A Reference Guide for Department Chairs

Updated January 2017
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SPOT Overview

The Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT. Developed and offered by the University of Washington (iASystem®), this proven system offers both online and paper administration options, as well as evaluation forms that support different pedagogical formats (e.g., large lecture, online, studio). This system also offers many benefits to obtain an overall assessment of the course and instructor. Below are just a few of the highlights of the system:

- Offers 15 different forms to provide feedback on specific aspects of each course type;
- Allows faculty members to add their own questions;
- Includes FOUR summative global questions to allow cross-class and cross-instructor comparisons;
- Reports are available within three days after grades are posted; and
- Intuitive interface which sends students a direct link to their evaluations for each class.
Semester Checklist for Chairs

✓ Have you identified your departmental coordinator?
The departmental coordinator is responsible for collecting form information from faculty, ordering paper/pencil forms and creating online evaluations. Please submit any updates regarding the departmental coordinator to SPOT@unt.edu immediately so that individual(s) can receive the necessary training.

✓ Have you identified what form faculty would like to use?
A major benefit of SPOT is that faculty members can select the evaluation form that aligns with their course delivery format. We have developed an email template for your departmental coordinator to collect this information. You may have other procedures that work better for your department (e.g., all courses use the same form, chairs determine form for adjuncts, TAs).

✓ Have you determined how your department will administer the SPOT survey?
The department has the option to survey students via online or paper/pencil format. Departments are responsible for covering the costs associated with paper pencil administration.

✓ For those departments selecting the paper/pencil administration, have you submitted your order form?
Departmental coordinators must order the paper forms three weeks prior to survey opening date. Please send your order form to SPOT@unt.edu.

✓ Have you considered a departmental protocol for administering the online survey?
The SPOT system allows students to complete the survey on a mobile device. To boost response rates, we strongly encourage your department to conduct SPOT in the same way that you would a paper/pencil evaluation (See Appendix D, Protocol for Administering SPOT Surveys).

✓ Do you have a comprehensive system for evaluating teaching effectiveness?
Although student evaluations provide insight into a faculty member’s teaching performance, SPOT should not be the sole piece of evidence for annual evaluations and tenure/promotion reviews. Departments must have in place a comprehensive system for measuring teaching effectiveness. Visit the SPOT website for some helpful resources.
**Frequently Asked Questions**

**Has SPOT replaced the SETE?**  
Yes, SPOT has replaced SETE as the university wide student evaluation of teaching instrument. Departments may opt to administer additional departmental evaluations, but please note, when submitting evidence of teaching effectiveness at the University level (tenure and promotion/faculty awards) SPOT evaluations must be submitted. This is not to preclude other measures of teaching effectiveness.

**When will the SPOT be administered?**  
Administration of SPOT will typically be open the 13th – 15th weeks of the long semester prior to final exams. Administration of any other departmental evaluation must be done before or after the SPOT administration.

**How do I choose the appropriate form for my course?**  
Each department will set its own protocol about how forms are chosen. Faculty should check with their departmental coordinator (in most cases, this person will be the department chair’s assistant). A list of the 15 different types of forms can be found in Appendix A or on the SPOT website [https://spot.unt.edu/content/evaluation-forms](https://spot.unt.edu/content/evaluation-forms).

**When do I need to decide what form I am using?**  
This decision will be made at the departmental level. Faculty will need to check with their department chair and/or department coordinator to find out the date. Decisions should be made no later than three weeks prior to the survey launch.

**How do I know if an evaluation was set up for my course?**  
Faculty will receive email notification as soon as an evaluation is created by the departmental coordinator for their course.

**Can I add my own instructor questions to the survey after it is created?**  
Yes, instructions to add individual questions can be found in the SPOT faculty user guide here: [https://spot.unt.edu/content/faculty-resources](https://spot.unt.edu/content/faculty-resources). When you receive notification that your survey has been created, you will be prompted to add your questions.

**How do students access the evaluation survey?**  
Students will receive an email notification with the link to the course evaluation. Instructors may send students a reminder e-mail with the unique survey link for their course.

**Will students access SPOT on their MyUNT portal?**  
There will be a SPOT icon on the MYUNT portal that will provide students further instructions.
Frequently Asked Questions Continued

How can I tell how many students have completed the evaluation?
You can monitor your completion percentage in the faculty portal (https://unt.iasystem.org/faculty) once the evaluation is open to students.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>ACTION</th>
</tr>
</thead>
</table>
| (1/1) 100%| Preview
View Report |

Will I be able to see the names of students who have completed the survey?
No, but students receive an automated confirmation email immediately upon submission of their completed course evaluation.

How can I preview the evaluation survey?
You can preview the survey by logging into the faculty portal (https://unt.iasystem.org/faculty), selecting the term/session of your course and clicking on "Preview" under the "Action" column.

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>ACTION</th>
</tr>
</thead>
</table>
| (1/1) 100%| Preview
View Report |

Why was an evaluation survey set up for my course?
House Bill 2504 mandates that public universities administer end-of-course student evaluation surveys. Although SPOT is administered at UNT to meet this state requirement, the ultimate goal is to use the results to improve teaching effectiveness. Classes excluded from evaluation include special problems courses not linked to larger enrollment classes, theses and dissertation enrollment, and classes with only 1-2 students enrolled.

A student has dropped out of my class, will they still be able to complete the survey?
No, the course list is uploaded into the system after the last official drop date, therefore the updated class list should reflect the most current students enrolled in your class at the time of the survey administration. A data refresh of the student enrollment will be done the day before the survey administration is open.

May I have student comments removed from my evaluation?
Students are informed that all comments that contain coarse or violent language and/or content, or derogatory remarks about the person’s gender, race, sex, religion, national origin or other personal characteristics will be removed and not taken into consideration. Faculty shall contact their Department Chair and Provost Office (spot@unt.edu) to have such comments removed.
Frequently Asked Questions Continued

Faculty evaluations cover a three-year window, will I still be able to access my SETE results from previous semesters?
Yes, on your MyUNT portal there are two links for your SETE results (SETE- Fall 2014-Spring 2015 and SETE- Prior to Fall 2014). If you need assistance or have any questions, please contact SPOT at SPOT@unt.edu.

If I am asked to submit student evaluations for teaching performance, will I need to include SPOT results?
When submitting evidence of teaching effectiveness at the University level (tenure and promotion/faculty awards), SPOT evaluations must be submitted. This is not to preclude other measures of teaching effectiveness.

Can I use a paper form instead of the online survey?
This system does provide support for paper evaluation forms, but there is additional expense and time involved in the processing and reporting. A decision to offer paper/pencil is made at the departmental level. Departments will cover the cost of paper/pencil administration. Your departmental coordinator must contact SPOT@unt.edu for more detailed information.

My department is using the paper/pencil survey, will I be able to see student comments?
No, a disadvantage of the paper/pencil administration is that student comments will not be included in the Final Report. Student comments will be retained at the departmental level and distributed to faculty as determined by departmental bylaws and policies.

I’m adding a question to the survey, will the chair see the results?
Yes, the response to your additional questions will be incorporated into your final report which is accessible to the chair.

How do I interpret the reports?
IASystem forms include FOUR summative global questions to allow cross-class and cross-instructor comparisons. Visit the SPOT website for directions on interpreting reports. (https://spot.unt.edu)

How much will it cost for my department to administer SPOT in paper/pencil format?
Costs will vary based on the number of forms needed by each department. It will cost $0.10 per form+ $0.16 for scanning per form + 18% overhead, plus shipping and handling. (Example: 1000 forms needed = $100.00+$180.00+$50.40 + $75 = $405.40 per semester)

My department has specific questions they have been using for years that we would like to use for comparison data, how do we add these?
As of Spring 2016, IASystem has created a template form that each department can utilize. This form includes the four summative global questions for institutional comparisons, but the opportunity exists for departments to create their own specific form. If your department is interested in this option, please contact SPOT@unt.edu at least three weeks prior to the beginning of the survey administration.
Creating Evaluations

HOW DO I LOGIN TO CREATE ONLINE EVALUATIONS?
Log into: https://unt.iasystem.org/
Sign in using UNT credentials

NAVIGATE TO CREATE ONLINE EVALUATIONS
Select “Evaluations” from Main Menu.
Select “Online Evaluations” from Dropdown. You are now on the Create Evaluations page.

1. Select Term for which you would like to create evaluations (defaults to current term).
2. Select College (defaults to ‘All’ or User’s specific college they are scoped to).
3. Select Department (defaults to ‘All’ of User’s specific departments that are scoped to).
4. You can further refine your selection down to the course level.

When all selections are made, click “Continue.” You are now on the Select Courses page.

1. Select all or some of the courses listed for which you would like to setup evaluations by clicking the checkbox to the left of the course abbreviation.
2. Courses listed in red already have evaluations and cannot be selected.
   o These courses will have a computer or paper icon next to the course abbreviation indicating if they are being evaluated online or by paper.

Note: Courses with Multiple Instructors may have a paper/online evaluation icon displayed, but are not listed in red—this means there is still one or more instructors eligible to be evaluated.

3. If selected courses have the “Multiple Instructors” blue dropdown, either select to evaluate the multiple instructors as a group (generates a single evaluation for the course) or select all/some of the instructors to evaluate individually (generates separate evaluations for each of the instructors selected).
4. If course is cross-listed (joint) with other course(s), you will see all instances listed on separate rows. Once you select one joint course, you will not be able to select the other instances. The evaluation will cover the entire cross-listed (joint) cluster.
5. Course enrollment is displayed.

Once all course selections are finalized, click “Continue” at the bottom of the page. You are now on the Define Evaluation Parameters.

1. Select evaluation form you wish to use. (Example: A, small lecture/discussion; see Appendix A)
2. All of the open/close and reports available dates will be locked, because the administrators for the university will set those dates.

Got questions? Contact SPOT@unt.edu or visit www.spot.unt.edu
Creating Evaluations Continued

3. Select the applicable Course Type for each course. (Example: face-to-face, online; see table at the end of this document)
4. Click "Submit" to create evaluations.

You are now on the View Evaluations page.

VIEW, EDIT, OR DELETE ONLINE EVALUATIONS

This page displays information about evaluations that have been created. There are three tabs that display information about course evaluation surveys; Main, URL, and Other.

1. **Main**: displays course ID, open/close dates, evaluation status, response rate, and information on when instructors/students were sent email notifications.
2. **URL**: displays the static URL address of the student course evaluation survey that can be copied and pasted for students to access. The URL page also has a “preview” hyperlink of the course evaluation (not for live use) on the far right column.

   *Note: There is a single URL for each evaluation. Access to the evaluation is controlled by the students in the class list. If someone not in the class list tries to access the course evaluation, they will be given a message “Sorry, this isn’t your survey.”*

3. **Other**: displays course enrollment, survey ID, evaluation form type and course type.

If there is missing information for the evaluation(s) you created, you will see a Red Alert icon. Hovering over the icon will display a message indicating that either instructor or student information is missing. In order to correct the missing information, click on the hyperlink and you will be taken to the Edit Instructors and Students page where you can make any corrections.

The View Evaluations page also allows the user to edit or delete existing evaluations based on evaluation status. There are 3 types of evaluation statuses:

1. **Pending**: an evaluation that has been created, but has not has not yet started
2. **Open**: an evaluation that has started and is in progress
3. **Closed**: an evaluation that has been completed

   *Note: You can edit close date & course type of Open Evaluations until the day they close. If you need to modify a closed online evaluation, please email SPOT@unt.edu.*
Creating Evaluations Continued

To edit or delete an evaluation, or set of evaluations, click the box(es) next to the evaluation(s) to select; then press either the "Edit" or "Delete" button located on the right side of the table.

If you select "Delete," the Delete Evaluations page will open and you can either "Cancel" or "Confirm" your deletion.

If you select "Edit," the Edit Evaluations page will open and you can modify one or more of the evaluation parameters and click "Submit" to confirm your changes.

COURSE TYPES

SPOT collects data on three primary course types. When setting up a course evaluation, we request that you specify a course type. The following chart displays information about how we define each course type:

<table>
<thead>
<tr>
<th>COURSE TYPE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-Face</td>
<td>“Face-to-Face” courses follow the traditional teaching model in which faculty and students meet in-person, generally in a classroom, lab, or studio. Although some course information (such as a course website, syllabus, or reading materials) may be provided online, these resources do not replace weekly course time.</td>
</tr>
<tr>
<td>Hybrid</td>
<td>&quot;Hybrid&quot; courses are a combination of traditional face-to-face instruction and online learning activities. These courses are sometimes referred to as “blended.” There is a wide variation in the relative proportions of face-to-face and online learning.</td>
</tr>
<tr>
<td>Online</td>
<td>“Online” courses are those in which the vast majority of instruction and student participation is mediated by the internet. Students are not physically present in a traditional classroom setting; although they may meet briefly once or twice, this is not a significant part of the learning experience.</td>
</tr>
<tr>
<td>Unknown</td>
<td>If you do not know the course type, you may choose “Unknown.” When possible, please try to determine the actual course type. This information is important for analysis and research.</td>
</tr>
</tbody>
</table>
Accessing and Interpreting Reports

HOW DO I LOGIN TO SEE MY DEPARTMENTAL RESULTS?
Log into: https://unt.iasystem.org/
Sign in using UNT credentials

NAVIGATE TO REPORTS
Select “Results” from Main Menu.
Select “Reports” from Dropdown. You are now on the Generate Reports page.

INDIVIDUAL COURSE REPORTS
The Individual Course Reports show an overall summative rating representing the combined responses of students to the four global summative items. The report also shows the challenge and engagement (CEI) index which combines student responses to several items relating to how academically challenging students found the course and how engaged they were. Open-ended comments and response rates are also included.

Navigate to Individual Course Reports
1. From the Generate Reports page, select the Individual Course Report.
2. Select Term for which you would like to create a course report (defaults to current term).
3. Select College (defaults to ‘All’ or User’s specific college scoped to).
4. You may further refine your selections by Department and/or Course.
5. Instructor (either leave blank or use this to quickly search for reports for a single instructor).

Got questions? Contact SPOT@unt.edu or visit www.spot.unt.edu
Accessing and Interpreting Reports Continued

6. When all selections are made, click "Continue."
7. Use checkboxes to select all, or some, of the evaluations listed to generate reports.
8. You may update filter selections in the sidebar to refresh the evaluations list.
9. You may also choose under ‘Report Options’ at the top of the page whether you would like the report to include numeric results and comments, numeric results only, or comments only. Once all selections are finalized, click “Continue” at the bottom of the page.
10. The course summary reports will open in a new window in PDF format.

COMBINED COURSE REPORTS
The combined course reports allow multiple courses/instructors to be combined into one report.

Navigate to Combined Course Reports
1. From the Generate Reports page, select the Combined Course Report.
2. Select Term for which you would like to create a course report (defaults to current term).
3. Select College (defaults to ‘All’ or User’s specific college scoped to).
4. You may further refine your selections by Department and/or Courses.
5. When all selections are made, click “Continue.”
6. Use checkboxes to select all, or some, of the evaluations listed to generate reports.
7. You may update filter selections in the sidebar to refresh the evaluations list.
8. You may also choose under ‘Report Options’ at the top of the page whether you would like the report to include numeric results and comments, numeric results only, or comments only. Once all selections are finalized, click “Continue” at the bottom of the page.
9. The summary reports will open in a new window as a PDF document.
Accessing and Interpreting Reports Continued

OVERALL SUMMATIVE RATING

Four general items (described below) are included on most evaluation forms to provide a global rating of the class and instructor. They are rated from Very Poor to Excellent (0-5) and are summarized as a Combined Median. The items are:

- The course as a whole was:
- The course content was:
- The instructor’s contribution to the course was:
- The instructor’s effectiveness in teaching the subject matter was:

The Combined Median of the summative items is computed by first summing the numerical weights of all the responses within each response category across all four items. This provides a response array from which a median (ranging from 0-5) is calculated. Refer to iASystem’s document for computing medians for further information (www.iasystem.org).

CHALLENGE AND ENGAGEMENT INDEX (CEI)

The Challenge and Engagement Index (CEI) provides an estimate of how challenging students found the class and how engaged they were in it. It is based on the combined response to four items included on most evaluation forms. The items are:

- Relative to other college courses you have taken,
- The intellectual challenge presented was:
- The amount of effort you put into this course was:
- The amount of effort to succeed in this course was:
- From the total average hours [per week spent on the course], how many do you consider were valuable in advancing your education?

Responses to each of these items are transformed into standard scores and then their average as described under Computing the CEI in IASystem’s documentation on their website (www.iasystem.org). The CEI correlates only modestly (~.25) with the Combined Median.

ITEM RATINGS

Individual Course Reports provide a rich perspective on student views by reporting responses to three categories of items.

- **Summative Items** are the first four items on most evaluation forms. These items are used to compute the global rating of the course and instructor, described above.
- **Student Involvement Items** are a set of items included on most evaluation forms to support computation of Adjusted Medians and the Challenge and Engagement Index.
- **Formative Items** relate to specific aspects of the course that instructors may want to change prior to the next iteration of the course. Responses to Standard and Instructor-Added Formative Items are reported separately.
Accessing and Interpreting Reports Continued

Responses to individual items are reported in several ways: as frequency distributions, average (median) ratings, and either a) deciles or b) adjusted medians and relative ranks.

FREQUENCY DISTRIBUTIONS
The total number of students who responded and the percentage of those students who selected each response choice are displayed for each item. Frequency distributions allow faculty to identify unusual patterns of response. Instructors sometimes express the concern that evaluations may be completed primarily by students who feel strongly positive or strongly negative toward a course. When this is the case, the frequency distribution will be bi-modal.

ITEM MEDIANs
Individual Course Reports display average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. Distributions of course evaluation item ratings tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off at the low end. The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower.

To interpret median ratings, compare the value of each median to the respective response scale. For example, a median of 4.5 on Items 1-4 means that the average rating is half-way between Very Good and Excellent. There are several different rating scales utilized on the evaluation forms:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Always, Great</th>
<th>About Half, Half of the Time, Average, Moderate, Average</th>
<th>Never, Not at All, None</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

STUDENT COMMENTS
Responses to open-ended questions are provided as a separate report for evaluations conducted online.

Got questions? Contact SPOT@unt.edu or visit www.spot.unt.edu
Accessing and Interpreting Reports Continued

HIGH LOW REPORTS
The High/Low Report lists all courses in the selected college or department. Courses are grouped into Highest Rated and Lowest Rated based on the Average Adjusted Rating of the four global summative items on all university course evaluations given for the term. Courses evaluated using Form J (Studio/Clinical) are not included on the report because the standard summative evaluation terms do not appear on the form. The reported averages are means of course medians and are presented for selected items.

NAVIGATE TO HIGH LOW REPORTS
1. Select “Results” from Main Menu.
2. Select “Reports” from Dropdown. You are now on the Generate Reports page.
3. From the Generate Reports page, select the High/Low Report tab.
4. Select Term for which you would like to create a report (defaults to current term).
5. Select College (defaults to ‘All’ or User’s specific college scoped to).
6. You may further refine your selection by Department.
7. When all selections are made, click "Continue"
8. The high/low report will open in a new window as a PDF document.

The High and Low Rated Courses and Instructors report supports curricular development by alerting administrators to courses that regularly receive especially high or low ratings. It also assists administrators in identifying faculty whose teaching is particularly strong, as well as instructors who may need additional support in their teaching. This report is especially useful when generated at the end of each academic term.

EVALUATION GROUPINGS
Evaluation results are grouped into four sections: Highest Rated Faculty, Lowest Rated Faculty, Highest Rated TAs (teaching assistants), and Lowest Rated TAs. Grouping is based on the Combined Adjusted Median of the four summative evaluation items. The “highest” evaluations are those with a value greater than or equal to 4.7 (close to Excellent). Evaluations classified as “lowest” have a value less than 3.0 (less than Good).

RESULTS DISPLAYED
For each course/instructor combination, the report displays the course name and number, and instructor name and rank. Additional information includes course enrollment, evaluation response rate, and whether the evaluation was conducted online or on paper. Four summaries of evaluation results are reported for each course. The Combined Median, Adjusted Combined Median, and CEI have been described above. They are reported for all evaluations. Student response to a fourth item (scaled
Accessing and Interpreting Reports Continued

Excellent to Very Poor, 5-0) is also reported for evaluations using forms that include this item: \textit{Amount you learned in the course was:}

**RATINGS SUMMARY REPORTS**

Department Ratings Summary Reports summarize student ratings of all courses evaluated during a specified period of time such as an academic term or year. These reports display average ratings for selected evaluation items and show how your department compares with the college and institution. You can also see differences according to upper division, lower division, and graduate level courses, as well as how your Teaching Assistants are rated.

**NAVIGATE TO RATINGS SUMMARY REPORTS**

1. Select “Results” from Main Menu.
2. Select “Reports” from Dropdown. You are now on the Generate Reports page.
3. From the Generate Reports page, select the Ratings Summary.
4. Select Term for which you would like to create a summary (defaults to current term).
5. Select College (defaults to ‘All’ or User’s specific college scoped to).
6. You may further refine your selection by Department.
7. When all selections are made, click "Continue”.
8. The ratings summary report will open in a new window as a PDF document.

The Ratings Summary report provides an overall view of evaluation results within a particular academic unit (department, college/school, or institution). It has been created to support annual program review, but can be generated for any time period.

**RESULTS DISPLAYED**

The Ratings Summary report summarizes student response to a selected set of items found on all evaluation forms. The combination of the four summative items is reported, along with two of those items and six of the student engagement items. The individual items reported are:

\textit{The course as a whole was:}
\textit{The instructor’s effectiveness in teaching the subject matter was:}
\textit{The Combined Median}
\textit{Relative to other college courses you have taken,}
\textit{Do you expect your grade in this course to be:}
\textit{The amount of effort to succeed in this course was:}
\textit{On average, how many hours per week have you spent on this course?}
\textit{What grade do you expect in this course?}

Item responses are reported by instructor rank and course level (lower level course, faculty; lower level course, TA; upper level course; graduate level course) and total. Specific statistics reported are the number of evaluations in each category, the mean and standard deviation of the Combined Medians, and the mean and standard deviation of the Combined Adjusted Medians.
Accessing and Interpreting Reports Continued

EVALUATION LIST REPORT
The Evaluation List Report itemizes all courses evaluated during a specified period of time. Instructor, Rank, Course, Credit Hours, Evaluations Completed, Enrollments, Response Rates, Form Used, Combined Median, and Method of Class Delivery.

NAVIGATE TO EVALUATION LIST REPORT
1. Select “Results” from Main Menu.
2. Select “Reports” from Dropdown. You are now on the Generate Reports page.
3. From the Generate Reports page, select Evaluation List tab.
4. Select Term for which you would like to create an evaluation list (defaults to current term).
5. Select College (defaults to ‘All’ or User’s specific college scoped to).
6. You may further refine your selection by Department.
7. When all selections are made, click “Continue”.
8. The Evaluation List report will open in a new window as a PDF document.

The Evaluation List report displays all evaluations conducted within a particular academic unit (department, college/school, or institution) during a particular time period. It was designed to accompany the Ratings Summary report, but can be used independently as well.

RESULTS DISPLAYED
The Evaluation List report details all evaluations conducted within the specified time period. Entries are listed alphabetically by instructor name and ordered, within instructor, by course name and number. The report shows the academic term of the class, the number of credits, the number of enrolled students, the number of students who responded to the evaluation and the response rate. The evaluation form used and whether the evaluation was conducted online or on paper are also shown. Evaluation results are reported in the form of the Combined Median.

EXPORT EVALUATION DATA
The following export files can be downloaded for further analysis.

Evaluation
- Evaluation Parameter files provide information about the evaluations themselves. Parameters are used to identify and possibly classify evaluations of particular inters. Most evaluations have one record in the parameters file, but team-taught or cross-listed courses may have multiple records. Several fields included may be useful for cross referencing with the items and questionnaires file.
  - Course Number
  - Section
  - Instructor ID
    - Last Name
    - First Name

Got questions? Contact SPOT@unt.edu or visit www.spot.unt.edu
Accessing and Interpreting Reports Continued

- **Medians** files report student ratings of courses. They contain one record per evaluation and support analyses for which *evaluation* is the unit of analysis. An *evaluation* is defined as the set of student ratings relating to a particular combination (defined by the institution) of course, section(s), instructor(s) and term.

- **Item** datafiles contain one record per item per evaluation and support analysis for which *term* is the unit of analysis. Item data are used to examine the technical functioning (reliability) of the items and evaluation forms.

- **Questionnaires** datafiles contain one record per student per evaluation and support analysis for which student is the unit of analysis. A *questionnaire* is an evaluation form filled out by an individual student.

**NAVIGATE TO EVALUATION LIST REPORT**

1. Select “Results” from Main Menu.
2. Select “Datafiles” from Dropdown. You are now on the Datafiles page.
3. Select Type of export (Evaluation, Items, or Questionnaires) and fill out corresponding filters.
4. Click “Download” button and a save File Dialog box will appear.

*Note: The gray Export Specifications button opens a PDF document that explains the details of all the data files.*

**EXPORT EVALUATION DATA**

This feature provides the ability to export by aggregate response rate data for closed evaluations by Institution, College, and Department.

**NAVIGATE TO RESPONSE RATE DATA**

1. Select “Results” from Main Menu.
2. Select “Datafiles” from Dropdown. You are now on the Datafiles page.
3. Select the blue “Response Rate” tab and fill out the corresponding filters.
4. Click the blue “Download” button and .CSV file will be downloaded with your requested data.
Accessing and Interpreting Reports Continued

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Items</th>
<th>Questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Rate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Response Rate Data

- **FROM**: Autumn 2015
- **THROUGH**: Autumn 2015
- **COLLEGE**: -- All --
- **SUBCOLLEGE**: -- All --
- **DEPARTMENT**: -- All --
- **DELIVERY**: Online

[Download]
# Email Notification Schedule

*All online evaluations are equipped with email notifications. Emails will be sent under the following circumstances:*

<table>
<thead>
<tr>
<th>Event</th>
<th>Notification Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Evaluation Created</strong></td>
<td>Faculty receive an automated email with information about the evaluation setup details and link to the IASystem™ faculty portal. Generally these are created two weeks prior to the survey launch.</td>
</tr>
<tr>
<td><strong>Online Evaluation Opens</strong></td>
<td>Faculty receive an automated email notifying them the course evaluation for their class is now open (fall schedule can be found at <a href="http://spot.unt.edu/content/fall-2016-calendars">http://spot.unt.edu/content/fall-2016-calendars</a>).</td>
</tr>
<tr>
<td></td>
<td>Students receive automated email notifying them the course evaluation for their class is now open and asking them to complete the evaluation (fall schedule can be found at <a href="http://spot.unt.edu/content/fall-2016-calendars">http://spot.unt.edu/content/fall-2016-calendars</a>).</td>
</tr>
<tr>
<td><strong>Evaluations Close</strong></td>
<td>Faculty receive an automated email when their reports are available (online or paper evaluations). These emails are generated when the evaluation is closed and the Reports Available date has been met.</td>
</tr>
<tr>
<td></td>
<td>- Reports will be available three days after grades are posted.</td>
</tr>
<tr>
<td><strong>Reminders &amp; Updates</strong></td>
<td>Automated emails are sent to students who have not yet responded based on the length of the semester. Summer sessions’ timeframes are listed below:</td>
</tr>
<tr>
<td></td>
<td>- 1st reminder, 8 days prior to close</td>
</tr>
<tr>
<td></td>
<td>- 2nd reminder, 4 days prior to close</td>
</tr>
<tr>
<td></td>
<td>- 3rd reminder, 1 day prior to close</td>
</tr>
<tr>
<td></td>
<td>Automated emails are sent to faculty with updated response rate information and evaluation details based on the length of the semester:</td>
</tr>
<tr>
<td></td>
<td>- 1st update, 8 days prior to close</td>
</tr>
<tr>
<td></td>
<td>- 2nd update, 4 days prior to close</td>
</tr>
<tr>
<td></td>
<td>- 3rd update, 1 day prior to close</td>
</tr>
</tbody>
</table>

An automated confirmation email will be sent to students immediately upon submission of an online course evaluation.
### Appendix A

#### Example of Survey Forms

<table>
<thead>
<tr>
<th>Form</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – Small Lecture/Discussion</td>
<td>Designed for lecture courses with the opportunity for discussion.</td>
</tr>
<tr>
<td>B – Large Lecture</td>
<td>Designed for traditional lecture course</td>
</tr>
<tr>
<td>C – Seminar/Discussion</td>
<td>Designed for classes that include a minimal amount of formal lecturing by the instructor.</td>
</tr>
<tr>
<td>D – Problem Solving</td>
<td>Designed for classes teaching problem-solving or heuristic methods.</td>
</tr>
<tr>
<td>E – Skill Acquisition</td>
<td>Designed for classes in which students get “hands on” experiences, such as courses in foreign languages.</td>
</tr>
<tr>
<td>F – Quiz Section</td>
<td>Designed for discussion sections that are usually taught by graduate teaching assistants, in conjunction with a lecture class taught by a regular faculty member.</td>
</tr>
<tr>
<td>G – Lectures/Assignments</td>
<td>Designed for use in large classes (such as those in math) which rely heavily on homework problems and a textbook.</td>
</tr>
<tr>
<td>H – Lab</td>
<td>Designed to evaluate lab classes generally taught in conjunction with classes in the physical sciences.</td>
</tr>
<tr>
<td>I – Distance Learning</td>
<td>Designed for use in learning environments where students are not physically present in a traditional setting such as a classroom.</td>
</tr>
<tr>
<td>J – Clinical/Studio</td>
<td>Designed to evaluate instruction provided through clinical or hands-on experience rather than the traditional academic coursework.</td>
</tr>
<tr>
<td>K – Project/Studio</td>
<td>Designed for courses in which students work autonomously or in small groups.</td>
</tr>
<tr>
<td>L – English as a Second Language</td>
<td>Designed for use with English language learners.</td>
</tr>
<tr>
<td>M – Study Abroad</td>
<td>Designed for use in course taught abroad.</td>
</tr>
<tr>
<td>X – Educational Outcomes</td>
<td>Designed to be used across all course types.</td>
</tr>
<tr>
<td>XS – UNT Hybrid/Blended Custom Form</td>
<td>Designed to be used for hybrid/blended courses.</td>
</tr>
</tbody>
</table>
Form A  
Small Lecture/Discussion

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
</table>

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The course as a whole was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

2. The course content was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

3. The instructor's contribution to the course was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

4. The instructor's effectiveness in teaching the subject matter was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

5. Course organization was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

6. Clarity of instructor's voice was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

7. Explanations by instructor were:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

8. Instructor's ability to present alternative explanations when needed was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

9. Instructor's use of examples and illustrations was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

10. Quality of questions or problems raised by instructor was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

11. Student confidence in instructor's knowledge was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

12. Instructor's enthusiasm was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

13. Encouragement given students to express themselves was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

14. Answers to student questions were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

15. Availability of extra help when needed was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

16. Use of class time was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

17. Instructor's interest in whether students learned was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

18. Amount you learned in the course was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

19. Relevance and usefulness of course content were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

20. Evaluative and grading techniques (tests, papers, projects, etc.) were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

21. Reasonableness of assigned work was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

22. Credibility of student responsibilities and requirements was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

Relative to other college courses you have taken:

23. Do you expect your grade in this course to be:
    - Much Higher
    - Average
    - Much Lower

24. The intellectual challenge presented was:
    - Much Higher
    - Average
    - Much Lower

25. The amount of effort you put into this course was:
    - Much Higher
    - Average
    - Much Lower

26. The amount of effort you believe you could succeed in this course was:
    - Much Higher
    - Average
    - Much Lower

27. Your involvement in this course (doing assignments, attending classes, etc.) was:
    - Much Higher
    - Average
    - Much Lower

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19
    - 20 - 21
    - 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
    - Under 2
    - 2 - 3
    - 4 - 5
    - 6 - 7
    - 8 - 9
    - 10 - 11
    - 12 - 13
    - 14 - 15
    - 16 - 17
    - 18 - 19
    - 20 - 21
    - 22 or more

30. What grade do you expect in this course?
    - A (3.9-4.0)
    - A- (3.5-3.8)
    - B (2.9-3.1)
    - B- (2.5-2.8)
    - C (1.9-2.1)
    - C- (1.5-1.8)
    - D (0.9-1.1)
    - D- (0.7-0.8)
    - F (0.0)
    - No Credit

31. In regard to your academic program, is this course best described as:
    - In your major?
    - A distribution requirement?
    - An elective?
    - In your minor?
    - A program requirement?
    - Other?
Form B
Large Lecture

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The course as a whole was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

2. The course content was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

3. The instructor's contribution to the course was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

4. The instructor's effectiveness in teaching the subject matter was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

5. Course organization was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

6. Sequential presentation of concepts was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

7. Explanations by instructor were:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

8. Instructor's ability to present alternative explanations when needed was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

9. Instructor's use of examples and illustrations was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

10. Instructor's enhancement of student interest in the material was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

11. Student confidence in instructor's knowledge was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

12. Instructor's enthusiasm was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

13. Clarity of course objectives was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

14. Interest level of class sessions was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

15. Availability of extra help when needed was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

16. Use of class time was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

17. Instructor's interest in whether students learned was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

18. Amount you learned in the course was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

19. Relevance and usefulness of course content were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

20. Evaluative and grading techniques (tests, papers, projects, etc.) were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

21. Reasonableness of assigned work was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

22. Clarity of student responsibilities and requirements was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

Relative to other college courses you have taken:

23. Did you expect your grade in this course to be:
    - Much Higher
    - Higher
    - Average
    - Lower
    - Much Lower

24. The intellectual challenge presented was:
    - Much Higher
    - Higher
    - Average
    - Lower
    - Much Lower

25. The amount of effort you put into this course was:
    - Much Higher
    - Higher
    - Average
    - Lower
    - Much Lower

26. The amount of effort to succeed in this course was:
    - Much Higher
    - Higher
    - Average
    - Lower
    - Much Lower

27. Your involvement in this course (doing assignments, attending classes, etc.) was:
    - Under 2
    - 2-3
    - 4-5
    - 6-7
    - 8-9
    - 10-11
    - 12-13
    - 14-15
    - 16-17
    - 18-19
    - 20-21
    - 22 or more

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
    - Under 2
    - 2-3
    - 4-5
    - 6-7
    - 8-9
    - 10-11
    - 12-13
    - 14-15
    - 16-17
    - 18-19
    - 20-21
    - 22 or more

29. From the total average hours above, how many do you consider:
    - Much Higher
    - Higher
    - Average
    - Lower
    - Much Lower

30. What grade do you expect in this course?
    - A (3.9-4.0)
    - A- (3.5-3.8)
    - B+ (3.2-3.4)
    - B (2.9-3.1)
    - B- (2.5-2.8)
    - C+ (2.2-2.4)
    - C (1.9-2.1)
    - C- (1.5-1.8)
    - D+ (0.9-1.1)
    - D (0.7-0.8)
    - D- (0.0)
    - No Credit

31. In regard to your academic program, is this course best described as:
    - In your major?
    - A distribution requirement?
    - An elective?
    - In your minor?
    - A program requirement?
    - Other?
# Form C
## Seminar/Discussion

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
</table>

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The course as a whole was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

2. The course content was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

3. The instructor's contribution to the course was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

4. The instructor's effectiveness in teaching the subject matter was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

5. Course organization was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

6. Instructor's preparation for class was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

7. Instructor as a discussion leader was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

8. Instructor's contribution to discussion was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

9. Conduciveness of class atmosphere to student learning was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

10. Quality of questions or problems raised was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

11. Student confidence in instructor's knowledge was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

12. Instructor's enthusiasm was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

13. Encouragement given students to express themselves was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

14. Instructor's openness to student views was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

15. Interest level of class sessions was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

16. Use of class time was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

17. Instructor's interest in whether students learned was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

18. Amount you learned in the course was:  
    - Much Higher  
    - Higher  
    - Average  
    - Lower  
    - Much Lower

19. Relevance and usefulness of course content were:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

20. Evaluative and grading techniques (tests, papers, projects, etc.) were:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

21. Reasonableness of assigned work was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

22. Clarity of student responsibilities and requirements was:  
    - Much Higher  
    - Higher  
    - Average  
    - Lower  
    - Much Lower

### Relative to other college courses you have taken:

23. Do you expect your grade in this course to be:  
    - Much Higher  
    - Higher  
    - Average  
    - Lower  
    - Much Lower

24. The intellectual challenge presented was:  
    - Much Higher  
    - Higher  
    - Average  
    - Lower  
    - Much Lower

25. The amount of effort you put into this course was:  
    - Much Higher  
    - Higher  
    - Average  
    - Lower  
    - Much Lower

26. The amount of effort you put into this course was:  
    - Much Higher  
    - Higher  
    - Average  
    - Lower  
    - Much Lower

27. Your involvement in this course (doing assignments, attending classes, etc.) was:  
    - Much Higher  
    - Higher  
    - Average  
    - Lower  
    - Much Lower

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?  
    - Under 2  
    - 2 - 3  
    - 4 - 5  
    - 6 - 9  
    - 10 - 11  
    - 12 - 13  
    - 14 - 15  
    - 16 - 17  
    - 18 - 19  
    - 20 - 21  
    - 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?  
    - Under 2  
    - 2 - 3  
    - 4 - 5  
    - 6 - 9  
    - 10 - 11  
    - 12 - 13  
    - 14 - 15  
    - 16 - 17  
    - 18 - 19  
    - 20 - 21  
    - 22 or more

30. What grade do you expect in this course?  
    - A (3.9-4.0)  
    - A- (3.5-3.8)  
    - B+ (3.2-3.4)  
    - B (2.9-3.1)  
    - B- (2.5-2.8)  
    - C+ (2.2-2.4)  
    - C (1.9-2.1)  
    - C- (1.5-1.8)  
    - D+ (0.9-1.1)  
    - D (0.7-0.8)  
    - D- (0.0)  
    - No Credit

31. In regard to your academic program, is this course best described as:  
    - In your major?  
    - A distribution requirement?  
    - An elective?  
    - In your minor?  
    - A program requirement?  
    - Other?
Form D
Problem Solving

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
</table>

1. The course as a whole was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

2. The course content was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

3. The instructor's contribution to the course was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

4. The instructor's effectiveness in teaching the subject matter was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

5. Course organization was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

6. Sequential presentation of concepts was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

7. Explanations by instructor were:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

8. Instructor's ability to present alternative explanations when needed was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

9. Instructor's use of examples and illustrations was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

10. Quality of questions or problems raised by the instructor was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

11. Contribution of assignments to understanding course content was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

12. Instructor's enthusiasm was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

13. Instructor's ability to deal with student difficulties was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

14. Answers to student questions were:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

15. Availability of extra help when needed was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

16. Use of class time was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

17. Instructor's interest in whether students learned was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

18. Amount you learned in the course was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

19. Relevance and usefulness of course content was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

20. Evaluative and grading techniques (tests, exams, Projects, etc.) were:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

21. Reasonableness of assigned work was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

22. Clarity of student responsibilities and requirements was:  
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

Relative to other college courses you have taken:

23. Do you expect your grade in this course to be:  
    - Much Higher  
    - Higher  
    - Average  
    - Lower  
    - Much Lower

24. The intellectual challenge presented was:  
    - Much Higher  
    - Higher  
    - Average  
    - Lower  
    - Much Lower

25. The amount of effort you put into this course was:  
    - Much Higher  
    - Higher  
    - Average  
    - Lower  
    - Much Lower

26. The amount of effort to succeed in this course was:  
    - Much Higher  
    - Higher  
    - Average  
    - Lower  
    - Much Lower

27. Your involvement in this course (doing assignments, attending classes, etc.) was:  
    - Much Higher  
    - Higher  
    - Average  
    - Lower  
    - Much Lower

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?  
    - Under 2  
    - 2 - 3  
    - 4 - 5  
    - 6 - 9  
    - 10 - 11  
    - 12 - 13  
    - 14 - 15  
    - 16 - 17  
    - 18 - 19  
    - 20 - 21  
    - 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?  
    - Under 2  
    - 2 - 3  
    - 4 - 5  
    - 6 - 9  
    - 10 - 11  
    - 12 - 13  
    - 14 - 15  
    - 16 - 17  
    - 18 - 19  
    - 20 - 21  
    - 22 or more

30. What grade do you expect in this course?  
    - A (3.9-4.0)  
    - B+ (3.2-3.4)  
    - B (2.9-3.1)  
    - B- (2.5-2.8)  
    - C+ (1.9-2.1)  
    - C (1.5-1.8)  
    - C- (1.2-1.4)  
    - D+ (0.9-1.1)  
    - D (0.7-0.8)  
    - D- (0.0)  
    - F (0.0)  
    - No Credit

31. In regard to your academic program, is this course best described as:  
    - In your major?  
    - A distribution requirement?  
    - An elective?  
    - In your minor?  
    - A program requirement?  
    - Other?

Got questions? Contact SPOT@unt.edu or visit www.spot.unt.edu
Form E  
Skill Acquisition

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
</table>

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The course as a whole:  
2. The course content:  
3. The instructor’s contribution to the course:  
4. The instructor’s effectiveness in teaching the subject matter:  
5. Opportunity for practicing what was learned:  
6. Sequential development of skills:  
7. Explanations of underlying rationales for new techniques or skills:  
8. Demonstrations of expected skills:  
9. Instructor’s confidence in students’ ability:  
10. Recognition of student progress by instructor:  
11. Student confidence in instructor’s knowledge:  
12. Freedom allowed students to develop own skills and ideas:  
13. Instructor’s ability to deal with student difficulties:  
14. Tailoring of instruction to varying student skill levels:  
15. Availability of extra help when needed was:  
16. Use of class time was:  
17. Instructor’s interest in whether students learned:  
18. Amount you learned in the course was:  
19. Relevance and usefulness of course content was:  
20. Evaluative and grading techniques (tests, papers, projects, etc.) were:  
21. Reasonableness of assigned work was:  
22. Clarity of student responsibilities and requirements was:  

Relative to other college courses you have taken:

23. Do you expect your grade in this course to be:  
24. The intellectual challenge presented was:  
25. The amount of effort you put into this course was:  
26. The amount of effort to succeed in this course was:  
27. Your involvement in this course (doing assignments, attending classes, etc.) was:  

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?  
   - Under 2  
   - 2 - 3  
   - 4 - 5  
   - 6 - 9  
   - 10 - 11  
   - 12 - 13  
   - 14 - 15  
   - 16 - 17  
   - 18 - 19  
   - 20 - 21  
   - 22 or more  

29. From the total average hours above, how many do you consider were valuable in advancing your education?  
   - Under 2  
   - 2 - 3  
   - 4 - 5  
   - 6 - 9  
   - 10 - 11  
   - 12 - 13  
   - 14 - 15  
   - 16 - 17  
   - 18 - 19  
   - 20 - 21  
   - 22 or more  

30. What grade do you expect in this course?  
   - A (3.9-4.0)  
   - B+ (3.2-3.4)  
   - B (2.5-2.8)  
   - C (1.5-1.8)  
   - D (0.7-0.9)  
   - D- (0.0-0.1)  
   - F (0.0)  

31. In regard to your academic program, is this course best described as:  
   - In your major?  
   - A distribution requirement?  
   - An elective?  
   - In your minor?  
   - A program requirement?  
   - Other?  

Got questions? Contact SPOT@unt.edu or visit www.spot.unt.edu
Form F
Quiz Section

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
</table>

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The quiz section as a whole was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

2. The content of the quiz section was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

3. The quiz section instructor’s (QSI’s) contribution to the course was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

4. The QSI’s effectiveness in teaching the subject matter was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

5. Explanations by the QSI were:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

6. QSI’s use of examples and illustrations was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

7. Quality of questions or problems raised by QSI was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

8. QSI’s enthusiasm was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

9. Student confidence in QSI’s knowledge was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

10. Encouragement given students to express themselves was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

11. Answers to student questions were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

12. Interest level of quiz sections was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

13. QSI’s openness to student views was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

14. QSI’s ability to deal with student difficulties was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

15. Availability of extra help when needed was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

16. Use of quiz section time was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

17. QSI’s interest in whether students learned was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

18. Amount you learned in the quiz sections was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

19. Relevance and usefulness of quiz section content were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

20. Coordination between lectures and quiz sections was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

21. Reasonableness of assigned work for quiz sections was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

22. Clarity of student responsibilities and requirements was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

Relative to other college courses you have taken:

<table>
<thead>
<tr>
<th>Much Higher</th>
<th>Average</th>
<th>Much Lower</th>
</tr>
</thead>
</table>

23. Do you expect your grade in this course to be:
    - Much Higher
    - Average
    - Much Lower

24. The intellectual challenge presented was:
    - Much Higher
    - Average
    - Much Lower

25. The amount of effort you put into this course was:
    - Much Higher
    - Average
    - Much Lower

26. The amount of effort to succeed in this course was:
    - Much Higher
    - Average
    - Much Lower

27. Your involvement in this course (doing assignments, attending classes, etc.) was:
    - Much Higher
    - Average
    - Much Lower

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course-related work?
   - Under 2
   - 2 - 3
   - 4 - 5
   - 6 - 9
   - 10 - 11
   - 12 - 13
   - 14 - 15
   - 16 - 17
   - 18 - 19
   - 20 - 21
   - 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
   - Under 2
   - 2 - 3
   - 4 - 5
   - 6 - 9
   - 10 - 11
   - 12 - 13
   - 14 - 15
   - 16 - 17
   - 18 - 19
   - 20 - 21
   - 22 or more

30. What grade do you expect in this course?
    - A (3.9-4.0)
    - B (3.0-3.9)
    - C (2.0-2.9)
    - D (1.0-1.9)
    - F (0.0-0.9)
    - No Credit
    - Pass

31. In regard to your academic program, is this course:
    - In your major?
    - A distribution requirement?
    - An elective?
    - In your minor?
    - A program requirement?
    - Other?
Form G
Lectures/Assignments

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
</table>

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The course as a whole was: 
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

2. The course content was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

3. The instructor overall was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

4. The instructor’s contribution to your understanding of concepts and ideas:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

5. Course organization was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

6. Opportunity to ask questions was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

7. Explanations by instructor were:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

8. Instructor’s contribution to your ability to solve problems was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

9. Instructor’s use of examples and illustrations was:
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor
   - Very Poor

10. Length and difficulty of homework assignments were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

11. Contribution of examinations to understanding course content was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

12. Instructor’s enthusiasm was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

13. The textbook overall was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

14. Answers to questions from class were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

15. Relationship between lectures and text was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

16. Availability of extra help when needed was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

17. Instructor’s interest in whether students learned was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

18. Amount you learned in the course was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

19. Relevance and usefulness of course content was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

20. Relevance and usefulness of homework assignments were:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

21. Reasonableness of assigned work was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

22. Relationship of examinations to material emphasized in the course was:
    - Excellent
    - Very Good
    - Good
    - Fair
    - Poor
    - Very Poor

Relative to other college courses you have taken:

23. Do you expect your grade in this course to be:
    - Much Higher
    - Higher
    - Average
    - Lower
    - Much Lower

24. The intellectual challenge presented was:
    - Much Higher
    - Higher
    - Average
    - Lower
    - Much Lower

25. The amount of effort you put into this course was:
    - Much Higher
    - Higher
    - Average
    - Lower
    - Much Lower

26. The amount of effort to succeed in this course was:
    - Much Higher
    - Higher
    - Average
    - Lower
    - Much Lower

27. Your involvement in this course (doing assignments, attending classes, etc.) was:
    - Much Higher
    - Higher
    - Average
    - Lower
    - Much Lower

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
    - Under 2
    - 2 - 3
    - 3 - 4
    - 4 - 5
    - 5 - 6
    - 6 - 7
    - 7 - 8
    - 8 - 9
    - 9 - 10
    - 10 - 11
    - 11 - 12
    - 12 - 13
    - 13 - 14
    - 14 - 15
    - 15 - 16
    - 16 - 17
    - 17 - 18
    - 18 - 19
    - 19 - 20
    - 20 - 21
    - 21 - 22
    - 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
    - Under 2
    - 2 - 3
    - 3 - 4
    - 4 - 5
    - 5 - 6
    - 6 - 7
    - 7 - 8
    - 8 - 9
    - 9 - 10
    - 10 - 11
    - 11 - 12
    - 12 - 13
    - 13 - 14
    - 14 - 15
    - 15 - 16
    - 16 - 17
    - 17 - 18
    - 18 - 19
    - 19 - 20
    - 20 - 21
    - 21 - 22
    - 22 or more

30. What grade do you expect in this course?
    - A (3.9-4.0)
    - A- (3.5-3.8)
    - B+ (2.3-2.4)
    - B (2.9-3.1)
    - B- (2.5-2.8)
    - C+ (1.9-2.1)
    - C (1.5-1.8)
    - C- (1.2-1.4)
    - D (0.9-1.1)
    - D- (0.7-0.8)
    - D (0.0)
    - Pass
    - Credit
    - No Credit

31. In regard to your academic program, is this course best described as:
    - In your major?
    - A distribution requirement?
    - An elective?
    - In your minor?
    - A program requirement?
    - Other?
Form H
Lab

Instructor ___________________ Course ___________ Section ___________ Date ___________

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The lab section as a whole was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
2. The content of the lab section was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
3. The lab instructor’s contribution to the course was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
4. The lab instructor’s effectiveness in teaching the subject matter was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
5. Explanations by the lab instructor were: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
6. Lab instructor’s preparedness for lab sessions was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
7. Quality of questions or problems raised by the lab instructor was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
8. Lab instructor’s enthusiasm was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
9. Student confidence in lab instructor’s knowledge was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
10. Lab instructor’s ability to solve unexpected problems was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
11. Answers to student questions were: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
12. Interest level of lab sessions was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
13. Communication and enforcement of safety procedures were: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
14. Lab instructor’s ability to deal with student difficulties was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
15. Availability of extra help when needed was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
16. Use of lab section time was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
17. Lab instructor’s interest in whether students learned was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
18. Amount you learned in the lab sections was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
19. Relevance and usefulness of lab section content was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
20. Coordination between lectures and lab activities was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
21. Reasonableness of assigned work for lab sections was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor
22. Clarity of student responsibilities and requirements was: □ Excel lent □ Very Good □ Good □ Fair □ Poor □ Very Poor

Relative to other college courses you have taken:

23. Do you expect your grade in this course to be: □ Much Higher □ Higher □ Average □ Lower □ Much Lower
24. The intellectual challenge presented was: □ Much Higher □ Higher □ Average □ Lower □ Much Lower
25. The amount of effort you put into this course was: □ Much Higher □ Higher □ Average □ Lower □ Much Lower
26. The amount of effort to succeed in this course was: □ Much Higher □ Higher □ Average □ Lower □ Much Lower
27. Your involvement in this course (doing assignments, attending classes, etc.) was: □ Much Higher □ Higher □ Average □ Lower □ Much Lower

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work? □ Under 2 □ 2 - 3 □ 4 - 5 □ 6 - 7 □ 8 - 9 □ 10 - 11 □ 12 - 13 □ 14 - 15 □ 16 - 17 □ 18 - 19 □ 20 - 21 □ 22 or more
29. From the total average hours above, how many do you consider were valuable in advancing your education? □ Under 2 □ 2 - 3 □ 4 - 5 □ 6 - 7 □ 8 - 9 □ 10 - 11 □ 12 - 13 □ 14 - 15 □ 16 - 17 □ 18 - 19 □ 20 - 21 □ 22 or more

30. What grade do you expect in this course? □ A (4.0) □ A- (3.7) □ B+ (3.2) □ B (3.0) □ B- (2.7) □ C+ (2.3) □ C (2.0) □ C- (1.7) □ D+ (1.3) □ D (1.0) □ D- (0.7) □ F (0.0) □ No Credit
31. In regard to your academic program, is this course best described as: □ In your major? □ A distribution requirement? □ An elective? □ In your minor? □ A program requirement? □ Other?

Got questions? Contact SPOT@unt.edu or visit www.spot.unt.edu
**Form J**

**Clinical/Studio**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Section</th>
<th>Clinical Site (if appropriate)</th>
<th>Date</th>
</tr>
</thead>
</table>

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The rotation/studio as a whole was: 
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

2. The procedures/skills taught were:

3. The instructor’s contribution to the rotation/studio was:

4. The instructor’s effectiveness in teaching was:

**Rate your instructor on each of the following:**

5. Knowledgeable and analytical
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

6. Clear and organized
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

7. Enthusiastic and stimulating
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

8. Challenging
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

9. Established rapport
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

10. Actively involved me in learning experiences
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

11. Provided direction and feedback
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

12. Demonstrated clinical/professional skills and procedures
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

13. Accessible
    - Excellent  
    - Very Good  
    - Good  
    - Fair  
    - Poor  
    - Very Poor

14. Your involvement with the instructor:  
    - Extensive  
    - Considerable  
    - Moderate  
    - Slight

15. On average, how many hours per week have you spent on this rotation/studio?  
    - Under 2  
    - 2 - 3  
    - 4 - 5  
    - 6 - 7  
    - 8 - 9  
    - 10 - 11  
    - 12 - 13  
    - 14 - 15  
    - 16 - 17  
    - 18 - 19  
    - 20 - 21  
    - 22 or more

16. From the total average hours above, how many do you consider were valuable in advancing your education?  
    - Under 2  
    - 2 - 3  
    - 4 - 5  
    - 6 - 7  
    - 8 - 9  
    - 10 - 11  
    - 12 - 13  
    - 14 - 15  
    - 16 - 17  
    - 18 - 19  
    - 20 - 21  
    - 22 or more

17. Year in program:  
    - First  
    - Second  
    - Third  
    - Fourth or more

18. Your program (choose one):  
    - Bachelor's  
    - Masters  
    - PhD  
    - Professional  
    - Resident  
    - Post-doctoral fellow  
    - Other

---

Got questions? Contact SPOT@unt.edu or visit www.spot.unt.edu
Form K
Project/Studio

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
</table>

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The course as a whole was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

2. The course content was:

3. The instructor’s contribution to the course was:

4. The instructor’s effectiveness in teaching the subject matter was:

How frequently was each of the following true of this course?

5. The course was integrated with the rest of the curriculum.
   - Always  
   - About Half  
   - Never

6. The instructor created an atmosphere of engagement.
   
7. The instructor stimulated me to acquire new skills and approaches.
   
8. The instructor encouraged me to think independently.

9. The course was structured to facilitate learning.

10. Feedback by the instructor during design/artistic process was valuable.

11. Feedback from peers was valuable.

12. Feedback from visitors/outside reviewers was valuable.

How well did this course help you to:

13. Develop your oral communication/presentation skills.

14. Develop your ability to express your ideas in artistic/academic form.

15. Develop and use your creativity.

16. Develop your ability to work in fluid or ambiguous situations.

17. Develop your ability to provide peer critique.

18. Develop your ability for self-critique.

19. Practice design/artistic strategies and processes.

20. Integrate & apply new skills and knowledge to your products.

21. Apply the principles of past work of others and examples.

22. Work effectively in teams to complete projects.

Relative to other college courses you have taken:

23. Do you expect your grade in this course to be:
   - Much Higher  
   - Higher  
   - Average  
   - Lower  
   - Much Lower

24. The intellectual challenge presented was:

25. The amount of effort you put into this course was:

26. The amount of effort to succeed in this course was:

27. Your involvement in this course (doing assignments, attending classes, etc.) was:

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
   
29. From the total average hours above, how many do you consider were valuable in advancing your education?

30. What grade do you expect in this course?
   - A (3.9-4.0)  
   - A- (3.5-3.8)  
   - B+ (2.9-3.1)  
   - B (2.5-2.8)  
   - B- (2.2-2.4)  
   - C+ (1.9-2.1)  
   - C (1.5-1.8)  
   - C- (1.2-1.4)  
   - D (0.9-1.1)  
   - D- (0.7-0.8)  
   - F (0.0)  
   - Pass  
   - Credit  
   - No Credit

31. In regard to your academic program, is this course:
   
   - In your major?  
   - A distribution requirement?  
   - An elective?  
   - In your minor?  
   - A program requirement?  
   - Other?
## Form L
### English as a Second Language

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Section</th>
<th>Date</th>
<th>The course</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. This course is:</td>
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<td>2. The content of this course is:</td>
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<td>3. The amount I have learned in this course is:</td>
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<td>4. The usefulness of assignments (class projects OR homework, etc.) is:</td>
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<td>5. The usefulness of the materials (handouts OR media, etc.) is:</td>
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</table>

<table>
<thead>
<tr>
<th>The Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The instructor's teaching is:</td>
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<td>7. Explanations by the instructor are:</td>
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<td>8. The instructor's knowledge of the subject is:</td>
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<td>9. The instructor's interest in helping students learn is:</td>
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<td>10. The feedback the instructor gives me is:</td>
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<td>11. The interaction between the instructor and students is:</td>
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<tr>
<td>12. The presentation of the lessons is:</td>
</tr>
<tr>
<td>13. The opportunity to ask questions I have in this class is:</td>
</tr>
<tr>
<td>14. The organization of the lessons is:</td>
</tr>
<tr>
<td>15. The instructor's use of class time is:</td>
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</tbody>
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<thead>
<tr>
<th>About you</th>
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<tbody>
<tr>
<td>16. I do my work for this class.</td>
</tr>
<tr>
<td>17. This course is a good level for me.</td>
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<tr>
<td>18. I wanted to take this course.</td>
</tr>
</tbody>
</table>

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<tr>
<th>19. Your age:</th>
<th>21 or younger</th>
<th>25-27</th>
<th>28 or older</th>
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<tbody>
<tr>
<td>20. Your gender:</td>
<td>Male</td>
<td>Female</td>
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</tr>
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</table>

<p>| 21. The level of education you have completed (choose one): |</p>
<table>
<thead>
<tr>
<th>High school</th>
<th>Vocational/technical</th>
<th>Year college degree</th>
<th>Currently in college or university</th>
<th>Masters degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD degree</td>
<td>Professional degree</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>22. How long have you studied English?</th>
<th>0-2 years</th>
<th>3-5 years</th>
<th>6-10 years</th>
<th>11+ years</th>
</tr>
</thead>
</table>

<p>| 23. What world region do you come from (choose one)? |</p>
<table>
<thead>
<tr>
<th>Africa</th>
<th>East Asia</th>
<th>Central Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian Subcontinent</td>
<td>Pacific Islands</td>
<td>Southeast Asia</td>
</tr>
<tr>
<td>Europe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 24. What is your native language (choose one)? |
| Amharic | Arabic | Bulgarian |
| Cambodian | Chinese | Czech/Slovak |
| English | French | German |
| German | Greek | Hindi |
| Hungarian | Indonesian | Italian |
| Japanese | Korean | Malay |
| Pashto | Persian | Polish |
| Portuguese | Romanian | Russian |
| Scandinavian language | Serbian/Croatian | Spanish |
| Swedish | Swahili | Tagalog |
| Tamil | Thai | Tigrinya |
| Turkish | Urdu | Vietnamese |
| Wolof | Zulu | Other |

| 25. How did you learn about this language program? |
| A friend or relative | The Internet | An advertisement | My school | Other |

Got questions? Contact [SPOT@unt.edu](mailto:SPOT@unt.edu) or visit [www.spot.unt.edu](http://www.spot.unt.edu)
Form M
Study Abroad

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Date</th>
</tr>
</thead>
</table>

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The course as a whole was:
2. The course content was:
3. The instructor's contribution to the course was:
4. The instructor's effectiveness in teaching the subject matter was:

5. Clarity of course objectives was:
6. Clarity of student responsibilities and requirements was:
7. Content of the syllabus was:
8. Contribution of assignments to understanding course content was:
9. Reasonableness of assigned work was:
10. Instructor's ability to deal with student difficulties was:
11. Guidance and assistance from program leaders was:
12. Contribution of the field trips to understanding course content was:
13. Connection between coursework and program location was:
14. Amount you learned in the course was:

15. The instructor facilitated local engagement.
16. The course was structured to facilitate learning.
17. Class sessions were well-organized.
18. Meaningful feedback on tests and other work was provided.
19. Class sessions were interesting and engaging.

20. I felt prepared by the program's pre-departure sessions.
21. I felt that I was a member of a learning community.
22. I developed a better understanding of the country in which I studied.
23. I have improved my ability to adapt to new/different situations.

Relative to other college courses you have taken:
24. Do you expect your grade in this course to be:
25. The intellectual challenge presented was:
26. The amount of effort you put into this course was:
27. The amount of effort to succeed in this course was:
28. Your involvement in this course (doing assignments, attending classes, etc.) was:

29. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
   - Under 2
   - 2 - 3
   - 4 - 5
   - 6 - 7
   - 8 - 9
   - 10 - 11
   - 12 - 13
   - 14 - 15
   - 16 - 17
   - 18 - 19
   - 20 - 21
   - 22 or more

30. From the total average hours above, how many do you consider were valuable in advancing your education?
   - Under 2
   - 2 - 3
   - 4 - 5
   - 6 - 7
   - 8 - 9
   - 10 - 11
   - 12 - 13
   - 14 - 15
   - 16 - 17
   - 18 - 19
   - 20 - 21
   - 22 or more

31. What grade do you expect in this course?
   - A (3.9-4.0)
   - A- (3.5-3.8)
   - B+ (2.7-2.9)
   - B (2.5-2.6)
   - B- (2.3-2.4)
   - C+ (1.9-2.1)
   - C (1.5-1.8)
   - D+ (0.9-1.1)
   - D (0.7-0.9)
   - F (0.0)
   - No Credit

32. In regard to your academic program, is this course best described as:
   - In your major?
   - A distribution requirement?
   - An elective?
   - In your minor?
   - A program requirement?
   - Other?

Got questions? Contact SPOT@unt.edu or visit www.spot.unt.edu
# Form X

## Educational Outcomes

Instructor __________  Course __________  Section __________  Date __________

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

1. The course as a whole was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

2. The course content was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

3. The instructor’s contribution to the course was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

4. The instructor’s effectiveness in teaching the subject matter was:  
   - Excellent  
   - Very Good  
   - Good  
   - Fair  
   - Poor  
   - Very Poor

How frequently was each of the following a true description of this course?  
   - Always  
   - About Half  
   - Never

5. The instructor gave very clear explanations.  
   - Always  
   - About Half  
   - Never

6. The instructor successfully rephrased explanations to clear up confusion.  
   - Always  
   - About Half  
   - Never

7. Class sessions were interesting and engaging.  
   - Always  
   - About Half  
   - Never

8. Class sessions were well organized.  
   - Always  
   - About Half  
   - Never

9. Student participation was encouraged.  
   - Always  
   - About Half  
   - Never

10. Students were aware of what was expected of them.  
    - Always  
    - About Half  
    - Never

11. Extra help was readily available.  
    - Always  
    - About Half  
    - Never

12. Assigned readings and other out-of-class work were valuable.  
    - Always  
    - About Half  
    - Never

13. Grades were assigned fairly.  
    - Always  
    - About Half  
    - Never

14. Meaningful feedback on tests and other work was provided.  
    - Always  
    - About Half  
    - Never

15. Evaluation of student performance was related to important course goals.  
    - Always  
    - About Half  
    - Never

Relative to other college courses you have taken, how would you describe your progress in this course with regard to:

16. Learning the conceptual and factual knowledge of this course.  
    - Great  
    - Average  
    - None

17. Developing an appreciation for the field in which this course resides.  
    - Great  
    - Average  
    - None

18. Understanding written material in this field.  
    - Great  
    - Average  
    - None

19. Developing an ability to express yourself in writing or orally in this field.  
    - Great  
    - Average  
    - None

20. Understanding and solving problems in this field.  
    - Great  
    - Average  
    - None

21. Applying the course material to real world issues or to other disciplines.  
    - Great  
    - Average  
    - None

22. General intellectual development.  
    - Much Higher  
    - Average  
    - Much Lower

Relative to other college courses you have taken:

23. Do you expect your grade in this course to be:  
    - Under 2  
    - 2 - 3  
    - 4 - 5  
    - 6 - 7  
    - 8 - 9  
    - 10 - 11  
    - 12 - 13  
    - 14 - 15  
    - 16 - 17  
    - 18 - 19  
    - 20 - 21  
    - 22 or more

24. The intellectual challenge presented was:  
    - Under 2  
    - 2 - 3  
    - 4 - 5  
    - 6 - 7  
    - 8 - 9  
    - 10 - 11  
    - 12 - 13  
    - 14 - 15  
    - 16 - 17  
    - 18 - 19  
    - 20 - 21  
    - 22 or more

25. The amount of effort you put into this course was:  
    - Under 2  
    - 2 - 3  
    - 4 - 5  
    - 6 - 7  
    - 8 - 9  
    - 10 - 11  
    - 12 - 13  
    - 14 - 15  
    - 16 - 17  
    - 18 - 19  
    - 20 - 21  
    - 22 or more

26. The amount of effort to succeed in this course was:  
    - Under 2  
    - 2 - 3  
    - 4 - 5  
    - 6 - 7  
    - 8 - 9  
    - 10 - 11  
    - 12 - 13  
    - 14 - 15  
    - 16 - 17  
    - 18 - 19  
    - 20 - 21  
    - 22 or more

27. Your involvement in this course (doing assignments, attending classes, etc.) was:  
    - Under 2  
    - 2 - 3  
    - 4 - 5  
    - 6 - 7  
    - 8 - 9  
    - 10 - 11  
    - 12 - 13  
    - 14 - 15  
    - 16 - 17  
    - 18 - 19  
    - 20 - 21  
    - 22 or more

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?  
    - Under 2  
    - 2 - 3  
    - 4 - 5  
    - 6 - 7  
    - 8 - 9  
    - 10 - 11  
    - 12 - 13  
    - 14 - 15  
    - 16 - 17  
    - 18 - 19  
    - 20 - 21  
    - 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?  
    - Under 2  
    - 2 - 3  
    - 4 - 5  
    - 6 - 7  
    - 8 - 9  
    - 10 - 11  
    - 12 - 13  
    - 14 - 15  
    - 16 - 17  
    - 18 - 19  
    - 20 - 21  
    - 22 or more

30. What grade do you expect in this course?  
    - A  
    - B+  
    - B  
    - B-  
    - C+  
    - C  
    - C-  
    - D+  
    - D  
    - D-  
    - F  
    - Pass  
    - Credit  
    - No Credit

31. In regard to your academic program, is this course best described as:  
    - In your major?  
    - A distribution requirement?  
    - An elective?  
    - In your minor?  
    - A program requirement?  
    - Other?

---

Got questions? Contact SPOT@unt.edu or visit www.spot.unt.edu
Form X5
UNT Hybrid/Blended Custom Form

SUMMATIVE ITEMS

<table>
<thead>
<tr>
<th>RATING SCALE</th>
<th>Excellent (3)</th>
<th>Very Good (4)</th>
<th>Good (3)</th>
<th>Fair (2)</th>
<th>Poor (1)</th>
<th>Very Poor (5)</th>
</tr>
</thead>
<tbody>
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<td>1.</td>
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FORMATIVE ITEMS

<table>
<thead>
<tr>
<th>RATING SCALE</th>
<th>Excellent (3)</th>
<th>Very Good (4)</th>
<th>Good (3)</th>
<th>Fair (2)</th>
<th>Poor (1)</th>
<th>Very Poor (5)</th>
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<td>1.</td>
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<td>12.</td>
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</tbody>
</table>

How frequently was each of the following a true description of this course?

<table>
<thead>
<tr>
<th>RATING SCALE</th>
<th>Always (3)</th>
<th>About (4)</th>
<th>Never (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>5.</td>
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<td>6.</td>
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</tbody>
</table>

Got questions? Contact SPOT@unt.edu or visit www.spot.unt.edu
Appendix B
Email Template for Collecting Form Information

Dear Faculty,

As you are aware, UNT adopted the student evaluation instrument offered by the University of Washington (IASystem). One of the major advantages of the new system, called SPOT (Student Perceptions of Teaching) is that it allows an individual faculty member to select the instrument that captures different instructional formats, supporting both formative and summative decision making. [Name of your departmental assistant] will be setting up your course evaluations for the [fall/spring/summer] semester.

Please indicate the instrument that you would like to use for your course(s) by [insert date, three weeks prior to survey launch] (e.g., Your Name, COUN 5000, Form C). We have attached a PDF version of the example instruments for your review and feel free to visit the IASystem website (www.iasystem.org) for additional information. If we do not hear from you, the default instrument for face-to-face courses will be Form X (Educational Outcomes) and the default instrument for online courses will be Form I (Distance Learning).

A – Small Lecture / Discussion  
B – Large Lecture  
C – Seminar / Discussion  
D – Problem Solving  
E – Skill Acquisition  
F – Quiz Section  
G – Lectures / Assignments  
H – Lab  
I – Distance Learning  
J – Clinical / Studio  
K – Project / Studio  
L – English as a Second Language  
M – Study Abroad  
X – Educational Outcomes  
X5- UNT Hybrid/Blended Custom Form

Student Comments (all forms include the student comments section).

Please let us know if you have any questions or contact SPOT@unt.edu.

Many thanks,
[Your Name]
Appendix C
Paper/Pencil Order Form

Please check the box of the forms you will need for your department and indicate the quantity in the line provided. Please note UNT Custom Forms are for online use only.

Department Name

☐ Form A (Small Lecture/Discussion) ____________________

☐ Form B (Large Lecture) ____________________

☐ Form C (Seminar/Discussion) ____________________

☐ Form D (Problem Solving) ____________________

☐ Form E (Skill Acquisition) ____________________

☐ Form F (Quiz Section) ____________________

☐ Form G (Lectures/Assignments) ____________________

☐ Form H (Lab) ____________________

☐ Form I (Distance Learning) ____________________

☐ Form J (Clinical/Studio) ____________________

☐ Form K (Project/Studio) ____________________

☐ Form L (English as a Second Language) ____________________

☐ Form M (Study Abroad) ____________________

☐ Form X (Educational Outcomes) ____________________
Appendix D
Protocol for Administering SPOT Surveys

- Faculty should coordinate with a departmental assistant, a colleague or a graduate student to administer the SPOT during class time. They should allow 15 minutes for students to complete the survey either at the beginning or end of class. The average length of time to complete SPOT is less than 8 minutes.

- The individual administering the course survey should read the following statement, “At UNT we value student input and hope that you will provide meaningful feedback to improve instruction.”

- The individual who is proctoring the paper/pencil survey administration should make sure ALL evaluation forms are placed in an envelope and returned to the departmental office and NOT the faculty member. Only designated staff members in the department office are allowed to receive the completed evaluations.

- Under no circumstances should a faculty member be in the room when their student evaluations are completed (either paper/ pencil, in a computer lab, or during class time on mobile device).

- If faculty are administering paper/pencil, they should provide number 2 pencils for all students. For online administration, faculty could provide a few extra laptops for those who do not have mobile devices. Note: faculty should be sensitive of those students who may not have a smartphone or laptop.
Appendix E
Suggestions for Increasing Student Participation for Online Administration

• Reinforce that student evaluations are important to you and give specific examples of how you use your student feedback to improve teaching from semester to semester.

• Set aside class time for students to complete the survey on a laptop, smartphone or other electronic device (monitored by another faculty member or graduate assistant).

• Place the survey link (included in the email you received from no-reply@iasystem.org) on your Blackboard site.

• Remind students to complete the evaluation.

• Remind students they will receive an email for your course evaluation and it will include a direct link to the survey.

• Personally email students and ask them to complete SPOT. The only appropriate reminder to students is one that goes to ALL students, not selected students.

• Provide participation updates at each class meeting.