

Operational procedures for implementing eSFQ at PolyU

Problem/Issue details	Procedures	Justifications
A. Accuracy and currency of AR record		
<p>a. Administration of the eSFQ is primarily based on the AR records regarding teaching assignments and student enrolments. Any inaccurate or incomplete information shown in the AR records will lead to problems in administering eSFQ, two of which are described in points (b) and (c) below.</p>	<p>1. Department should make every effort to ensure that the teaching assignments and student enrolment in the subject and class components (tutorials, seminars, laboratories and studios in particular) are accurate and regularly updated on the AR system.</p>	<ul style="list-style-type: none"> • To ensure data accuracy • To minimise errors in assigning an eSFQ of the wrong subject/teacher(s) to students
<p>b. It is difficult to administer eSFQ for subjects that involve multiple teachers each supervising a small sub-group of students in a class (e.g. studio class, FYP) as such individual teaching assignments are often NOT indicated in the AR records.</p>	<p>2. For subjects that involve multiple teachers each teaching/supervising a small sub-group of the students in class, only Part I (About the Subject) of the eSFQ should be administered, i.e. no eSFQ will be administered for the individual teachers concerned on Part II regarding their teaching.</p>	<ul style="list-style-type: none"> • To simplify/enable the eSFQ administration for such teachers/classes • Feedback results from a few students will be highly unreliable for judgmental purposes
<p>c. Students may receive an eSFQ inappropriate to their class group as student enrolments shown in the AR system are not always the most updated (e.g. students switching to another tutorial group without undergoing proper class registration procedures will not be reflected on the system).</p>	<p>3. Students who would like to switch to another seminar/tutorial group must seek approval from their subject teachers, who should then notify the department for the administrative staff to update the student enrolments of the class records accordingly via the AR system.</p> <p>4. Under the eSFQ system, subject teachers will be required to check and confirm student enrolment before deploying the eSFQ to students.</p>	<ul style="list-style-type: none"> • To minimise the risk of sending to students an eSFQ form that is inappropriate to their class group

B. Categories of staff to be included in the eSFQ exercise		
Who should be included in the eSFQ exercise?	<p>5. ALL PT and FT staff teaching on PolyU award-bearing programmes with a valid PolyU Net ID will be included in the exercise, and all their SFQ results should be included in the computation of the departmental SFQ mean.</p> <p>6. TAs employed under the TPS Scheme or research students who are required to teach should be excluded from the eSFQ exercise (c.f. Guidelines for Evaluation of TA under TPS Scheme).</p>	<ul style="list-style-type: none"> • To ensure uniformity in practice across Faculties and departments, as well as fairness in the use and interpretation of eSFQ results for evaluating teaching
C. Frequency for conducting eSFQ		
For which subjects/classes of which staff members should the eSFQ be administered?	<p>7. Standardised requirements across faculties should be stipulated as they are crucial to the fairness regarding job performance appraisal or the making of other personal decisions, if the eSFQ results are to be provided /considered as one of the documented evidence for judgemental purposes. Therefore, eSFQ should be conducted for all staff in all of their subjects/classes that they have a major teaching responsibility for (see also point 8 below).</p>	<ul style="list-style-type: none"> • To ensure uniformity and consistency in evaluation practice
D. Arrangements for team teaching situations		
Questionnaire fatigue – students may have to complete 3 or 4 eSFQs for a single subject under a team-taught situation.	<p>8. No eSFQ should be conducted on the teaching of the staff members if their teaching contribution to the same component of the same subject is less than 6 sessions (or roughly 45%), unless otherwise deemed appropriate by the Head of Unit.</p>	<ul style="list-style-type: none"> • The evaluation results will be rather unreliable if the teaching contribution of the staff member is not very substantial • To avoid questionnaire fatigue/ overloading

E. Arrangements for service teaching		
<p>Ambiguities as to which department should be responsible for administering the eSFQ and which eSFQ form to use arise when a subject offered by one department is taught by a staff member from another department.</p>	<p>9. The eSFQ should be conducted by the subject offering department using its faculty-based eSFQ form regardless of the teaching staff's affiliated department. Head of the staff's affiliated department can request the staff member concerned to submit the eSFQ report of the subject if needed.</p>	<ul style="list-style-type: none"> • To simplify/streamline the administration process • To ensure proper QA of the service teaching by the subject-offering department and programme
F. Choice of mode of eSFQ administration (in-class vs. out-of-class)		
<p>Staff's feedback is divided with regards to whether the eSFQ should be conducted in-class or out-of-class:</p> <p>a. Some staff opined that in-class administration is a waste of valuable class time, and gives insufficient time for students to give serious, thoughtful comments,</p> <p>b. On the other hand, some staff expressed concerns about the response rate if the eSFQ is to be conducted out-of-class.</p>	<p>10. By default, the eSFQ is conducted out-of-class, but teachers may opt for in-class administration with approval from their DLTC. In-class administration is recommended for classes with low student enrolments (e.g. 30 or below) in order to boost the response rate; exemption from approval to conduct in-class eSFQ within the 13-week teaching schedule is given to classes with enrolments of 30 or less.</p>	
G. Survey period		
<p>When is eSFQ conducted?</p>	<p>11. All out-of-class eSFQ should be conducted in the standardised survey periods as prescribed by the University such that publicity/ promotional activities (e.g. email and SMS invitations and reminders) can be done more efficiently and effectively in a concentrated period for maximum impact.</p>	<ul style="list-style-type: none"> • To make publicity work more manageable and effective • To prevent unnecessary email and SMS flooding and creation of confusion among students from such regarding when to do which eSFQ for whom

<p>How long is survey period?</p>	<p>12. For Semesters 1 and 2, all <i>out-of-class</i> eSFQ will be conducted during the standardised 2-week survey periods, as follows:</p> <ol style="list-style-type: none"> For staff members whose teaching is completed by Week 7: Week 6 to Tuesday of Week 8 of the semester, For staff members whose teaching ends after Week 7: Week 12 to the day before the university examination period starts, <p>For Summer Term, there will only be one standard survey period (Week 6 to the day before the university examination period starts).</p> <p>13. For classes approved to conduct the eSFQ in-class, staff members can decide on the start date of the eSFQ exercise (normally on the date of the in-class administration). By default, the end date of the eSFQ exercise is the last day of the nearest standard survey period (Sunday inclusive) i.e., Tuesday of Week 8 or the day before the university examination period starts. However, staff members can alter it to another date they deem appropriate.</p>	<ul style="list-style-type: none"> eSFQ means to collect student feedback based on how they feel about the teaching and learning experience in the subject as a whole, without the influence of their performance in the examination and subject. The most appropriate time to conduct the eSFQ is then a time close the end of the teaching but before the university examination period. Having two weeks' of survey period allows sufficient time to follow up on non-responses and ensure a satisfactory response rate.
<p>a. Staff members would like to reopen/extend the survey periods (both prescribed by the University and set by departments) due to low response rates.</p>	<p>14. Requests to reopen or extend the survey period because of low response rate should not be accommodated, unless the low response rate is caused by system error or service interruption during the survey period, in which case requests to reopen/extend the surveys should be considered on a case-by-case basis.</p>	<ul style="list-style-type: none"> Reopening/Extending the surveys defeats the purpose of having a standardised survey period. It also sends a wrong signal to the departments, staff and students in particular, that the stipulated deadline is NOT a deadline that needs to be followed. This will seriously hinder the administration of the whole

exercise which involves many students and classes.

- The extension will have to be done manually by the University SFQ Administrator(s). If such requests are entertained, many more will be made and eSFQ will become operationally unsustainable.
- The eSFQ system has already provided a facility for subject leaders, subject teachers and departmental SFQ administrators to monitor real-time response rates and send additional customised emails to students to encourage participation for boosting the response rate before the survey period ends.

H. Protocol for in-class eSFQ administration		
<p>a. Who will give the in-class eSFQ instructions to students?</p>	<p>15. All <i>In-class</i> eSFQ should be administered by administrative/support staff assigned by the department. The staff responsible for conducting the eSFQ in class should make an announcement to students on which subject, part(s) of teaching and teacher(s) the students are providing feedback on. A set of standardised annotated PowerPoint presentation containing in-class eSFQ instructions has been developed for departments' use. The teaching staff concerned should leave the room/hall during the eSFQ exercise.</p>	<ul style="list-style-type: none"> • To standardise the eSFQ administration procedures and instructions to students • To avoid unnecessary problems caused by teacher's presence during the eSFQ exercise
<p>b. Some students may not have access to a mobile device during the in-class eSFQ exercise</p>	<p>16. No spare mobile devices will be provided to students without access to a mobile device during the in-class eSFQ exercises. Those students will be asked to complete their eSFQ as soon as they have access to a computer or mobile device. Such instruction will be given in the PowerPoint presentation mentioned in point 15 above.</p>	<p>Providing sufficient spare mobile devices are impractical and cost ineffective:</p> <ul style="list-style-type: none"> • Concurrent sessions of in-class eSFQ exercise happen frequently during the survey period. Providing sufficient spares would require tens, if not hundreds, of them especially for large classes • Transportation of spare mobile devices could possibly be a problem • Mobile devices maintenance e.g. regularly charging the devices and checking if they work properly

<p>c. Email and SMS invitations and reminders for in-class eSFQ</p>	<p>17. For in-class administration, <u>only one</u> email reminder will be sent to the non-respondents the day after the in-class administration, unless the designated survey period overlaps with the standard survey period.</p> <p>It is recommended that the designated survey period (set by staff) be at least <u>3 days</u> to allow sufficient time for non-respondents (absentees in particular) to complete the eSFQ had they not done so during the in-class administration.</p> <p>Staff members are welcome to encourage students to participate in the eSFQ exercise via explanation in class and follow up on the response rate by means of personal emails to students <u>if they so desire</u>.</p>	<ul style="list-style-type: none"> • To prevent unnecessary email and SMS flooding • To avoid creation of confusion to students from receiving multiple emails and SMSes
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I. Strategies to promote student participation

<p>Some staff have concerns about the potentially lower response rate to the eSFQ</p>	<p>18. Continue to adopt and enhance the current strategies for promoting student participation via multiple media and channels, including:</p> <ul style="list-style-type: none"> • System-generated invitation and multiple reminder emails • System-generated SMSes to invite and remind students to complete the eSFQ • Multiple access to the eSFQ system via links embedded in emails, LMS, SMSes and student portal • Banners and posters on campus immediately before and during the standardised survey periods • Videos of teachers telling how SFQ will help them improve their teaching broadcasted on campus TV. • Distributing a pamphlet about eSFQ to new entrants via Student Affairs Office’s welcome pack to introduce students to the value and importance of SFQ, as well as how to complete them. 	
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| | <p>19. The University does not support the use of the following strategies to boost student participation/response rate:</p> <ul style="list-style-type: none">• Making completion of the eSFQs a subject requirement• Upon completion of <u>all</u> eSFQ required of the student:<ul style="list-style-type: none">○ Prizes (e.g. coffee coupons) be given to <i>all</i> of them○ Prizes (e.g. iPad) be given to a selected few by means of a lucky draw○ Early release of results○ Early enrolment in subjects/classes for subsequent semester/year○ Extra marks/credit | |
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