

Spring 2023 Assessment of the Student Evaluation Form

Main Take-Aways from an Examination of the Results from Two Spring 2023 Surveys

In the spring of 2023, two surveys were administered at QCC to assess the Student Evaluation Form. One survey was given to faculty and the other to all students enrolled in the spring 2023 semester. 136 out of 9,314 invited students answered the survey, yielding a response rate of 1.5%. Given this low response rate, the results need to be interpreted with caution.

697 QCC faculty were invited to take the survey and 112 responded, resulting in a response rate of 16.1%

Student Survey Main Findings & Take-Aways

Basic assessment of the sampling of students:

Number of respondents = 136

Full-time were 52% and part-time were 48%, this is fairly representative in that 44% of all students were part-time in fall 2022.

Respondents were from a wide array of time spent at QCC ranging from one semester to seven or more.

Q4 - Have you ever filled out the QCC official end of semester Faculty Evaluation Form before?

47.7% stated that they filled out the evaluation form before.

It is concerning, especially considering the low number of respondents overall, that more than half of the respondents stated that they had never filled out the faculty evaluation form. It is possible they did not know the name of the form, so they concluded that they had never completed it before, but this is conjecture. We know that 19.1% of the respondents were first semester students (and would not have yet seen an evaluation form), so ~80% of respondents should have seen the faculty evaluation form before.

Q5 - Do you think faculty evaluation forms are an effective way to assess teaching quality?

While a majority of 60% said “yes,” it is noteworthy that a significant number also expressed uncertainty by choosing ‘maybe.’ The uncertainty could arise from two factors: first, students may not be receiving a clear explanation of the form’s purpose and second, they might not be aware of how the form is utilized afterward.

Recommendation: We need to devise a method to convey to the students the significance of faculty evaluation forms and how they contribute to the enhancement of teaching quality and faculty performance.

Q6 - How easy was it to locate and fill the Faculty Evaluation Forms?

Unfortunately, this question was not edited. It is double barreled (in that it is two questions in one) and thus it is difficult to interpret responses. Fortunately, the responses showed that only a small percentage (4.4%) indicated that they had difficulty.

Here is evidence that there are no significant difficulties. This result is puzzling as it conflicts with question 4, where the majority of the students reported not having filled out the evaluation form, yet they also indicated that it was easy to locate and complete. It is possible that a number of students who answered the survey about the evaluation form, did not completely comprehend all of the questions.

Q7 - Do you think your feedback on the Faculty Evaluation Form impacts how the course will be taught in the future?

The findings show that most of the students don’t have confidence that their feedback in this process makes a difference (in terms of how the course will be taught). It seems that students are not adequately motivated to complete the form and do not see the utility of the evaluation process.

Recommendation: We need to devise a method to convey to the students the significance of faculty evaluation forms and how they contribute to the enhancement of teaching quality and faculty performance.

Q8 - Have your instructors explained and informed you about the Faculty Evaluation Forms?

61.3% responded “No”. This lends evidence towards a recommendation that improved communication efforts are needed.

Recommendation: Given the results from question 8, the instructors should inform students about the value and importance of the evaluation forms.

We need to devise a method to convey to the faculty the significance of faculty evaluation forms and how they contribute to the enhancement of teaching quality and faculty performance. A more informed faculty will be better equipped to better inform their students about the importance of the evaluation process.

Q9 - Listed below are the questions which appeared on the Fall 2022 Student Evaluation of Faculty Form for On-Line (Hybrid, Asynchronous and Synchronous) classes. Rate each question as useful or not useful.

For all evaluation form questions, a strong majority of student respondents found them to be useful. These responses of usefulness ranged from 82.8% to 93.4%. Given these findings, there is no recommendation to change or remove any of the questions on the Student Evaluation of Faculty Form for On-Line classes.

Q10 - Listed below are the questions which appeared on the Fall 2022 Student Evaluation of Faculty Form for in-person classes. Rate each question as useful or not useful.

There are no question of concern to work on as all were deemed to be useful.

As with question 9, a strong majority of student respondents found the questions to be useful.

A basic qualitative analysis was performed on the open-ended responses to the question: “Are there any specific questions you would like to add to the faculty evaluation forms?”

After observing all responses, categories of response types were formed based upon common themes detected. Counts were made of the number of responses which fit into the categories. Categories with high numbers of responses were considered to show a prominent theme among the responses. The main themes that emerged were that students would like to have questions about how understanding, accommodating and professional their instructors are.

Student Survey Recommendations:

There is a clear need for improved communication with students regarding the evaluation process. Students should be informed about the purpose of the evaluation forms and the evaluation process,

including how it impacts and enhances the teaching and learning experience. They should also be given clear directions on how to access and fill out the form.

It may be valuable to consider adding additional questions to address students' interest in assessing how well their instructors accommodate their needs and understanding, as well as the professionalism displayed by their instructors.

Faculty Survey Main Findings and Recommendations

Q3 - Were you satisfied with the Fall 2020 - Fall 2022 Student Evaluation of the Faculty Form?

--- More than a third of the respondents answered "No" (37.9%)

Q6 - Listed below are the questions which appeared on the Fall 2022 Student Evaluation of Faculty Form for On-Line (Hybrid, Asynchronous and Synchronous) classes. Rate each question as useful or not useful.

The findings show that among all questions, at least a strong majority responded that they were useful so there is no need to alter this set of questions.

Usefulness Ranged from 71.7% to 89.2%

Q7 - Listed below are the questions which appeared on the Fall 2022 Student Evaluation of Faculty Form for in-person classes. Rate each question as useful or not useful.

Overall high percentages of faculty respondents found the questions to be useful. The percentage finding them useful ranged from a low of 78.4% to a high of 93.5%. It is noteworthy that for the question, "1. The instructor always begins class on time.", the lowest percentage (78.4%) of faculty respondents found this to be useful, while among the student respondents, 89.2% found this to be useful.

Q10 - Have you been notified about how to access your student evaluations?

Almost a third of faculty respondents said "no".

Recommendation: The process of notification needs to be improved.

Q11 - Have you had problems viewing your student evaluations?

26.4% had trouble viewing.

How do we address this? Is there a technical problem or a communication problem. Or it could be both? We suggest that proper departments should be called upon to evaluate and resolve any deficiencies.

A basic qualitative analysis was conducted on two of the questions which allowed for open-ended responses. Categories of response themes were formed and patterns of responses were detected.

For the open-ended question “Q8 - Student response rates to the Student Evaluation of Faculty form are VERY low. What actions can be taken so that a better student response rate can be realized?” the qualitative analysis yielded several themes leading to suggestions.

Suggestions from the faculty were as follows:

- Use class time for the evaluation forms.
- Should be made mandatory.
- Grades of the students should not be released until the evaluation form is completed.
- Giving incentives to the student like parking, metro cards etc.

For the open-ended question “Q9 - What kinds of professional development workshops or activities would you be interested in attending in the future? (Examples: online and hybrid teaching; student engagement; student retention; innovative pedagogy; technology in the classroom; inclusive teaching and equitable learning; teacher-scholar connections; etc.). Please respond in 1-2 sentences, the qualitative analyses determined that the following topics were desired:

Faculty requested the following topics:

- student retention
- innovative pedagogy
- tech in class
- inclusive teaching

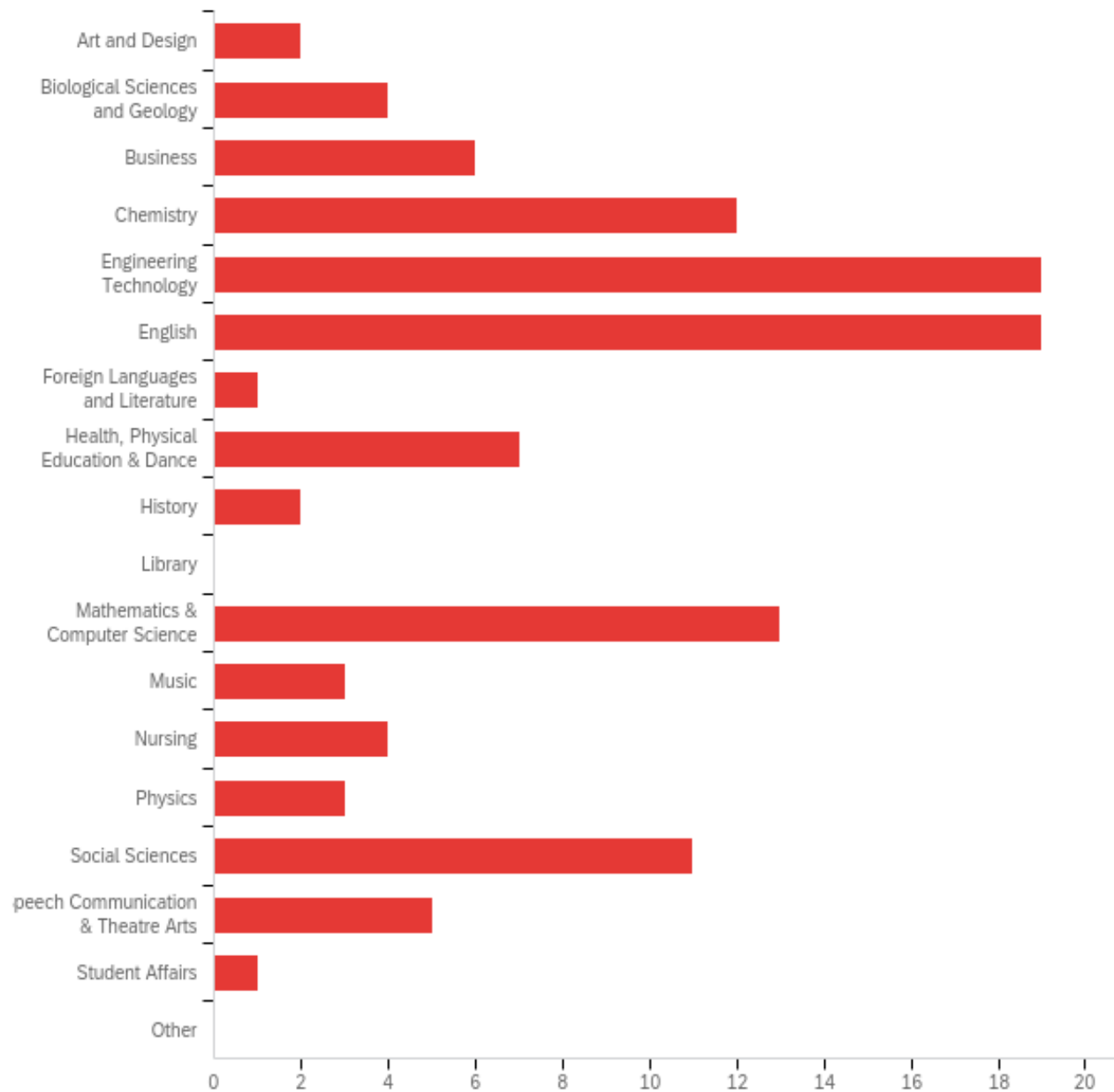
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Student Evaluation of Faculty Form Survey Spg 23

Responses collected from QCC faculty during the spring 2023 semester.

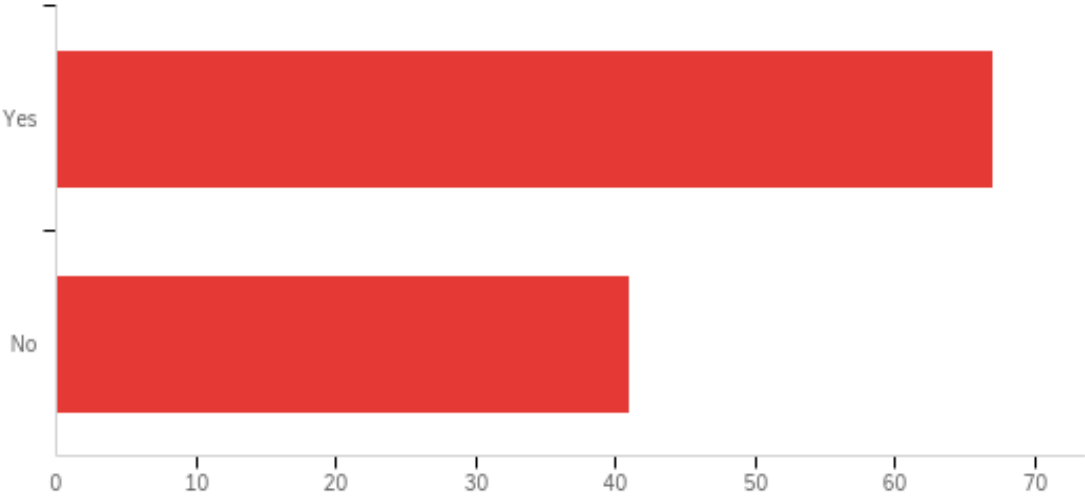
Data Extracted on October 5th 2023,

Q2 - Department Information



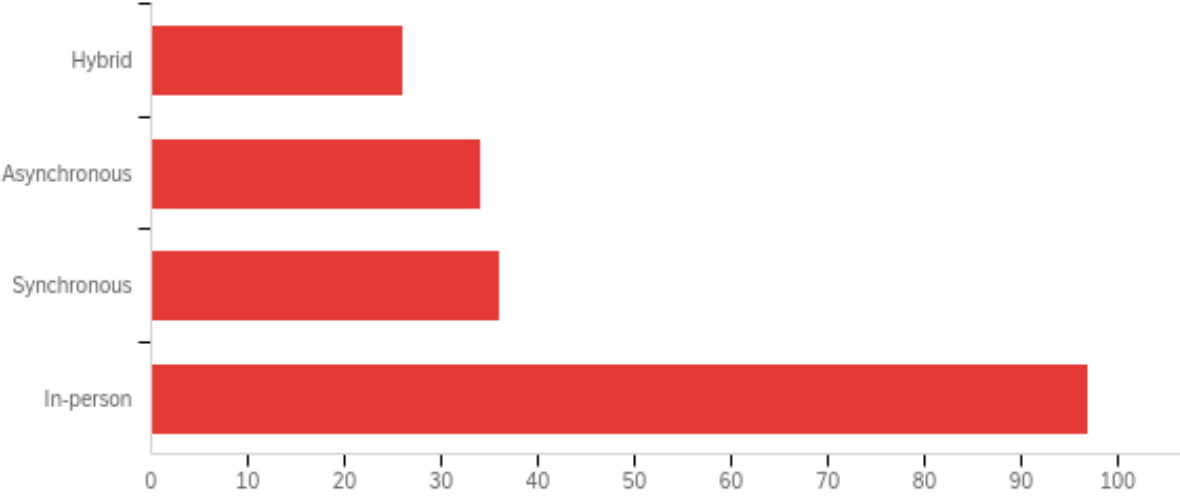
#	Answer	%	Count
1	Art and Design	1.79%	2
2	Biological Sciences and Geology	3.57%	4
3	Business	5.36%	6
4	Chemistry	10.71%	12
5	Engineering Technology	16.96%	19
6	English	16.96%	19
7	Foreign Languages and Literature	0.89%	1
8	Health, Physical Education & Dance	6.25%	7
9	History	1.79%	2
10	Library	0.00%	0
11	Mathematics & Computer Science	11.61%	13
12	Music	2.68%	3
13	Nursing	3.57%	4
14	Physics	2.68%	3
15	Social Sciences	9.82%	11
16	Speech Communication & Theatre Arts	4.46%	5
17	Student Affairs	0.89%	1
18	Other	0.00%	0
	Total	100%	112

Q3 - Were you satisfied with the Fall 2020 - Fall 2022 Student Evaluation of the Faculty Form



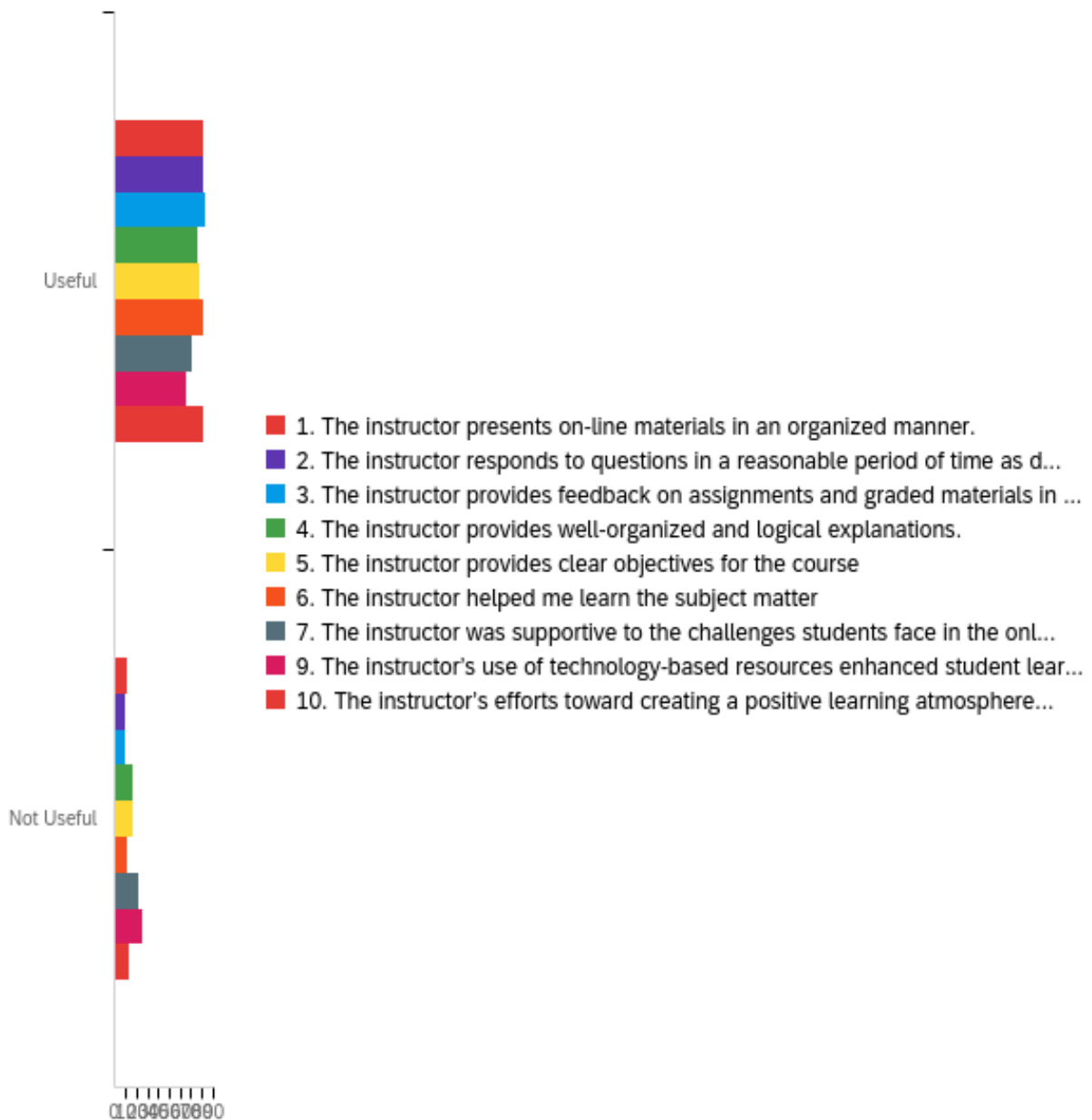
#	Answer	%	Count
1	Yes	62.04%	67
2	No	37.96%	41
	Total	100%	108

Q4 - Spring 2023 teaching style(s). Please select all that apply.



#	Answer	%	Count
1	Hybrid	13.47%	26
2	Asynchronous	17.62%	34
3	Synchronous	18.65%	36
4	In-person	50.26%	97
	Total	100%	193

Q6 - Listed below are the questions which appeared on the Fall 2022 Student Evaluation of Faculty Form for On-Line (Hybrid, Asynchronous and Synchronous) classes. Rate each question as useful or not useful.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. The instructor presents on-line materials in an organized manner.	1.00	2.00	1.12	0.32	0.10	93
2	2. The instructor responds to questions in a reasonable period of time as defined in the course syllabus and elsewhere on the course website.	1.00	2.00	1.11	0.31	0.10	91

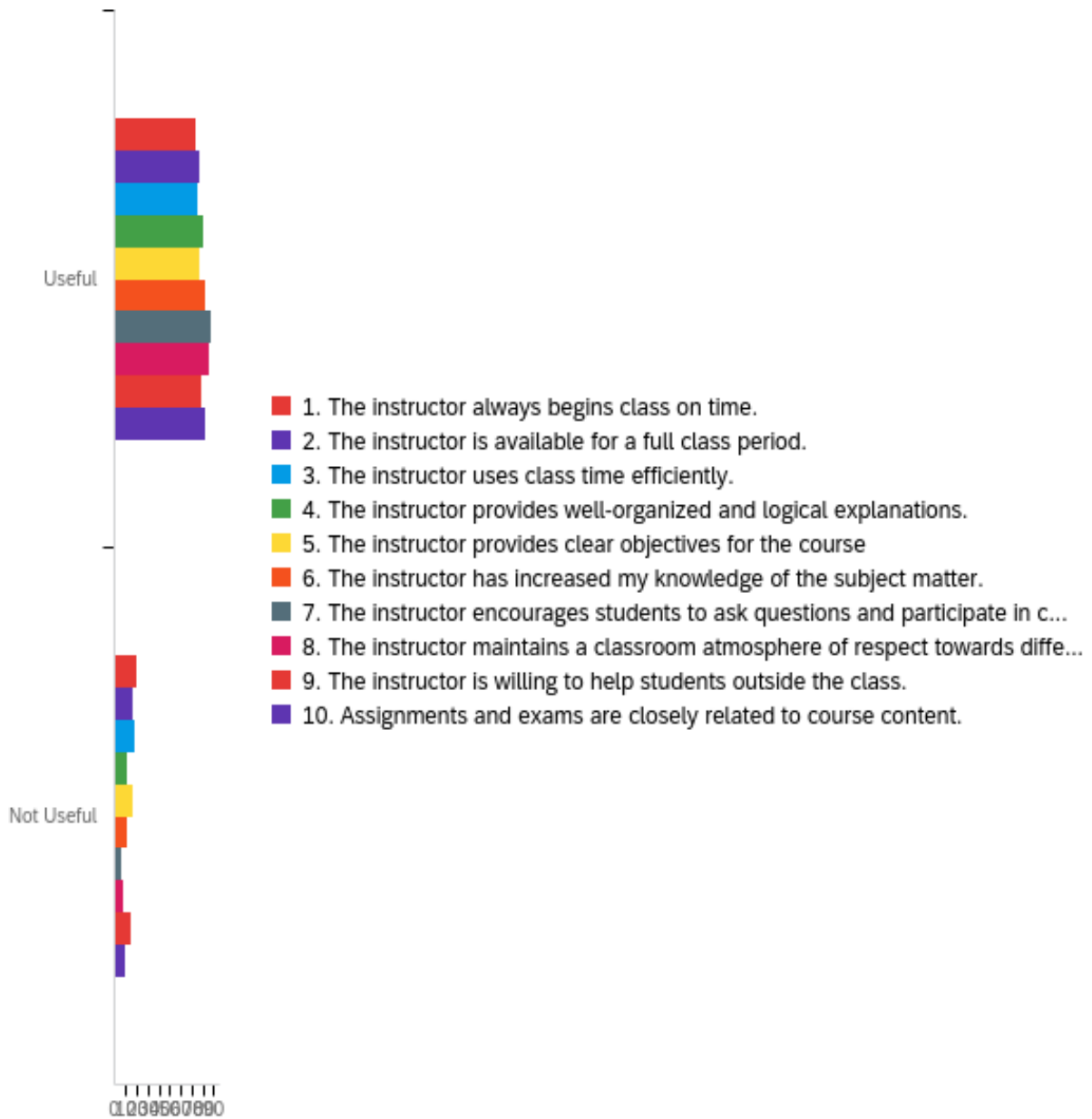
3	3. The instructor provides feedback on assignments and graded materials in a reasonable period of time as defined in the course syllabus and elsewhere on the course website.	1.00	2.00	1.11	0.31	0.10	93
4	4. The instructor provides well-organized and logical explanations.	1.00	2.00	1.18	0.38	0.15	94
5	5. The instructor provides clear objectives for the course	1.00	2.00	1.17	0.37	0.14	95
6	6. The instructor helped me learn the subject matter	1.00	2.00	1.12	0.32	0.10	93
7	7. The instructor was supportive to the challenges students face in the online learning environment.	1.00	2.00	1.24	0.42	0.18	93
8	9. The instructor's use of technology-based resources enhanced student learning or instructor was innovative in enhancing student learning	1.00	2.00	1.28	0.45	0.20	92
9	10. The instructor's efforts toward creating a positive learning atmosphere in the teaching environment were acceptable	1.00	2.00	1.14	0.35	0.12	94

#	Question	Useful		Not Useful		Total
1	1. The instructor presents on-line materials in an organized manner.	88.17%	82	11.83%	11	93
2	2. The instructor responds to questions in a reasonable period of time as defined in the course syllabus and elsewhere on the course website.	89.01%	81	10.99%	10	91
3	3. The instructor provides feedback on assignments and graded materials in a reasonable period of time as defined in the course syllabus and elsewhere on the course website.	89.25%	83	10.75%	10	93
4	4. The instructor provides well-organized and logical explanations.	81.91%	77	18.09%	17	94
5	5. The instructor provides clear objectives for the course	83.16%	79	16.84%	16	95
6	6. The instructor helped me learn the subject matter	88.17%	82	11.83%	11	93
7	7. The instructor was supportive to the challenges students face in the online learning environment.	76.34%	71	23.66%	22	93
8	9. The instructor's use of technology-based resources enhanced student learning or instructor was innovative in enhancing student learning	71.74%	66	28.26%	26	92
9	10. The instructor's efforts toward creating a positive learning atmosphere in the teaching environment were acceptable	86.17%	81	13.83%	13	94

Green shaded areas are reported more often as useful

Pink shaded areas are reported less often as useful

Q7 - Listed below are the questions which appeared on the Fall 2022 Student Evaluation of Faculty Form for in-person classes. Rate each question as useful or not useful.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. The instructor always begins class on time.	1.00	2.00	1.22	0.41	0.17	93
2	2. The instructor is available for a full class period.	1.00	2.00	1.17	0.38	0.14	93
3	3. The instructor uses class time efficiently.	1.00	2.00	1.19	0.40	0.16	93
4	4. The instructor provides well-organized and logical explanations.	1.00	2.00	1.13	0.34	0.11	93

5	5. The instructor provides clear objectives for the course	1.00	2.00	1.17	0.38	0.14	94
6	6. The instructor has increased my knowledge of the subject matter.	1.00	2.00	1.12	0.32	0.10	93
7	7. The instructor encourages students to ask questions and participate in class.	1.00	2.00	1.06	0.25	0.06	93
8	8. The instructor maintains a classroom atmosphere of respect towards differing viewpoints.	1.00	2.00	1.09	0.28	0.08	93
9	9. The instructor is willing to help students outside the class.	1.00	2.00	1.15	0.36	0.13	93
10	10. Assignments and exams are closely related to course content.	1.00	2.00	1.11	0.31	0.10	92

#	Question	Useful		Not Useful		Total
1	1. The instructor always begins class on time.	78.49%	73	21.51%	20	93
2	2. The instructor is available for a full class period.	82.80%	77	17.20%	16	93
3	3. The instructor uses class time efficiently.	80.65%	75	19.35%	18	93
4	4. The instructor provides well-organized and logical explanations.	87.10%	81	12.90%	12	93
5	5. The instructor provides clear objectives for the course	82.98%	78	17.02%	16	94
6	6. The instructor has increased my knowledge of the subject matter.	88.17%	82	11.83%	11	93
7	7. The instructor encourages students to ask questions and participate in class.	93.55%	87	6.45%	6	93
8	8. The instructor maintains a classroom atmosphere of respect towards differing viewpoints.	91.40%	85	8.60%	8	93
9	9. The instructor is willing to help students outside the class.	84.95%	79	15.05%	14	93
10	10. Assignments and exams are closely related to course content.	89.13%	82	10.87%	10	92

Q8 - Student response rates to the Student Evaluation of Faculty form are VERY low.

What actions can be taken so that a better student response rate can be realized?

For in-person classes, we need to hand out paper copies of the Student Evaluation of Faculty form at the end of the last class of the semester so that students actually fill them out. I only get 1 to 2 forms filled out per class.

Motivate student to seek out help from tutors

Occasional class discussions

Can faculty introduce and highlight the evaluations to students in class?

We do our best, however, better attention from the students would be more appreciative towards this (in other words, not being consistently late or absence AND not concentrating on cell phones)D

mention that it is important to insure the best quality instruction for the student

Make mandatory for students to take

Offering it as something to do before getting your grades. As a question to please evaluate the course before getting the grade.

Have professors let the students do it in a class meeting before the end of the term like at week 11 or 12 when attendance is high

Find other incentives and marketing strategies to get students involved.

Make grades available asap for those who complete the evaluations on time, and only at the end of the semester for those who don't. Make a raffle for student who complete the survey. You can raffle amazon gifs cards, tuition discounts, metro cards, tablets, textbooks, laptops. Students appreciate all of these.

Set a day, time and a computer room to complete the evaluations; make it convenient for the students.

They should be given during class time.

In my experience students' response rates became low after the forms dissemination transitioned from being given in class/in-person to receiving it through email. Given how many emails the average person is inundated with it is understandable when a student forgoes the evaluation or discards the request entirely.

Offer in-person evaluations for in-person classes

Can they be mandatory? If not completed, students can't view their grades for example.

Devoting classtime (for synchr. Online course). Reminding students frequently.

Make students aware of how this information is used so they understand the importance of completing the evaluations.

I think making the students feel that they are truly stakeholders and helping to inform future instruction helps. Otherwise, this is simply another survey and students might be getting too many.

It would help if faculty understood how students access the form and what deadlines are in place for students. I think we should return to in class forms for classes that meet in person.

Do them in person during class time or require them.

If it is done IN CLASS, results would be higher. Everything does not have to be done online.

having them be online and optional is not working. in-person for in-person classes please! Most students do NOT read their email.

Go back to using paper forms.

The evaluations for in-person and hybrid courses must be conducted in class on paper. With an evaluation response rate of around 25% of students, the resulting feedback is no better than "Rate My Professor."

Like we did in the past, set up 1 week to conduct student evaluation in class; not on paper any more but via students' cellphone/tablet etc

Have the students complete the form in class or for an online form have the instructor set aside time during class for the students to complete the evaluation.

Students take little responsibility for their own learning. They are passive, and for the most part expect to be taught to the test, as they have been trained to do. In their previous years of schooling they have rarely if ever been asked what their educational interests or goals are. They are passive, and this passivity may account for a disinterest in evaluating the quality of the experience they are having.

Encourage faculty to allow students to complete them during class in a computer lab

Administer during class time -- provide link in class. Send link to asynch classes

Devote a few minutes for students to complete evaluations in class.

Offer student incentives: free coffee/food/small gift card

In-Person Evaluations for in-person classes.

Offer compensation or a reward?

Give chance for in-person evaluations as in the past

Attach the evaluation to an exam as extra credit

Make it more of a requirement!

It's very hard to get students to fill out the forms when they are online. Usually only the students who are unhappy with the course in some way complete them. Maybe there could be a paper form option? Or faculty could be encouraged to devote some class time to allow students to fill them out. Maybe send the instructor the link so students don't have to hunt around in their email for it. We could post the link on Blackboard or email it to them or something.

Provide a time during class

Why bother? "Student evaluations are openly prejudiced against the sector's most underrepresented academics and they contribute to further marginalising the same groups universities declare to protect, value and are aiming to increase in their workforces." ("Sexism, racism, prejudice, and bias: a literature review and synthesis of research surrounding student evaluations of courses and teaching" Troy Heffernan)

make the participation to the evaluation mandatory

maybe have the link available prior to the last day of class so that Professors can allow the last 10 minutes of class for students to fill out in class via their phones.

Better informing students of the purpose of the evals.

Offering students credit for completing them

An incentive for completing the forms.

Evals are based on whether students "like" the professor or not. Limit the questions to two: Was the professor knowledgeable of the subject matter; and did he/she impart that knowledge in an understandable way?

Give more time to submit evaluations. Also send multiple reminders to students

The evaluation should be administered in class like in the past. The administration could give us the links to the evaluations and then we can ask students to complete the evaluation while in class . Just sending the link to students doesn't guarantee that they will open the email and evaluate the course . This is why we have so few students submitting the evaluation.

Allot class time for students to submit form. Decrease the number of questions.

for in person classes, I recommend the paper or hard copy (like before COVID). For online, could be appreciation for students time or motivate them to participate such as a wining a gift card or wining a one semester free parking,Some other suggestion, announcing in social media and encouraging them to participate. Faculty may explain how valuable is students feedback.

Mandate or strongly encourage faculty to give in-class time for responses.

Release the surveys two weeks earlier in the term.

Either have it done again in person or offer a free beverage coupon.

Have the students fill out the forms in class like they used to.

At some institutions, students do not receive their final grades until after they have completed evaluations. Given our new online format, this should be something that we can implement here at QCC.

Require that it be completed for the student to continue using CUNYFirst/Blackboard. Give students an incentive to review all of their available student evaluations (10% off at the campus cafeteria, Metrocard/OMNY Card/few days of free on-campus parking, etc.) Create an incentive for the first 100 reviews that are done (some sort of gift as previously mentioned).

require them

This is my issue. The questions are fine, the response rate is so low, that sometimes I only get 1 or 2 forms to read at the end of the semester. The forms should be administered DURING class time, with a period of time (say 15 minutes) dedicated to it.

Have 2 options available- pen and paper survey and on line survey

I check not useful for all questions because I think the form itself is not useful. Most students don't complete it. It seems most of the few that complete it don't read the questions. Most students have reading challenges and most questions are loaded. For example, "does instructor do ABC, as per syllabus?" But no question on whether the student has read the syllabus or remembers what's in it. This, from a student population that asks if there's a book for the course 2-3 weeks into the semester. There are no questions about the student. In short, most students who complete the form, see it as a thumbs up or down. Might as well just ask "did you like the instructor/ why?" Even worse is that these forms are used to assess teaching effectiveness, judge promotion etc. Let's do a real assessment. Invite students to a followup interview.

Forms should be completed in class

Make it a mandatory assignment with a flat point value (all or none). Attach its completion to the release of a bonus assignment..

They are low because the students have low motivation after being online in NYC high schools.

If possible, perhaps students can complete the forms during class time. If an asynchronous class, perhaps completing the forms can become part of a class assignment.

Sorry no workable suggestions

Students frequently cannot find the email containing their unique link to access evaluations. Maybe creating a shared portal that students can log in to would be useful or having the login be an option via Blackboard or CUNYfirst. This would at least allow instructors to help students access the information and deal with "lost" emails.

Perhaps 4-ride metro cards?

Student's final grades won't be released until they completed their evaluations?

Grades are not released until they submit their evaluation

Q9 - What kinds of professional development workshops or activities would you be interested in attending in the future? (Examples: online and hybrid teaching; student engagement; student retention; innovative pedagogy; technology in the classroom; inclusive teaching and equitable learning; teacher-scholar connections; etc.). Please respond in 1-2 sentences.

What kinds of professional development workshops or activities would you be interested in attending in the future? (Examples: online and hybrid teaching; student engagement; student retention; innovative pedagogy; technology in the classroom; inclusive teaching and equitable learning; teacher-scholar connections; etc.). Please respond in 1-2 sentences.

I would like to student engagement and innovative pedagogy workshops.

student Retention and engagement.

Anyone of these

innovative pedagogy

I already have extra hours beyond the required to assist students in their needs

Any workshop that improves teaching?

I think a course in integration of cloud technologies, and ai such as chat gpt would be useful. This in terms of trying to use these items as tools for course development, rather than fear.

professional development workshops or activities are waste of time when you have 3 master's degrees, 40 industry certifications with 20 plus years of teaching experience

online, innovative pedagogy

all of these are good

Presenting in a captivating style. People who give Ted Talks clearly receive coaching to prep them for a captivating delivery. Learning such methods would be useful.

Content-specific technology. For example, MyOpenMath, WebWorks, etc. Roundtables on the pros and cons of each.

Student retention and engagement

student retention

I would like to attend more sessions on student engagement and retention. Without these two things, the others are difficult to establish.

Opportunities for students to engage with larger community, expanding the HIPS the college currently employs

hybrid teaching

I am beyond the point of professional development!

I would be interested in learning more about student retention and teacher-scholar connections.

A workshop on the ineffectiveness of online learning, and how to best get students to "re-engage" with traditional best-practices in the classroom.

online and hybrid teaching

Innovative pedagogy and technology in the classroom

None

online and hybrid teaching;

I don't tend to find CETL workshops useful, and I notice always the same people attending events like these, so it becomes discouraging. I'm not likely to attend more.

The workshop topics you listed -- online and hybrid teaching; student engagement; student retention; innovative pedagogy; technology in the classroom; inclusive teaching and equitable learning; teacher-scholar connections

I'd like to have more competent and responsible administrators on campus before any more professional development activities for faculty.

These all seem interesting

QCC should offer small pedagogical grants to encourage collaboration.

I think workshops that address the needs of students are always valuable.

Technolgy subjects: loading/making test more appropriate to on-line, how to automate marking/ attendance.

How faculty are dealing with the challenges students are facing post-pandemic and what resources are available to help us help them.

Centered on increasing student engagement and improving pedagogy.

I have done quite a few PD workshops/programs but I would be interested in unconscious/implicit bias training.

Now many of the classroom are equipped with a podium. So technology in the classroom will be very useful. Also old devices should be replaced with new ones. a couple of my class were interrupted because the podium in the classroom was not functioned.

Inclusive teaching and equitable learning in person but also to be provided asynchronously so professors can view on their own time. Like a self study. I would also recommend to not record Professional Development - it definitely affects participation.

Keep up what's there. Not sure what will increase participation.

I think we need more on incorporating developmental education in our teaching, as well as how to best respond to neurodivergent learning needs and the learning needs of students with disabilities.

student engagement

None

student engagement, teacher-scholar connections, student retention

Student retention, technology in classroom, how to teach and communicate with students with learning disabilities.

n/a

I would like to work on ways to help maintain student retention that addresses the reasons why students need to miss class.

Online and hybrid teaching; technology in the classroom

More inclusive teaching would be nice.

Student retention strategies; innovative pedagogy

teacher-scholar connections; student engagement; Real college support for helping students learn how to learn. Let's be leaders.

Have already attended several

tech in the classroom

I would be interested in attending workshops on student retention and technology in the classroom.

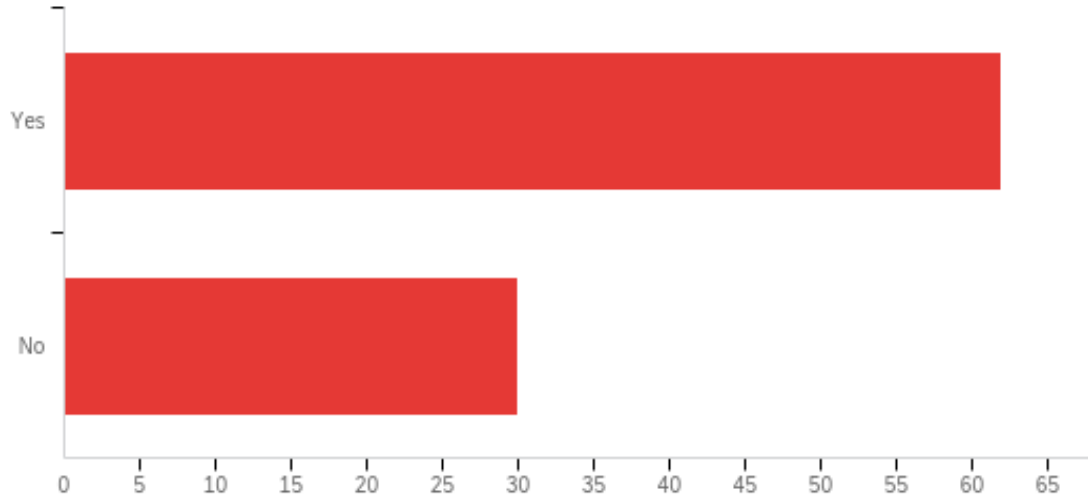
YES to all Examples: online and hybrid teaching; student engagement; student retention; innovative pedagogy; technology in the classroom; inclusive teaching and equitable learning; teacher-scholar connections; etc

I think CTET provides a good mix of workshops. I attended many and have found them useful

I will probably attend more online teaching workshops when the Learning Management system is replaced

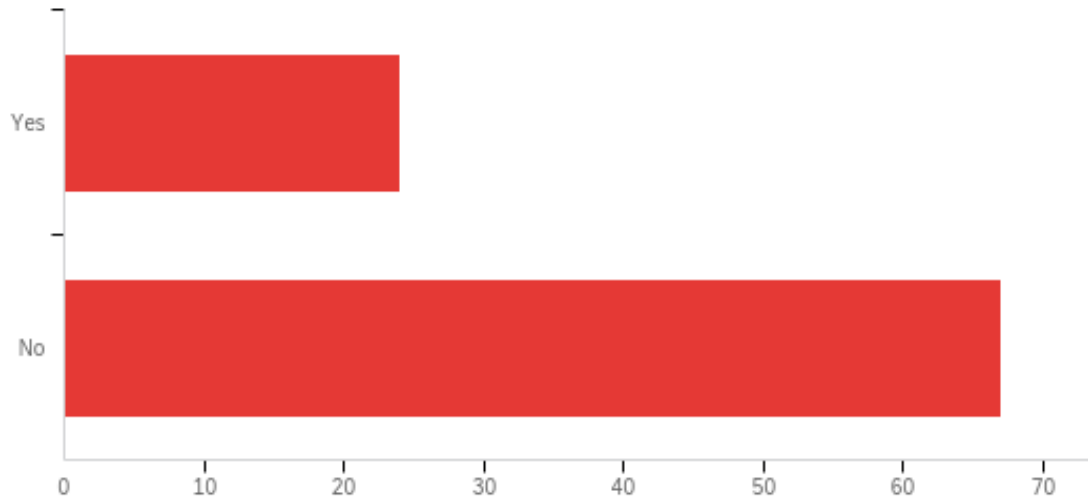
Ambitious science teaching

Q10 - Have you been notified about how to access your student evaluations?



#	Answer	%	Count
1	Yes	67.39%	62
2	No	32.61%	30
	Total	100%	92

Q11 - Have you had problems viewing your student evaluations?



#	Answer	%	Count
1	Yes	26.37%	24
2	No	73.63%	67
	Total	100%	91

This is troublesome, that over a quarter had trouble viewing the evaluation.

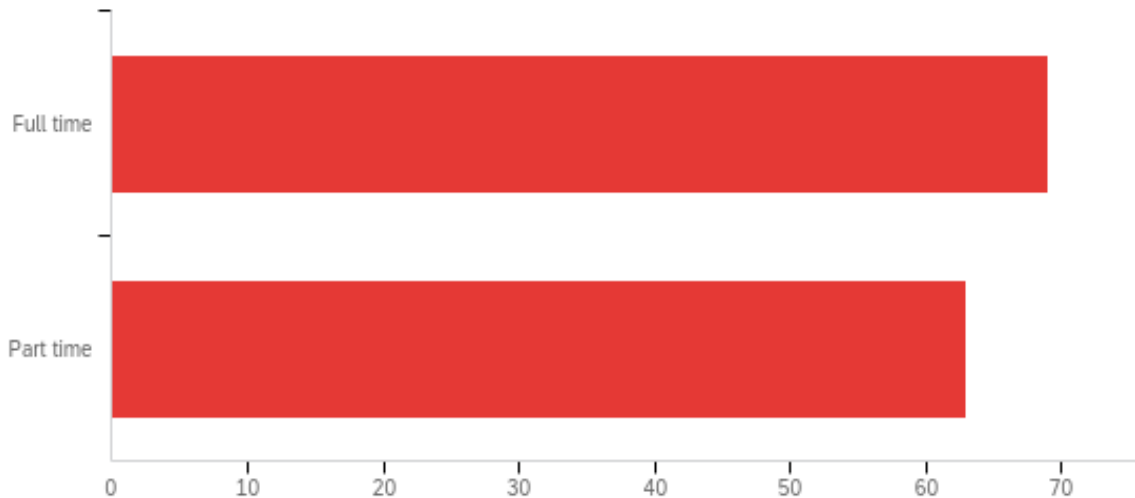
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Spring '23 Survey: Student Feedback on Faculty Evaluation Form

Data extracted on October 5th 2023, 1:48 pm MDT

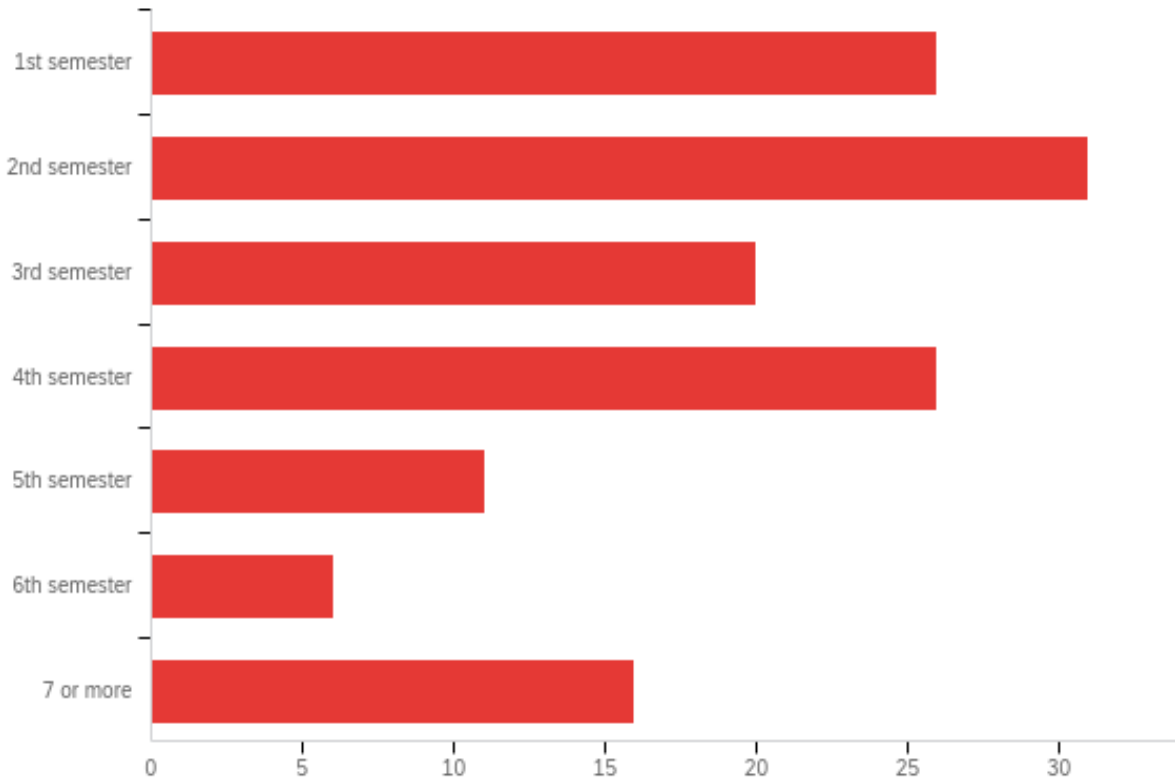
These are the results from responses of students during the spring 2023 semester.

Q2 - Are you a full time or part time student?



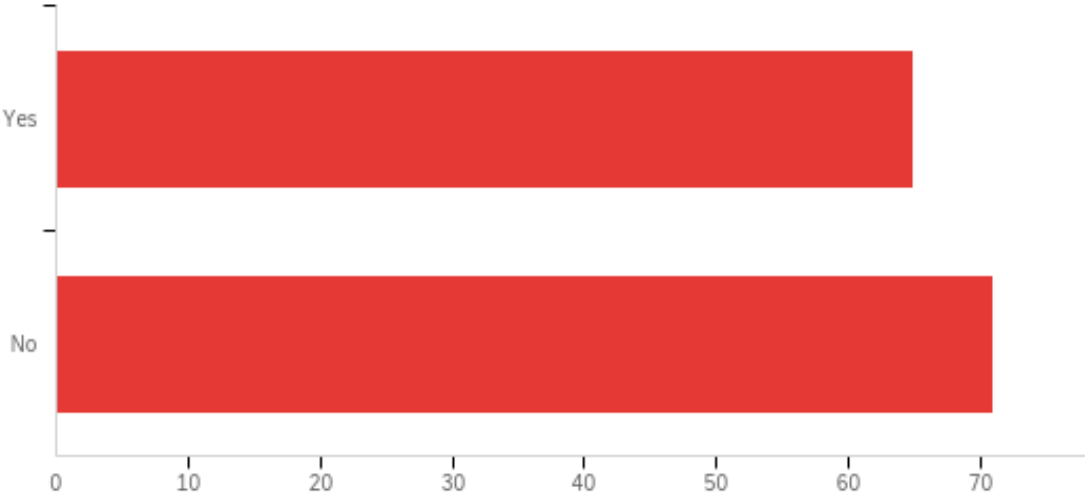
#	Answer	%	Count
1	Full time	52.27%	69
2	Part time	47.73%	63
	Total	100%	132

Q3 - How many semesters have you been at Queensborough (including current semester)?



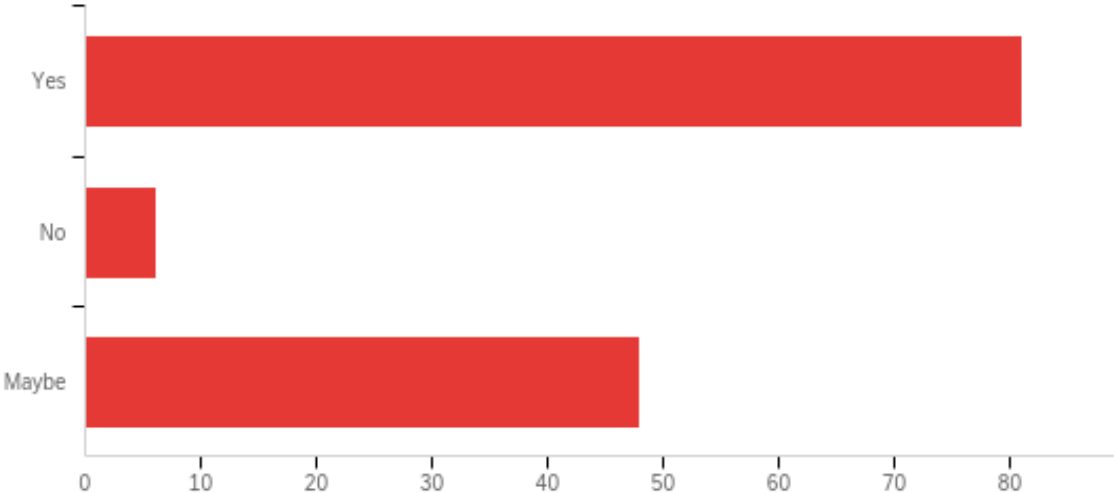
#	Answer	%	Count
1	1st semester	19.12%	26
2	2nd semester	22.79%	31
3	3rd semester	14.71%	20
4	4th semester	19.12%	26
5	5th semester	8.09%	11
6	6th semester	4.41%	6
7	7 or more	11.76%	16
	Total	100%	136

Q4 - Have you ever filled out the QCC official end of semester Faculty Evaluation Form before?



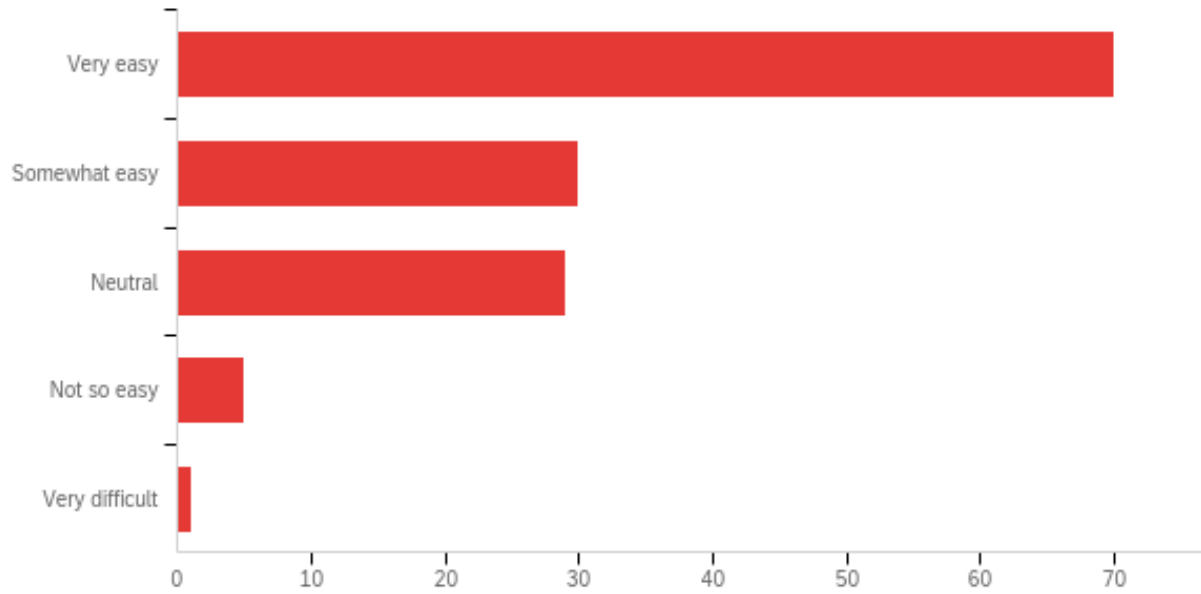
#	Answer	%	Count
1	Yes	47.79%	65
2	No	52.21%	71
	Total	100%	136

Q5 - Do you think faculty evaluation forms are an effective way to assess teaching quality?



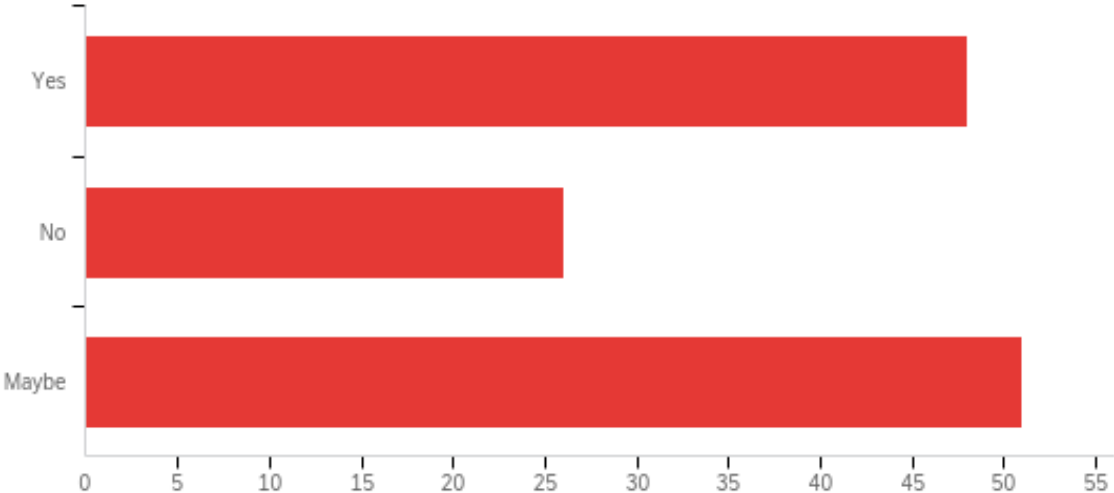
#	Answer	%	Count
1	Yes	60.00%	81
2	No	4.44%	6
3	Maybe	35.56%	48
	Total	100%	135

Q6 - How easy was it to locate and fill the Faculty Evaluation Forms?



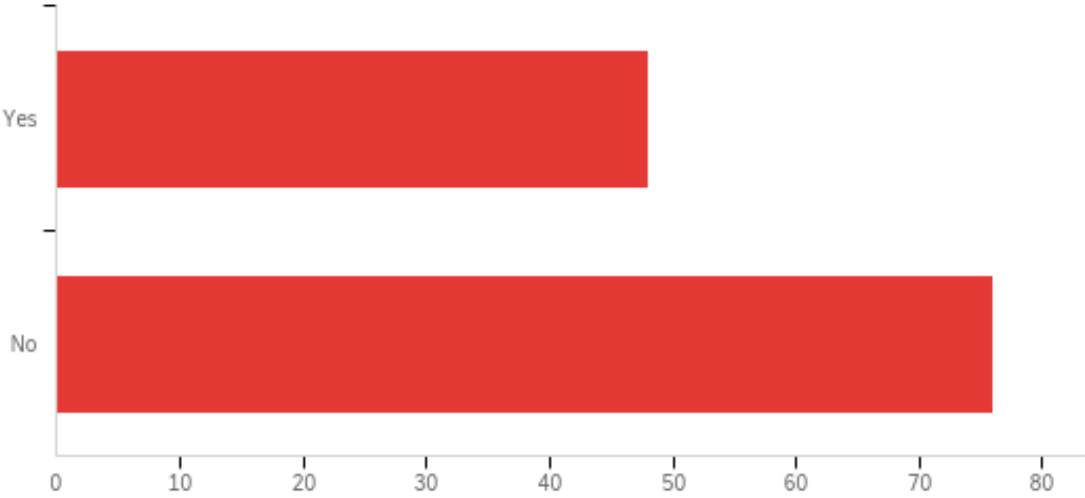
#	Answer	%	Count
1	Very easy	51.85%	70
2	Somewhat easy	22.22%	30
3	Neutral	21.48%	29
4	Not so easy	3.70%	5
5	Very difficult	0.74%	1
	Total	100%	135

Q7 - Do you think your feedback on the Faculty Evaluation Form impacts how the course will be taught in the future?



#	Answer	%	Count
1	Yes	38.40%	48
2	No	20.80%	26
3	Maybe	40.80%	51
	Total	100%	125

Q8 - Have your instructors explained and informed you about the Faculty Evaluation Forms?



#	Answer	%	Count
1	Yes	38.71%	48
2	No	61.29%	76
	Total	100%	124

Q9 - Listed below are the questions which appeared on the Fall 2022 Student Evaluation of Faculty Form for On-Line (Hybrid, Asynchronous and Synchronous) classes. Rate each question as useful or not useful.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The instructor presents on-line materials in an organized manner.	1.00	2.00	1.07	0.25	0.06	91
2	The instructor responds to questions in a reasonable period of time as defined in the course syllabus and elsewhere on the course website.	1.00	2.00	1.07	0.25	0.06	91
3	The instructor provides feedback on assignments and graded materials in a reasonable period of time as defined in the course syllabus and elsewhere on the course website.	1.00	2.00	1.10	0.30	0.09	89
4	The instructor provides well-organized and logical explanations.	1.00	2.00	1.11	0.32	0.10	87
5	The instructor provides clear objectives for the course.	1.00	2.00	1.08	0.27	0.08	85
6	The instructor helped me learn the subject matter.	1.00	2.00	1.16	0.37	0.13	88
7	The instructor was supportive to the challenges students face in the online learning environment.	1.00	2.00	1.17	0.38	0.14	87
8	The instructor's use of technology-based resources enhanced student learning or instructor was innovative in enhancing student learning.	1.00	2.00	1.15	0.36	0.13	85
9	The instructor's efforts toward creating a positive learning atmosphere in the teaching environment were acceptable.	1.00	2.00	1.09	0.29	0.08	87

#	Question	Useful		Not useful		Total
1	The instructor presents on-line materials in an organized manner.	93.41%	85	6.59%	6	91
2	The instructor responds to questions in a reasonable period of time as defined in the course syllabus and elsewhere on the course website.	93.41%	85	6.59%	6	91
3	The instructor provides feedback on assignments and graded materials in a reasonable period of time as defined in the course syllabus and elsewhere on the course website.	89.89%	80	10.11%	9	89
4	The instructor provides well-organized and logical explanations.	88.51%	77	11.49%	10	87
5	The instructor provides clear objectives for the course.	91.76%	78	8.24%	7	85
6	The instructor helped me learn the subject matter.	84.09%	74	15.91%	14	88

7	The instructor was supportive to the challenges students face in the online learning environment.	82.76%	72	17.24%	15	87
8	The instructor's use of technology-based resources enhanced student learning or instructor was innovative in enhancing student learning.	84.71%	72	15.29%	13	85
9	The instructor's efforts toward creating a positive learning atmosphere in the teaching environment were acceptable.	90.80%	79	9.20%	8	87

Green Shaded have higher usefulness evaluations and pink are relatively lower.

Q10 - Listed below are the questions which appeared on the Fall 2022 Student Evaluation of Faculty Form for in-person classes. Rate each question as useful or not useful.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The instructor always begins class on time.	1.00	2.00	1.11	0.31	0.10	83
2	The instructor is available for a full class period.	1.00	2.00	1.07	0.26	0.07	83
3	The instructor uses class time efficiently.	1.00	2.00	1.08	0.28	0.08	83
4	The instructor provides well-organized and logical explanations.	1.00	2.00	1.15	0.36	0.13	80
5	The instructor provides clear objectives for the course.	1.00	2.00	1.11	0.32	0.10	79
6	The instructor has increased my knowledge of the subject matter.	1.00	2.00	1.09	0.28	0.08	81
7	The instructor encourages students to ask questions and participate in class.	1.00	2.00	1.09	0.28	0.08	81
8	The instructor maintains a classroom atmosphere of respect towards differing viewpoints.	1.00	2.00	1.07	0.26	0.07	81
9	The instructor is willing to help students outside the class.	1.00	2.00	1.10	0.30	0.09	79
10	Assignments and exams are closely related to course content.	1.00	2.00	1.16	0.37	0.14	80

#	Question	Useful		Not useful		Total
1	The instructor always begins class on time.	89.16%	74	10.84%	9	83
2	The instructor is available for a full class period.	92.77%	77	7.23%	6	83
3	The instructor uses class time efficiently.	91.57%	76	8.43%	7	83
4	The instructor provides well-organized and logical explanations.	85.00%	68	15.00%	12	80
5	The instructor provides clear objectives for the course.	88.61%	70	11.39%	9	79
6	The instructor has increased my knowledge of the subject matter.	91.36%	74	8.64%	7	81
7	The instructor encourages students to ask questions and participate in class.	91.36%	74	8.64%	7	81
8	The instructor maintains a classroom atmosphere of respect towards differing viewpoints.	92.59%	75	7.41%	6	81
9	The instructor is willing to help students outside the class.	89.87%	71	10.13%	8	79
10	Assignments and exams are closely related to course content.	83.75%	67	16.25%	13	80

Q11 - Are there any specific questions you would like to add to the faculty evaluation forms?

Are there any specific questions you would like to add to the faculty evaluation forms?

Too long

better teaching & more RESPECTFUL professors needed at QCC. So much attitude

The teacher is available to answer student questions outside of class. Or the teacher exhibits patience when the class does not understand the content.

Great staff

I feel that it would be beneficial if all asynchronous professors posted students grades after assignments. So students can know how they are doing in a class or where they need to improve. Also, I think that when students are going through personal challenges and this is relayed to the professor, the professor should try to work with students and not disregard students needs.

*** NAME REDACTED BY OIRA*****, is very excellent, at teaching *** NAME REDACTED BY OIRA*****. A kindergarten child would understand, because she makes it so easy to understand.

powerpoint are sent and seem created by other professors and from old books when trying to follow with the new book not helpful. Exams are not on powerpoint presentations, there is no review for exams before or after exam. There is only help for labs the powerpoint presentations are supposed to help for exams they don't. because he teaches and tests on different things the what is sent.

Whether or not the instructor maintains professionalism in regards to disruptions/external factors. I've had a few that will go into a monologue just because one student is late

I don't think this survey was useful.

Why is ***** NAME REDACTED BY OIRA******, so hard you guys are making a lot of money from this class because you know students continue to fail the class something has to be done jnot fair

Yes , the instructor does not give enough time to ask a question , or to process when teaching new topics and never review the work with us

The instructor is willing to accomodate for any problems the students has (that is out of their control ie family emergency, personal health issues).

Professor is understanding of extenuating circumstances. Professor speaks in a professional tone and manner.

What is age limit to teach?

How would you rate your professor 1-10

No

****** NAME REDACTED BY OIRA******, history professor, **REDACTED**. Shouldn't be able to teach and be **REDACTED** he isn't a helpful professor and makes it hard for student to learn the materials he's ver arrogant and has a cunning attitude.

N/A

No

Someone should oversee the professors PowerPoints, exams, notes.

Please update computer with new windows 11

No

Yes did your instructor have a language accent and was it easy to understand?

No not at this moment

Yes! Do you have any complaints about the professors ? Do you have any good feedback on the professors

None

None