

## University of Toronto Scarborough (UTSC) – Guidelines & Procedures for the Student Evaluation of Teaching in Courses

---

The University of Toronto is committed to ensuring the quality of its academic programs, its teaching and the learning experiences of its students. An important component of this is the regular evaluation of courses by students. At the University of Toronto, course evaluations are conducted for the following reasons:

1. To provide formative data used by instructors for the continuous improvement of their teaching.
2. To provide members of the University community, including students, with information about teaching and courses at the institution.
3. To collect data used in the summative evaluation of teaching for administrative purposes such as annual merit, tenure and promotion review.
4. To provide data used by departments and divisions for program and curriculum review.

Course evaluations are part of an overall teaching and program evaluation framework that includes regular peer review, instructor self-assessment, cyclical program review and other forms of assessment, as appropriate. As part of this framework, course evaluations are a particularly useful tool for providing students with an opportunity to provide feedback on their own learning experiences (from the *Policy on the Student Evaluation of Teaching in Courses*, 2011).

This document outlines the various roles and responsibilities of the institution, UTSC, academic units, and instructors in relation to the administration and use of course evaluations. In addition, this document provides information pertaining to the reporting of collected course evaluation data (addressing format and use).

### **1. Administration of Course Evaluations**

At the University of Toronto Scarborough (UTSC) all undergraduate and graduate courses will be evaluated as required by the University of Toronto's [Policy on the Evaluation of Teaching in Courses](#) (2011). The usual practice will be to utilize the University of Toronto's centralized course evaluation framework and online delivery system for all courses. The institutional framework provides a customizable evaluation form with the following general format:

<b>Type of questions</b>	<b>Use of questions</b>
Institutional questions	These questions must appear on the forms for all courses across the university.
UTSC questions	These questions must appear on the forms for all courses (or relevant subset of courses) in the division.
Unit questions	These questions may be specified to appear on the forms for all courses (or subsets of courses) by the course-sponsoring unit.
Instructor questions	These questions may be specified for each course offering taught by the instructor.

Responsibility for the administration of course evaluations will be as follows:

#### 1.a. University role and responsibilities

- Provides and supports a centralized course evaluation framework and online delivery system that preserves student anonymity and supports various reporting options. This framework and system will be used for all courses across the university. The framework includes a common course evaluation form that is customizable by divisions, academic units, and instructors. The online course evaluation system will be managed centrally through the Office of the Vice-President & Provost and the Centre for Teaching Support & Innovation.
- Specifies a set of institutional questions that reflect the overall teaching priorities of the University, and that must be included on all course evaluation forms.
- Provides staff support for course evaluation administration in the Centre for Teaching Support & Innovation (CTSI). A Course Evaluation Support Officer (CESO) is specifically designated to assist divisions, units, and instructors at all three campuses in all aspects of the evaluation process.
- Provides materials to support the interpretation and use of course evaluation data available at: [evaluation-framework](#).
- Communicates to students, faculty, academic administrators, and staff about the course evaluation system, with the assistance of the CESO and in consultation with the division.

#### 1.b. UTSC role and responsibilities

- Oversees the course evaluation process for all of its courses, at the undergraduate and graduate levels.
  - Processes for evaluating graduate courses will be determined by the Tri-campus Deans. Any multi-campus graduate courses and programs in the arts and science divisions on the St. George, UTM and UTSC campuses will be assessed in the same manner.
- In consultation with academic units, identifies any courses that may require alternative means of evaluation. This may include low enrolment courses, team taught courses, and online courses.
- Determines process for evaluating courses with enrolments under 10 to ensure that student anonymity is preserved.
- Identifies divisional questions that reflect UTSC teaching and learning priorities.
- Engages the support of student organizations at UTSC to facilitate ongoing communication with students.
- Normally, evaluations will be administered at the end of each term for the two weeks following the last day to drop courses without academic penalty.
- Reviews processes relating to the administration of course evaluations regularly to identify any necessary changes to division-wide procedures.

#### 1.c. Academic unit role and responsibilities

- Identifies a faculty member (or members) to serve as the primary contact between the unit and the Dean's office and the Course Evaluation Support Officer (CESO). Normally, this would be an associate chair.
- Identifies up to 3 questions, for inclusion on the course evaluation form, based on unit level teaching and learning priorities. The questions will be drawn from the institutional question bank or developed in collaboration with the Centre for Teaching Support & Innovation and the Course Evaluation Support Officer.
- Selects the appropriate set of questions for courses with teaching assistants.

1.d. Instructor role and responsibilities

- If desired, chooses up to 3 additional questions for the evaluation form for any offering of a course that they teach. These questions may be used by the instructor to assess specific teaching approaches. The data collected through the use of these questions is intended to provide formative feedback for the instructor and as such will only be reported to the instructor.
  - Each time their course(s) is taught, instructors will receive an email invitation to add instructor-selected questions from the question bank to the UTSC course evaluation form. Directions, guidance and deadlines for this process will be included with this communication. If instructors opt not to select additional questions, only institutional, divisional and departmental questions will appear on course evaluation forms for their courses. (See **Evaluation Form Format** below for additional details.)

**2. The Evaluation Form**

The University of Toronto’s course evaluation framework allows for the creation of a customizable form that includes a set of required core institutional questions, divisionally-selected questions, departmentally-selected questions and instructor-selected questions. **The maximum number of questions permitted on the evaluation form is 20.**

At UTSC, the standard format for course evaluations will be as follows:

Administrative Responsibility	Questions	Details
Core institutional questions (8)	<ol style="list-style-type: none"> <li>1. I found the course intellectually stimulating.</li> <li>2. The course provided me with a deeper understanding of the subject matter.</li> <li>3. The instructor created a course atmosphere that was conducive to my learning</li> <li>4. Course projects, assignments, tests and/or exams improved my understanding of the course material.</li> <li>5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.</li> <li>6. Overall, the quality of my learning experience in this course was.</li> <li>7. Please comment on the overall quality of instruction in this course.</li> <li>8. Please comment on any assistance that was available to support your learning in the course.</li> </ol>	To be included on <u>all</u> forms
UTSC Questions (3)	<ol style="list-style-type: none"> <li>9. The course inspired me to think further about the subject matter outside of class.</li> <li>10. Compared to other courses, the workload for this course was: (very light, light, average, heavy, very heavy)</li> <li>11. I would recommend this course to others: (not at all, somewhat, moderately, mostly, strongly)</li> </ol>	To be included on <u>all</u> UTSC forms

Administrative Responsibility	Questions	Details
Unit Questions (up to 3)	To be determined at the unit level	Academic units may add up to 3 questions drawn from the central question bank or developed in collaboration with the Course Evaluation Support Officer in CTSI.
Instructor Questions (up to 3)	To be selected by the instructor	Instructors may add up to 3 quantitative or qualitative questions drawn from central question bank.

*2.a. TA Question Packs*

TBD

**3. Communication & Education**

The online course evaluation system will be managed centrally through the Office of the Vice-President & Provost and the Centre for Teaching Support & Innovation. Materials to support the interpretation and use of course evaluation data will be provided centrally and will be available at: [report](#).

Communications to students, faculty, academic administrators and staff about the course evaluation system will be administered centrally through these offices, with the assistance of the Course Evaluation Support Officer in CTSI and in consultation with UTSC. Additionally, we will engage the support of faculty and student organizations to facilitate ongoing communication with students.

**4. Reporting**

Various reports of the results of course evaluations will be available to various audiences, following the Provostial *Guidelines on the Evaluation of Courses*, which outline institutional requirements relating to the access of course evaluation data. Available reports include:

4.a. Summative Report

*Purpose and Recipients*

- Intended to be used for summative evaluation in support of assessment of an instructor’s teaching for PTR, tenure and promotion, awards, etc. Note that student evaluation of teaching forms just one component of a thorough assessment of an instructor.
- Available to the instructor, as well as to their dean(s) and academic unit head(s), and their designates.

*Included Information* (each course reported on separately)

- Quantitative and qualitative data from institutional, divisional, and academic unit questions
- Data from institutional questions will be displayed separately from all other questions
- A composite score will be provided for core institutional questions 1-5

- The composite reflects the extent to which each of the institutional priorities was part of a student's learning experience in his/her course. The composite takes into account multiple factors relating to this experience and provides a comprehensive assessment of that experience.
- For each question, the following data will be provided:
  - Question text
  - Response set
  - Course enrolment
  - Number of responses
  - For quantitative questions only:
    - Frequency (displayed as chart)
    - Mean
    - Median
    - Mode
    - Standard deviation
- The following comparative data for quantitative questions will also be provided:
  - For each academic unit (for institutional, divisional, and academic unit-selected questions):
    - Unit mean for all undergraduate or graduate courses, as relevant
    - Unit mean for courses at the same level of instruction (e.g. 100-level)
    - Unit mean for courses of similar size
    - Standard deviations for academic unit means
  - From the division (for institutional and divisional questions):
    - Divisional mean for all undergraduate or graduate courses, as relevant
    - Divisional mean for courses at the same level of instruction (e.g. first-year)
    - Divisional mean for courses of similar size
    - Standard deviations for divisional means
  - From the institution (for institutional questions):
    - Institutional mean (graduate or undergraduate)
    - Standard deviation for institutional mean
- Note: Data from instructor-selected questions will appear only on the formative report. Instructors may share this data with unit or Faculty administrators, if they so choose.

#### 4.b. Formative Report

##### *Purpose and Recipients*

- Intended to be used for formative purposes – i.e., to inform an instructor in improvement of their teaching and courses.
- Available only to the instructor.

##### *Included Information* (each course reported on separately)

- All the information from the summative report, **plus**:
- Data from any and all instructor-selected questions, including:
  - Question text
  - Response set
  - Course enrolment
  - Number of responses
  - For quantitative questions only:
    - Frequency (displayed as chart)

- Mean
- Median
- Mode
- Standard deviation

#### 4.c. Student Report

##### *Purpose and Recipients*

- Intended to provide information to students helpful in course planning and selection.
- Available to students at the University of Toronto Scarborough.
- As the general norm, course evaluation data will be shared with students through the SCSU Anti-Calendar. **If an individual instructor wished not to release data for their course(s), then they must opt out.**

##### *Included Information* (each course reported on separately)

- Quantitative and qualitative data from all institutional, divisional and departmental questions.
  - A composite score will be provided for core institutional questions 1 -5.

#### 4.d. Department Report

##### *Purpose and Recipients*

- Intended to provide information to academic units helpful in curriculum design, planning, and assessment.
- Available to academic unit heads and their designates.

##### *Included Information* (each course reported on separately)

- Summative report for each course and instructor, **plus:**
- Academic units may request customized reports reflecting aggregate or individual instructor data from institutional, divisional, or academic unit questions.

#### 4.e. Dean's Report

##### *Purpose and Recipients*

- Intended to provide information to the dean's office helpful in assessing teaching and curriculum across the Faculty.
- Available to dean and designates.

##### *Included Information* (each course reported on separately)

- Summative report for each course and instructor, **plus:**
- The Dean's office may request customized reports reflecting aggregate or individual instructor data from institutional, divisional, or academic unit questions.