

How should we use student feedback in the MSc in Global Development?

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TLHE project

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“Our aim should be the development of a self-critical, reflective academic community which constantly seeks internal and external comment on the quality of its teaching, and has the knowledge base and the sense of inner security to act wisely and temperately in the light of the judgements it makes of itself.”

(Ramsden, 1991: 247)

“[T]he activity of teaching is essentially one of human interaction, and as such is inextricably tied to the student’s perception of a lecturer’s personality. An evaluation of teaching effectiveness, however, must be based on outcomes. Anything else is rubbish.”

(Emery et al., 2003:46)

1. Introduction

- This report addresses the topic of how best to undertake and use student feedback (SF), which is defined here to encompass the broad domain of student evaluations of teaching. Note that SF is very distinct issue to that of how teachers should evaluate or assess student learning, e.g., via examinations. The latter is not in focus in this report.
- The specific question addressed here is: what type(s) of student feedback should the new MSc programme in Global Development adopt? The latter MSc will start in the fall semester 2014 and is an explicitly inter-disciplinary programme. It incorporates teaching from economics, anthropology, human geography and political science.
- This report is largely motivated by the distinct and ‘new’ form of the Global Development programme. Three aspects of this merit note. First, students will come from diverse pedagogical backgrounds (e.g., anthropology vs. economics), implying their familiarity with concepts taught in the programme will vary considerably across different courses, depending on their previous disciplinary focus. Second, the programme has attracted a large number of international students, as well as Danish students from other universities. This means that expectations surrounding teaching styles, assessment and interaction with staff may be quite different. Third,

the compulsory courses of the programme are all entirely new and involve teaching staff from different departments and faculties (e.g., CSS, Science). So, teaching styles may well vary.

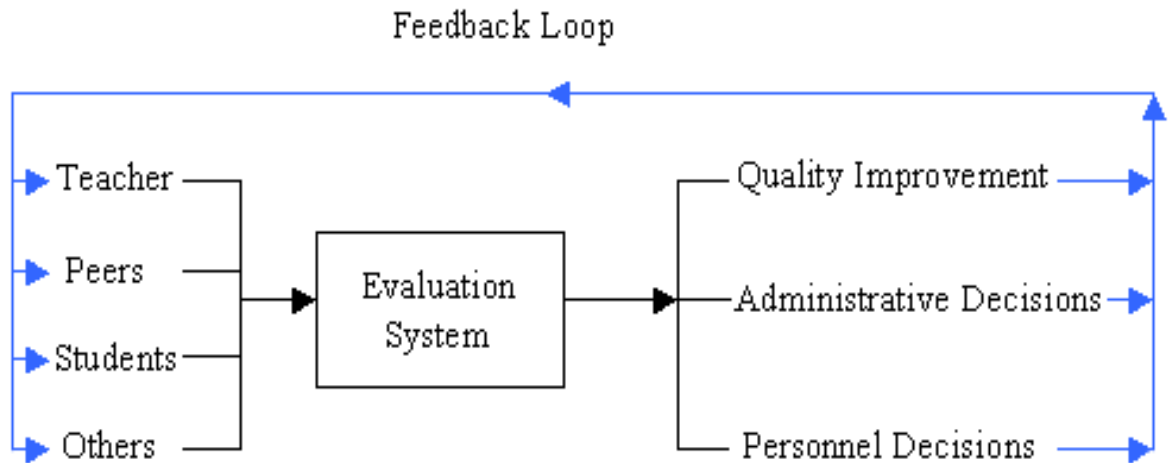
- The key point of departure is that, in order to assess the quality of learning under the programme, feedback from students must play an essential role. As Ramsden puts it: “Students are in an excellent position to provide information about the quality of instruction” (1991: 229). Moreover, past and existing students interact with future students both on a personal level and via social media. Thus, it is helpful to gauge perceptions of the programme (and individual courses) in order to be able to sustain a good number and calibre of student applications.
- The remainder of this report is structured as follows: before considering specific aspects of the Global Development programme, Section 2 draws on the large pedagogical literature to provide an overview of SF, focussing on its underlying aims (uses), forms and challenges. Section 3 uses these insights to suggest a number of principles of best practice regarding to undertake and use SF. Section 4 reflects on current student feedback systems within KU in light of these best practice principles, concentrating largely on SF the economics department. Section 5 makes recommendations regarding the form of SF to be adopted under the Global Development programme. Section 6 concludes.

2. Student feedback

Aims

- It bears stating explicitly that any dynamic system requires feedback in order to improve and/or sustain its performance. As indicated by Figure 1, evaluation systems provide a means for various actors in the system to reflect on performance (their own and of others) and consider the extent to which different inputs contribute to desired outputs.
- Student feedback is just one form of evaluation in higher education. It is important precisely because students are the ultimate ‘consumers’ and they are in a unique position to evaluate most aspects of their learning.
- The metaphor of consumers and products is helpful because it raises a key question: what is the ‘product’ (output) that should be the central focus of student evaluations? A general consensus of the literature is that teaching in higher education should seek to create and sustain an environment that promotes effective or quality learning (for discussion and references see Biggs and Tang, 2011; Ramsden, 1991).
- Thus, the principal aims of using student feedback should be to:
 - (i) **further our understanding of how/which inputs contribute to effective learning; and**
 - (ii) **use such information to sustain and improve the learning environment.**

Figure 1: Feedback loops in higher education



Source: Huntley-Moore & Panter (2006).

- The above aims suggest that SF is a means to an end, not an end in itself. For instance, while we may wish to learn *which* teaching practices best engage students' interests, this insight is only really useful (vis-à-vis the underlying goals of higher education) insofar as we can connect these same practices to (effective) learning outcomes. Put differently, what is popular with students may not always be what is best for their ultimate learning.
- The above is not to say that the *only* valid intention of eliciting student feedback is to make a *direct* link to (quality) learning. This is challenging merely on practical grounds. Learning is widely considered to be multidimensional and is imperfectly assessed via final grades – e.g., a student can learn nothing in a course but still get a top grade. Indeed, if final grades were sufficient and reliable indicators of learning (conceived, say, in value added terms) then one might question the necessity of eliciting student feedback in the first place. Also, it bears noting that the complex nature of learning provides one cause for resistance to student feedback questionnaires among teaching staff (Ramsden, 1991; Richardson, 2005).
- Since various intermediate outcomes are plausibly associated with learning outcomes, these are often used as outcomes of interest. They not only include final grades, but also professional competencies and standards of teachers (e.g., turning up on time, availability to answer student questions, organization and communication skills), as well as students' own-perceptions of their efforts and learning outcomes. Thus, these are often the explicit topics on which student feedback is sought.

- However, the key point is that in the context of SF, these intermediate outcomes should be mainly of interest not *per se* but as proxies for learning. Thus, their validity and reliability as proxies merits careful attention. This is subject to debate and is a point to which I return below.

Types of evaluation

- In line with the broad aim of promoting learning, student feedback can operate on various levels.
- One distinction is the **level of aggregation**. Feedback can consider: (i) individual teachers; (ii) specific courses, with or without multiple instructors; (iii) an entire programme (e.g., collection of courses); and (iv) the institutional setting (e.g., formal policies toward students, built environment etc.). Assuming each level contributes in a distinct way to student learning, it follows that it can be useful to elicit feedback at or about each component level.
- A second distinction is between **formative and summative forms of evaluation**. The main differences are summarised in Table 1, which points to distinct purposes for which different forms of evaluation can serve. As one scholar puts it: ‘When the cook tastes the soup, it is formative evaluation; when the dinner guest tastes the soup, it is summative evaluation.’ (Harvey, 1998: 7).

Table 1: Formative vs summative evaluation

	<i>Formative evaluation</i>	<i>Summative evaluation</i>
Primary purpose	Provides feedback and suggests improvements	Determines effectiveness, leads to judgments which are a basis for administrative decisions
Timing	During programme	Retrospective
Evaluators	Internal to programme	External to programme
Focus	Processes	Outcomes
Confidentiality	Results restricted to initiator of the evaluation	Need to know basis
Processes	Typically informal	Formal

Source: adapted from Huntley-Moore & Panter (2006), Table 1.1

- Formative evaluation is generally used as a diagnostic tool, which can be thought of as an open or organised conversation between students and teachers with a view of identifying both strengths and problem areas. Summative evaluation is more judgemental and is made available to teachers *and* external actors (e.g., a study board) in order to track intermediate outcomes both over time and between courses.

- The formative-summative distinction connects to a related distinction between more qualitative and quantitative approaches to eliciting feedback. As discussed below, these tools are complementary and no single instrument can be deemed sufficient in itself.

Challenges

- The proposition that the central objective of using feedback *should be* to promote (improve) learning raises a number of important challenges.
- As already indicated, evaluation is part of a process and should not be considered an end in itself. Teacher commitment to and engagement with evaluation tools is vital for it to be useful – i.e., if staff are to learn from it. In reality, however, this is easily overlooked. As noted above (also Gravestock and Gregor-Greenleaf, 2008), student feedback can be used for numerous ancillary objectives, whose association with quality learning can be tenuous or unclear. For example, a familiar use of student feedback questionnaires is to inform administrative decision-making – namely, to identify high- and/or low-performing teachers, from which personnel decisions or merit awards follow. However, as Ramsden (1991) notes, to the extent that administrative purposes are perceived as the primary reason for eliciting student feedback, both teachers and students may come to perceive such exercises as bureaucratic fiat. At the extreme, such uses of student feedback can actually promote political division between teaching staff and inhibit their willingness to acknowledge failure.
- The fundamental importance of linking evaluations to actual learning implies that collecting and using student feedback is not straightforward. It must be designed and interpreted with care. Perhaps the most common critique of student feedback, especially summative feedback in the form of quantitative scores, is that it is unreliable in the sense of being unrelated to learning. A huge literature addresses this question (e.g., Clayson, 2009; Gravestock and Gregor-Greenleaf, 2008; Richardson, 2005) and various debates remain topical.
- One broad area of agreement is that we can, in principle, measure ‘effective teaching’. Taking the view that ‘effective teaching’ is positively associated with learning, valid dimensions of effective teaching have been identified and appear to hold consistently across different contexts (countries, disciplines etc.). In other words, it is possible to design instruments that measure what we actually want to measure (i.e., are externally valid). Marsh and Roche (1997) suggest a nine factor structure to effective teaching, comprising: Learning/Value, Instructor Enthusiasm, Organization/Clarity, Group Interaction, Individual Rapport, Breadth of Coverage, Examinations/Grading, Assignments/Readings, and Workload/Difficulty. As discussed further below, a number of quantitative instruments have been developed and rigorously tested that capture each of these factors.
- There is somewhat less agreement that student responses to quantitative evaluation instruments are internally consistent and reliable, in the sense of being unaffected by other (unrelated) variables. There is no shortage of studies that suggest student evaluations are inconsistent, context- and/or grade-dependent, and influenced by the charisma of the instructor (for

references see Spooren et al., 2013; Kozub, 2008; Gravestock and Gregor-Greenleaf, 2008). For example, the famous ‘Dr. Fox’ study (see Naftulin et al., 1973) showed that a lecture delivered by a trained actor was highly rated for teaching quality despite being purposefully lacking in substance. More recent studies have suggested that evaluations over the internet are more prone to bias than others (Felton et al., 2004) and receive far lower response rates (Gravestock and Gregor-Greenleaf, 2008).

- At the same time, some scholars suggest that bias due to background characteristics of either the student or instructor tends to be small, as long as a sufficient and representative sample of students responds. However, non-response bias seems a widespread problem, particular when student feedback is undertaken in an anonymous, voluntary manner over the internet. For this reason, some universities (e.g., in the UK) have made responses to student questionnaires mandatory.
- A further concern is the extent of the underlying association between student evaluations (e.g., of effective teaching) and learning. While educational psychologists generally take a favourable view, educational economists have been more sceptical. Weinberg et al. (2009) find a relationship between student evaluations and final grades, but no relation to future grade improvement. Arguably this is consistent with a grade-inflation bias in evaluations. Bleche et al. (2012) examine this issue quantitatively, and find a weak overall relationship between course learning and course evaluations. Nonetheless, the same authors recognise that correlations are generally positive and questions related to perceptions of learning rather than instructor characteristics are most robustly associated with improved learning outcomes. Summarising a meta-analysis of numerous studies, Clayson (2009) concludes that: “Objective measures of learning are unrelated to [student evaluations of teaching]. However, the students’ satisfaction with, or perception of, learning is related to the evaluations they give” (2009: 26).
- Lastly, it should be noted there are various suggestions as to how to mitigate bias in student feedback and generate more meaningful and useful results. These are summarised in the next section.

3. Principles of best practice

- In view of the strengths and weaknesses of student evaluations, some elements of best practice can be discerned from the literature. These are:
 - i. Establish a clear and transparent system of evaluation:** evidence suggests that student feedback is only useful where there is a well-defined system of evaluation in place which clearly defines the aims of evaluation, its scope, how it is to be implemented and how the information will be disseminated and used.
 - ii. Focus attention on improving teaching quality and learning outcomes, not ‘satisfaction’ or perceptions of the instructor:** clearly establishing that the objective of

collecting feedback is to support learning (e.g., via changed course content) is vital for effectiveness and response rates, as well as teacher collaboration.

- iii. **Use a number of different instruments, for different purposes:** no single feedback (evaluation) instrument is sufficient for formative and summative evaluation purposes. Also, course-specific evaluations are quite distinct from more aggregate programme/institutional-level evaluations. Relying only on formal questionnaires limits flexibility and tends to reduce feedback to a (costly) bureaucratic exercise. Thus, both qualitative and quantitative evaluations are recommended, focussing on different levels.
- iv. **Use well-designed questionnaires for formal evaluations and provide support to interpret results:** as Marsh and Roche put it “Poorly worded or inappropriate items will not provide useful information, whereas scores averaged across an ill-defined assortment of items offer no basis for knowing what is being measured” (1997: 1187). The point is that although there exists a very large number of heavily researched and (more) reliable questionnaires for student feedback (for references see Sporeen et al., 2013), many institutions rely on *ad hoc* combinations of questions and instruments. Moreover, results are often not provided in a meaningful manner to support effective interpretation. Finally, many scholars suggest that active *ex post* consultation with teachers and students can enhance the utility of student feedback.
- v. **Provide a means to follow-up negative formal evaluations:** a number of scholars recommend that formal (summative) evaluations should be confidential but not anonymous. The latter inhibits any substantive personal follow-up that can provide deeper insight and/or support. Additionally, anonymous evaluations may be taken less seriously by students reducing response rates and constructive engagement. Research suggests that non-anonymous confidential feedback (defined as feedback that can be traced to the student but only by a third party) is no less reliable than fully anonymous feedback.
- vi. **Triangulate evaluation data:** one means to reduce bias and enhance the information-value of student evaluations is to link these evaluations to additional data. Rather than considering formal course/instructor-specific evaluations from individual students in isolation, much can be gained from tracking students over time. A one-off negative rating of a single course from a given student holds different information compared to a consistent string of poor ratings from the same student. As shown by Bleche et al. (2012), linking data on student background, final grades and evaluations can help determine which specific elements (of specific courses) systematically contribute to outcomes of interest.
- vii. **Ensure adequate response rates:** to put it simply, small and unrepresentative samples imply that evaluations cannot be meaningfully interpreted. Sample sizes of around half of participating students is generally seen as a minimum requirement for useful inference (Gravestock and Gregor-Greenleaf, 2008).

4. Reflections on student evaluations at KU

- This section addresses the question: to what extent do student evaluations at KU conform to these principles of best practice? Since there is no single system of student evaluation at KU, it is not possible to provide a comprehensive analysis. Rather I restrict myself to commenting on student evaluations at the Department of Economics, Faculty of Social Sciences.
- With respect to ‘establishing a clear and transparent system of evaluation’, a clear and formal system is in place. Web-based student evaluation forms for individual courses are sent (by email) to all enrolled students at mid-term in each semester and in the final week of teaching. The questionnaire, which is the same at each evaluation point, contains a mixture of summative feedback, based on a standard set of quantitative questions, and formative feedback via optional additional comments related to each of these standard questions.
- The aims and uses of the evaluation are given as follows: “The purpose of the external evaluations [that is, the end of course questionnaire] is to measure whether the aims of the teaching have been reached – according to the students. The results of the external evaluation are made known to the Study Board and to the Director of Studies. The external evaluations may influence hirings, dismissals, promotions and salary – but also decisions regarding adjustments of the courses, optimal employment, curriculum, teaching and the exams.” (see: <http://www.econ.ku.dk/polit/english/lectureplan/evaluation/>).
- From this statement, an immediate observation is that the primary objective of eliciting student feedback appears to be to support administrative (summative) evaluation of teachers, rather than improving student learning. This is supported by my own discussions with teachers in the department. These indicate that student feedback is frequently perceived as a ‘popularity contest’ or administrative tool, rather than a means for teachers to learn and collectively improve outcomes.
- Analysis of the survey questionnaire also suggests there is not an explicit focus on the quality of learning outcomes. Among the 11 questions on the form, most focus either on instructor competency or on course structure. The closest question regarding learning is more of a ‘general satisfaction’ indicator (“Hvordan vurderer du dit samlede udbytte at dette fag?"). This contrasts to the battery of questions on instruments such as the SEEQ (Student Evaluation of Educational Quality Questionnaire; for background see March 1982; Coffey & Gibbs, 2001; also further below) under the “learning” factor, which includes items such as “I have learned something which I consider valuable”.
- Relatedly, it is not clear whether the questionnaire is based on an established research design or explicit factor structure. Indeed, there is no pre-defined set of factors / competencies / outcomes that are the object of evaluation and results are not grouped together in meaningful item sets. Additionally, the wording of certain questions appears rather ambiguous. For instance, students

are asked: “How well did the course meet your expectations” (“I hvor høj grad lever faget op til dine forventninger”), which is open to interpretation and depends on the prior content of these expectations, which are unknown.

- The current system formally relies on a single questionnaire (administered twice), which combines both formative and summative evaluations into one instrument. This is not recommended, particularly because it limits the instructors own engagement and dialogue with students. Moreover it lacks flexibility to probe different aspects of the course. For this reason, the literature recommends use of less formal, qualitative formative evaluations. One of these is the “one minute paper” (Angelo and Cross, 1993) one version of which requires students to comment on three questions: ‘the best aspect of the course’, ‘the worst aspect of the course’, ‘what could be improved’.
- Notably, the current system does not provide a means for student-based evaluation at more aggregate levels. Arguably, this may not be needed for established programmes such as the BA or MSc in Economics. However, aggregate-level evaluations may be critical for newer or more innovative programmes such as the MSc in Global Development.
- Finally, data is not triangulated (e.g., for tracking) and response rates are poor. In the BA programme, response rates to the surveys are around 30%. However in the Masters programme, where classes are smaller, response rates are generally only between 10%-20%. In many cases this implies that feedback is received from less than 10 students. The reliability of results from such small samples is likely to be highly questionable.

5. Recommendations for Msc in Global Development

- As noted in the Introduction, the MSc in Global Development raises a number of particular challenges. In addition to the ‘newness’ of the programme, both the diversity of enrolled students and the inter-disciplinary nature of the programme makes active and careful use of student feedback all the more important.
- Furthermore, it would be of substantive interest to understand how well students from different academic backgrounds ‘fare’ on different courses. For instance, to inform future enrolment decisions, as well as the balance of course content, it would be highly valuable to identify whether students with combined undergraduate degrees (e.g., a major in sociology and minor in economics) perform better either overall or on specific courses compared to students with an exclusive undergraduate degree.
- In light of these considerations, as well as the principles elaborated in Section 3, three main forms of student evaluation are recommended. These are:

(I) Formative evaluations of individual courses and instructors

- Answers to the question: ‘what can be improved about the course I am teaching course now’ are extremely difficult to codify into a formal questionnaire. Rather than seeking to provide a single approach to this issue, I recommend course instructors are introduced to a range of simple tools that can help elicit feedback in an informal, collaborative way with students during the progression of the semester (e.g., at mid-term). Moreover, they should be encouraged to use these tools and discuss challenges with other instructors from the programme.
- Thus, I recommend that one week before mid-term, all instructors of current (and future) GD courses are invited to attend a short seminar that has the objectives of:
 - i. sharing common teaching experiences (challenges and successes) amongst instructors; and
 - ii. introducing instructors to informal formative evaluation tools, such as the “one minute paper”.
- The basic point is that, as a programme, the Study Board should seek to create a supportive environment that fosters a focuses on learning, reflection about pedagogy, and collaboration amongst peers. Doing this from the outset is far easier than attempting a retrofit.

(II) Summative evaluations of individual courses and instructors

- Summative evaluation, based on a standard quantitative survey instrument, also has an important place. First, it provides measurable and comparable feedback to instructors about their performance and perceptions of learning amongst students. Second, it provides a means for members of the Study Board (and possibly peers) to identify learning-related challenges on a comparative basis. Third, it provides a means to monitor student perceptions over time and their ‘fit’ with (variation in evaluations of) individual courses.
- Thus, I recommend use of a well-researched and proven survey instrument such as the SEEQ (a version of which is provided in Appendix A) to be administered in the final teaching week of each course. The SEEQ has a proven factor structure, emphasises learning and is clearly oriented to constructive feedback.
- As an innovation, I further propose that the programme establishes a means to collate evaluations from individual students over different courses (note that there are 11 compulsory courses as part of the GD programme). In formal terms, this would amount to collecting a panel data set with multiple observations on the same item (e.g., question items from the SEEQ) from the same student over different courses. When matched to background characteristics and final grades (see below), this provides a very rich basis to correct for survey response bias as well as to distinguish genuine ‘problems’ from statistical noise (for elaboration on correcting for background characteristics see Beleche et al., 2012; Weinberg et al., 2009).

- To what extent is it feasible to create a linked database of course evaluations? From both an administrative and legal standpoint there is no specific impediment here. Currently, course evaluations at the Department of Economics are administered via the SurveyXact webtool (not Absalon). Administrators of the system can identify individual responses from personal identity codes that are taken from KU's student information system (which records which courses individuals are enrolled in), and thus it is possible – in principle – to link individual survey responses across different courses. Moreover, personal data can be merged to the same either based on a one-off “pre-survey” or from external data sources.
- In principle, it is also feasible to link course evaluations to final grades, based on the same student identity codes. While the legal situation is currently somewhat unclear, access to student grades is generally possible under well-defined circumstances. Indeed, the main issue is to ensure that individual instructors do not gain access to either individual or aggregate evaluation results *before* grading all examinations. This is to avoid any influence from evaluations on grades. Thus, to create a linked database concrete confidentiality and management protocols would need to be put in place to avoid misuse of the data.

(III) Evaluations of the overall programme

- The above evaluations focus on courses and instructors, not the ‘overall’ experience of the programme (social and intellectual) and its contribution to learning. That is, we also wish to know whether the programme is less than, greater than, or equal to the sum of its parts.
- To answer this, I recommend the following evaluation approach:
 - i. Establish a student feedback focus group (e.g., of approximately 5 students), who meet once a semester to informally discuss the progress of the programme. Members of this group are likely to see themselves as representatives of the students and therefore will keep ears open to concerns or challenges that different students are facing. The meetings should be strictly confidential and held with just one or two senior members of the programme and a third party facilitator (if required). Agreed notes from each meeting can be provided to the Study Board.
 - ii. In addition, a simple pre- and post- programme ‘experience’ questionnaire can elicit more quantitative feedback and assess to what extent expectations have been fulfilled. One example of the latter type of questionnaire is the University of Ottawa’s End-of-program survey, an example of which is provided in Appendix B. Note that the advantage of administering a pre-questionnaire is that this provides an opportunity to (i) explain the feedback system to students; and (ii) collect background information.
 - iii. Maintain contact with alumni after completion of the programme. This would be useful in order to gauge feedback and reflections after entering the labour market where perceptions of the utility of different courses can shift. This can be achieved via a unique email address, networking events and alumni ‘association’.

6. Conclusion

- Four main messages can be taken from this report. First, receiving and using student feedback is a critical but challenging component of evaluation of higher education. The primary objective of such evaluation must be to improve and sustain an effective learning environment. Instructors must see evaluation as an opportunity to learn – collectively and individually.
- Second, no single tool can provide a comprehensive or sufficient set of information for evaluation purposes. Different instruments are suitable for different tasks, among which formative and summative forms of feedback can be distinguished. Additionally, much can be gained from linking student evaluations over time and to their background characteristics.
- Third, current student feedback assessment practices at KU do not fully conform to best practice. There is a confusing mixture of formative and summative approaches (in one instrument) and the focus on student learning could be boosted.
- Fourth, the new MSc in Global Development poses some unique evaluation challenges. It provides an opportunity to establish a new system of evaluation based on a clear distinction of evaluation instruments, matching of data over time, as well as evaluation at both course-specific and aggregate levels. Setting-up this system requires time and effort, but the payoffs in terms of monitoring and responding to student learning needs may be large.

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Appendix A: SEEQ example (University of Manitoba)

Appendix B: End of program survey example (University of Ottawa)

Welcome to the 2011 End-of-Program Survey!
Bienvenue à l'Enquête de fin de programme 2011!

Please select your preferred language to complete the survey.
Veuillez indiquer dans quelle langue vous souhaitez compléter le questionnaire.

About the End-of-Program Survey

The End-of Program Survey provides students who are about to complete their undergraduate studies at the University of Ottawa with an opportunity to share their views vis-à-vis their university experience and their satisfaction with their program of studies and the various services offered by the University.

Your participation in the survey

Filling out the questionnaire takes about 15 minutes. Your participation is completely voluntary, and you can stop at any time or refuse to answer any question. By completing and submitting the questionnaire, you consent to participate in the survey. Your participation in this survey will not cause you any inconvenience.

Please be assured that individual responses will remain confidential. No information associated with your name (or with any other personal identifier such as your student ID) will be disclosed. This information will only be available to staff from Institutional Research and Planning who will analyze the results.

To contact us

Please do not hesitate to contact the Institutional Research and Planning team by phone at 613-562-5954 or by e-mail at rechinst@uottawa.ca for any questions you may have.

Please click on the "Next/Suivante" button to take part in this survey.

Section A: General Satisfaction

1. How satisfied or dissatisfied are you with your overall experience at the University of Ottawa?
 Very satisfied
 Satisfied
 Dissatisfied
 Very dissatisfied
2. Please briefly explain why you are dissatisfied or very dissatisfied with your overall experience at the University of Ottawa. (*question applies if Q1 = "Dissatisfied" or "Very dissatisfied"*)

3. How satisfied or dissatisfied you are with the following?

	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very dissatisfied</i>	<i>Unable to evaluate</i>
a. Your academic experience at the University of Ottawa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Your social experience at the University of Ottawa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The socio-cultural activities organized by the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please indicate how much you agree or disagree with the following statements.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Unable to evaluate</i>
a. I feel as if I am part of this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Most university support staff (e.g. clerks, secretaries) are helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I feel I get the run-around when I am searching for information at this university (i.e. you are being sent from office to office without your problem being solved)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Overall, I get to find the information I need on the university's website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B: Satisfaction with your Program of Studies

This section asks questions about the **{PROGNAME_EN}** program, which corresponds to the main component of your program of studies.

Please remember to think only of this component when answering questions 5 to 9.

5. How satisfied or dissatisfied are you with your experience in the **{PROGNAME_EN}** program?

- Very satisfied*
- Satisfied*
- Dissatisfied*
- Very dissatisfied*

6. Please rate how much you agree or disagree with the following statement about the **{PROGNAME_EN}** program.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Unable to evaluate</i>
a. I believe this program offers high-quality training in my field of studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The courses offered cover a broad range of topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The courses offered allow for a good balance between theory and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The courses offered allow me to gain an international perspective on my field of studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Program objectives are clearly conveyed to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Program requirements are clearly conveyed to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The suggested sequence of courses appears well structured to me (e.g. courses at a lower level, especially prerequisite courses, are a good preparation for higher level courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Course timetables are generally reasonable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Students have access to courses in small groups every year of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

j. Initiatives are undertaken to foster a sense of belonging to the program (i.e. make people feel that they are part of a group sharing common interests, goals, values and experiences)

7. Please indicate the extent to which each of the factors below hindered your access to **your program's compulsory courses**.

	<i>Not an obstacle</i>	<i>A minor obstacle</i>	<i>A major obstacle</i>
a. Limited course offerings (courses not scheduled for several consecutive sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Availability of the course in your preferred language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Limited space in the courses offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Scheduling conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please indicate the extent to which each of the factors below hindered your access to **optional courses in your program** (courses you select from a list related to your program of studies).

	<i>Not an obstacle</i>	<i>A minor obstacle</i>	<i>A major obstacle</i>
a. Limited course offerings (courses not scheduled for several consecutive sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Availability of the course in your preferred language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Limited space in the courses offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Scheduling conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Please indicate the extent to which each of the factors below hindered your access to **electives** (courses left entirely to your choice).

	<i>Not an obstacle</i>	<i>A minor obstacle</i>	<i>A major obstacle</i>
a. Limited course offerings (courses not scheduled for several consecutive sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Availability of the course in your preferred language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Limited space in the courses offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Scheduling conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Professors' Contribution

10. How satisfied or dissatisfied are you with the quality of teaching in the {PROGNAME_EN} program?

- Very satisfied*
- Satisfied*
- Dissatisfied*
- Very dissatisfied*

11. Please rate how much you agree or disagree with the following statements about the professors of the **{PROGNAME_EN} program**.
 You should consider the professors of the {PROGNAME_EN} program **without focusing on one particular year, class or professor** (individual evaluations take place in the context of the Course Evaluation).

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Unable to evaluate</i>
a. I think professors conveyed the subject matter effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Professors' teaching was stimulating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Professors showed a positive attitude toward students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Professors made an effort to check that students understood the material taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Class participation was actively encouraged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Professors provided helpful feedback on my academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Professors were available to address my questions outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Professors took an active interest in my learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Assignments and exams reflected what was covered in the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Marking of assignments and exams was fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Teaching Assistants helped me understand the material taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Opportunities for Enriching Experiences

Enriching experiences consist of learning opportunities that complement or enhance your academic training. These activities, that may be compulsory or optional, offer the possibility to broaden your knowledge or to put it into practice.

12. Please indicate whether you have participated in each of the following enriching experiences.

	<i>Yes</i>	<i>No</i>
In Canada		
a. Participate in the University Co-operative Education Programs	<input type="checkbox"/>	<input type="checkbox"/>
b. Participate in a practical experience other than the Co-operative Education Programs (e.g. practicum, internship, field experience, clinical assignment)	<input type="checkbox"/>	<input type="checkbox"/>
c. Be part of a learning community organized by the University (e.g. groups of students taking two or more classes together, participants of a seminar, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
d. Participate in the Community Service Learning Program or a volunteer work experience recognized by the University	<input type="checkbox"/>	<input type="checkbox"/>

e.	Attend or participate in conferences or debates on topics related to your program of studies	<input type="checkbox"/>	<input type="checkbox"/>
f.	Participate in a university competition or simulation on topics related to your program of studies	<input type="checkbox"/>	<input type="checkbox"/>
g.	Participate in the University French Immersion Studies	<input type="checkbox"/>	<input type="checkbox"/>
h.	Participate in a culminating senior experience (e.g. capstone course, senior project or thesis, comprehensive exam, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
i.	Work on a research project with a faculty member outside of course or program requirements	<input type="checkbox"/>	<input type="checkbox"/>
j.	Participate in a mentoring program organized by the University, or in collaboration with the University	<input type="checkbox"/>	<input type="checkbox"/>
Abroad			
k.	Participate in the University International Exchange Program	<input type="checkbox"/>	<input type="checkbox"/>
l.	Participate in an abroad experience other than the International Exchange Program (e.g. practicum, seminar or conference abroad)	<input type="checkbox"/>	<input type="checkbox"/>

13. Please indicate which of the following reasons most appropriately reflects why you haven't participated in the following activities. (*question applies if Q12= "No" for the corresponding statement*)

	<i>This activity was not offered to students in my program</i>	<i>I didn't meet the requirements to participate</i>	<i>I was not interested</i>	<i>I have never heard of this activity</i>	
In Canada					
a.	Participate in the University Co-operative Education Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Participate in a practical experience other than the Co-operative Education Programs (e.g. practicum, internship, field experience, clinical assignment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Be part of a learning community organized by the University (e.g. groups of students taking two or more classes together, participants of a seminar, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Participate in the Community Service Learning Program or a volunteer work experience recognized by the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Attend or participate in conferences or debates on topics related to your program of studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f.	Participate in a university competition or simulation on topics related to your program of studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Participate in the University French Immersion Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Participate in a culminating senior experience (e.g. capstone course, senior project or thesis, comprehensive exam, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Work on a research project with a faculty member outside of course or program requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Participate in a mentoring program organized by the University, or in collaboration with the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Participate in the University International Exchange Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Participate in an abroad experience other than the International Exchange Program (e.g. practicum, seminar or conference abroad)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section E: Skills Development

14. Please indicate the degree to which your experience at uOttawa (**including in-class and out of class activities**) has contributed to your learning and development in each of the following areas.

		<i>Contributed a lot</i>	<i>Contributed moderately</i>	<i>Contributed a little</i>	<i>Contributed nothing</i>	<i>Not applicable</i>
Knowledge acquisition						
a.	A thorough comprehension of the core concepts and principles taught in your program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Acquire work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Prepare for further studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Acquire a broad knowledge base	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	An understanding of the limits of the knowledge acquired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application and development of knowledge						
f.	Undertake research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Plan and conduct projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Ability to consult academic publications and other primary data sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Use current technologies in your field of studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Use quantitative methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Use qualitative methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Make judgments about the value of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis and problem solving						
m.	Think critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

n.	Define and solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o.	Demonstrate creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p.	Communication Skills					
	Write clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q.	Speak clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r.	Ability to craft convincing arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teamwork, Autonomy and Leadership Skills					
s.	Work effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t.	Work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u.	Make decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v.	Exercise leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Learning Skills					
w.	Acquire effective study and learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x.	Ability to identify training needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Personal Growth					
y.	Achieve personal growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z.	Build self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa.	Develop integrity and a code of ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ab.	Develop social responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ac.	Develop sensitivity and tolerance toward different views, cultures and ways of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section F: Satisfaction with Facilities and Services

15. How satisfied or dissatisfied are you with the following facilities and services at the University of Ottawa? Please select the "Unable to evaluate" response option if you are not familiar with the facility or service.

		Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Unable to evaluate
a.	General condition of buildings and grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Classroom facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Laboratory facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Study spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Spaces to relax and meet friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	University residences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Library facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	University Bookstore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Food Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j.	Sports Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k.	Online registration via Rabaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l.	Web Based Services (e.g. InfoWeb, UoZone, WebMail)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m.	Computer labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n.	Wireless access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o.	Computing Help Centre (6555)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p.	Financial Aid and Awards Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

q.	Info-Service (i.e. tuition fee information, general information, student cards, official documents, admission)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r.	Academic advising received from Academic Advisors and/or Academic Assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s.	Counseling and Coaching Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t.	Career Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u.	Services related to Co-operative Education Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v.	Experiential Learning Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w.	Services related to the Mentoring Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x.	Academic Writing Help Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y.	International Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z.	Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa.	Access Service (services for students with disabilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ab.	Aboriginal Resource Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ac.	Protection Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15_Open. Please briefly describe why you are dissatisfied or very dissatisfied with [INSERT SERVICE NAME]. We realize your time is at a premium, so this is the only service for which we'll be asking you to explain your assessment. Still, you can make more comments at the end of the questionnaire, if you like.
(Each student was assigned randomly to one of the 12 services for which the 2010 satisfaction level fell below 78% among the 29 services listed in questions Q23 to Q25; the above question is asked only if the students concerned indicate they are dissatisfied or very dissatisfied with their assigned service)

Section G: Background Information

16. Please estimate the amount of undergraduate educational debt, if any, you will have to repay when you have completed your current program of studies.

- No debt
- Less than \$5,000
- \$5,000 - \$9,999
- \$10,000 - \$14,999
- \$15,000 - \$19,999
- \$20,000 - \$24,999
- \$25,000 - \$29,999
- \$30,000 or more

17. What is the highest level of education your father completed?

- Did not finish high school
- Graduated from high school
- Some or completed college (including CEGEP)
- Attended university without earning degree
- Completed a bachelor's degree (B.A., B.Sc., etc.)
- Completed a master's degree (M.A., M.Sc., etc.)
- Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

18. What is the highest level of education your mother completed?
- Did not finish high school*
 - Graduated from high school*
 - Some or completed college (including CEGEP)*
 - Attended university without earning degree*
 - Completed a bachelor's degree (B.A., B.Sc., etc.)*
 - Completed a master's degree (M.A., M.Sc., etc.)*
 - Completed a doctoral degree (Ph.D., J.D., M.D., etc.)*
19. Do you self-identify with, or have ancestry as an Aboriginal person (First Nations, Métis, Inuit)?
- Yes*
 - No*
20. Do you have any disabilities?
Check all that apply.
- None*
 - Sensory impairment (vision or hearing)*
 - Mobility impairment*
 - Learning disability*
 - Mental health disorder*
 - Other*

Section I: Comments

21. If you have any additional comments that you would like to share on the quality of your educational experience at the University of Ottawa, please type them below.
-
22. If you wish to participate in a draw for one of three tuition-fee credits of \$2500, \$1500 and \$500 each (or cash equivalent if you're in your final session), please enter a valid email address below.
Winners will be notified via email in November.
-

You have completed this survey, thanks again for your participation!
Please click on "Submit/Soumettre" to submit your answers.