October 9, 2024

To: Ken Barish, Chair of the Riverside Division

From: Ken Baerenklau, Associate Provost, Professor of Public Policy, and Co-Chair of the TEIC
        *Yingbo Hua, Professor of Electrical & Computer Engineering and Co-Chair of the TEIC
        *Annie Ditta, Associate Professor of Teaching - Department of Psychology, chair of the
            Academy of Distinguished Teaching, and Co-Chair of the SET question subcommittee
        Richard Edwards, Executive Director of XCITE
        Jack Eichler, Professor of Teaching - Department of Chemistry, and past Chair of the ADT
        *Ahmed Eldawy, Associate Professor of Computer Science & Engineering
        *Long Gao, Associate Professor of Operations & Supply Chain Management
        *Jacob Greenstein, Professor of Mathematics
        Ashley Harlow, Teaching Assistant Development Program Manager
        *Ruhi Khan, Associate Professor of Media & Cultural Studies
        *Goldberry Long, Associate Professor of Teaching - Department of Creative Writing, ADT
            member, and Co-Chair of the SET question subcommittee
        *Morris Maduro, Professor of Biology and ADT member
        *Amit Roy Chowdhury, Professor and Chair of Robotics
        Omar Safie, Director of Evaluation and Assessment
        *Wesley Sims, Assistant Professor of Education
        *Elaine Wong, Associate Professor of Management
        * denotes Senate-appointed members

Cc: Cherysa Cortez, Executive Director
        Dan Jeske, Vice Provost for Academic Personnel
        Elizabeth Watkins, Provost and Executive Vice Chancellor

Re: Final Report from the Joint Senate-Administrative Teaching Evaluation Implementation
        Committee

Dear Ken,

This memo serves as the final report of the Teaching Evaluation Implementation Committee
(TEIC). **The Senate initiated the process of revising our Student Evaluations of Teaching (SETs)
in Spring 2018 with the creation of the Senate Ad Hoc Committee on Evaluation of Teaching.**
In January 2021, this committee recommended changes to iEval in their final report. In
response, the TEIC was jointly charged by the Senate and the Provost in Winter 2022 to
implement the ad hoc committee's recommendations.

Since beginning our work, the TEIC has remained engaged with the Senate and the faculty:

- In January 2023, we provided a written progress report to the Senate on the eight core areas of
  our charge, including draft evaluation instruments, and requested feedback.

- In April 2023, we received the feedback provided by Senate committees and began incorporating this into our work.
- In May 2023, we provided a presentation to department chairs, including a discussion of the Senate feedback and how we planned to address it.
- In June 2023, we had a similar conversation with the Senate Executive Committee.
- In October 2023, we provided a written response to the Senate regarding the April feedback, including a 10-page table detailing individual responses and changes.
- In Winter 2024, we began communicating with all faculty about the opportunity to test the new SET during a Spring quarter pilot. We met with the Committee on Academic Personnel to discuss guidelines for the pilot, and we offered all faculty the opportunity to view and provide feedback on the revised evaluation instruments.
- In Spring 2024, we piloted the new SET. A total of 78 instructors volunteered to participate, covering 108 courses and 6190 students. A total of 1042 completed SETs were received.
- In June 2024, we again invited all faculty, as well as students who participated in the pilot, to provide feedback.

Included with this memo are appendices describing the results of the pilot, additional changes made in response to feedback, and the final revised SET. Appendix 1 includes a summary of the pilot (pages 1-11) and the feedback received (pages 12-14). Most feedback was positive. **Overall, 72% of all respondents – including 90% of faculty respondents who participated in the pilot, and 59% of faculty respondents who did not participate in the pilot – preferred the new SET, or the new SET with changes, to the old iEval questions** (page 13). Appendix 2 summarizes the changes made in response to this feedback. All actionable feedback was discussed and nearly all was addressed through additional changes. Appendix 3 includes the final revised SET incorporating these changes.

On September 30, the TEIC met to discuss these results and vote on next steps. We considered three options:

1. Do not adopt the new SET. Instead, maintain the old iEval questions, continue testing and modifying the new SET, and reconsider adopting it later.
2. Voluntary adoption of the new SET. Adopt the new SET but allow faculty to choose whether to use it or the old iEval questions to evaluate their course. Reconsider mandatory adoption later.
3. Mandatory adoption of the new SET as a campus-wide replacement for the old iEval questions.

Committee members who expressed support for adopting the new SET, whether as an option or as a replacement for iEval, shared these perspectives:

- The new SET is responsive to our charge, which was to implement the changes recommended by the previous Senate ad hoc committee and endorsed by the Senate.
- The new SET is grounded in research and informed by best practices at peer campuses.
- The new SET addresses faculty concerns that iEval produces biased responses: the new questions are designed to reduce bias by focusing on instructor practices that are specific and observable, and avoiding vague, subjective judgments.

- The new SET addresses concerns from faculty that iEval isn't helpful: the new questions are designed to produce feedback for instructors that is actionable and useful for improving teaching and student outcomes.
- The new SET is flexible: it accommodates a broad range of pedagogies and allows faculty to specify custom questions as appropriate for their course and based on their own preferences.
- The new SET is the product of a thoroughly collaborative process and reflects the expertise and preferences of many of our own faculty. Further refinements would change it but would not necessarily improve it in the eyes of the faculty writ large.
- Most of the feedback received after the pilot was supportive of the new SET or the new SET with additional changes – changes which have since been made.

Debate about whether the new SET should be optional or mandatory, and whether there should be a transition period before mandatory use, included these perspectives:

- It would be premature to adopt the new SET campus-wide without a longer transition period.
- A voluntary period should precede any mandatory campus-wide adoption.
- Allowing two different SETs could negatively impact the merit/promotion process because there would no longer be a common measure of teaching effectiveness for comparison across faculty.
- Rather than allowing two different SETs, faculty who want greater flexibility in demonstrating teaching effectiveness can utilize one or more additional instruments from the suite of options developed by the committee (and shared previously with the Senate).

Committee members who expressed opposition to adopting the new SET shared these perspectives:

- The new SET is not an improvement over the old iEval questions.
- It is possible many faculty prefer iEval but have not expressed this. There have not been sufficient opportunities for faculty to become familiar with the new SET and test it.

The committee voted: 2 votes for option one (no adoption), 5 votes for option two (voluntary adoption), and 9 votes for option three (mandatory adoption). A strong majority of the committee supports at least voluntary adoption, and a majority supports mandatory adoption.

Based on these votes and the discussion at our final meeting, a majority of the committee endorses a campus-wide roll-out of the new SET as a replacement for iEval after a brief transition period when both evaluation instruments would be available. The transition period would involve more communication and further education about the new SET and would include at least one additional quarter when more faculty can pilot the new SET before it replaces iEval. The Provost's Office, XCITE, and the Office of Evaluation and Assessment are prepared to manage this transition, which would include information sessions and dissemination of materials explaining the research-based motivations for the new SET. The additional pilot could take place in Winter and/or Spring 2025, leading to campus-wide roll-out in Fall 2025.

Committee members would welcome an invitation to discuss this proposal with the Senate Executive Council, if that would be helpful to move the proposal into action. However, the committee does not think it would be beneficial to engage in a third round of detailed feedback on the evaluation instruments. This project began at the Senate's behest more than six years ago, and TEIC members are eager to bring the project to a conclusion. Of course, future modifications to the questions are certainly possible and would be under the Senate's purview, but further adjustments at this time would not be constructive.

Appendix 1 – Spring Pilot Report

Pilot Enrollment

A total of 78 instructors participated in the pilot from multiple colleges, with most coming from CHASS.

Number of Instructors in Pilot by Instructor College
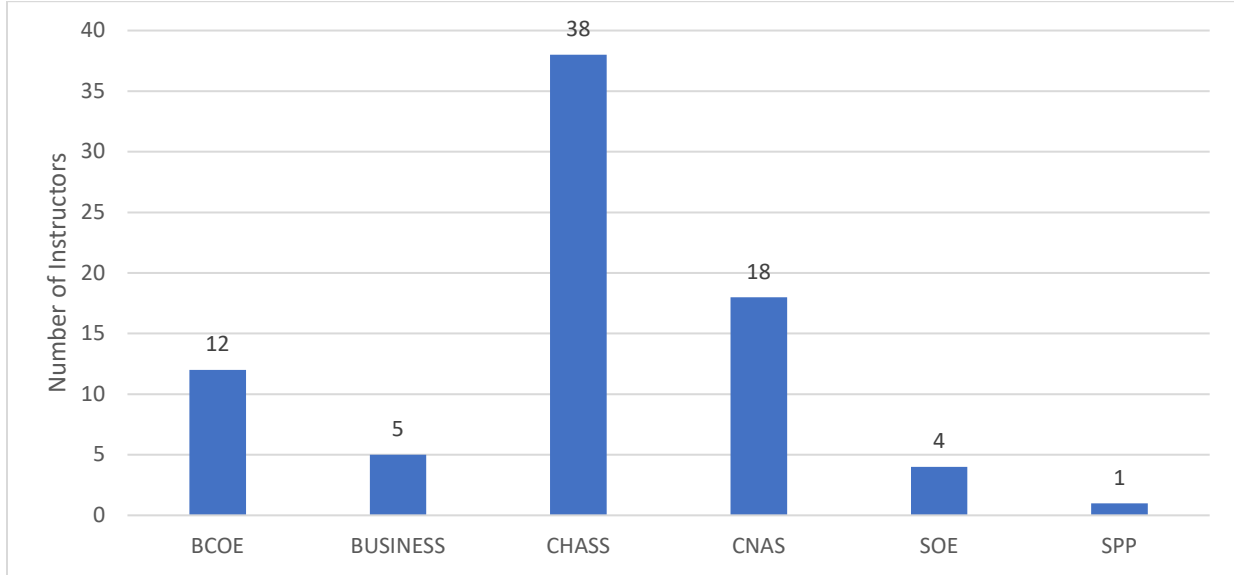
On the student side, a total of 6190 students were enrolled in courses participating in the pilot from all of the colleges at UCR. CHASS and CNAS had the highest number of students in the pilot.

Number of Students Enrolled in Pilot by Student College
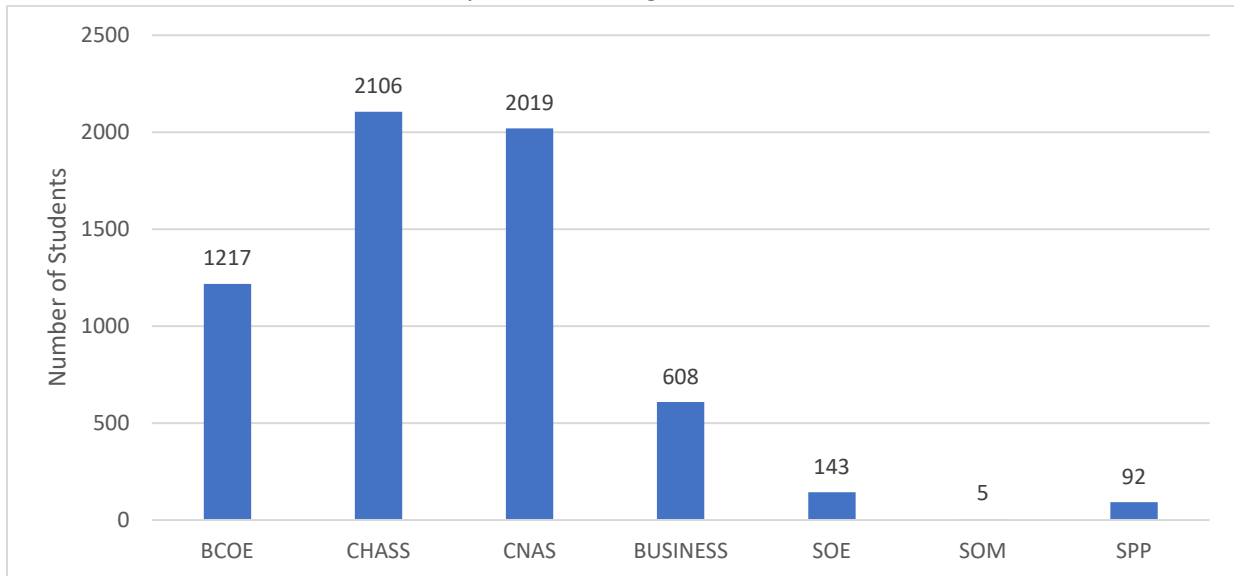
Appendix 1 – Spring Pilot Report

Survey Completion Time:

To control for students who leave the survey window open for long periods of time without actually working on the survey, we limited our sample to completion times of 30 minutes or less. Resulting average completion times are below:
- Average duration for only those who finished after outlier removal = 5.4 minutes
- Average duration for those with comments = 6.5 minutes
- Average duration for those without comments = 3.2 minutes

Average Completion Time of Completed Evaluations
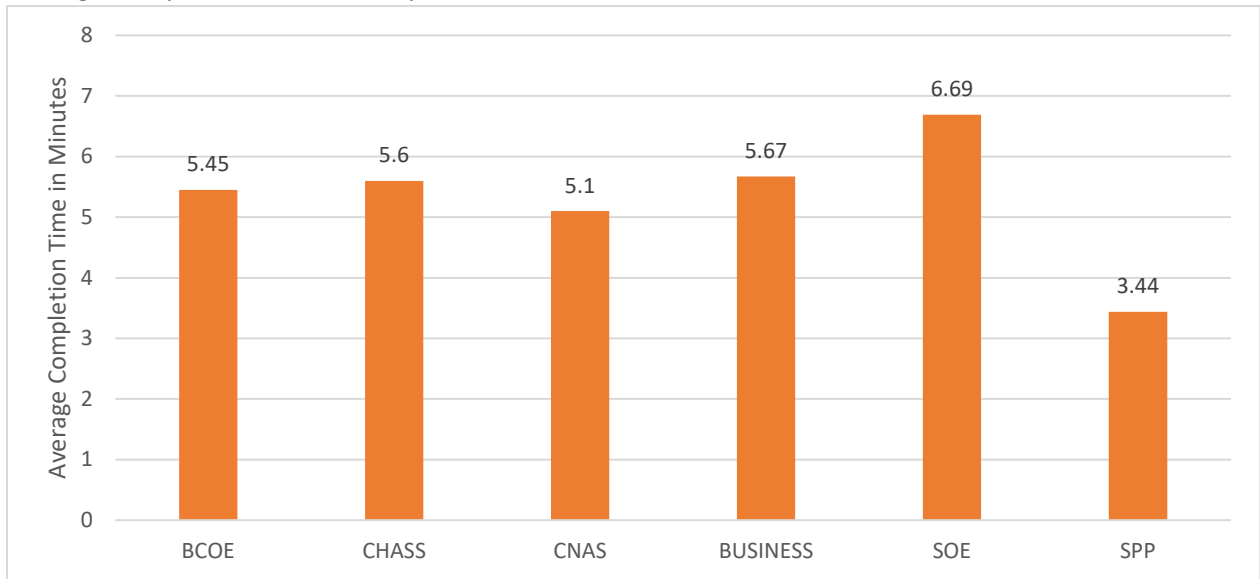
	BCOE	CHASS	CNAS	BUSINESS	SOE	SPP	Overall Average
Number of Responses	131	291	269	83	16	6	133
Max Completion Time (minutes)	24.7	27.4	28.02	21.87	23.08	5.23	21.72
Min. Completion Time (minutes)	0.85	0.77	0.82	0.88	1.45	1.97	1.12
Average Completion Time (minutes)	5.45	5.60	5.1	5.67	6.69	3.44	5.35
Standard Deviation (minutes)	5.19	4.69	4.84	4.40	6.37	1.46	4.48

Outliers with completion times of more than 30 minutes removed. All times are in minutes.

Survey Completion by College:

There were 1043 total survey responses for the End-of-Term survey. This includes 35 responses where students opened the link but did answer any questions, 98 surveys that were started but never completed, and 910 surveys that were fully completed. Individual question response totals ranged from 884 to 954. Below is a breakdown of the completions by college.

Of the 910 complete evaluations, the majority came from students enrolled in either CHASS or CNAS, but this is to be expected given that they comprised the majority of students and instructors.

Percentage of All Complete Evaluations Disaggregated by Course College
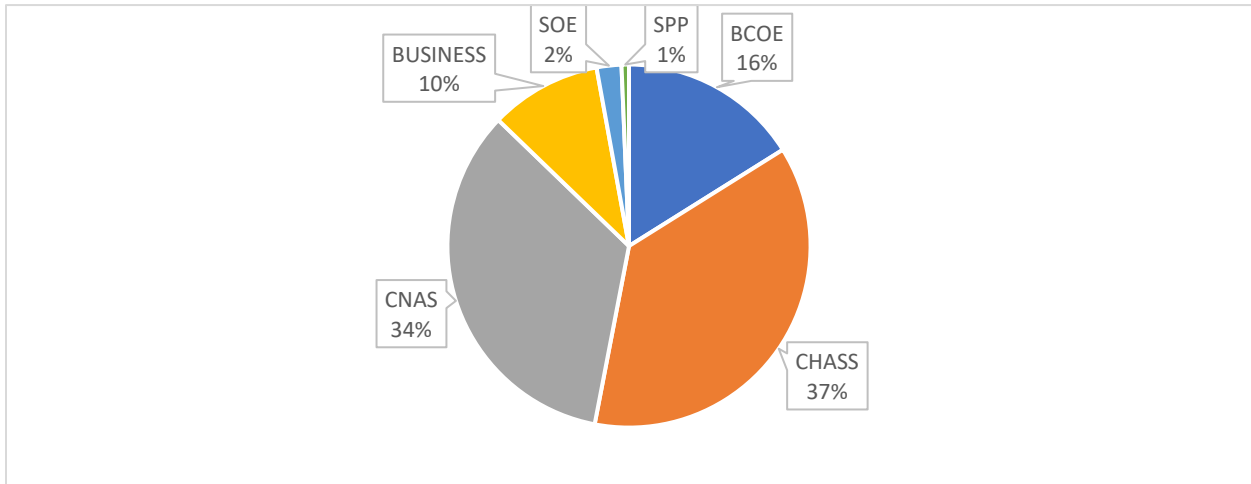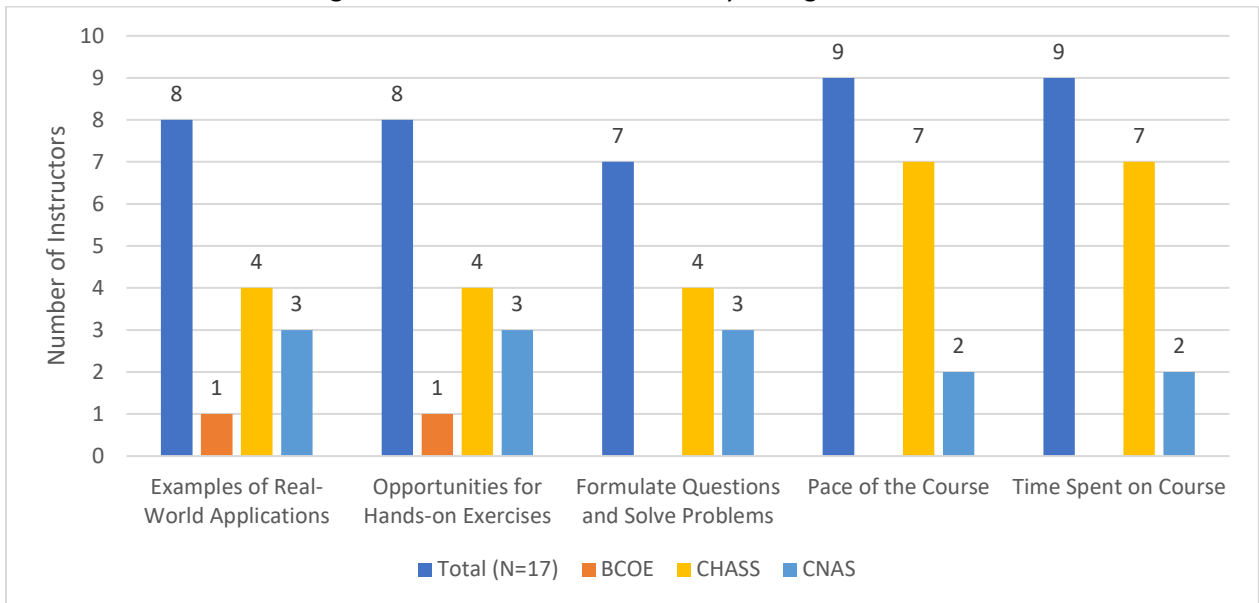
Question Bank Question Use:

Of the 78 instructors, only 17 used at least one question bank question in their evaluation. Most instructors chose to use questions four (pace of the course) and five (time spent on course). However, there is near parity in the use of all question bank questions.

Percentage of All Instructors Using Each Question Bank Question
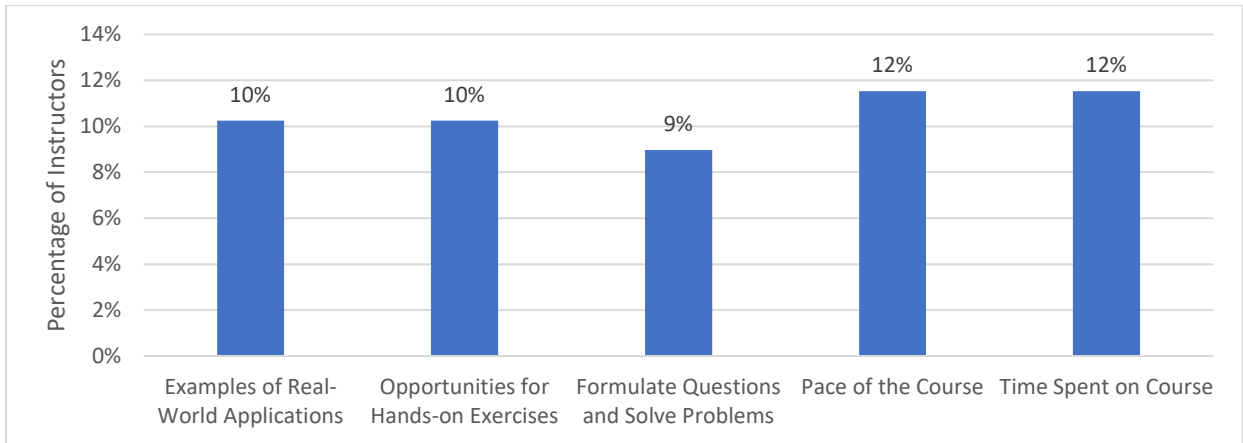
When disaggregated by college, only instructors from BCOE, CHASS, and CNAS used any of the question bank questions. The BCOE and CNAS instructors used questions one (examples of real-world applications) and two (opportunities for hands-on exercises), while the majority of CHASS instructors used questions four (pace of the course) and five (time spent on course).

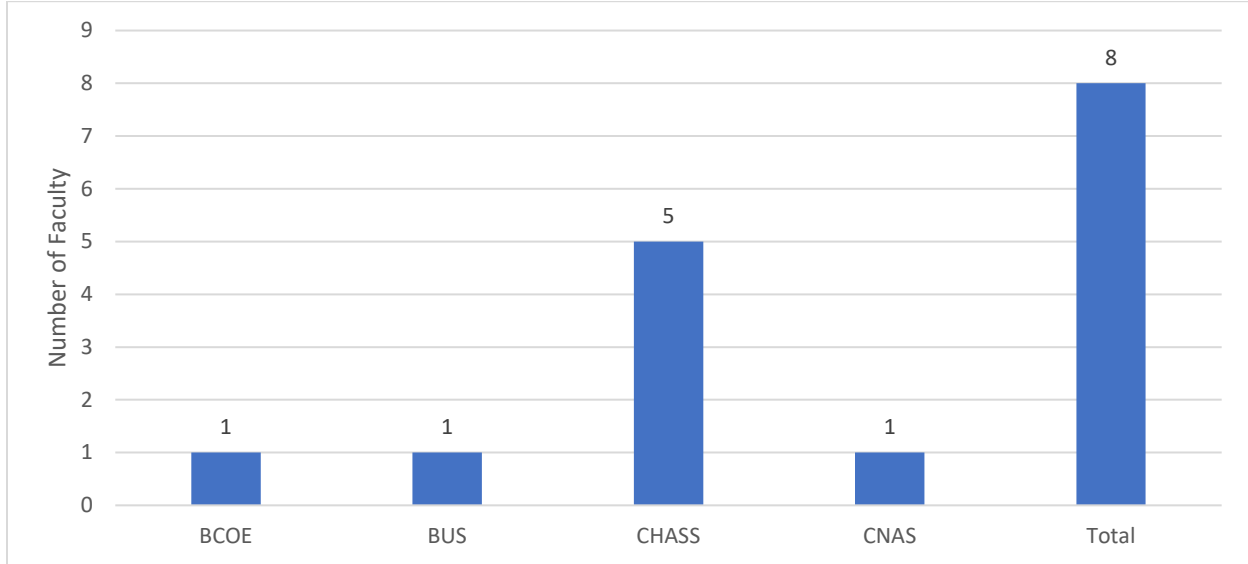Number of Instructors Using Each Question Bank Question by College

Appendix 1 – Spring Pilot Report

Custom Questions:

When it comes to the use of custom questions, only 8 instructors used this option.

Custom Question Use by College

These questions ranged in topics covered, and were mostly specific to the course:
- CNAS Instructor:
  - o The supplemental videos were helpful for me to refresh my background knowledge from prerequisite courses.
- Business Instructor:
  - o We tried different class formats this quarter in reaction to the sudden shift for Flipped Classrooms. I would love to hear your input on those different formats and whether you would have rather had half-class case-discussions only. The "formats" we tried were, (1) everyone come to the whiteboard and participate, (2) discuss in groups how you would deal with a given problem as a strategy consultant; (3) use the time for your GenAI project; (4) apply the same frameworks to a different firm in the same industry and draw up the answer. If you have any other ideas, please also share them. Again, thank you for all your engagement and willingness to experiment!
  - o The GenAI project was a good alternative to submitting a written group report or giving a group presentation in class.
- CHASS/UWP Instructors:
  - o Please share your thoughts about our required textbook Write It Review.
  - o Our textbook, Write It Review, helped you improve your writing skills.
  - o Though you know that I had my reservations about assigning Heather Radke's Butts: A Backstory, I felt it offered a rich study of how our bodies are mediated and interpreted by popular culture, a fitting text for the general 1C curricular goals. What thoughts do you have about reading and discussing the book in class and what you will take away from its use in our course?
  - o Whether you "liked" the book, how willing would you be to say that it helped you better understand the human body through a semiotic lens?

5

- o What did you think of the 2 Analysis assignments in terms of alternative (labor-based) grading and peer review?
  - o Guest speakers Dr. Michelle Bumatay and cartoonist Li-Chin Lin added a lot to the course.
  - o What course activities benefited you the most?
  - o This course helped me become a better writer
  - o Could you please share with me some of the activities or topics of this course that you enjoyed the most and why?
- BCOE Instructor
  - o How many office hours did you attend throughout the quarter?
 - o This course prepares me for a position in industry

End-of-Term General Results:

Narrative Responses Overview:

Of the 910 complete surveys, the number of comments we received declined from the first open-ended response to the last.

- 444 students left a comment to: *What modifications, if any, could the instructor make to the elements above to benefit future students? (Modifications to Course Foundations)*
- 422 students left a comment to: *If any aspects of the instructor's approach to **course experiences** contributed to your learning in important ways, please share why. If any aspects did not contribute to your learning, or could have contributed more, please share what the instructor could do to improve or change their approach to better support future students' learning. (Aspects of Course Experience)*
- 345 students left a comment to: *If any aspects of the instructor's approach to **graded work** contributed to your learning in important ways, please share why. If any aspects did not contribute to your learning, or could have contributed more, please share what the instructor could do to improve or change their approach to better support future students' learning. (Aspects of Graded Work)*

Percentage of Completed Evaluations with Comments
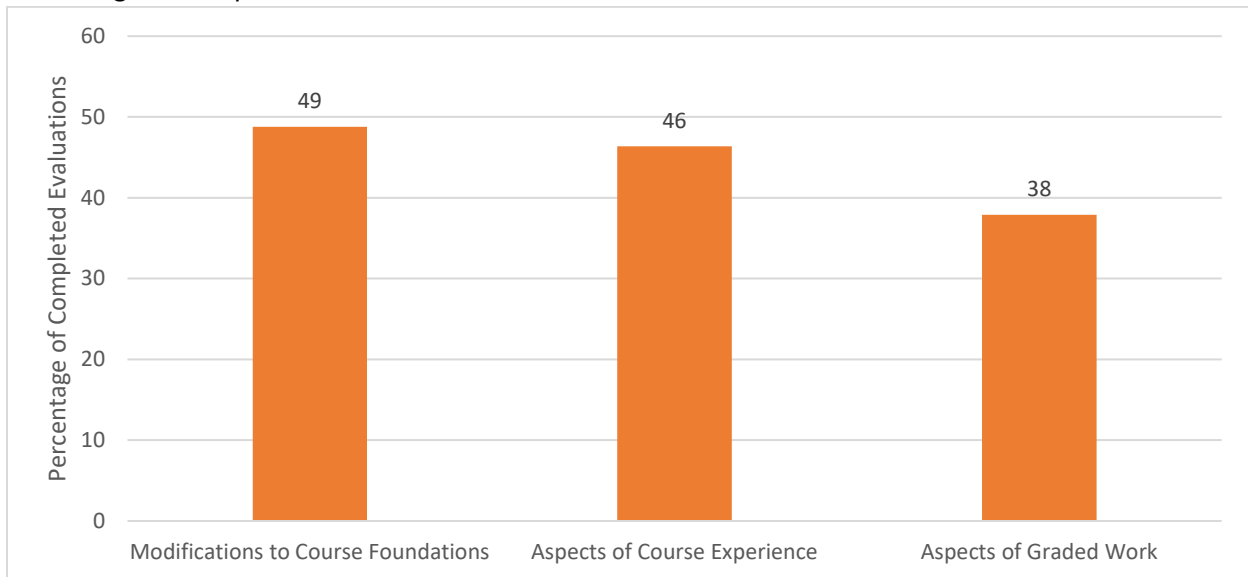
When disaggregated by college, the percentage of students who completed their evaluation and left comments varied from college to college and question to question with a low of 32% in BUSINESS on Graded Work and a high of 100% in SPP on Modifications to Course Foundations. Keep in mind that these comment rates are based on completed evaluations by college.

Percentage of Students Leaving Comments as Percentage of Completed Evaluations by College
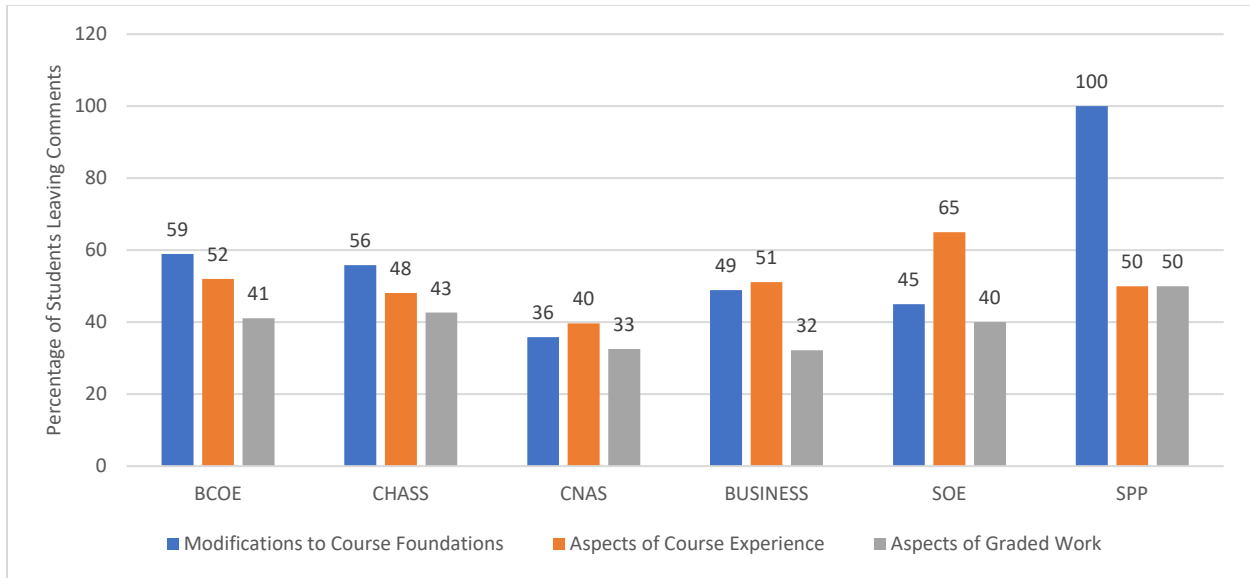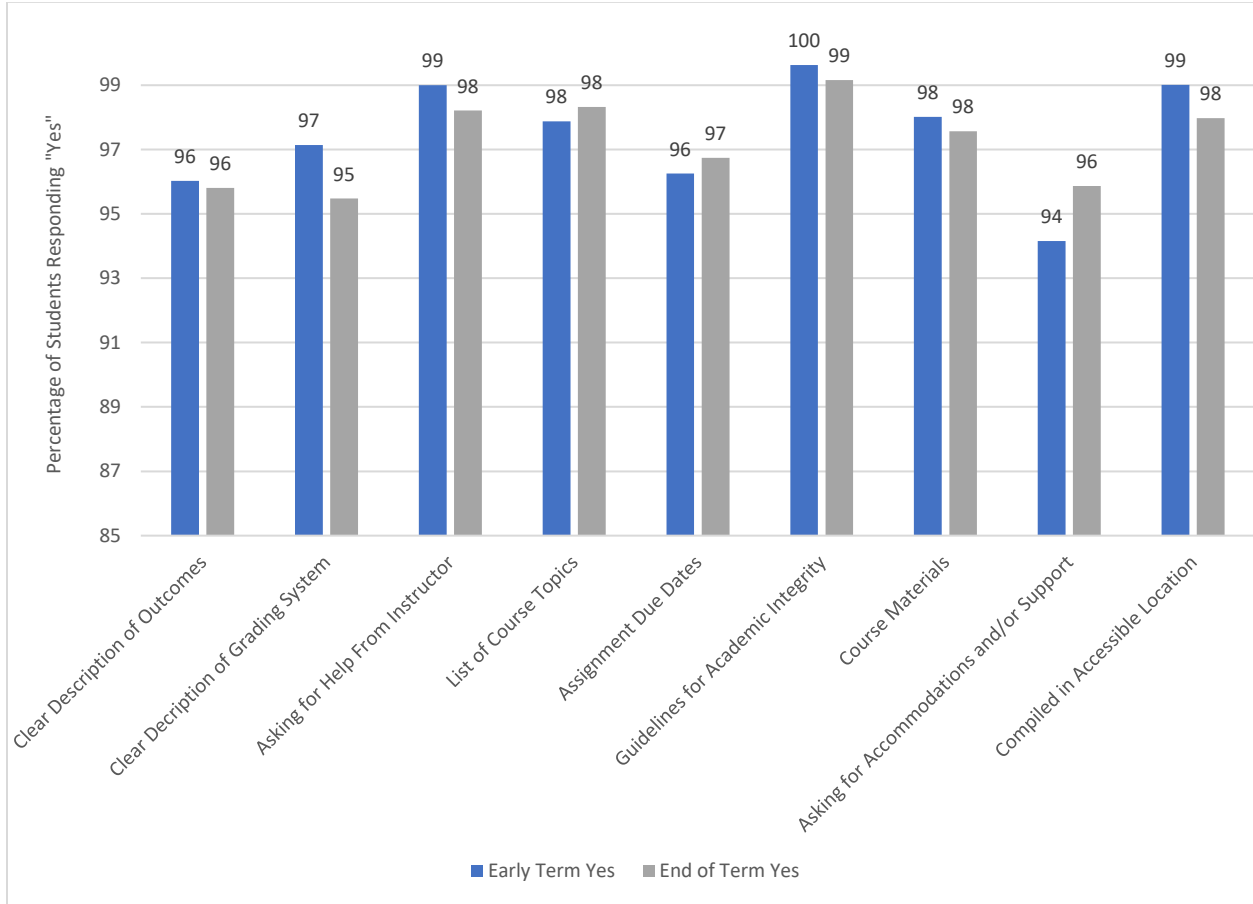
Quantitative Results – Course Foundations Comparison:

In both the early-term and end-of-term course foundations evaluations, very high percentages of students responded that each foundational element was present in the course.

Course Foundations Early-Term vs. End-of-Term Frequency Distribution Comparison

Quantitative Results - Course Experiences:

Of the 1043 evaluations, we received response counts ranging from 906 to 917 for questions in the Course Experiences section. In addition, more responses were given to the content questions than to the contribution of learning questions.

Please keep in mind that the figures above are snapshots of the QClassroom dashboards, and are meant to be interactive. This is part of the reason why percentages are only available on some of the images below. Questions that cover multiple lines do not allow for the percentages to show when exported as a PDF or image. Zooming in will make these figures clearer.

Quantitative Results - Graded Work:

For the Graded work section, we received response counts ranging from 876 to 899. Similar to Course Experiences, more responses were provided for the content questions than to the contribution to learning questions.

Did the instructor provide directions for how to complete graded work?	899

79%   14%   4%

● Always ● Most of the time ● About half of the time ● Rarely ● Never ● Not sure

Did the instructor's use of this practice contribute to your learning?	882

74%   19%   3%2%2%

● Definitely yes ● Probably yes ● Probably not ● Definitely not ● Not sure

Did the instructor connect graded work to what you should be able to do or know by the end of the course (learning outcomes)?	899

● Always ● Most of the time ● About half of the time ● Rarely ● Never ● Not Sure

Did the instructor's use of this practice contribute to your learning?	887

72%   22%   3%1%3%

● Definitely yes ● Probably yes ● Probably not ● Definitely not ● Not sure

Did the instructor provide information about grading criteria and/or standards for how work was graded?	899

● Always ● Most of the time ● About half of the time ● Rarely ● Never ● Not Sure

Did the instructor's use of this practice contribute to your learning?	882

70%   20%   4%2%3%

● Definitely yes ● Probably yes ● Probably not ● Definitely not ● Not sure

Did the instructor return graded work in time for you to monitor your performance throughout the course?	897

● Always ● Most of the time ● About half of the time ● Rarely ● Never ● Not Sure

Did the instructor's use of this practice contribute to your learning?	876

70%   20%   4% 3%2%

● Definitely yes ● Probably yes ● Probably not ● Definitely not ● Not sure

Please keep in mind that the figures above are snapshots of the QClassroom dashboards, and are meant to be interactive. This is part of the reason why percentages are only available on some of the images below. Questions that cover multiple lines do not allow for the percentages to show when exported as a PDF or image. Zooming in will make these figures clearer.

Appendix 1 – Spring Pilot Report

Summary of faculty and student feedback on the Spring 2024 SET pilot

Total respondents: 221
- Faculty who participated in the Spring pilot: 32 (out of 78)
- Faculty who did not participate in the Spring pilot: 46 (~1000 invited)[1]
- Students who were enrolled in participating courses: 143 (~1100 evals completed)

How useful do you think Part 1 will be in helping the instructor to collect feedback on instructional practices that they can use to improve their teaching?
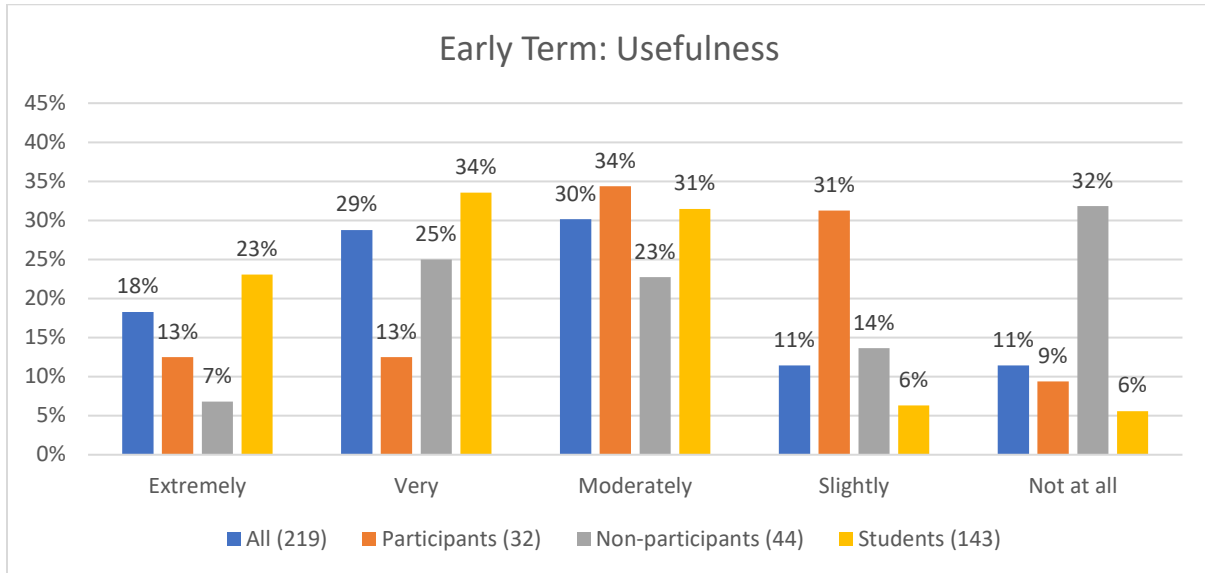
How useful do you think Part 2 will be in helping the instructor to collect feedback on instructional practices that they can use to improve their teaching?

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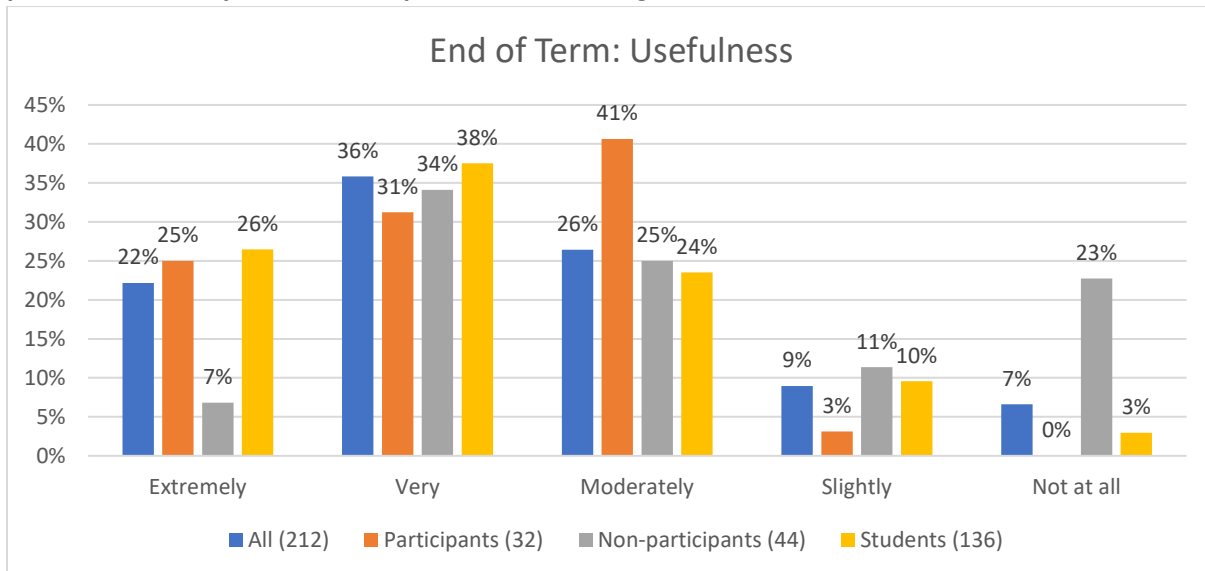
[1] All faculty were invited to review a pdf of the new questions and submit feedback.

Which SET do you prefer?

SET Preference

Bar chart showing SET Preference percentages:

- **New as-is:** All (206) 39%, Participants (31) 32%, Non-participants (41) 37%, Students (134) 41%
- **New with changes:** All (206) 33%, Participants (31) 58%, Non-participants (41) 22%, Students (134) 31%
- **Old - iEval:** All (206) 28%, Participants (31) 10%, Non-participants (41) 41%, Students (134) 28%

Legend: ■ All (206) ■ Participants (31) ■ Non-participants (41) ■ Students (134)
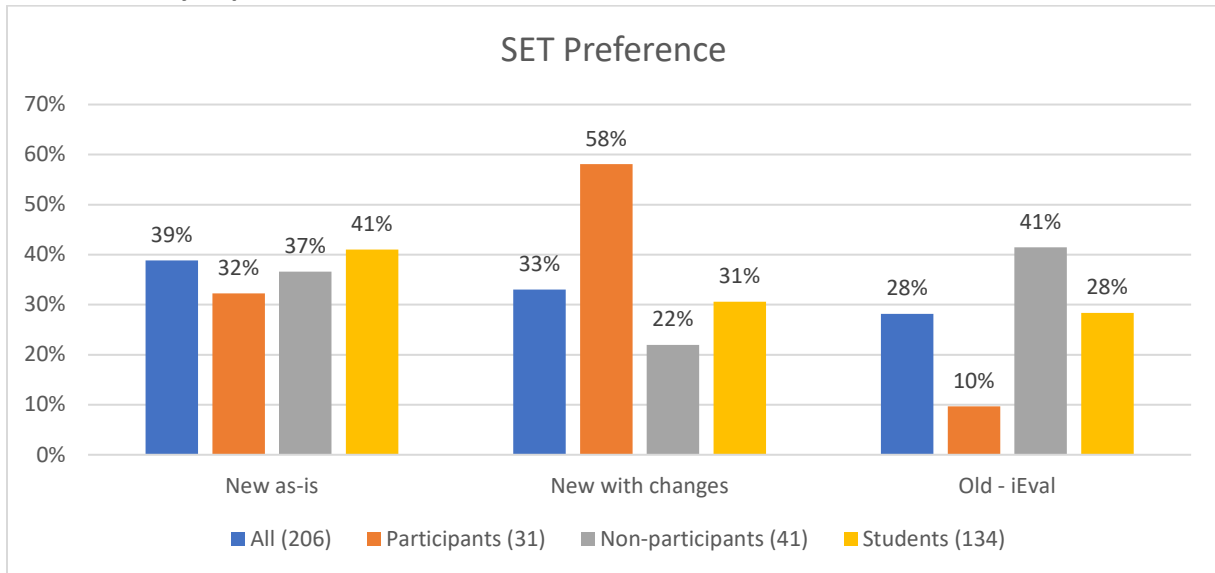
Summary of actionable feedback and proposed follow-up

1. **Course foundations purpose/usefulness:** 11 instances of confusion about the purpose, or questioning the usefulness, of the early term survey.
   - ➢ Reinforce that part 1 is for instructor use only and that even if students mistakenly believe elements are not present, this is helpful for the instructor to know. Also consider making part 1 opt-in instead of opt-out.
2. **Length:** 9 instances of concern about survey length / respondent burden.
   - ➢ Consider changes to the survey structure that could be helpful, such as displaying more questions per page and table formatting for similar questions. Work to shorten the preamble and/or require students to read and acknowledge it less frequently. Also recommend that instructors budget a short amount of time in class for evaluations.
3. **Open-ended questions:** 9 requests for more opportunities for open-ended feedback.
   - ➢ Consider adding a comment box for part 1 and a final comment box at the end of part 2. Also consider displaying questions that precede a comment box on the same page as the comment box to help prompt comments from respondents.
4. **Reflective questions:** 7 requests for reflective or contextual questions to help interpret responses to other questions.
   - ➢ Consider adding back some of the "student profile" questions from iEval (e.g. "I attended class regularly.") that would provide additional context for instructors but would not be part of the official SET report that is uploaded to eFile.
5. **Clarity:** 7 instances of confusion about wording.
   - ➢ Review specific comments and adjust accordingly.
6. **Direct link:** 6 instances requesting a direct link (easier access) to the survey instrument, typically through Canvas. The stand-alone iEval website was noted as a convenient feature.
   - ➢ A direct link will be available in all Canvas courses for students to complete their evaluations, however it is not possible to create a custom URL like we had with iEval.

> Some Canvas links may have been glitchy during the pilot; need to ensure they work properly going forward.

7. **Dashboard:** 3 requests for easier access to or user-friendliness of the dashboard.
   - ➢ Reinforce when and how to find survey responses. Determine if numbers of respondents can be displayed on bar graphs. Ensure dashboard user groups are working correctly.
8. **Instructor roles:** 3 instances noting potential commingling of responsibilities shared by different instructors – such as asking about lab safety when a different instructor leads the lab course, or grading when a TA may do the grading.
   - ➢ Ensure the survey clearly directs respondents to evaluate the content under the control of the instructor of record. Reinforce that instructors of record are accountable for the responsibilities they assign to TAs.
9. **Overall effectiveness question:** 3 requests for this question.
   - ➢ Reinforce this can be added as a custom question.
10. **Survey structure:** 3 instances suggesting changes to the structure/flow of the survey.
    - ➢ Consider expanding responses in part 1 to include "maybe" in addition to "yes/no". Consider displaying all responses before submitting. Consider allowing students to rank course components by impact on learning.
11. **Customization:** 2 instances of problems with customization – either did not work or desire for more.
    - ➢ Discontinue use of the Qualtrics-provided "question bank" and instead combine all custom questions into one instructor survey. Maintain current level of customization (i.e., one approved "question bank" question and two custom questions).
12. **Field courses:** 1 request for accommodation for less common course types such as field courses.
    - ➢ Change "lab" to "lab or fieldwork" in the safety questions.
13. **In-class communication question:** 1 request for a question about effective in-class communication
    - ➢ Consider integrating this into the class experiences section.

Appendix 2 – Pilot feedback changes made

Infrastructure

- Early-term SET is now opt-in instead of opt-out.
- Faculty may opt-in to student profile questions on the end-of term SET when they are given the chance to select custom questions.
- Problems with Canvas links to surveys have been addressed.
- ieval.ucr.edu will be redirected to ucrcourseevals.qualtrics.com after ieval is sunset

Instructor survey (optional questions)

- Added text to the custom questions instructions: "If you would like to ask a question about the overall effectiveness of the instructor and/or the overall learning experience of the course, you may ask it here."
- Added option for instructors to include student profile questions

Early term SET

- Added "unsure" as a response option to course foundations questions
- Clarified the instructions for the "are in you in a lab" question to try to prevent "yes" responses when the lab will be evaluated as a separate course
- Reviewed all questions for clarity and decided against any edits. The relevant feedback here was that a list of course topics might not apply to a capstone course, but we decided that a response of "no" (course topics not provided) would be accurate and not problematic.
- Added a final comment box and prompt
- Added a reminder at the end about how to review responses before submitting (in lieu of presenting all responses on a final page)

End of term SET

- Shortened the preamble and inserted links to more information. It may not look short but the font size is large; and we think it includes the most essential information (some of it is legal/compliance related). In Qualtrics it is a relatively short bullet list.
- Course Foundations
    o Added "unsure" as a response option
    o Removed the "lab" questions. Did this to shorten the survey; and because it's less useful at the end of the term; and because it will be asked on the TA evaluations which we plan to route back to the instructor of record. We will ask Graduate Division to develop and circulate guidelines to help instructors constructively review feedback with TAs.
- Restructured Course Experiences and Graded Work questions as tables
- Added four reflective questions to the Custom Question section (when selected by the instructor)
- Reviewed all questions for clarity and decided against any edits. The people who provided this feedback must have read through things too fast and confused themselves.
- Added a final comment box and prompt
- Added a reminder at the end about how to review responses before submitting (in lieu of presenting all responses on a final page)
- Verified we have a progress bar

Appendix 2 – Pilot feedback changes made

Dashboard

- Investigated one case of a user who may have been assigned to the wrong user group
- Verified that hovering above bar charts reveals numbers of respondents

Messaging

- Changed instructor messaging for opt-in to the early term SET (results are visible to instructors only; feedback is useful even if students are mistaken; helpful for student learning)
- Changed instructor messaging to include opt-in for student profile questions
- Emphasized in instructor messaging how and when to find survey responses
- Emphasized in instructor messaging that providing class time to complete evaluations is likely to boost response rates
- To be included in our memo to the Senate:
    - This is designed to be a flexible, research-based evaluation that accommodates a broad range of pedagogies.
    - Compare survey completions times for Qualtrics vs iEval (if iEval times are available).
    - Suggest there might be additional piloting in Winter quarter (not for feedback, just for acclimatization) but this would need to be proposed to VPAP and CAP.

UC RIVERSIDE

Introduction

Thank you for completing this early-term course evaluation. This evaluation will provide feedback to your instructor which they can use to improve your learning experience before the end of the term. Your participation is voluntary, and the evaluation should take only a few minutes to complete. After completing each evaluation, open the dropdown menu in the top left corner of the page to select another course. As with the end-of-term course evaluations, your responses will remain anonymous to the instructor and your identity will be protected consistent with privacy law.

Course Foundations Check

Course Foundations Check

Each question in this section asks you about an element of a course that helps provide a **framework for learning**. These elements may be found in the syllabus, on Canvas, or in other course materials. Is each element present in at least one of these places? If you answer "no" or "unsure" for any of these, please elaborate on them in the comment box at the end of the survey.

	Yes	No	Unsure
A clear description of **what you should be able to do or know by the end of the course** (learning outcomes).	○	○	○
A clear description of the **grading system** for the course.	○	○	○
Information on **how to ask for help** from the instructor (for example: office hours, email, Zoom appointments, etc).	○	○	○

	Yes	No	Unsure
A list of **course topics**.	○	○	○
Assignment **due dates**.	○	○	○
Guidelines for **academic integrity**.	○	○	○
Course materials (may include: readings, software, textbooks, recordings, and other resources).	○	○	○
Information on **how to ask for accommodations** and/or support from the university (for example: contact information for SDRC, CAPS, ARC, Title IX office, etc).	○	○	○
Were the above items compiled in an **accessible location** (for example: a document, a CANVAS page, or other format)?	○	○	○

Lab or Fieldwork

Does this course include **lab or fieldwork**? Answer "no" if you are registered for a related lab or fieldwork under a separate course number.

○ Yes
○ No

Have you received instructions for taking appropriate **safety measures** in lab or field settings?

○ Yes
○ No
○ Not Applicable. My lab/fieldwork does not require special safety measures.

End of survey

Please provide any written feedback to the instructor in the box below. **If you answered "no" or "unsure"** to any questions in the first section, please elaborate on those answers here.

If you wish to review or change your responses before submission, click the "Back" button below. To submit your evaluation, click the "Next" button below. If you have more than one instructor for this course, you will be redirected to another evaluation for the next instructor.

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UC RIVERSIDE

Introduction

Thank you for completing this course evaluation for your instructor. The evaluation should take about 10 minutes to complete. After completing each evaluation, open the dropdown menu in the top left corner of the page to select another course.

Preamble

Please read and acknowledge the following before continuing with the survey.

I understand this survey collects information that instructors will use to improve their teaching, and by UCR in the job reviews of instructors. After grades have been posted, a summary of your responses and your written comments will be sent to the instructor and their department. The data may also be used for campus-approved analysis and research.

I understand that my participation in this process is voluntary and my responses will remain anonymous and my identity will be protected consistent with privacy law.

I understand that students are expected to adhere to the Standards of Conduct at all times. Responses alleged to be in violation of the Standards, including but not limited to offensive, discriminatory or harassing language, may be referred to Student Conduct for further review.

I understand that we are all prone to bias. **I commit to providing unbiased, constructive evaluations aimed at improving this course for future**

students.

For more information about providing unbiased and helpful feedback, [click here](#).

I have read and understand this information.

○ Click here to acknowledge.

Course Foundations Check

Course Foundations Check

Each question in this section asks you about an element of a course that helps provide a **framework for learning**. These elements may be found in the syllabus, on Canvas, or in other course materials. Was each element present in at least one of these places? If you answer "no" or "unsure" for any of these, please elaborate on them in the comment box below.

	Yes	No	Unsure
A clear description of **what you should be able to do or know by the end of the course** (learning outcomes).	○	○	○
A clear description of the **grading system** for the course.	○	○	○
Information on **how to ask for help** from the instructor (for example: office hours, email, Zoom appointments, etc.)	○	○	○
A list of **course topics**.	○	○	○
Assignment **due dates**	○	○	○
Guidelines for **academic integrity**.	○	○	○
Course materials (may include: readings, software, textbooks, recordings, and other resources).	○	○	○

	Yes	No	Unsure
Information on **how to ask for accommodations** and/or support from the university (for example: Contact information for SDRC, CAPS, ARC, Title IX office, etc).	○	○	○
Were the above items compiled in an **accessible location** (for example: a document, a CANVAS page, or other format)?	○	○	○

What **modifications**, if any, could the instructor make to the elements above **to benefit future students**?

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Did the instructor **announce changes** to the structure of the course (for example: revised due dates, dropped assignments, etc) in a **timely manner**?

○ Yes

○ No

○ Not Applicable. No changes were made to the course structure.

Course Experiences

Course Experiences

Each question in this section asks you about a **teaching practice** related to course experiences that can be used to support student learning. The phrase "course experiences" refers to things like lectures, group work, discussions, activities, fieldwork, lab work, guest speakers, videos, readings, emails, office hours, discussion boards, etc., whether synchronous or asynchronous.

Did the instructor use each of these teaching practices?

	Always	Most of the time	About half of the time	Rarely	Never	Unsure
Establish a clear connection between course experiences and **what students should be able to do or know by the end of the course** (learning outcomes)	◯	◯	◯	◯	◯	◯
Provide opportunities for **student engagement** during course experiences	◯	◯	◯	◯	◯	◯
Create a **respectful learning environment**	◯	◯	◯	◯	◯	◯
Be responsive to **requests for help** outside of class (for example: in office hours, scheduled appointments, emails, etc.)	◯	◯	◯	◯	◯	◯

Did the instructor's use of these teaching practices **contribute to your learning**?

Answer "not applicable" if a practice was never used by the instructor.

	Definitely yes	Probably yes	Probably not	Definitely not	Unsure	Not applicable
Establish a clear connection between course experiences and **what students should be able to do or know by the end of the course** (learning outcomes)	◯	◯	◯	◯	◯	◯
Provide opportunities for **student engagement** during course experiences	◯	◯	◯	◯	◯	◯
Create a **respectful learning environment**	◯	◯	◯	◯	◯	◯

	Definitely yes	Probably yes	Probably not	Definitely not	Unsure	Not applicable
Be responsive to **requests for help** outside of class (for example: in office hours, scheduled appointments, emails, etc.)	○	○	○	○	○	○

If any aspects of the instructor's approach to **course experiences** contributed to your learning in important ways, please share why. If any aspects did not contribute to your learning, or could have contributed more, please share what the instructor could do to improve or change their approach to better support future students' learning.

[ ]

Graded Work

<u>**Graded Work**</u>

Each question in this section also asks you about a **teaching practice** related to graded work that can be used to support student learning. The phrase "graded work" refers to any graded course component. For example, exams, quizzes, projects, homework assignments, student presentations, performances, papers, etc.

Did the instructor use each of these teaching practices?

	Always	Most of the time	About half of the time	Rarely	Never	Unsure
Provide **directions** for how to complete graded work	○	○	○	○	○	○

	Always	Most of the time	About half of the time	Rarely	Never	Unsure
Connect graded work to **what students should be able to do or know by the end of the course** (learning outcomes)	○	○	○	○	○	○
Provide information about **grading criteria and/or standards** for how work was graded	○	○	○	○	○	○
Return graded work in time for students to monitor their performance throughout the course	○	○	○	○	○	○

Did the instructor's use of these teaching practices **contribute to your learning**? Answer "not applicable" if a practice was never used by the instructor.

	Definitely yes	Probably yes	Probably not	Definitely not	Unsure	Not applicable
Provide **directions** for how to complete graded work	○	○	○	○	○	○
Connect graded work to **what students should be able to do or know by the end of the course** (learning outcomes)	○	○	○	○	○	○
Provide information about **grading criteria and/or standards** for how work was graded	○	○	○	○	○	○
Return graded work in time for students to monitor their performance throughout the course	○	○	○	○	○	○

If any aspects of the instructor's approach to **graded work** contributed to your learning in important ways, please share why. If any aspects did not contribute to your learning, or could have contributed more, please share what the instructor

could do to improve or change their approach to better support future students' learning.

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Instructor custom questions

Each question or statement in this section has been provided by your instructor. Please respond to each.

How strong was your desire to take this class?

○ Very High
○ High
○ Moderate
○ Low
○ Very Low

Approximately how often did you attend class?

○ 80% or higher
○ 60% - 80%
○ 40% - 60%
○ 20% - 40%
○ Less than 20%

On average, how many hours per week did you put into this course including class time?

○ 14 or more
○ 11 - 13
○ 8 - 10
○ 5 - 7

○ 4 or less

Approximately, how much of the course content did you master?

○ 80% or higher
○ 60% - 80%
○ 40% - 60%
○ 20% - 40%
○ Less than 20%

${e://Field/Q3}

○ Strongly agree
○ Agree
○ Neither agree nor disagree
○ Disagree
○ Strongly disagree

${e://Field/Q4}

○ Strongly agree
○ Agree
○ Neither agree nor disagree
○ Disagree
○ Strongly disagree

${e://Field/Q2}

○ Strongly agree
○ Agree
○ Neither agree nor disagree
○ Disagree
○ Strongly disagree

${e://Field/Q1}

[ ]

End of survey

Please provide any additional written feedback to the instructor in the box below.

[ ]

If you wish to review or change your responses before submission, click the "Back" button below. To submit your evaluation, click the "Next" button below. If you have more than one instructor for this course, you will be redirected to another evaluation for the next instructor.

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