

Review of the Teacher/Course Evaluation System

I. Introduction

In the Fall of 1998, the University Senate Council created a committee to review the Teacher/Course Evaluation System utilized on the Lexington Campus. The committee consisted of the following members:

William F. Maloney, Civil Engineering, Chair
Bill Burke, Associate Director of the Teaching and Learning Center
Larry Grabau, Agronomy (Currently, Director of the Teaching and Learning Center)
Phillip Kraemer, Psychology (Currently, Dean of Undergraduate Studies)
Jane Wells, Business & Economics
Linda Worley, Associate Professor of German (Former Director of the Teaching and Learning Center)

In addition, participation was solicited from the President of the Student Government Association:

Nate Brown – 1998-1999
Jimmy Glenn – 1999 – present

Other student input was obtained by the participation of
Elizabeth Cornette – 1998-1999
Phillip Riggs – 1998-1999
Jim Overfield – joined the committee in Fall, 2000

The committee began its deliberations by framing two questions for consideration:

1. How well does the existing system satisfy the needs of the faculty and the University?
2. If the existing system is not effective, what can replace the existing system?

II. Existing Teacher/Course Evaluation System

The existing system is administered by the Office of Assessment and Institutional Data and uses the University of Kentucky Teacher/Course Evaluation Questionnaire (Attachment #1) as the primary data collection instrument. An overview of the Teacher/Course Evaluation process is provided in Attachment #2. The preliminary schedule for conducting this process in the Fall, 2000 term is presented in Attachment #3. Attachment #4 presents a list of departments and colleges that use this process and those that do not.

Through a series of discussions, the committee identified the following shortcomings with the existing system (this includes the instrument and the process):

- The process is costly, complex, labor-intensive, and fails to make use of existing information technology.
- The information obtained cannot be provided to the instructor in a timely manner to allow the instructor to make changes during the course.
- Some instructors create a questionable environment for students completing the questionnaires by remaining in the classroom while the questionnaires are being completed. This violates established procedures for administering the evaluations and may compromise the validity of the data collected.
- The results are primarily used for summative purposes. There is a perception that administrators focus solely on the responses to questions 20 & 21 to evaluate the teaching effectiveness of individual instructors for merit, promotion, and tenure decisions.
- Students perceive little value in the system because (1) they do not see the results (except for what is placed on the Web and most students are not aware of this) and (2) they see no action taken that is based on the results, e.g., the removal of ineffective teachers, efforts by instructors to improve, or recognition for outstanding teaching.
- There is a perception of a lack of flexibility in the instrument that renders parts of it irrelevant to a particular course. For example, question #4 states “Examinations reflected what was taught in the course.” Some courses do not have examinations and the question is not applicable.
- The standardized questionnaire provides little information that is useful for development purposes, i.e., the instructor making changes in the course to improve the teaching and learning process.

The committee concluded that the existing system must be substantially revised in order to meet the needs of students, faculty, and administrators.

III. Proposed Teacher/Course Evaluation System

Through a series of discussions, the committee identified the following issues that must be addressed in a new teacher/course evaluation system:

1. The primary objective for a teacher/course evaluation system must be the improvement of teaching on campus.
2. The student evaluation of teaching must be part of a broader system to improve the teaching and learning process.
3. The student evaluation of teaching system must complement the use of the teaching portfolio.
4. Teacher/course evaluation systems must address two different sets of needs: formative needs and summative needs. Formative needs are those dealing with the improvement of the teaching and learning processes while summative needs are those involving evaluation of teaching competence for promotion, tenure, and merit raise purposes.
5. The student evaluation of teaching system must be flexible enough to accommodate the variety of pedagogical approaches used for instruction: lecture, seminar, laboratory, design, performance, etc.
6. The system must also be flexible enough to accommodate varying instructor objectives.
7. There should be a standardized set of formative questions administered to all students enrolled in undergraduate courses.

IV. Teacher/Course Evaluation Elements

After a series of discussions about the issues listed in Section III above, it is recommended that the student evaluation process be divided into two separate elements: one focusing on summative evaluation and one on formative evaluation. Currently, the formative issues are addressed by several university-wide questions on the student evaluation form.

Summative Issues

The committee believes that the summative evaluation should include mandatory, uniform university-wide questions as well as questions required by the instructor's department and/or college. The committee conducted a survey of faculty, chairs, and deans on the Lexington Campus and the results are presented in Table 1.

Questions	% Responding YES		
	Faculty	Chairs	Deans
Should the student evaluation of teaching form contain a small set of core questions to be asked in all courses?	88	83	100
Should the following be included in the set of universal questions?			
Overall, this was an excellent course.	60	88	100
Overall, the instructor was an excellent teacher.	67	88	100
The instructor treated all students fairly.	71	88	100
The instructor treated students with respect.	69	88	67
Should the student evaluation of teaching form contain a set of departmental/college questions that would be asked of all instructors/courses in a department/college?	83	89	75
Should the student evaluation of teaching form contain a set of questions that would be specific to the course instructor and selected by that instructor?	82	89	100
If YES, should the results go to the instructor's chair?	45	69	100
Should the student evaluation of teaching form contain a set of open-ended questions selected by the instructor on the back of the form?	86	94	100
If YES, should the results of the open-ended questions go to the instructor's chair?	50	59	100
Should the student evaluation of teaching form contain a set of open-ended questions selected by the department?	74	78	75

Table 1 – Survey Responses

As seen in the table, the overwhelming majority of respondents support the idea of university-wide and department/college questions. In addition, the majority believes the evaluation should contain a list of open-ended questions selected by the instructor's department. This leads to the committee's first recommendations.

RECOMMENDATION #1: A summative evaluation form should be developed that incorporates mandatory university-wide questions, mandatory (if desired) department/college questions, and instructor selected question that may be drawn from a pool of established questions (adapted from The University of Michigan system presented in Attachment 5). The evaluation would be conducted during the last week of classes in the term.

RECOMMENDATION #2: To improve the efficiency of the process, a Web-based system would be developed to allow the individual colleges to prepare the evaluation forms, which would then be printed in the Computer Center.

RECOMMENDATION #3: The completed forms would be processed as they are now. The forms would be scanned at the Computer Center and the Office of Assessment & Institutional Data will generate the required reports..

This process would be continued until such time that the entire student evaluation of teaching process, including analysis and summary, might be completed in an automated fashion, e.g., the Web.

Formative Needs

The current system does not afford the instructor the opportunity or flexibility to obtain feedback from students on the instructor and course in a timely manner such that the information could be used to improve the course. To do this within the current system would be burdensome and costly.

Therefore, the committee recommends the following:

RECOMMENDATION #4: A flexible system that will allow instructors to address a variety of instructional methods and formats should be established. The system employed at The University of Michigan, see attachment #5, is the model for this type of evaluation system. It would be adapted to meet the needs of the University of Kentucky.

RECOMMENDATION #5: A Web-based system should be established for the design and administration of the formative evaluation.

- There would be security-controlled access to the system for the instructor.
- The instructor would access the system and select questions to be answered by the students.
- There would be security-controlled access to the system for the students so that they could only access the system once.
- Students would access the system and answer the questions during a specified time period.
- At the conclusion of the time period, the instructor could access the system and receive a report on the students' responses to the questions.

RECOMMENDATION #6: The instructor should be encouraged to solicit formative feedback during the term.

The collection of formative feedback will be voluntary on the part of the instructor. They may also use other methods of formative assessment.

RECOMMENDATION #7: The information obtained from the formative assessments would be confidential and available only to the instructor.

In the survey results presented in Table 1, 45% of the faculty indicated that these results should go to the instructor's chair while 69% of the chairs and 100% of the deans believed it should. The committee believes that the feedback should be kept confidential and limited to the instructor to allow the instructor to take risks and experiment in his/her course without fear of negative actions on the part of the chair.

RECOMMENDATION #8: Pertinent information obtained from the formative assessment(s) should be included in the instructor's teaching portfolio. The portfolio would thus be structured so as to identify what the instructor is trying to achieve in each of his/her courses in the philosophy/narrative portion of the portfolio. The formative assessment data would be then be used to demonstrate how well the instructor is achieving the course objectives.

In support of this recommendation, the Teaching and Learning Center would undertake a concerted effort to demonstrate to faculty how evaluation can and should be linked with portfolios and to demonstrate to administrators how to use teaching evaluations and portfolios in evaluation for merit raises, promotion, and tenure decisions.

V. Proposal

The University of Kentucky currently uses optical scanning hardware and software from NCS Pearson to conduct the Student Evaluation of Teaching process.

Using the recommendations presented earlier in this report, discussions were held with Jack Brown, the UK representative with NCS Pearson. In response, he submitted the proposal that is presented in Attachment 6. His proposal addresses the following requirements:

- Decentralized survey design capability for maximum flexibility
- Capability for inclusion of instructor selected questions
- Centralized survey preparation, i.e., printing, distribution, processing, analysis
- Flexibility in the form of administration – paper copy or web-based
- Reasonable cost

An evaluation of the NCS Pearson proposal reveals that it meets all of these requirements.

Therefore, it is proposed that the University of Kentucky modify the existing Student Evaluation of Teaching system by separating it into two distinct, independent processes as follows:

Summative Assessment – the assessment of teaching for the purposes of performance, promotion, and tenure review.

- Each faculty member will be required to conduct an evaluation by students of the instructor's teaching in each course taught by the instructor.
- The evaluation will be conducted using a survey questionnaire.
- The questionnaire form will consist of four parts:
 - Processing information such as course and section numbers, instructor, etc.
 - Mandatory university-wide questions – 4-5 questions required for all instructors
 - Optional college/department-wide questions –number of questions is variable between colleges and departments
- The questionnaire form will be prepared, administered, scored, and reported using the same system currently in effect, which is administered by the Office of Assessment and Institutional Data.
- A staff position should be added to the Office of Assessment and Institutional Data to be responsible for the development and administration of the summative assessment each semester.

Formative Assessment – the assessment of teaching for the purposes of the faculty member's development and improvement of his/her teaching

Formative and summative assessment should be divorced. There is a perception that the current integrated system inhibits a faculty member's willingness to experiment with pedagogical approaches, teaching techniques, etc. Fear that administrators will penalize the faculty member's efforts to improve teaching effectiveness by experimenting with new or novel approaches causes many faculty members to rely upon the standard techniques of course instruction. Don't be too different from everyone else, or so the thinking goes, or the students will give you poor ratings. Administrators will then use the poor ratings as the basis for low ratings for teaching in administrative actions such as merit raises and promotion decisions.

With risk, there is reward. As a faculty member experiments in the short-term, he/she may receive poor teaching ratings. If this feedback issued to guide course development, there is the potential for very positive ratings in the long-term. Faculty need to feel secure in their efforts to provide the best teaching possible. Therefore, it is the committee's belief that formative and summative assessment must be two distinct, independent processes.

Whereas the summative assessment process should be under the auspices of the Office of Assessment and Institutional Data, the formative process should be under the auspices of the Teaching and Learning Center. The mission of the Teaching and Learning Center is to assist faculty in becoming excellent teachers. Thus, there is no entity better equipped to work with faculty in the process of developing as excellent teachers.

The process for the formative assessment of teaching should be as follows:

- A faculty member will have prepared a teaching portfolio in accordance with university requirements.
- The faculty member will have prepared a course syllabus, consistent with the course philosophy stated in the teaching portfolio, that establishes various learning outcomes for the course.

- The faculty member will schedule an appointment with a representative of the Teaching and Learning Center to discuss the course and the types of issues that should be assessed.
- Using a library of teaching assessment questions (See the Michigan questions contained in Appendix 5), the Teaching and Learning Center representative and faculty member will select a set of questions to be included in the assessment instrument. The set of questions will be specific to the instructor and course.
- The instructor will select the method of administering the assessment instrument. The NCS Pearson Survey Tracker Plus software provides the capability for hard copy, web-based, email, etc.
- The Teaching and Learning Center representative will have the assessment instrument prepared in the appropriate form.
- The assessment instrument will be administered and the responses entered by appropriate means (scanning, electronically, etc.).
- A report will be prepared and distributed to each instructor. Any further circulation of such formative reports will be under the direct control of the instructor.
- The instructor may use the assessment data to:
 - Identify actions to be taken to improve teaching in that course
 - Provide documentation to support statements in the teaching portfolio

In addition to the purchase of the NCS Pearson Survey Tracker Plus software, additional computer resources would need to be purchased for the Teaching and Learning Center.

VI. Conclusions

The committee believes that implementing the above recommendations will greatly improve the effectiveness and efficiency of the student evaluation of teaching process.

Attachment 1

INSTRUCTOR EVALUATED = DITSCH
University of Kentucky Teacher/Course Evaluation Questionnaire

Directions: Fill in bubbles with No. 2 pencil. Mark only one response.

A. Student Information

<p>Classification</p> <input type="radio"/> Freshman <input type="radio"/> Sophomore <input type="radio"/> Junior <input type="radio"/> Senior <input type="radio"/> Graduate <input type="radio"/> Professional <input type="radio"/> Other	<p>Main reason for taking this course</p> <input type="radio"/> Required by University Studies <input type="radio"/> Required by my major <input type="radio"/> Other (e.g., elective)	<p>Hours per week spent on the course (excluding class time)?</p> <input type="radio"/> 1 hour or less <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4-5 <input type="radio"/> 6-7 <input type="radio"/> 8 or more
		<p>Expected grade in this course</p> <input type="radio"/> Pass or audit <input type="radio"/> I <input type="radio"/> E/Fail <input type="radio"/> D <input type="radio"/> C <input type="radio"/> B <input type="radio"/> A

B. Course Items

1. At the beginning of the course, the instructor outlined in reasonable detail course material and grading procedures. Strongly Agree (4)

2. The textbook(s) contributed to my understanding of the subject. Disagree (2)

3. The assignments (supplemental reading, homework, reports, etc.) helped me to understand the subject. Strongly Disagree (1)

4. Examinations reflected what was taught in the course. Not Applicable (0)

5. Grading in the course was fair and consistent. Strongly Disagree (1)

6. Assignments were distributed fairly throughout the semester. Disagree (2)

7. Graded assignments, tests, etc., were returned promptly. Disagree (2)

8. Graded assignments included helpful comments from the instructor. Disagree (2)

C. Instructor Items

9. The instructor presented course material in an effective manner. Strongly Agree (4)

10. The instructor had a good knowledge of the subject matter. Disagree (2)

11. The instructor was available for consultation outside of class during office hours. Disagree (2)

12. The instructor satisfactorily answered questions raised in class. Disagree (2)

13. The instructor stimulated my interest in the subject. Disagree (2)

14. The instructor encouraged student participation in class. Disagree (2)

D. Learning Outcomes

15. I learned to respect viewpoints different from my own. Disagree (2)

16. The course strengthened my ability to analyze and evaluate information. Disagree (2)

17. The course helped me to develop the ability to solve problems. Disagree (2)

18. I gained an understanding of concepts and principles in this field. Disagree (2)

19. The course stimulated me to read further in the area. Disagree (2)

E. Summary Items

20. Rate the overall value of this course. Poor (1) Fair (2) Good (3) Excellent (4)

21. Rate the overall quality of teaching by the primary instructor in this course. Poor (1) Fair (2) Good (3) Excellent (4)

	Strongly Disagree	Disagree	Agree	Strongly Agree						
F. Complete for University Studies Courses Only					I. Optional Questions					
22. (For University Studies Science Courses) The course helped me to understand the general methods of scientific inquiry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I learned how this discipline relates to other areas of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The writing assignments in this course (e.g., essay questions, exams, papers) helped me understand the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. (For Cross-Cultural Courses) The course increased my understanding of thinking and behavior in other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. (For Cross-Disciplinary Courses) The cross-disciplinary links between this course and the one it is paired with were evident.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Complete for Seminars Only					42. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. The instructor provided helpful feedback on oral presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. The instructor effectively guided the preparation of student reports/oral presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Students in this course were free to express their opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. The class discussions broadened my knowledge of the subject area beyond what I learned from the readings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I developed the ability to conduct research in this area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	47. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Complete for Laboratory and Discussion Sections Only					48. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. The laboratory/discussion clarified lecture material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	49. <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. The amount of work required was a realistic expectation for this laboratory/discussion section.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
34. The laboratory/discussion instructor adequately explained what was expected each session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
35. The laboratory/discussion instructor helped me with my problem areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
36. The use of laboratory equipment was satisfactorily explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>						
					Comments					
					Below, or on a separate sheet of paper, please comment on the strengths and/or weaknesses of this course and suggest ways to improve it.					

Attachment 2**Teacher/Course Evaluation Overview**

The teacher/course evaluation process, in its simplest terms, may be reduced into five basic steps.

- I. Determine which colleges and departments will participate in the teacher/course evaluation process for each semester
- II. Determine which courses need to be evaluated and verify course information
- III. Distribute the pre-slugged teacher/course evaluation forms and collect the data
- IV. Send the completed teacher/course evaluation forms to be scanned
- V. Analyze the data and distribute results to the contacts

These five steps are mandatory and serve as a framework for the more intricate process that is involved in producing teacher/course evaluation results. It should be noted that Assessment and Institutional Data does not send forms or results to the instructors directly. Instead Assessment and Institutional Data sends materials to a single person in the college or department charged with distributing and collecting the evaluation materials. This person is referred to as the TCE contact person.

Outlined below are the five major steps in more detail.

- I. Determine which colleges and departments will participate in the teacher/course evaluation process for each semester.
 - A. Create a checklist that will be used to track all incoming items from the TCE contacts.
 - B. Mail out the request for participation packet to all TCE contacts. (Please see document labeled “Step 1”)
 - C. Update the checklist based on the information received from the TCE contacts concerning participation.
- II. Determine which courses need to be evaluated and verify course information
 - A. Create the TCE course database and initial course lists from the SIS FOCUS File.
 - B. Distribute the initial course lists and requests for specific special TCE reports to the TCE contacts. (Please see document labeled “Step 2”)
 - C. Contacts should distribute lists to appropriate persons within the college. The lists should be updated and changes of incorrect information should be made on screens 130 and 131 in SIS.
 - D. Contacts return the initial course lists and any requests for special TCE reports to Assessment and Institutional Data by stated deadline.
 - F. Update the checklist to verify that all course lists were returned.
 - F. The course database is updated by rerunning the SIS Focus file. The updated initial course lists will be used to update the TCE course database.
 - G. A final course listing is produced and distributed to the TCF contacts. This serves as a record of what each college/department requested for the current semester. For Roy Sigafus in Business & Economics and Cindi Jefferson in Education, send the final course listing as an email attachment as well as the hard copy.
- III. Distribute the pre-slugged teacher/course evaluation forms and collect the data
 - A. A couple of weeks prior to the deadline for having the forms preslugged, have Trucking (7-

3844) pick up the appropriate number of boxes for the term from Reynolds Warehouse #3 in Stores (7-32 14) and deliver them to the Computing Center in room 59 McVey Hall. For the Fall and Spring semesters, we usually order about 28 boxes for each semester (2500 in a box · 28 boxes = 70,000). For the Summer terms, we order about 8 boxes for a total of 20,000. Call the Computing Center (7-2222) to warn them of incoming boxes.

- B. The forms for each requested course/instructor are pre-slugged by the stated deadline.
 - C. The pre-slugged forms are boxed and labeled for each college/department. An information packet concerning how to distribute and collect these forms is included in the boxes. ONLY if there are major changes made to the instruction sheets that we put in these packets, send them to Roy Sigafus as an email attachment. Also included are several copies of the Data Scan Entry Request form. (Please see documents labeled “Step 4”.)
 - D. The TCE contacts are notified that the pre-slugged forms are ready to be picked up.
 - E. The TCE contacts distribute the forms to the appropriate persons within the college. They maintain a checklist of dates when the forms were distributed. They also maintain the schedule as to the dates and person assigned to proctor the evaluation for each requested course.
 - F. The completed surveys are given to the TCE contact.
 - G. After the bulk preslugging has been completed, the extra TCE scan forms will need to be moved from room 59 Computing Center McVey Hall to Reynolds Warehouse #3 in Stores. The Computing Center should keep two boxes on hand for early and late preslug requests. Contact Tracy Carpenter in Stores (7-3214 or 7-9314) to let them know the boxes are on their way. Call Trucking (7-3844) to transport the boxes. Have them delivered to the Dock Receiving Area and Reynolds Warehouse #3 in Stores. Our account number is 205491.
- IV. Send the completed teacher/course evaluation forms to be scanned.
- A. The TCE contact determines that all forms have been returned.
 - B. The completed surveys, along with the Data Scan Entry Request forms (please see document labeled “Step 4”) are turned into room 76 in McVey Hall for scanning by the stated deadline.
 - C. The computing center scans the forms and the data is sent electronically to Assessment and Institutional Data’s IBM account.
 - D. The checklist is updated to verify that we receive all of the data electronically.
 - F. The data is cleaned and “checking” programs are run to verify that we have received data for each course.
 - F. TCE contacts are notified if we have no data on a course or instructor who requested to be evaluated. The TCE contact will investigate the situation. If the forms are found, they will be taken to McVey for scanning. Many times it is discovered that the forms were not distributed to the students, thus no data for that course/instructor can be collected. A record of courses that requested to be evaluated but did not submit the evaluations for analysis will be created.

- V. Analyze the data and distribute results to the contacts.
- A. The data is analyzed using a SAS program, and results are produced. Standard results (university overall, college overall, department overall and instructor level) are produced for every college/department participating in the process. Special reports outlined on the special TCE reports request form are programmed and results are produced. The completed teacher/course evaluation forms for each college/department are boxed and labeled.
 - B. Three copies of each report are produced for the TCE contact. The TCE contacts are notified that the results, along with an information packet (please see document labeled "Step 5"), and the completed forms are ready to be picked up in room 59 McVey Hall.
 - C. The TCE contact distributes the results to the appropriate persons within the college. They will file the completed TCE evaluations for the college's records. They will also type any written comments that appear on the evaluations into a word document and distribute them accordingly.
 - D. The TCE contacts type the handwritten comments of the students onto a word document. They distribute these documents to the appropriate persons within the college. They file the actual completed evaluation forms for their own records.

Attachment 3

Internal Schedule for TCE: S2000 through F2000

TCE	Description	S2000	4-2000	8-2000	F2000
	Send out request for participation	01/14/2000	04/28/2000	05/30/2000	08/31/2000
*	Deadline for notifying AID of participation	01/24/2000	05/09/2000	06/09/2000	09/08/2000
	Have initial Course Lists prepared, ready to mail out	02/07/2000	05/11/2000	06/13/2000	09/15/2000
*	Send out initial Course Lists	02/07/2000	05/12/2000	06/19/2000	09/18/2000
*	Deadline for updating instructor information in SIS	02/21/2000	05/17/2000	06/22/2000	09/29/2000
*	Initial Course list due back	02/21/2000	05/17/2000	06/23/2000	09/29/2000
	Call about late Course Lists	02/24/2000	05/19/2000	06/24/2000	10/06/2000
	Have corrections from initial Course Lists made to database	03/10/2000	05/23/2000	06/27/2000	10/20/2000
	Have finalized Course Lists prepared, ready to mail	03/14/2000	05/25/2000	06/30/2000	10/27/2000
*	Send our finalized Course Lists	03/15/2000	05/25/2000	07/03/2000	10/27/2000
	Have any additional corrections made to database by...	03/20/2000	05/26/2000	07/06/2000	11/03/2000
	Have forms preslugged by...	03/27/2000	05/30/2000	07/12/2000	11/10/2000
*	Preslugged forms ready for pick up	04/03/2000	05/31/2000	07/13/2000	11/15/2000
	Notify TCE Contacts (via email) that forms are ready	04/03/2000	05/31/2000	07/13/2000	11/15/2000
*	Evals returned to coll/depts from instructor	04/28/2000	06/05/2000	08/02/2000	12/08/2000
*	Evals returned to McVey for scanning	05/09/2000	06/09/2000	08/08/2000	12/22/2000
	Clean up scanned data files (This is depends on how quickly forms are scanned)	05/16/2000	06/14/2000	08/15/2000	01/08/2001
	Have results for colleges	05/23/2000	06/16/2000	08/21/2000	01/16/2001
*	Forms ready for pick up from McVey	05/23/2000	06/16/2000	08/21/2000	01/16/2001
*	AID mail results to deans/chairs	05/23/2000	06/16/2000	08/24/2000	01/16/2001

* =Deadline for Assessment and Institutional Data

Document path: J:/sbarker/tce/special forms for TCE/Schedule for TCE.doc

Attachment 4

Lexington Campus Colleges and Departments
in the University Wide Teacher/Course Evaluation Process

Agriculture- all departments
Arts & Sciences
 Aerospace Studies
 Anthropology
 Biological Sciences
 Chemistry
 Classics
 French
 Geography
 German
 Geological Sciences
 History
 Mathematics
 Military Science occasionally
 Philosophy
 Political Science
 Psychology
 Russian and Eastern Studies
 Sociology
 Spanish & Italian

Interdisciplinary Studies (American Culture, Appalachian Studies, Environmental Studies, Latin American Studies, Linguistics, Social Theory, Women's Studies, African American Studies, Freshman Discovery Seminar)
Business & Economics- all departments
Communications & Information Studies- all departments
Education- all departments
Engineering- all departments
Fine Arts- all departments – uses a different form
Human Environmental Sciences- all departments
Social Work
Graduate School
Public Administration
Health Administration
Diplomacy & International Commerce

Lexington Campus Colleges and Departments
Not in the University Wide Teacher/Course Evaluation Process

Architecture
English
Physics & Astronomy
Statistics
All Medical Center Colleges and Departments

Attachment 5**The University of Michigan
Office of Evaluations & Examinations**

E&E teaching questionnaires contain four University-wide questions to which students respond on a five-point scale of agreement-disagreement. Questionnaires may also contain up to 26 additional agree-disagree questions and up to five open-ended questions. You may choose these additional questions from this booklet.

VII. University-Wide Questions

These questions ask for an overall evaluation of a course and instructor. Unless special arrangements are made, these four questions will appear automatically on your questionnaire.

Overall, this was an excellent *course*.

Overall, the *instructor* was an excellent teacher.

I learned a great deal in this *course*.

I had a strong desire to take this *course*.

Please note that the italicized words *course* and *instructor* in these and other questions may be modified on your questionnaire to fit the class type (as specified in the University Course Data Base). When a questionnaire is for a discussion or laboratory section, the words *discussion section* or *laboratory* will replace *work course*, and the words *discussion instructor* or *lab instructor* will replace *instructor*.

VIII. Student Course-Guide Questions

These questions help students obtain information about University courses. If you include these eight questions on your teaching questionnaire, results from these questions and the University-wide questions will be released to the Michigan Student Assembly (MSA) for publication in the on-line and printed course evaluation guide *Advice*.

- 891. The workload for this *course* was (5=LIGHT...1=HEAVY)
- 892. Students felt comfortable asking questions.
- 893. Graded assignments reflected the material covered.
- 894. The grades in this *course* were fairly determined.
- 895. Students' difficulty with the material was recognized.
- 896. My expected grade in this *course* is (5=A...1=E)
- 897. The *course* requirements were clearly defined.
- 898. The *instructor* presented material clearly in lectures/discussions.

Please check the appropriate square below:

- I want to include the *Advice* questions on my questionnaire.
- I do not want to include the *Advice* questions on my questionnaire.

IX. Teaching Improvement Questions

Student responses to these questions can help teachers find strengths and weaknesses in their teaching. Note that you may choose up to 26 questions from those printed below if you do not include the *Advice* questions on your questionnaire. If you include the *Advice* questions, you may choose only 18 items from the questions listed below. Indicate your choices by circling the numbers that appear before the questions.

STUDENT DEVELOPMENT

Knowledge

120. I learned a good deal of factual material in this course.
121. I gained a good understanding of concepts/principles in this field.
122. I learned to apply principles from this course in new situations.
123. I learned to identify main points and central issues in this field.
124. I learned to identify formal characteristics of works of art.
125. I developed the ability to solve real problems in this field.
126. I developed creative ability in this field.
127. I developed the ability to communicate clearly about the subject.
128. I developed the ability to carry out original research in this area.
129. I developed an ability to evaluate new work in this field.
130. I learned to recognize the quality of works of art in this field.
131. I became more aware of multiple perspectives on issues of diversity.
132. I learned to think critically about difficult issues of diversity.

Interests and Values

140. I deepened my interest in the subject matter of this course.
141. I developed enthusiasm about the course material.
142. I was stimulated to do outside reading about the course material.
143. I was stimulated to discuss related topics outside of class.
144. I developed plans to take additional related courses.
145. I developed a set of overall values in this field.

Participation

160. I participated actively in class discussion.
161. I developed leadership skills in this class.
162. I developed new friendships in this class.

Social Awareness

163. I developed greater awareness of societal problems.
164. I became interested in community projects related to the course.
165. I learned to value new viewpoints.
166. I reconsidered many of my former attitudes.
167. I increased my appreciation of other students in this class.

Self-concept

170. I gained a better understanding of myself through this course.
171. I gained an understanding of some of my personal problems.
172. I developed a greater sense of personal responsibility.
173. I increased my awareness of my own interests and talents.
174. I developed more confidence in myself.

Vocational Skills and Attitudes

180. I developed skills needed by professionals in this field.
181. I learned about career opportunities.
182. I developed a clearer sense of professional identity.

INSTRUCTOR EFFECTIVENESS

Instructor Skill

198. I was very satisfied with the educational experience this *instructor* provided.
199. The *instructor* explained material clearly and understandably.
200. The *instructor* handled questions well.
201. The *instructor* gave clear explanations.
202. The *instructor* made good use of examples and illustrations.
203. The *instructor* stressed important points in lectures/discussions.
204. The *instructor* was enthusiastic.
205. The *instructor* put material across in an interesting way.
206. The *instructor* seemed to enjoy teaching.
207. The *instructor* appeared to have a thorough knowledge of the subject.

208. The *instructor* seemed knowledgeable in many areas.
209. The *instructor* was not confused by unexpected questions.
210. The *instructor* was skillful in observing student reactions.
211. The *instructor* was sensitive to student difficulty with coarse work.
212. The *instructor* taught near the class level.
183. The *instructor* used examples that had relevance for me.
184. The *instructor* taught in a manner that served my needs as a student.
185. The *instructor* was sensitive to multicultural issues in the classroom.
186. The *instructor* was effective in handling multicultural issues and content.
187. The *instructor* promoted meaningful discussions of issues of diversity.
188. The *instructor* handled controversy in the classroom productively.
189. The *instructor* challenged stereotypic assumptions in discussions.
190. The *instructor* accommodated students with various learning needs.
191. The *instructor* accommodated the needs of students with disabilities.
192. The *instructor* tried to accommodate individual rates of learning.
193. The *instructor* tried to accommodate individual styles of learning.
194. The *instructor* responded to the different language needs of students.

Instructional Climate

213. The *instructor* was friendly.
214. The *instructor* was permissive and flexible.
215. The *instructor* maintained an atmosphere of good feeling in class.
216. The *instructor* acknowledged all questions insofar as possible.
217. The *instructor* treated students with respect.
218. The *instructor* encouraged constructive criticism.
219. The *instructor* was willing to meet and help students outside class.
220. The *instructor* gave individual attention to students in the class.
243. The *instructor* treated all students fairly.
244. The *instructor* encouraged student participation in an equitable way.
245. The *instructor* valued the diversity of life experiences among students.
246. The *instructor* tried to learn the names of all students.

247. The *instructor* made me feel known as an individual in this class.
248. The classroom's physical environment was conducive to learning.
249. The *instructor* appeared open to viewpoints besides her or his own.
250. The *instructor* was open to contributions from all class members.
251. The *instructor* saw cultural and personal differences as assets.

Interaction

221. Students frequently volunteered their opinions.
222. One real strength of this *course* was the classroom discussion.
223. Students in this *course* were free to disagree and ask questions.
252. The *instructor* made me feel valued in this class.
253. I felt included and valued when working with other students.
254. Group activities in this class contributed to my learning.
255. Collaborative group activities helped me learn the material.
256. Working with other students helped me learn more effectively.

Feedback

224. The *instructor* suggested specific ways students could improve.
225. The *instructor* told students when they had done especially well.
226. The *instructor* kept students informed of their progress.

Organization

227. The *instructor* had everything going according to schedule.
228. The *instructor* followed an outline closely.
229. The *instructor* used class time well.
230. The *instructor* seemed well prepared for each class.
231. The objectives of the *course* were clearly explained.
232. Work requirements and grading system were clear from the beginning.

Difficulty

239. The amount of work required was appropriate for the credit received.
240. The amount of material covered in the *course* was reasonable.
241. The *instructor* set high standards for students.

242. The *instructor* made the course difficult to be stimulating.

WRITING ASSIGNMENTS

318. Writing assignments seemed carefully chosen.
 319. Writing assignments were interesting and stimulating.
 320. Writing assignments made students think.
 321. Directions for writing assignments were clear and specific.
 322. Writing assignments required a reasonable amount of time and effort.
 323. Writing assignments were relevant to what was presented in class.
 324. Writing assignments were fairly graded.
 325. Writing assignments were returned promptly.
 257. Writing assignments encouraged the inclusion of diverse perspectives.

READING ASSIGNMENTS

326. Reading assignments seemed carefully chosen.
 327. Reading assignments were interesting and stimulating.
 328. Reading assignments made students think.
 329. Reading assignments required a reasonable amount of time and effort.
 330. Reading assignments were relevant to what was presented in class.
 258. Reading assignments covered material from diverse perspectives.
 259. The coursepack covered material from diverse perspectives.

LABORATORY ASSIGNMENTS

331. The laboratory was a valuable part of this course.
 332. Laboratory assignments seemed carefully chosen.
 333. Laboratory assignments were interesting and stimulating.
 334. Laboratory assignments made students think.
 335. Directions for laboratory assignments were clear and specific.
 336. Laboratory assignments required a reasonable amount of time and effort.
 337. Laboratory assignments were relevant to what was presented in class.
 338. Laboratory reports were graded fairly.
 339. Laboratory reports were returned promptly.

OTHER ASSIGNMENTS

260. Group assignments helped me to learn the material.

261. The term project was very useful in learning the material.

TEXTBOOK

340. The textbook made a valuable contribution to the *course*.
 341. The textbook was easy to read and understand.
 342. The textbook presented various sides of issues.
 343. A textbook would be a useful addition to this *course*.

AUDIOVISUAL MATERIALS

344. Films were a valuable part of this *course*.
 345. Audio materials were a valuable part of this *course*.
 346. Films used in this *course* were a great help to learning.
 347. Multimedia materials were a valuable part of this *course*.
 348. Audiovisual materials were a valuable part of this *course*.
 349. Videotapes used in this *course* were a great help in learning.
 350. Slides/overheads were a valuable part of this *course*.

INSTRUCTIONAL COMPUTING

351. Electronic presentations were a valuable part of this *course*.
 352. E-mail discussions were a valuable part of this *course*.
 353. Use of the World Wide Web was a valuable part of this *course*.
 354. Computer labs were a valuable part of this *course*.
 355. Computer tutorials were a valuable part of this *course*.

EXAMS

356. Examinations covered the important aspects of the course.
 357. The exams covered the reading assignments well.
 358. The exams covered the lecture material well.
 359. Exams were creative and required original thought.
 360. Exams were reasonable in length and difficulty.
 361. Examination items were clearly worded.
 362. The exams were returned in a reasonable amount of time.
 363. The examinations were graded very carefully and fairly.

364. The test items were adequately explained after a test was given.

GRADING

365. Grades were assigned fairly and impartially.
 366. The grading system was clearly explained.
 367. The *instructor* had a realistic definition of good performance.

STUDENT RESPONSIBILITY

368. I actively participated in class discussion.
 369. I tried to relate what I learned in this course to my own experience.
 370. I attended class regularly.
 371. I utilized all the learning opportunities provided in this course.
 372. I created my own learning experiences in connection with the course.
 373. I helped classmates learn.

X. Open-ended Questions

These questions ask students to write short answers. You may select up to five questions from the group below for inclusion on your questionnaire. Indicate your choices by circling the numbers that appear before the questions.

900. Comment on the quality of instruction in this *course*.
 901. How can the *instructor* improve the teaching of this course?
 902. Which aspects of this *course* did you like best?
 903. Which aspects of this *course* did you like least?
 904. What changes would you make in the lectures?
 905. What changes would you make in the readings?
 906. What changes would you make in the examinations?
 907. How would you change this *course*?
 908. Which aspects of this *course* were most valuable?
 909. Which aspects of this *course* were least valuable?
 910. How might the class climate be made more inclusive of diverse students?
 911. How might the course content be more inclusive of diverse groups?
 912. How might the course materials be more inclusive of diverse groups?
 913. How might the teaching methods used be more sensitive to diverse needs?
 914. How might working in groups be made more inclusive for diverse students?

Attachment 6



Bill Maloney (859-257-3236)
 University of Kentucky (Fax #: 859-257-4404)
 369 Oliver Raymond Building
 Department of Civil Engineering
 Lexington, Kentucky 40506-0281

29 November 2001

Dear Bill,

Here is the revised draft for the purchase of the **NCS Pearson SurveyTracker Plus Email/Web** software package with 10 additional network workstations for your faculty. This software package will provide you with the capabilities to process your paper surveys as well as web surveys, allow for the centralized data tabulation, and network creation of the survey's.

You will need to purchase the **SurveyTracker Plus Email/Web** license to provide the centralized scanning capabilities. The network license will provide you with the capabilities for your faculty to develop the web surveys and access data once it has been centrally collected. If a paper survey is required, the faculty can develop the survey via the network, send it to the centralized location for development of the scannable form, and as they say, the rest is history.

I would suggest scheduling and purchasing the SurveyTracker Plus Email/Web training, either at your facility or at an NCS Pearson facility. I have included information on the training.

NCS Pearson SurveyTracker Plus Email/Web Software

NCS Pearson SurveyTracker Plus Email/Web #5813:.....	\$ 9,995.00
1 st Year Support (Value: \$ 1,788.00):.....	Included
Unlimited Respondents to Surveys:.....	Included
NCS Pearson SurveyTracker Network License (includes 3 workstations):.....	\$ 4,995.00
5th NCS Pearson SurveyTracker Network Workstation (#6810TTI):.....	\$ 500.00
6th NCS Pearson SurveyTracker Network Workstation (#6810TTI):.....	\$ 500.00
7th NCS Pearson SurveyTracker Network Workstation (#6810TTI):.....	\$ 500.00
8th NCS Pearson SurveyTracker Network Workstation (#6810TTI):.....	\$ 500.00
9th NCS Pearson SurveyTracker Network Workstation (#6810TTI):.....	\$ 500.00
10th NCS Pearson SurveyTracker Network Workstation (#6810TTI):.....	\$ 500.00
11th NCS Pearson SurveyTracker Network Workstation (#6810TTI):.....	\$ 500.00
Total:.....	\$18,490.00

Limited Time Offer –

ORDER & SHIP by December 21, 2001

Jack D. Brown, M.A. 505 Churchgrove Rd. Frankenmuth, MI 48734
 Phone \ Fax #: 989 - 652 - 9293 Voicemail #: 800 - 359 - 7755, Ext. 2742 e-mail: jbrown@ncs.com



And

SurveyTracker Plus Software Training Services

NCS Pearson Facility -

A three (3) day training session is available at the NCS Pearson Forms facility in Owatonna, Minnesota at \$1595 plus expenses per participant.

Or

ON-SITE -

A three (3) day training session is available at the Customer Site at \$4,500.00 plus instructor's expenses. Customer is required to provide a classroom training environment, one (1) workstation, one (1) printer, and one (1) NCS Pearson OPSCAN scanner per student. On-site training is available for up to six (6) participants.

For Training Classes – Contact: 800-533-0518

SurveyTracker Plus Software Additional Training Information

The 3-day training session will cover how to use SurveyTracker Plus from the beginning of a survey project to the final analysis and report.

You will learn how to create scannable surveys and improve your organization's survey results by learning the principles essential for a successful survey report.

Learn how to conduct a survey project from start to finish and produce professional reports from your survey results.

The workshop is a great opportunity for you to explore the software capabilities in a hands-on environment. Our training facility offers individual computers for your learning enhancement.

Bill, you may **SEND** (505 Churchgrove Rd.) or **FAX** (989-652-9293) your purchase order to me. I will make sure it processed and delivered properly. I look forward to working with you on the implementation of the **NCS Pearson SurveyTracker Plus Email/Web software.**

Yours In Education,

Jack D. Brown, M.A. 505 Churchgrove Rd. Frankenmuth, MI 48734
Phone \ Fax #: 989 - 652 - 9293 Voicemail #: 800 - 359 - 7755, Ext. 2742 e-mail: jbrown@ncs.com

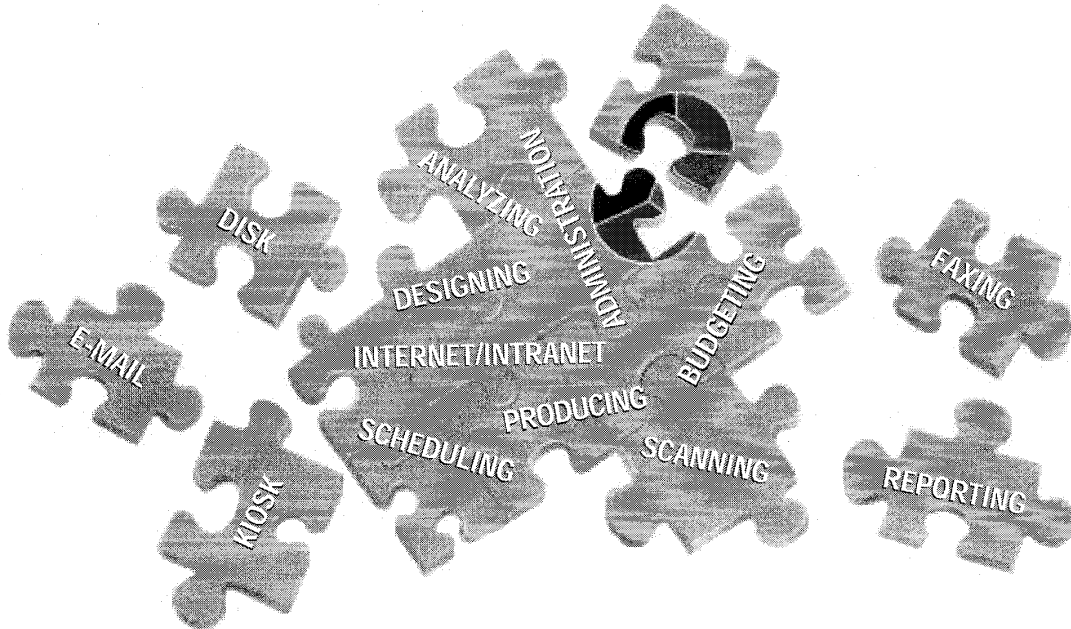


A handwritten signature in cursive script that reads "Jack D. Brown".

Jack D. Brown, M.A.

FINALLY, SOMEONE HAS PUT IT ALL TOGETHER!

NCS Professional Survey System – featuring SurveyTracker Software – puts EVERYTHING at your fingertips to make surveys as easy as pie!



Information is the ultimate organization tool – the tool that makes the difference between strong decisions and weak ones, between leading the field and playing catch-up. In this information age, there is plenty of data available, but the real issue is getting data you can use. The NCS® professional survey system integrates the entire survey process.



Finally, Someone Has Put it All Together – the NCS Professional Survey System featuring SurveyTracker Software



In business, education, healthcare and government, surveys are unmatched as a source of targeted, up-to-the-minute information. As surveying becomes more sophisticated and less expensive, it lets you respond faster to changing conditions and emerging opportunities. SurveyTracker™ software is the ideal tool for survey management in today's cost-conscious, competitive world.

Planning, distributing and collecting the responses with SurveyTracker software couldn't get any easier. Only SurveyTracker software offers you so many different ways to distribute your surveys and collect the response data. Depending on the version of SurveyTracker software you select, you can conduct surveys on paper for scanning or manual key entry, via e-mail, on the web, on a disk...or any combination of methods.

Then, after you've collected the responses, you can create comprehensive but easy-to-understand reports with a wide range of customizable tables and graphs.

Only SurveyTracker Software Does It All

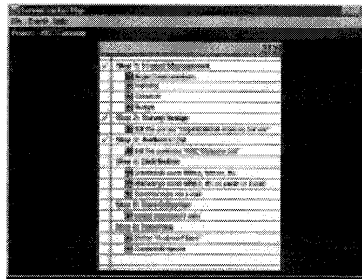
Depending on how you want to distribute the surveys and collect the response data, SurveyTracker software offers a version to meet your needs. Instead of using multiple software programs for a project, you can select the one version you need, and have the convenience of everything in one package!

SurveyTracker Classic Software

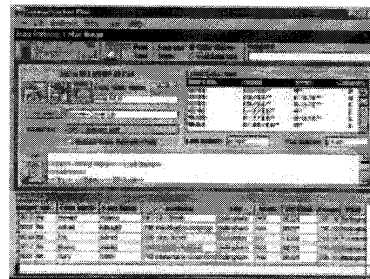


Successful organizations today rely on the feedback they receive from their customers, employees, constituents, students and others to help them make more informed decisions and maximize the effectiveness of their organization. The Classic version of SurveyTracker software gives you everything you need to conduct surveys economically, but without the expense of options you may not need. A Network version is also available, making it possible for many people to have access to the software and underlying databases using different workstations.

Who it's for - This version is ideal for organizations collecting relatively small amounts of data manually with paper surveys and those looking for the most economical way to manage the survey process.



SurveyTracker Plus software project checklist screen.



SurveyTracker Plus software mail merge screen.

Survey-by-Disk Software

Survey-by-Disk™ technology lets you place your survey on a standard 3.5 disk and freely distribute it throughout an organization. Included in every version, Survey-by-Disk software is particularly useful for collecting data from individuals who are not on the Internet and who do not have access to e-mail. Once the survey is completed, the diskette is returned to the originator of the survey, and merged with data from all of the other respondents.

SurveyTracker Plus Software



SurveyTracker Plus™ software introduces the advantages of scanning technology. This version incorporates software that supports the NCS line of OpScan® optical mark recognition scanners and data sheets. SurveyTracker Plus incorporates special versions of NCS DesignExpert™ software, for custom design of scannable documents, and NCS' ScanTools® software for converting marks read by an OpScan scanner into data to be tabulated by SurveyTracker Plus.

Who it's for - This version is ideal for organizations that want to distribute paper surveys and desire the luxury of rapid and reliable automated data entry via NCS scanning tools.

SurveyTracker Software	Paper	Scannable form	E-Mail (text and form)	Web	Intranet/ Extranet	Disk	Kiosk	LAN
ST Classic	■					■	■	
ST Network	■					■	■	■
ST E-Mail/Web	■		■	■	■	■	■	■
ST Plus	■	■				■	■	
ST Plus E-Mail/Web	■	■	■	■	■	■	■	■

SurveyTracker E-Mail/Web Software

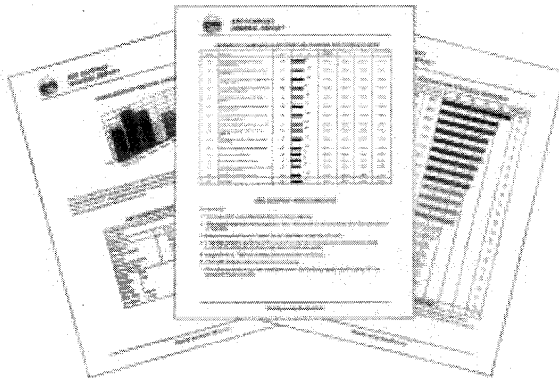
Most organizations find they cannot limit themselves to only one method of distributing surveys and collecting the responses. SurveyTracker E-Mail/Web™ software solves that problem by offering more choices in one package. With the availability of multiple delivery methods, you can survey more people with fewer resources. You have the option of sending surveys as either text-based e-mail or form-based e-mail, on paper, on the web, or on a disk.

Who it's for - This version is ideal for any organization using almost any level of computer technology. Design your survey once and then distribute it via various media.

SurveyTracker Plus E-Mail/Web Software

SurveyTracker Plus E-Mail/Web™ software is the ultimate in integrated tools for conducting surveys. It offers the additional ability to scan documents quickly and accurately with the NCS line of OpScan Optical Mark Recognition scanners.

Who it's for - This version is ideal for organizations wanting the maximum flexibility in survey distribution, plus rapid and reliable automated data entry via NCS scanning tools and electronic survey entry. Send surveys over your organization's Intranet, place a survey on the web for all to see, send out specific e-mail surveys to a select audience list, or simply place the survey on a 3.5" diskette and distribute.



SurveyTracker Plus software provides comprehensive analysis tools and reports.

All versions of SurveyTracker software include these innovative features:

- ▶ **Survey Project Wizard** walks you through the survey project setup.
- ▶ **Custom Planning** details the goals and objectives of the survey.
- ▶ **Schedule** organizes the "who," "what," "where" and "when" of your project.
- ▶ **Project Team Members** helps you maintain a list of the project team members.
- ▶ **Budget** makes it easy to determine your survey's estimated and actual costs.
- ▶ **Survey Design** streamlines creation of the survey instrument or lets you import an existing one. This feature also includes audience mail merge.
- ▶ **Audience List** helps you maintain a list of the potential or actual respondents in your survey project.
- ▶ **Sample Calculator** makes it easy to determine and create a statistical sample from your audience list.
- ▶ **Mail Merge** creates letters, envelopes or labels that can be merged with names from the audience list.
- ▶ **Data Collection** collects respondents' answers from the returned surveys.
- ▶ **Data Analysis** automatically tallies the response data for reporting purposes.
- ▶ **Reports** creates reports with tables and graphs based on the analysis.
- ▶ **Word Processor** lets you create cover letters, follow-up correspondence, and documents.

All of these features add up to one big benefit for you — better information to help you maximize your competitive edge!



SurveyTracker Software Makes Surveys Easy to Manage - From Start to Finish

Scale Your Responses

Create your own response scales or select from SurveyTracker™ software's built-in list of thirteen commonly used scales.

Reports Tailored to Fit Your Needs

As soon as the responses are collected, you can have SurveyTracker software automatically analyze the results and then generate custom-designed reports consisting of easy-to-read charts, tables and graphs, including crosstabs and open-ended comments.

Comprehensive Analysis Tools Within the SurveyTracker Software Family of Products

You don't have to be a statistician to use SurveyTracker software's analysis and reporting tools. Simply provide SurveyTracker software with the response data you want to analyze and then, for each survey item, select any or all of the eighteen statistical methods included in the software package.

No One Knows Surveys Better Than NCS

NCS is a global information services company that serves important segments of the education, testing and assessment markets. We provide the software, systems and services vital for effective collection, management and interpretation of data in today's information-driven economy. NCS has over 3,700 employees in more than 30 locations worldwide.

For more information about any SurveyTracker software product, or a complete software product description call toll-free 1-800-447-3269 or visit our web site: www.ncs.com.



NCS' engineering and production processes for data collection systems and documents are ISO 9001 certified.

NCS
4401 West 76th Street
Minneapolis, MN 55435

Phone: 612-830-7600
Toll-free: 1-800-447-3269
Fax: 612-830-8564

Federal inquiries
Phone: 703-284-5600
Toll-free: 1-800-359-1440
Fax: 703-284-5819

All non-U.S. inquiries
Phone: 651-683-6294
Fax: 651-683-6301

www.ncs.com
info@ncs.com



Copyright © 1999 National Computer Systems, Inc. All rights reserved. NCS and the logo, OpScan and ScanTools are registered trademarks of National Computer Systems, Inc. SurveyTracker, SurveyTracker Plus, SurveyTracker E-Mail/Web, SurveyTracker Plus E-Mail/Web, and Survey-by-Disk are trademarks of KLR/RJR. Microsoft and Windows are registered trademarks of Microsoft Corporation.

NCS is committed to employing a diverse workforce. We are an equal opportunity employer.

Printed in U.S.A. 4/99 202-559-001