit Screen. It asks the instructor to include a list of students taking the course, to review a generic e-mail that would be sent to students, and to review a reminder e-mail that could be sent after a certain period of time. See Appendix D for a full example.

Figure 12: Results screen

Evaluation Report for {Report Type}

Fall 2018, University of Maine, College of Liberal Arts and Sciences

The Instructor

"How prepared was the instructor for the course?"
(1: "often unprepared", 5: "well prepared")

	Median	Mean	St. Dev.	n
COS 120 (Section 003) Instructor: Turner				
COS 490 (Section 001) Instructor: Turner				
COS 601 (Section 002) Instructor: Turner				

Comparative Undergraduate Course Results	Median	Mean	St. Dev.	n
All COS undergraduate courses				
All SCIS undergraduate courses				
All CLAS undergraduate courses				
All UMaine undergraduate courses				

Comparative Graduate Course Results	Median	Mean	St. Dev.	n
All COS graduate courses				
All SCIS graduate courses				
All CLAS graduate courses				

Download Results

This page is where a user would view results of their evaluations based on the category selected on the home screen. The responses are organized by each question in the evaluation and displays different tables for undergraduate courses and graduate courses. It includes the median, mean, standard deviation, and number of answers for each question along with question statistics for the classes in the selected category. The results can also be downloaded and exported as a .csv file by clicking the "Download Results" button. See Appendix D for a full example of an instructor report.

4 Data Validation

Table 1 lists the data items in the user interface of the evaluation system. A data item is an input that a user enters into the system and has a specified format. Many of the items listed are for editing a course evalution form.

Table 1: Data item specification

Label	Screen(s)	Data Type	Format	Limit(s)
Username	Log in	String	username@gmail.com	N/A
Password	Log in	String	N/A	N/A
Course designator	New form, info edit	String	N/A	50 characters long
Course number	New form, info edit	String	N/A	50 characters long
Course section	New form, info edit	String	N/A	50 characters long
Course title	New form, info edit	String	N/A	50 characters long
Graduate course	New form, info edit	Boolean	N/A	50 characters long
Semester and year	New form, info edit	String	N/A	50 characters long
Faculty unit	New form, info edit	String	N/A	50 characters long
Department	New form, info edit	String	N/A	50 characters long
University	New form, info edit	String	N/A	50 characters long
Instructor first name	New form, info edit	String	N/A	50 characters long
Instructor last name	New form, info edit	String	N/A	50 characters long
Instructor e-mail	New form, info edit	String	N/A	50 characters long
Instructor phone	New form, info edit	String	N/A	50 characters long
Course evaluation administrator	New form, info edit	String	N/A	50 characters long
Evaluation administrator e-mail	New form, info edit	String	N/A	50 characters long
Starting assessment date	New form, info edit	String	mm/dd/yy	50 characters long
Mailing time	New form, info edit	String	hh:mm:ss	50 characters long
Closing assessment date	New form, info edit	String	N/A	50 characters long
Added questions	Question edit	Strings	N/A	150 characters long
1 score label	Question edit	String	N/A	50 characters long
5 score label	Question edit	String	N/A	50 characters long
"Include?" checkboxes	Question edit	Boolean	N/A	N/A
"Mandatory" checkboxes	Question edit	Boolean	N/A	N/A
Class roll	E-mail edit	String	Comma-separated lines: "first name, last name, e-mail address"	N/A
Initial e-mail to students	E-mail edit	String	N/A	N/A
Reminder e-mail	E-mail edit	String	N/A	N/A
Final confirmation e-mail	E-mail edit	String	N/A	N/A

A Agreement Between Customer and Contractor

This page shows that all members of Team EVAL and the client, Harlan Onsrud, have agreed on all the information in the user interface design document. By signing this document, Team EVAL and Dr. Onsrud approve all of the designs for each screen in the interface, as well as how to navigate the interface.

   The team will follow a process in the case that the design document is changed after we sign it. First, the team will write a rough draft of the changes to be made to the document. Second, all team members and Harlan Onsrud will sign the document agreeing to the changes. Finally, the team will make the changes to the final copy of the document.

Name	*Signature*	*Date*
Jovon Craig	————————————	————————————
Sam Elliott	————————————	————————————
Robert Judkins	————————————	————————————
Stanley Small	————————————	————————————
Harlan Onsrud	————————————	————————————
Customer Comments:	————————————————————————————	

B   Team Review Sign-off

This page shows that all members of Team EVAL have reviewed the user interface design document and agreed on its content. By signing this document, the team members agree that all information about the evaluation system's UI is accurate, and there is nothing in the document that is a source of contention.

Name	*Signature*	*Date*
Jovon Craig	_____	_____
Comments:	_____	
Sam Elliott	_____	_____
Comments:	_____	
Robert Judkins	_____	_____
Comments:	_____	
Stanley Small	_____	_____
Comments:	_____	

C Document Contributions

Stanley Small contributed to the discussion of the UI design and helped make revisions to the client's request. He also provided some formatting changes to the document. Stan contributed approximately 10 percent of the document.

Jovon Craig wrote the purpose of the document, the user interface standards section, the description of the UI navigation, the first three columns of the data item table, and Appendix C. He created the overall layout diagram, navigation diagram, and many of the individual screen layouts. He revised several screen layouts and parts of the document. Jovon contributed about 35 percent of the document.

Sam Elliott revised all of the individual screen layouts and their descriptions, and he added several new screens. He also wrote the last two columns in the data item table and revised the summaries of each wireframe. Sam contributed about 35 percent of the document.

Robert Judkins converted the UIDD template to the LaTeX format and placed it in our document. He initially wrote the descriptions under each wireframe picture of the UI. He also added the references and appendices A, B, and D. Robert contributed about 20 percent of the document.

D Example Question Selection 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?　　　　　　　　__ Yes __ No __ (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 you 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.
	---- 			

Questions	1-5 Rating Scale	Include question?	Make response mandatory?
Which statement best characterizes your belief about the grade you expect to receive in this course? [only one selection allowed] <radio> I worked MUCH LESS for my grade in this online class than I probably would have had to in the traditional format. <radio> I worked A LITTLE LESS for my grade in this online class than I probably would have had to in the traditional format. <radio> I worked ABOUT THE SAME for my grade in this online class than I probably would have had to in the traditional format. <radio> I worked *A LITTLE HARDER* for my grade in this online class than I probably would have had to in the traditional format. <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@qmail.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

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

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})

++++++++++++++++++
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
++++++++++++++++++

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})

+++++++++++++++++
DEFAULT CONFIRMATION
+++++++++++++++++
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}

E   Example Results Display

REPORT FOR INSTRUCTOR:
ROY TURNER
(includes all courses taught by this instructor this semester under this administrator account)

Fall 2018
University of Maine (UMaine)
College of Liberal Arts and Sciences (CLAS)

THE INSTRUCTOR

How prepared was the instructor for class? (1- often unprepared; 5- well prepared)				
	Median	Mean	Std. Dev	n
COS 120 (Sec 003) Instr: Turner				
COS 490 (Sec 001) Instr: Turner				
INT 601 (Section 002) Instr: Turner				
COMPARATIVE UNDERGRADUATE COURSE RESULTS	Median	Mean	Std. Dev	n
All COS undergraduate courses (submitted under this admin account for this semester)				
All SCIS undergraduate courses (Faculty Unit - this admin account for this semester)				
All CLAS undergraduate courses (College - this admin account for this semester)				
All UMaine undergraduate courses (University - this admin account for this semester)				
	Median	Mean	Std. Dev	n
COMPARATIVE GRADUATE COURSE RESULTS				
All INT graduate courses (submitted under this admin account for this semester)				
All SCIS graduate courses (Faculty Unit - this admin account for this semester)				
All CLAS graduate courses (College - this admin account for this semester)				
All UMaine graduate courses (University - this admin account for this semester)				

How clearly were the objectives of the course presented? (1- unclear; 5- very clear)				
	Median	Mean	Std. Dev	n
COS 120 (Sec 003) Instr: Turner				
COS 490 (Sec 001) Instr: Turner				
INT 601 (Section 002) Instr: Turner				
COMPARATIVE UNDERGRADUATE COURSE RESULTS	Median	Mean	Std. Dev	n
All COS undergraduate courses (submitted under this admin account for this semester)				
All SCIS undergraduate courses (Faculty Unit - this admin account for this semester)				
All CLAS undergraduate courses (College - this admin account for this semester)				
All UMaine undergraduate courses (University - this admin account for this semester)				
	Median	Mean	Std. Dev	n
COMPARATIVE GRADUATE COURSE RESULTS				
All INT graduate courses (submitted under this admin account for this semester)				
All SCIS graduate courses (Faculty Unit - this admin account for this semester)				
All CLAS graduate courses (College - this admin account for this semester)				
All UMaine graduate courses (University - this admin account for this semester)				

Etc.

Overall, how would you rate the instructor? (1- poor; 5- excellent)				
	Median	Mean	Std. Dev	n
COS 120 (Sec 003) Instr: Turner				
COS 490 (Sec 001) Instr: Turner				
INT 601 (Section 002) Instr: Turner				
COMPARATIVE UNDERGRADUATE COURSE RESULTS	Median	Mean	Std. Dev	n
All COS undergraduate courses (submitted under this admin account for this semester)				
All SCIS undergraduate courses (Faculty Unit - this admin account for this semester)				
All CLAS undergraduate courses (College - this admin account for this semester)				
All UMaine undergraduate courses (University - this admin account for this semester)				
	Median	Mean	Std. Dev	n

COMPARATIVE GRADUATE COURSE RESULTS				
All INT graduate courses (submitted under this admin account for this semester)				
All SCIS graduate courses (Faculty Unit - this admin account for this semester)				
All CLAS graduate courses (College - this admin account for this semester)				
All UMaine graduate courses (University - this admin account for this semester)				

Note that the following is a **Further Question** and thus the question is **not** compared with other grouped evaluations

Is this instructor well groomed? (1- never; 5- always)				
	Median	Mean	Std. Dev	n
COS 120 (Sec 003) Instr: Turner				
COS 490 (Sec 001) Instr: Turner				
INT 601 (Section 002) Instr: Turner				

Etc.

THE COURSE

Were class meetings profitable and worth attending? (1- rarely; 5- always)				
	Median	Mean	Std. Dev	n
COS 120 (Sec 003) Instr: Turner				
COS 490 (Sec 001) Instr: Turner				
INT 601 (Section 002) Instr: Turner				
COMPARATIVE UNDERGRADUATE COURSE RESULTS	Median	Mean	Std. Dev	n
All COS undergraduate courses (submitted under this admin account for this semester)				
All SCIS undergraduate courses (Faculty Unit - this admin account for this semester)				
All CLAS undergraduate courses (College - this admin account for this semester)				
All UMaine undergraduate courses (University - this admin account for this semester)				
COMPARATIVE GRADUATE COURSE RESULTS	Median	Mean	Std. Dev	n
All INT graduate courses (submitted under this admin account for this semester)				

All SCIS graduate courses (Faculty Unit - this admin account for this semester)				
All CLAS graduate courses (College - this admin account for this semester)				
All UMaine graduate courses (University - this admin account for this semester)				

Etc.

OPEN ENDED QUESTIONS

Please identify the aspects of this course that were of most value to you.	
	Volunteered Self Identification by a Student and Verified
COS 120 (Sec 003) Student Comments	
The jokes.	Anonymous
Instructor really knew the material.	Jovon Adams
The exercises were great.	Anonymous
COS 490 (Sec 001) Student Comments	
The readings were marvelous	Anonymous
It provided a great hour for napping	Anonymous
The insights of my student peers.	Sam Sneed
INT 601 (Section 002) Student Comments	
This course sucked.	Anonymous
The snacks were good.	Betty Snow
The case studies were the most important part of the course.	Anonymous
The homework exercises were great.	Anonymous

Etc.