# **PolyU SFQ Handbook for Academic Staff**

Last updated: 12 January 2017

# PolyU SFQ Handbook for Academic Staff

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## 1. Purpose of SFQ

The Student Feedback Questionnaire (SFQ) is one of the formal channels at PolyU to collect student feedback on teaching and learning for both developmental and judgemental purposes. The SFQ results can be used by the teaching staff and programme/subject team to identify the strengths and weaknesses of a subject offered as well as the teaching of the staff member concerned for their reflections and improvements. They will also be used as <u>one</u> of the sources of evidence in judging a staff member's teaching performance in the annual staff appraisal and in important personnel decisions regarding (re)appointments, tenure and promotion [see <u>Operation Manual of The 2011 Framework for Appointment, Promotion and Retention of Academic Staff (HRO, 2012)].</u>

## 2. Structure and items of SFQ

The SFQ form consists of two sections, namely, Section I About the Subject and Section II About the Staff Member. The structure and items are outlined as follows:

#### Section I About the Subject

- 5-6 standard items on students' learning experience of the subject
- A set of customised items on the achievement of learning objectives/intended learning outcomes (*General University Requirements (GUR) subjects only*)
- 2 standard open-ended questions
- A maximum of 5 additional questions set by the Subject Leader (optional)

#### Section II About the Staff Member

- 2 standard items on the overall view about the teaching of the staff member
- A set of Faculty-based items endorsed by the respective Faculty Board
- 1 standard item on the use of the medium of instruction
- 2 standard open-ended questions
- A maximum of 5 additional questions set by the individual subject teacher (optional)

For the standard items used across Faculties/School, see Appendix A.

For the customised items for individual Faculties/Schools and categories of GUR subjects, see Appendix B.

For ideas on additional questions about the subject or teaching of the staff member, see <a href="http://edc.polyu.edu.hk/sfq-sample-questions">http://edc.polyu.edu.hk/sfq-sample-questions</a>.

# **3.** PolyU policy and operational guidelines on the implementation of eSFQ

From 2014/15 onwards, all SFQs will be conducted online via the electronic SFQ (eSFQ) system in replacement of the in-class, paper-based SFQ.

The following sections set out the policy and operational guidelines on conducting the eSFQ, endorsed by the Academic Council (AC) and Learning and Teaching Committee (LTC) in July 2014.

# 3.1 Importance for departments to ensure accuracy and updatedness of teaching assignment and student enrolment records on AS system

As the administration of the eSFQ is primarily based on the AS records regarding teaching assignments and student enrolments, any inaccurate or incomplete information shown in the AS records will lead to problems in administering the eSFQ. Departments should, therefore, make every effort to ensure that the teaching assignments and student enrolments in the subject and class components (tutorials, seminars, laboratories and studios in particular) are **accurate**, **complete** and **regularly updated** on the AS system. In particular:

- In order to deploy the eSFQ, the teaching staff members concerned must have a valid PolyU NetID (pseudo NetID will not work) and this information must be included in the class records on the AS system. No eSFQ can be conducted for the staff members if they do not have a valid NetID. Departments should ask their teaching staff members (*especially part-time visiting lecturers*) to apply for a PolyU NetID if they do not have one. For more information on the eligibility and registration for a NetID, visit ITS' NetID Management Service webpage: <a href="http://www.polyu.edu.hk/its/staff/service-areas">http://www.polyu.edu.hk/its/staff/service-areas</a>.
- Departmental SFQ administrators should contact their department's corresponding AS staff should there be any problem updating the teaching assignments on the AS system. Allow <u>at least one day</u> for the teaching assignments/class records to be updated on the eSFQ system.
- To avoid sending the wrong eSFQ forms to students due to class group changes, students who would like to switch to another seminar/tutorial group **must seek approval** from their subject teachers, who should then notify the department for the administrative staff to update the student enrolments of the class records accordingly via the AS system.

# 3.2 Who should be included in the SFQ exercise?

All full-time and part-time staff having a major teaching responsibility (see <u>Section 3.3</u> for definition) for any subjects/classes of any PolyU award-bearing programmes at the sub-degree, undergraduate and postgraduate levels should be included in the SFQ exercise.

Teaching Assistants (TAs) employed under the Teaching Postgraduate Studentship (TPS) Scheme or research students who are required to teach should be **excluded** from the exercise [see <u>Guidelines for Evaluation of</u> <u>TA under TPS Scheme (VPAD, 2012)</u>]. If departments would like to collect student feedback for TAs or research students who are required to teach, they should use other means such as the survey function on Blackboard (Bb) to do so.

# 3.3 For which subjects/classes of which staff members should the eSFQ be administered?

The eSFQ should be conducted for all staff members for all of their subjects/classes in which they have **a major teaching responsibility**. A major teaching responsibility is considered as teaching contribution to the same component of the same subject of no less than 6 sessions (roughly 45%).

In team-taught situations where staff members do not have a major teaching responsibility in a subject/class they teach, or in subjects that involve multiple teachers each teaching/supervising a small sub-group of the students in class (e.g. studio class, FYP), **only Section I About the Subject of the eSFQ** should be

administered and no eSFQ should be conducted on the teaching of the individual staff members concerned (i.e., Section II About the Staff Member), unless otherwise deemed appropriate by the Head of Department.

In service teaching situations, the eSFQ should be conducted by the **subject offering department** using its faculty-based eSFQ form regardless of the teaching staff's affiliated department. The Head of the staff's affiliated department can request the staff member concerned to submit the eSFQ report of the subject if needed.

Final decisions on conducting the eSFQ should be made by departments in consultation with the staff members concerned.

Note that the eSFQ should not be used to collect interim feedback. Departments should use other means such as the survey function on Blackboard (Bb) if they wish to collect interim feedback from students for subject improvement purposes.

# 3.4 Which SFQ results will be included in the computation of departmental cumulative norms?

All SFQ results will be included in the computation of the departmental cumulative norms. However, it should be noted that SFQ results from classes with very low response rates (e.g., less than 30%) or a small number of responses (e.g.,  $n \le 5$ ) should be interpreted and used with great caution especially in making judgments about the teaching performance of a staff member, as those results might be quite unreliable.

# 3.5 How will the eSFQ be conducted?

By default, the eSFQ is conducted out-of-class, but teachers may opt for in-class administration with approval from their DLTC.

# 3.5.1 Out-of-class eSFQ

Out-of-class eSFQ will be conducted in the standardised survey periods prescribed by the University (see <u>Section 3.6</u> for survey periods).

On the first day of the survey period, the eSFQ system will send an email to students, inviting them to log in to the eSFQ site for students (<u>www.polyu.edu.hk/esfq/student</u>) to complete the eSFQ. They can then complete the eSFQ at their own pace, anywhere, anytime outside class hours until the survey period ends.

Each eSFQ form can be submitted **only once**. Once submitted, the student will not be able to revise his/her responses or do it again. Students can save a partially completed eSFQ form for later completion and submission. However, data from saved drafts without actual submission will not be captured and included in the SFQ results.

During the survey period, students will be reminded of any incomplete eSFQ via system-generated emails and/or SMSes. Subject Leaders and teachers who wish to further promote student participation are welcome to do so by means of personal appeals. The eSFQ system provides a facility for Subject Leaders, subject teachers and departmental SFQ administrators to check real-time response rates and send emails to students. Staff members who wish to make use of this facility to boost response rates should do so *during the survey period*.

No email invitation and email and/or SMS reminder will be sent to the students if they do not have to do any eSFQ or have completed them all.

### 3.5.2 In-class eSFQ

In-class administration is recommended for classes with low student enrolments (e.g., 30 or below) in order to boost the response rate. Staff members who wish to conduct the eSFQ in class **must seek approval from their DLTC Chair**. If the subject teacher making the request is also the DLTC Chair, approval should be obtained from the Head of Department instead.

If in-class eSFQ is approved, staff members can decide on the start date of the eSFQ exercise (normally on the date of the in-class administration). By default, the end date of the eSFQ exercise is the last day of the nearest standard survey period. Staff members can alter the end date to another date they deem appropriate. However, the survey period cannot be shorter than 3 days and the designated end date cannot be later than the default end date (see Section 3.6 for survey periods).

For in-class eSFQ administration, **no email invitation** will be sent to the students; **only one email reminder** will be sent to the non-respondents on the second day of the designated survey period, unless the designated survey period overlaps with the standard survey period. Staff members are welcome to encourage students to participate in the eSFQ exercise via explanation in class and follow up on the response rate by means of personal emails to students *if they so desire*. The eSFQ system provides a facility for Subject Leaders, subject teachers and departmental SFQ administrators to check real-time response rates and send emails to students. Staff members who wish to make use of this facility to boost response rates should do so *during the survey period*.

Each eSFQ form can be submitted **only once**. Once submitted, the student will not be able to revise his/her responses or do it again. Students can save a partially completed eSFQ form for later completion and submission. However, data from saved drafts without actual submission will not be captured and included in the SFQ results.

All in-class eSFQ should be administered by administrative/support staff assigned by the department, and the teaching staff concerned should be absent from the room/hall during the eSFQ exercise. The administrative/support staff responsible for conducting the eSFQ in class must clearly tell the students the following information before conducting the in-class eSFQ:

- On which staff member(s), subject and part(s) of teaching the students are providing feedback
- Purpose of the SFQ
- Instructions to doing the eSFQ
- Time allowed for the in-class eSFQ exercise

**No spare mobile devices will be provided** to students without access to a mobile device during the in-class eSFQ exercises. The administrative/support staff responsible for conducting the in-class eSFQ should ask those students to complete their eSFQ as soon as they have access to a computer or mobile device.

A standardised PowerPoint presentation containing in-class eSFQ instructions has been developed for departments' use and reference. Departments are welcome to adapt the PowerPoint Presentation should they decide to use it.

The PowerPoint presentation and the instructions to using it can be obtained from the following places:

- eSFQ system website for Departmental SFQ Administrators (<u>www.polyu.edu.hk/esfqadmin</u>)
- EDC website (<u>http://edc.polyu.edu.hk/procedures-esfq</u>)
- Via the eSFQ icon SEQ located on the desktop of each classroom/lecture hall computer

## 3.6 When will the eSFQ be conducted?

*The out-of-class* eSFQ will be conducted in the standardised survey periods set out as follows:

Semester	Summer Term	
Teaching ends by Week 7	Teaching ends after Week 7	
Monday of Week 6 to Tuesday of Week 8 of the semester	Monday of Week 12 to the day before the University exam period starts	Monday of Week 6 to the day before the University exam period starts

As mentioned in <u>Section 3.5.2</u>, for *in-class* eSFQ, staff members can decide on the start date and end date of the survey period. However, the survey period cannot be shorter than 3 days and the designated end date cannot be later than the default end date i.e., the last day of the nearest standard survey period.

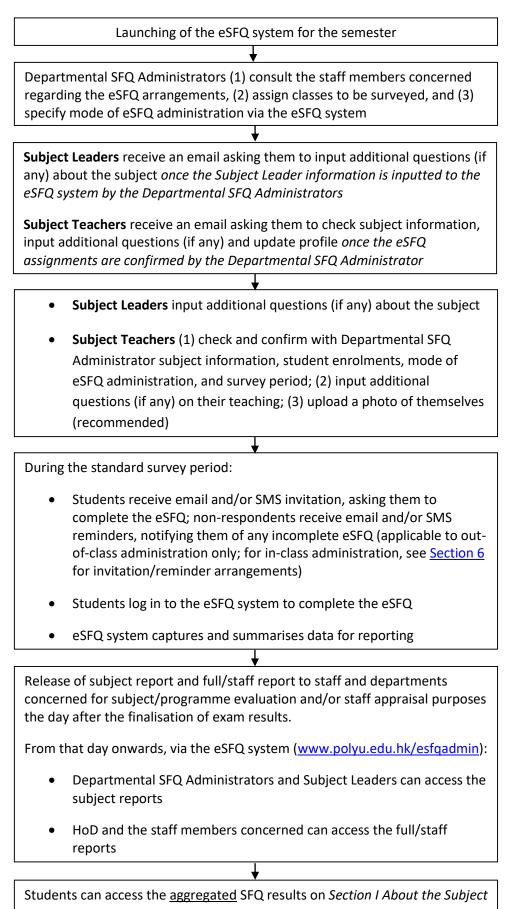
## 3.7 Requests to conduct eSFQ for subjects held outside the 13-week teaching schedule

For subjects that **do not follow the regular 13-week teaching schedule** (e.g., teaching goes beyond Week 13) and conducting the eSFQ within the 13-week time frame does not seem appropriate, the department can send a formal request to the Educational Development Centre (EDC) to seek assistance for making an alternative arrangement for conducting the eSFQ outside the standard survey periods. The request should include:

- (1) a justification for conducting the eSFQ outside the standard survey periods for each particular class
- (2) class information e.g., subject code, section code, component code and NetID(s) of staff member(s)
- (3) proposed survey period (i.e., start date and end date) of the eSFQ exercise
- (4) endorsement/approval from the DLTC for conducting the eSFQ outside the standard survey periods

A request template can be obtained from the EDC website (<u>http://edc.polyu.edu.hk/sfq-collect.htm</u>). The request should be sent to EDC <u>at least 5 working days prior to the proposed start date</u>. Requests without a strong justification or upon very short notice may not be accommodated.

# 4. How the eSFQ system works



of the subjects they studied

# 5. Timeline for administering the eSFQ

Key Date	Semesters 1 & 2
Weeks 3 – 10	Departmental SFQ Administrators
	1. check subject lists
	2. liaise with staff
	3. assign classes to be surveyed
	4. specify the mode of eSFQ administration
	5. enter required information on the eSFQ system
Weeks 3 – 10	Subject Leaders and/or Teachers (1) check and confirm student enrolments,
	subject information and mode of eSFQ administration with Departmental
	SFQ Administrator, (2) input additional questions related to the subject
	and/or teaching, and (3) update profile, <i>if so desired</i>
Week 6 – Tue of Week 8	Mid-semester eSFQ period
Week 12 – Day before	End-of-semester eSFQ period
University exam period	
starts	
Day after finalisation of exam results	Release of subject and full/staff reports to departments and staff concerned

Key Date	Summer Term
Weeks 3 – 5	Departmental SFQ Administrators
	1. check subject lists
	2. liaise with staff
	3. assign classes to be surveyed
	4. specify the mode of eSFQ administration
	5. enter required information on the eSFQ system
Weeks 3 – 5	Subject Leaders and/or Teachers (1) check and confirm student enrolments, subject information and mode of eSFQ administration with Departmental SFQ Administrator, (2) input additional questions related to the subject and/or teaching, and (3) update profile, <i>if so desired</i>
Week 6 – Day before	End-of-term eSFQ period
University exam period	
starts	
Day after finalisation of	Release of subject and full/staff reports to departments and staff concerned
exam results	

## 6. Promoting student responses

The University adopts a number of strategies to promote student participation in the eSFQ exercise.

250	<b></b>				
eSFQ pamphlet	Distributing pamphlet containing essential information on the eSFQ				
	exercise to new entrants via the Welcome Pack given out on the			ck given out on the	
	Welcoming Day				
Email invitations	Inviting stud	dents to com	plete the eSFQ on the	e start day of the	
	standard eS	FQ periods v	via email		
	Noto, For i			a il invitation will be	
			administration, no en	nall invitation will be	
	sent to the	students			
Campus-wide posters and	Putting up p	posters and b	panners on campus du	iring the end-of-	
banners	semester es	SFQ period			
Promotional videos	Broadcastin	g short vide	os each featuring a tea	aching staff member to	
	encourage s	students to t	ake part in the eSFQ e	exercise on campus	
	display TVs				
Dedicated Blackboard module on	Alerting stu	dents with a	ny incomplete eSFQ o	n I @PU and Student	
LEARN@PolyU and banner on the	_		ackboard module and		
Student Portal				burner respectively	
	<b>D</b>				
Email and SMS reminders to non-				iuring the standard eSFQ	
respondents	period via emails and SMSes				
		Week 6 &	Week 7 & Week 13	Week 8 & the week	
		Week 12		before University	
				exam period	
	Email	Friday	Monday,	Second last day &	
	reminder	Thuay	Wednesday, Friday	last day of survey	
	renniuer		vveullesuay, Fliuay		
	SMS		Manday & Friday	period	
			Monday & Friday	Last day of survey	
	reminder			period	
				<u> </u>	
	Note: For <i>in-class</i> eSFQ administration, <b>only one email reminder</b> will				
	be sent to the non-respondents on the second day of the designated				
	survey period, unless the designated survey period overlaps with the				
	standard survey period. Staff members are welcome to encoura			·	
			n the eSFQ exercise vi	-	
	and follow up on the response rate by means of personal emails t			-	
	students if they so desire.				
	· · · · · · · · · · · · · · · · · · ·	2, 25 0.00	-		

Apart from the above strategies, subject teachers are encouraged to urge their students to respond to the eSFQ via in-class explanation or additional email reminders *during the survey period* if they wish to do so. Subject teachers can check the real-time response rates and send additional email reminders via the eSFQ system (www.polyu.edu.hk/esfqadmin).

# 7. Analysis and reporting of the SFQ data

The Educational Development Centre (EDC) will be responsible for analysing and reporting the SFQ data. Two different reports will be produced: (1) a full/staff report on both the results of the teaching of the individual staff member and the subject (if available); (2) a subject report on the results of the subject (i.e. Section I) only.

The reports will be made available on the eSFQ system the day after the finalisation of the overall assessment results (please check the academic calendar for the specific dates). The staff members and Head of Department concerned can access the full/staff reports via the eSFQ system for their perusal, and the department concerned can access the subject reports for further distribution to various officers such as the Programme Leader and Departmental Learning and Teaching Committee Chairman for programme evaluation and improvement purposes. The Head of Department concerned has the discretion to disseminate the reports to relevant parties as needed.

# 8. Confidentiality

Confidentiality is emphasised in the SFQ exercise. All SFQ data and reports on individual staff members are confidential. Access to the full/staff reports is restricted to the individual staff members and the Head of Department concerned, as well as other relevant officers or committees (appraisers etc.) if needed. EDC will not disclose or discuss the SFQ data of an individual staff member to or with anybody other than the staff member and the Head of Department concerned.

Likewise, anonymity of student participation and feedback is promised in the SFQ exercise. Information on students' participation and their individual responses are anonymous and will not be released to the department and staff member(s) concerned.

### 9. Enquiry

Area	Contact
SFQ policies and guidelines	Kenneth Tam, LTC SecretaryEmail:kenneth.tam@polyu.edu.hkExt.:x4103Room:TU422
eSFQ support	Email: <u>esfq.support@polyu.edu.hk</u>

## **10. Help from EDC**

Help is available from EDC for individual Faculty/School members in interpreting the SFQ results, planning teaching improvements on the basis of the feedback and advising on alternative forms of student feedback collection for teaching evidence documentation purposes. Please contact the persons indicated below if you need any help.

Area	Contact
SFQ	Dr Christine Armatas, Associate Director
Programme evaluation	Email: <u>christine.armatas@polyu.edu.hk</u> Ext.: x6298
Teaching & learning development project evaluation	Room: TU608
Collecting formative feedback for improving	Dr Joseph Chow, Educational Development Officer
teaching	Email: joseph.chow@polyu.edu.hk
	Ext.: x6320
	Room: TU612
	Kannass Chan, Educational Development Officer
	Email: <u>kannass.chan@polyu.edu.hk</u>
	Ext.: x6289
	Room: TU606
Peer review & teaching portfolio	Barbara Tam, Educational Development Officer
	Email: <u>barbara.tam@polyu.edu.hk</u>
	Ext.: x5108
	Room: TU610
	John Sager, Educational Development Officer
	Email: john.sager@polyu.edu.hk
	Ext.: x5081
	Room: TU613

# **11. Operational manual for Academic Staff**

# 11.1 Operational manual for Deans and Heads of Departments

The following operational manual is for Deans' and Heads of Departments' use. It can also be accessed at <u>www.polyu.edu.hk/esfqadmin</u>. Subject Leaders, Subject Teachers and Departmental SFQ Administrators should refer to their corresponding manuals as their system interfaces are different from that of the Subject Leaders.

Deans and Heads of Departments will receive a notification email from the University eSFQ Administrator upon the release of the SFQ reports each semester. They can log in to the eSFQ system using the login name and password provided in the notification email to view the subject reports, full/staff reports, faculty norms, departmental norms, summaries of SFQ results and generate summary reports for staffing exercises. Instructions to using the eSFQ system are given in the following sections:

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#### **11.1.1** Viewing SFQ subject reports

Deans and Heads of Departments can view the subject reports of their Faculty/School and department respectively.

- **Step 1** Go to <u>http://www.polyu.edu.hk/esfqadmin</u> and log in using the login name and password provided in the notification email sent to you upon the release of the SFQ reports.
- Step 2To view the subject reports, click SFQ Report in the top menu bar then select View SFQ SubjectReport to display the list of available reports.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學					
Electronic Student Feedba	ack Questionnaire System	A A A Logout			
SFQ Report Analytics 🗲 switch to si	ide bar				
View SFQ Full Report					
View SFQ Subject Report					
Departmental Cumulative Norms					
Faculty Cumulative Norms					

**Step 3** You can search for a report by clicking the Magnifying glass icon

.

To sort the reports in ascending or descending order by academic year and semester, subject code, subject title, subject section code or subject component code, click the corresponding column header.

Click the PDF icon $\square$ next to the record to display the subject report for that class.	
---	--

View SFQ	View SFQ Subjec ×					
Acad. YrSem.	Subject Code	Subject Title	Subject Section Code	Subject Component Code	Filename 🗘	Subject Report
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM001	14FB0016-S-FB1003.pdf	뒪
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM002	14FB0017-S-FB1003.pdf	
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM003	14FB0018-S-FB1003.pdf	
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM004	14FB0019-S-FB1003.pdf	
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM005	14FB0020-S-FB1003.pdf	
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM006	14FB0021-S-FB1003.pdf	
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM007	14FB0023-S-FB1003.pdf	1
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM008	14FB0024-S-FB1003.pdf	
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM009	14FB0025-S-FB1003.pdf	
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM010	14FB0026-S-FB1003.pdf	₽
2013-2	FB1003	FRESHMAN SEMINAR	003501	SEM001	13FB9009-S-FB1003.pdf	코
2013-2	FB1003	FRESHMAN SEMINAR	003501	SEM002	13FB9008-S-FB1003.pdf	

#### 11.1.2 Viewing SFQ full/staff reports

Deans and Heads of Departments can view the full/staff reports of their Faculty/School and department respectively.

- **Step 1** Go to <u>http://www.polyu.edu.hk/esfqadmin</u> and log in using the login name and password provided in the notification email sent to you upon the release of the SFQ reports.
- Step 2To view the subject reports, click SFQ Report in the top menu bar then select View SFQ FullReport to display the list of available reports.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學					
Electronic Student Feed	back Questionnaire System	A A A Logout			
SFQ Report 🗸 Analytics 🗸 🔶 switch t	o side bar				
View SFQ Full Report					
View SFQ Subject Report					
Departmental Cumulative Norms					
Faculty Cumulative Norms					

**Step 3** You can search for a report by clicking the Magnifying glass icon *P* in the top left corner.

To sort the reports in ascending or descending order by academic year and semester, subject code, subject title, subject section code, subject component code or staff member, click the corresponding column header.

Click the PDF icon $\square$ next to the record to display the subject report for that class.	
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View SFQ Full R ×								
Acad. YrSem.	Subject Code	Subject Title	Subject Section Code	Subject Component Code	Teacher	Filename	Full Report	
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM001	Teacher A	14FB0016-afmkl-055044- T-FB1003.pdf		
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM002	Teacher B	14FB0017-afmkl-055044- T-FB1003.pdf		
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM003	Teacher A	14FB0018-afwylee-131668- T-FB1003.pdf		
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM004	Teacher C	14FB0019-afwylee-131668- T-FB1003.pdf		
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM005	Teacher C	14FB0020-msepang-A65390- T-FB1003.pdf		
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM006	Teacher A	14FB0021-msepang-A65390- T-FB1003.pdf		
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM007	Teacher D	14FB0023-lgtowen-242616- T-FB1003.pdf		
						14500004 Jana 055 400		

#### 11.1.3 Viewing departmental averages

Deans and Heads of Departments can view the departmental averages of their own faulty/department.

**Step 1** To view the departmental averages, click **Analytics** in the top menu bar then select **HoD/Dean**, then **Dept. Averages**.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學						
Electronic Student F	eec	Iback Questionnaire System		A A A Logout		
SFQ Report 🕂 Analytics 🚽 🗢 swi	itch	to side bar				
Parity HoD/Dean ►	2 HoD/Dean I Dept. Averages					
	Þ	Summary of SFQ Results	1	5		
	Þ	Report for Staff Appraisal, Further Ap <mark>pt. etc.</mark>				

# **Step 2** Select the appropriate options from the drop-down menus then click Download to generate the report.

Dept. Averages ×	
Department *	<b></b>
Academic Year*	<b>v</b>
Subject Level *	
Class Size*	· · · · · · · · · · · · · · · · · · ·
Subject Nature*	▼
	Download

#### 11.1.4 Viewing departmental and faculty cumulative norms

Deans, Heads of Departments, Subject Leaders, subject teachers and departmental SFQ administrators can view the departmental norms of their own department and the cumulative norms of all Faculties/Schools.

**Step 1** To view the departmental or faculty cumulative norms, click **SFQ Report** in the top menu bar then select **Departmental Cumulative Norms** or **Faculty Cumulative Norms** to display the list of available reports.

A A <u>Logout</u>

Step 2 Click the PDF icon an ext to the record to display the report.

THE HONG KONG POLYTECHNIC UNIVI 香港理工大學	ERSITY	
Electronic Student Feedbac	k Questionnaire System	A A A Logout
Subject Leader 👻 Teacher 👻 SFQ Repo	rt - Analytics - Help - 🗲 switch to side bar	
View Faculty Cu ×		
<u></u>		
Faculty/School	Report	
FAST		
FB		
FCE		
FENG		
FH		
FHSS		
SD		
SHTM		

#### 11.1.5 Viewing summary of SFQ results

Deans and Heads of Departments can view and export a summary of all available SFQ results.

**Step 1** To view the summary, click **Analytics** in the top menu bar then select **HoD/Dean**, then **Summary** of **SFQ Results**.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學						
Electronic Student Fe	dback Questionnaire System	A A A Logout				
SFQ Report 🕂 Analytics 🗸 🗢 swi	to side bar					
2 HoD/Dean >	Dept. Averages					
	Summary of SFQ Results 3					
	Report for Staff Appraisal, Further Appt. etc.					

**Step 2** Use the Arrow buttons at the bottom to go to the first, previous, next or last page. Alternatively, you can enter the page number to go to a particular page.

To search for a particular record, click the Magnifiying glass icon  $\bigcirc$ . Enter the relevant information, then click Search.

To export the records to an Excel file, click the Excel file icon a.

Summal																
Acad. Yr.	Sem	Subject Code	Section	Component	Part of Teaching Being Evaluated		NetID	Enrolment	No. of Returns	Response Rate	141	1A2	1A3	1A4	1A5 (Too He	eav
2014	1	BRE2031	031501	TUT005	Small group	Teacher A	subteacher	33	12	36.36%	3.9	3.8	<u>4.1</u>	4.2	50.0%	
2014	1	BRE2031	031501	TUT007	Small group	Teacher B	subteacher	31	10	32.26%	N/A	N/A	N/A	N/A	N/A	
2014	1	BRE204	204501	TUT003	Small group	Teacher A	subteacher	30	11	36.67%	3.8	4.0	4.0	3.9	20.0%	
2014	1	BRE204	204502	LEC001	Lecture	Teacher B	subteacher	28	14	50.00%	4.2	4.1	4.3	4.2	41.7%	
2014	1	BRE261	261501	TUT002	Small group	Teacher A	subteacher	32	9	28.13%	3.6	3.3	3.7	3.2	88.9%	
2014	1	BRE261	261501	TUT004	Small group	Teacher A	subteacher	29	9	31.03%	N/A	N/A	N/A	N/A	N/A	
014	1	BRE263	263501	TUT001	Small group	Teacher C	subteacher	29	7	24.14%	N/A	N/A	N/A	N/A	N/A	
014	1	BRE263	263501	TUT001	Small group	Teacher D	subteacher	29	6	20.69%	4.5	4.5	4.7	4.2	20.0%	
014	1	BRE263	263501	TUT008	Small group	Teacher E	subteacher	23	9	39.13%	3.8	4.2	4.0	3.4	22.2%	
014	1	BRE271	271501	TUT004	Small group	Teacher A	subteacher	26	12	46.15%	3.9	3.8	3.8	4.0	0.0%	
014	1	BRE2S02	\$02501	LEC001	Lecture	Teacher F	subteacher	25	9	36.00%	4.0	4.3	4.0	3.7	11.1%	
014	1	BRE315	315501	TUTOO1	Small group	Teacher M	subteacher	17	11	64.71%	4.1	3.9	3.8	3.9	18.2%	
014	1	BRE315	315501	TUT003	Small group	Teacher A	subteacher	17	4	23.53%	N/A	N/A	N/A	N/A	N/A	
014	1	BRE329	329501	LEC001	Lecture	Teacher K	subteacher	66	26	39.39%	3.8	3.8	3.9	3.9	4.0%	
014	1	BRE329	329501	TUT001	Small group	Teacher A	subteacher	9	3	33.33%	N/A	N/A	N/A	N/A	N/A	
014	1	BRE329	329502	LEC001	Lecture	Teacher T	subteacher	20	9	45.00%	4.2	4.3	4.2	4.0	0.0%	
014	1	BRE341	341501	TUT003	Small group	Teacher P	subteacher	14	7	50.00%	3.9	3.9	3.9	3.9	0.0%	
014	1	BRE341	341502	LEC001	Lecture	Teacher A	subteacher	13	4	30.77%	4.0	4.0	4.0	3.8	0.0%	
014	1	BRE341	341502	TUT001	Small group	Teacher N	subteacher	13	4	30.77%	N/A	N/A	N/A	N/A	N/A	
014	1	BRE350					subteacher	173	69	39.88%	N/A	N/A	N/A	N/A	N/A	
014	1	BRE350					subteacher	27	9	33.33%	3.7	4.0	3.9	4.0	11.1%	
014	1	BRE350	1.0	- 1	/ 108	► ►	subteacher	29	12	41.38%	N/A	N/A	N/A	N/A	N/A	
014	1	BRE350			, 100		subteacher	90	56	62.22%	3.7	3.6	3.6	3.8	13.5%	
014	1	BRE361					subteacher	134	49	36.57%	4.4	4.4	4.4	4.3	<u>13.3%</u>	
014	1	BRE363	3635		Lecture	Teacher A	subteacher	86	35	40.70%	<u>4.0</u>	<u>4.0</u>	4.1	3.9	12.5%	
014	1	RRERGR		TUT001	Small group			34	14	41 18%	N/A	Ν / Δ	N/A	Ν/Δ	N/A	

#### **11.1.6** Downloading SFQ summary report for staff appraisal, further appointment, etc.

Deans and Heads of Departments can download SFQ summary reports of their teaching staff members' SFQ results with percentile range indications up to the past 7 years for staffing exercises or other relevant purposes.

# **Step 1** To download an SFQ summary report, click **Analytics** in the top menu bar then select **HoD/Dean**, then **Report for Staff Appraisal, Further Appt. etc.**

THE HONG KONG POLYTECHNIC UN 香港理工大學	3 NIV	VERSITY		
Electronic Student F	eed	back Questionnaire System		A A A Logout
SFQ Report <mark>1</mark> Analytics 🗸 🗢 swi	tch	to side bar		
2 HoD/Dean ►	Þ	Dept. Averages		
	Þ	Summary of SFQ Results		
	Þ	Report for Staff Appraisal, Further Appt. etc.	3	

**Step 2** Select from the drop-down menus: (1) the name of the staff, and (2) the number of years to be reviewed (1, 3, 6 or 7). Then (3) click Download to generate and download the report.

THE HONG KONG POLYTECHNIC UNIVERSIT 香港理工大學	ſY	
Electronic Student Feedback	Questionnaire System	A A A Logout
SFQ Report Analytics 🗲 switch to side I	Dar	
Report for Staf ×		
1 Teacher*		
Year(s) to X		•
<u> </u>	3 Download	

#### 11.1.7 Logging out of the eSFQ system

**Step 1** To log out of the eSFQ system, click the Logout link in the top right corner.

A A A Logout

#### 11.1.8 Further assistance and support

For further assistance or support, send an email to <u>esfq.support@polyu.edu.hk</u> with the following information if possible:

- *Screenshot* Capture your screen (by holding down Ctrl or Alt key while hitting the Print Screen button for PC, or Ctrl+Shift+Command (Apple)+4 for Macintosh) and paste the image to the email
- *Browser address* Copy the URL that is displayed in the address line of your browser and paste it to the email.

## 11.2 Operational manual for Subject Leaders

The following operational manual is for Subject Leaders' use. It can also be accessed at <u>www.polyu.edu.hk/esfqadmin</u>. Subject Teachers and Departmental SFQ Administrators should refer to their corresponding manuals as their system interfaces are different from that of the Subject Leaders.

Subject Leaders will receive a notification email from the eSFQ system if any eSFQ has been assigned to their subjects. They can log in to the eSFQ system to add extra questions about the subject, monitor the survey and view the subject reports. Instructions to using the eSFQ system are given in the following sections:

Adding extra questions about the subject	.22
Updating a question	.25
Deleting a question	.27
Importing past questions previously added to the subject	.29
Importing questions from question bank	.31
Previewing the questionnaire	.34
Monitoring the survey	.35
Viewing SFQ subject reports	.37
Viewing departmental and faculty cumulative norms	.38
Viewing subject averages	.39
. Combining subject results	.41
Downloading raw data on subject	.43
Logging out of the eSFQ system	.44
Further assistance and support	.44
	Updating a question Deleting a question Importing past questions previously added to the subject Importing questions from question bank Previewing the questionnaire Monitoring the survey Viewing SFQ subject reports Viewing departmental and faculty cumulative norms Viewing subject averages Combining subject results Downloading raw data on subject Logging out of the eSFQ system

#### 11.2.1 Adding extra questions about the subject

Primary Subject Leaders can add <u>a maximum of 5 extra questions</u> (closed-ended and/or open-ended) in Section I About the Subject of the SFQ (see <u>Section 2</u> for SFQ structure and items). Please observe the deadline for adding extra questions shown in each subject record on the eSFQ system interface and the notification email sent to you upon any eSFQ assignment to your subject(s).

Note that Departmental Administrators <u>cannot</u> add the extra questions for the primary Subject Leaders via the administrator interface of the eSFQ system.

To add extra questions about the subject, follow the steps below.

- **Step 1** Go to <u>http://www.polyu.edu.hk/esfqadmin</u> and log in using your NetID and password.
- Step 2 In the top menu bar, select Subject Leader, then Add Extra Question about Subject from the drop-down menu.

THE HONG KONG POLYTECHNIC UNIV 香港理工大學	ERSITY	
Electronic Student Feedback	Questionnaire System	A A A Logout
Subject Leader - Teacher - SFQ Repor	t≖ Analytics≖ Help∓ 🗲 switch to side bar	
Add Extra Question about Subject		
Monitor Survey		

**Step 3** In the **Subject to be evaluated** section, click on the subject that you would like to add extra questions to. The selected subject will be highlighted in purple.

	NG KONG CHNIC UNIVERSITY 大學	
Electronic Stud	lent Feedback Questionnaire System	A A Logout
Subject Leader 👻 Te	acher 👻 SFQ Report 👻 Analytics 👻 Help 👻 🗲 switch to sic	de bar
Add Extra Ques	t ×	
SUBJECT TO BE E	VALUATED IN 2014/15 Semester 1	
Subject Code	Subject Title	
ABCT1101	INTRODUCTORY LIFE SCIENCE	
EXTRA QUESTION	ABOUT SUBJECT (max. FIVE questions)	
Question (max. 1	20 characters for each question)	Question Type

# Step 4 Click the Create New Record icon a in the Extra Question About Subject section.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學			
Electronic Student Feedback Questionnaire System	A A A Logout		
Subject Leader 🖷 Teacher 👻 SFQ Report 👻 Analytics 👻 Help 🐂 🗲 switch to side bar			
Add Extra Quest ×			
SUBJECT TO BE EVALUATED IN 2014/15 Semester 1			
Subject Code Subject Title			
ABCT1101 INTRODUCTORY LIFE SCIENCE			
EXTRA QUESTION ABOUT SUBJECT (max. FIVE questions)			
Question (max. 120 characters for each question) Question Type			

**Step 5** Choose the question type, then enter your question in the textbox. Note that for the closed-ended questions, you cannot change the scale descriptors of the 5-point scale.

POLYT 香港理	ONG KONG ECHNIC UNIVERSITY L大學		
Electronic S	tudent Feedback Questionnaire Syster	n A A Logout	
Subject Leader 🔻	Subject Leader 🔻 Teacher 👻 SFQ Report 👻 Analytics 👻 Help 🛛 🗲 switch to side bar		
Add Extra Qu	est ×		
SUBJECT TO BE	EVALUATED IN 2014/15 Semester 1		
Subject Code	Subject Title		
EXTRA QUESTIC	ON ABOUT SUBJECT (max. FIVE questions)		
	DN ABOUT SUBJECT (max. FIVE questions)		
📀 🗔 🖼		Question Type	

**Step 6** Repeat **Steps 4** and **5** to add more questions. Note that you can add <u>a maximum of 5 questions</u> for each subject.

**Step 7** To reorder the questions, select a question then click the Up  $\frown$  or Down icon  $\checkmark$  to move it up or down the list. Note that all open-ended questions will come after the closed-ended questions in the questionnaire.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學			
Electronic St	udent Feedback Questionnaire Sys	tem	A A A Logout
Subject Leader 👻 🏾	eacher 👻 SFQ Report 👻 Analytics 👻 Help 👻	switch to s	ide bar
Add Extra Que	st ×		
SUBJECT TO BE E	VALUATED IN 2014/15 Semester 1		
Subject Code	Subject Title		
ABCT1101	INTRODUCTORY LIFE SCIENCE		
	2 I ABOUT SUBJECT (max. FIVE questions)		
Question (max. 1	20 characters for each question)		Question Type
This subject has rai	sed my interest in life science.	1	I = Strongly agree 1 = Strongly disagree 1 = Strongly disagree) Open-ended
S I enjoyed this subje	ct.		● 5-Point Scale (5=Strongly agree 1=Strongly disagree) ○ Open-ended
What other topics w	rould you like to include in this subject, if any	?	5-Point Scale (5=Strongly agree 1=Strongly disagree)  Open-ended

**Step 8** Click the Save icon in to save your newly added questions. All saved questions will be automatically stored in the question bank which can be reused in your other subjects.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學				
Electronic S	Electronic Student Feedback Questionnaire System			
Subject Leader 🔻	Subject Leader 👻 Teacher 👻 SFQ Report 👻 Analytics 👻 Help 👻 🗢 switch to side bar			
Add Extra Qu	est ×			
SUBJECT TO BE	EVALUATED IN 2014/15 Semester 1			
Subject Code	Subject Title			
ABCT1101	INTRODUCTORY LIFE SCIENCE			
📀 📮 😨	DN ABOUT SUBJECT (max. FIVE questions)	Question Type		
Question (max.				
This subject has r	aised my interest in life science.	S-Point Scale (5=Strongly agree 1=Strongly disagree) Open-ended		
I enjoyed this sub	ject.	S-Point Scale (5=Strongly agree 1=Strongly disagree) Open-ended		
What other topics	would you like to include in this subject, if any?	5-Point Scale (5=Strongly agree 1=Strongly disagree) Open-ended		

#### 11.2.2 Updating a question

Note that once the deadline for adding extra questions has passed, you will not be able to update your question(s).

**Step 1** In the top menu bar, select **Subject Leader**, then **Add Extra Question about Subject** from the drop-down menu.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學	
Electronic Student Feedback Questionnaire System	A A A Logout
Subject Leader Teacher SFQ Report Analytics Help 🗲 switch to side bar	
Add Extra Question about Subject	
Monitor Survey	

**Step 2** In the **Subject to be evaluated** section, click on the relevant subject. The selected subject will be highlighted in purple.

THE HO POLYTEC 香港理工	NG KONG CHNIC UNIVERSITY 大學			
Electronic Stud	Electronic Student Feedback Questionnaire System			
Subject Leader 🔹 Te	eacher 🔹 SFQ Report 👻 Analytics 👻 Help 👻 🗲 switch to side ba	ır		
Add Extra Que	st ×			
SUBJECT TO BE E	VALUATED IN 2014/15 Semester 1			
Subject Code	Subject Title			
ABCT1101	INTRODUCTORY LIFE SCIENCE			
EXTRA QUESTION	ABOUT SUBJECT (max. FIVE questions)			
	<b>m</b> 🔺 🔻 🖆 🎰 🍢			
Question (max. 1	20 characters for each question)	Question Type		

**Step 3** To update a question, double-click the question, then edit the question type and question text as appropriate.

	Iong Kong echnic University 工大學		
Electronic St	udent Feedback Questionnaire Sy	stem A A <u>Logout</u>	
Subject Leader 🔻	Teacher • SFQ Report • Analytics • Help •		
Add Extra Que	st ×		
SUBJECT TO BE I	VALUATED IN 2014/15 Semester 1		
Subject Code	Subject Title		
ABCT1101	INTRODUCTORY LIFE SCIENCE		
EXTRA QUESTION ABOUT SUBJECT (max. FIVE questions)			
Question (max.	120 characters for each question)	Question Type	
This subject			

Step 4 Click the Save icon a to save your changes.

A m XX XX		
THE HONG KONG POLYTECHNIC UNIVERSITY		
香港理工大學		
Electronic Student Feedback Questionnaire System	A A Logout	
Subject Leader 🔻 Teacher 👻 SFQ Report 👻 Analytics 🐂 Help 🗲 switch t	o side bar	
Add Extra Quest ×		
SUBJECT TO BE EVALUATED IN 2014/15 Semester 1		
Subject Code Subject Title		
ABCT1101 INTRODUCTORY LIFE SCIENCE		
EXTRA QUESTION ABOUT SUBJECT (max. FIVE questions)		
Question (max. 120 characters for each question)	Question Type	
This subject has raised my interest in life science.	9 5-Point Scale (5=Strongly agree 1=Strongly	
This subject has faised my interest in me science.	disagree) 🔘 Open-ended	
I enjoyed this subject.	S-Point Scale (5=Strongly agree 1=Strongly	
renjoyeu uno subject.	disagree) 🔘 Open-ended	
What other topics would you like to include in this subject, if any?	5-Point Scale (5=Strongly agree 1=Strongly	
what other topics would you like to include in this subject, if ally?	disagree) 🖲 Open-ended	

#### 11.2.3 Deleting a question

Note that once the deadline for adding extra questions has passed, you will not be able to delete your question(s).

**Step 1** In the top menu bar, select **Subject Leader**, then **Add Extra Question about Subject** from the drop-down menu.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學	
Electronic Student Feedback Questionnaire System	A A A Logout
Subject Leader Teacher SFQ Report Analytics Help 🗲 switch to side bar	
Add Extra Question about Subject	]
Monitor Survey	

**Step 2** In the **Subject to be evaluated** section, click on the subject that you would like to delete the previously added questions from. The selected subject will be highlighted in purple.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學					
Electronic Stu	Electronic Student Feedback Questionnaire System				
Subject Leader 👻 Te	eacher * SFQ Report * Analytics * Help * 🗲 switch to	side bar			
Add Extra Que	st ×				
SUBJECT TO BE E	VALUATED IN 2014/15 Semester 1				
Subject Code	Subject Title				
ABCT1101	INTRODUCTORY LIFE SCIENCE				
EXTRA QUESTION	ABOUT SUBJECT (max. FIVE questions)				
Question (max. 120 characters for each question) Question Type					

# **Step 3** To delete a question, select the question to be deleted, then click the Delete record icon **Eq.**

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學			
Electronic Student Feedback Questionnaire Sys	stem	A A Logout	
Subject Leader • Teacher • SFQ Report • Analytics • Help •	🗲 switch to side b	ar	
Add Extra Quest ×			
SUBJECT TO BE EVALUATED IN 2014/15 Semester 1			
Subject Code Subject Title			
ABCT1101 INTRODUCTORY LIFE SCIENCE			
2			
EXTRA QUESTION ABOUT SUBJECT (max. FIVE questions)			
🗞 🖼 🗖 🔺 🔻 🖆 🎰 🛼			
Question (max. 120 characters for each question)		Question Type	
This subject has raised my interest in life science.	1	S-Point Scale (S=Strongly agree 1=Strongly disagree) Open-ended	
l enjoyed this subject.		● 5-Point Scale (5=Strongly agree 1=Strongly disagree) ○ Open-ended	
What other topics would you like to include in this subject, if any	?	5-Point Scale (5=Strongly agree 1=Strongly disagree) Open-ended	

# **Step 4** Click the Save icon **to** save your changes.

POLY:	HONG KONG FECHNIC UNIVERSITY !工大學	
Electronic S	Student Feedback Questionnaire System	A A <u>Logout</u>
Subject Leader 🔻	Teacher $\neg$ SFQ Report $\neg$ Analytics $\neg$ Help $\neg$ $\Rightarrow$ switch to	side bar
Add Extra Qu	est ×	
SUBJECT TO BE	EVALUATED IN 2014/15 Semester 1	
Subject Code	Subject Title	
ABCT1101	INTRODUCTORY LIFE SCIENCE	
	ON ABOUT SUBJECT (max. FIVE questions)	
Question (max.	120 characters for each question)	Question Type
This subject has r	raised my interest in life science.	Image S-Point Scale (5=Strongly agree 1=Strongly disagree)  Open-ended
What other topics	would you like to include in this subject, if any?	● 5-Point Scale (5=Strongly agree 1=Strongly disagree)

#### **11.2.4** Importing past questions previously added to the subject

You can reuse the past set of extra questions added to the subject by you or the preceding Subject Leader (if any).

Step 1To reuse the past set of extra questions added to the subject by you or the preceding Subject<br/>Leader (if any), first select Subject Leader in the top menu bar, then Add Extra Question about<br/>Subject from the drop-down menu.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學	
Electronic Student Feedback Questionnaire System	A A A Logout
Subject Leader Teacher SFQ Report Analytics Help 🕈 switch to side bar	
Add Extra Question about Subject	
Monitor Survey	

**Step 2** In the **Subject to be evaluated** section, click on the subject that you would like to import the past questions to. The selected subject will be highlighted in purple.

THE HO POLYTE 香港理工	DNG KONG CHNIC UNIVERSITY 大學		
Electronic Stud	lent Feedback Questionnaire System		A A A Logout
Subject Leader 👻 Te	acher 👻 SFQ Report 👻 Analytics 👻 Help 👻 🗲 switch	to side bar	
Add Extra Ques	t×		
SUBJECT TO BE E	ALUATED IN 2014/15 Semester 1		
Subject Code	Subject Title		
ABCT1101	INTRODUCTORY LIFE SCIENCE		
EXTRA QUESTION	ABOUT SUBJECT (max. FIVE questions)		
🛞 📮 🕎 (			
Question (max. 12	20 characters for each question)	Question Type	

# Step 3 Click the Import icon **I** in the Extra Question About Subject section.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學			
Electronic Stu	dent Feedback Questionnaire System		A A A Logout
Subject Leader 🔹 T	eacher + SFQ Report + Analytics + Help + 🗲 switch to s	ide bar	
Add Extra Que	st ×		
SUBJECT TO BE	EVALUATED IN 2014/15 Semester 1		
Subject Code	Subject Title		
ABCT1101	INTRODUCTORY LIFE SCIENCE		
EXTRA QUESTION ABOUT SUBJECT (max. FIVE questions)			
Question (max.	20 characters for each question)	Question Type	

**Step 4** The past set of questions will then be imported to your current SFQ. Click the Save icon to save changes.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學			
Electronic S	tudent Feedback Questionnaire System	n A A Logout	
Subject Leader 🔻	Teacher • SFQ Report • Analytics • Help • 🗲	switch to side bar	
Add Extra Qu	est ×		
SUBJECT TO BE	EVALUATED IN 2014/15 Semester 1		
Subject Code	Subject Title		
ABCT1101	INTRODUCTORY LIFE SCIENCE		
EXTRA QUESTION ABOUT SUBJECT (max. FIVE questions)			
Question (max.	120 characters for each question)	Question Type	
This subject has i	aised my interest in life science.	● 5-Point Scale (5=Strongly agree 1=Strongly disagree) <sup>©</sup> Open-ended	
I enjoyed this sub	ject.	Image: S-Point Scale (5=Strongly agree 1=Strongly disagree)	
What other topics	would you like to include in this subject, if any?	5-Point Scale (5=Strongly agree 1=Strongly disagree) Open-ended	

#### **11.2.5** Importing questions from question bank

You can reuse the questions previously added to your <u>other</u> subjects in a particular subject by importing those questions from the question bank.

**Step 1** To import past questions from the question bank, first select **Subject Leader** in the top menu bar, then **Add Extra Question about Subject** from the drop-down menu.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學	
Electronic Student Feedback Questionnaire System	A A A Logout
Subject Leader Teacher SFQ Report Analytics Help 🕈 switch to side bar	
Add Extra Question about Subject	
Monitor Survey	

**Step 2** In the **Subject to be evaluated** section, click on the subject that you would like to import the questions to. The selected subject will be highlighted in purple.

THE HO POLYTE 香港理工	DNG KONG CHNIC UNIVERSITY 大學			
Electronic Stud	lent Feedback Questionnaire System	A A Logout		
Subject Leader 👻 Te	acher 🔹 SFQ Report 🔹 Analytics 👻 Help 👻 🗲 switch to	o side bar		
Add Extra Ques	×			
SUBJECT TO BE E	VALUATED IN 2014/15 Semester 1			
Subject Code	Subject Title			
ABCT1101	INTRODUCTORY LIFE SCIENCE			
EXTRA QUESTION ABOUT SUBJECT (max. FIVE questions)				
Question (max. 1)	Question (max. 120 characters for each question) Question Type			

# Step 3 Click the Question Bank icon in the Extra Question About Subject section to open the My Question Bank window.

THE POLYT 香港理	IONG KONG ECHNIC UNIVERSITY 工大學		
Electronic S	udent Feedback Questionnaire Syste	em	A A A Logout
Subject Leader 🔻	Teacher 👻 SFQ Report 👻 Analytics 👻 Help 👻	🕈 switch to side bar	
Add Extra Que	st ×		
SUBJECT TO BE I	EVALUATED IN 2014/15 Semester 1		
Subject Code	Subject Title		
ABCT1101	INTRODUCTORY LIFE SCIENCE		
EXTRA QUESTIO	N ABOUT SUBJECT (max. FIVE questions)		
Question (max.	120 characters for each question)	Question Type	

**Step 4** Check the box next to the question(s) you would like to import to your current SFQ, then click **Import** in the bottom left corner.

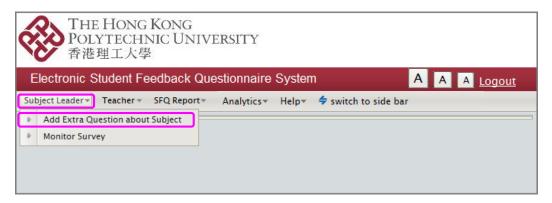
THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學	
Electronic Student Feedback Questionnaire System	A A Logout
Subject Leader * Teacher * SFQ Report * Analytics * Help * \$\$ switch to side bar	
My Question Bank	×
Question	Question Type
The assessment criteria should be changed.	5-Point Scale (5=Strongly agree 1=Strongly disagree)
This subject has raised my interest in life science.         A       Image: How would you change the assessment criteria?	5-Point Scale (5=Strongly agree 1=Strongly disagree) Open-ended
Đ	

# Step 5Reorder the questions as appropriate using the Up and Down buttons, then click the Saveiconiconiconiconicon

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學			
Electronic St	udent Feedback Questionnaire System	A A A Logout	
Subject Leader 🔻 👘	Teacher 🔻 SFQ Report 👻 Analytics 👻 Help 👻 🗲 switch to	side bar	
Add Extra Que	st ×		
SUBJECT TO BE E	VALUATED IN 2014/15 Semester 1		
Subject Code	Subject Title		
ABCT1101	INTRODUCTORY LIFE SCIENCE		
EXTRA QUESTION	AROUT SURIECT (max. FIVE questions)		
Question (max.	120 characters for each question)	Question Type	
The assessment cri	teria should be changed.	● 5-Point Scale (5=Strongly agree 1=Strongly disagree) ○ Open-ended	
How would you cha	ange the assessment criteria?	© 5-Point Scale (5=Strongly agree 1=Strongly disagree)   Open-ended	

#### **11.2.6** Previewing the questionnaire

**Step 1** In the top menu bar, select **Subject Leader**, then **Add Extra Question about Subject** from the drop-down menu.



Step 2 Select the subject in the Subject to be evaluated section, then click the Preview icon <sup>5</sup>/<sub>2</sub> in the Extra Question About Subject section to open the Questionnaire Preview window.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學			
Electronic Stu	dent Feedback Questionnaire System		A A A Logout
Subject Leader ▼ Te	acher 🔹 SFQ Report 🐑 Analytics 👻 Help 👻 💠 sv	vitch to side bar	
Add Extra Que	t ×		
SUBJECT TO BE E	VALUATED IN 2014/15 Semester 1		
Subject Code	Subject Title		
ABCT1101	INTRODUCTORY LIFE SCIENCE		
	ABOUT SUBJECT (max. FIVE questions)		
Question (max. 120 characters for each question) Question Type			

**Step 3** The questions in black are standard items; those in red are extra questions added by you.

To close the Questionnaire Preview window, click the Close button 'x' in the top right corner.

	THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學
	Electronic Student Feedback Questionnaire System
	S Questionnaire Preview
	I. About the Subject A. Your Learning Experience of the Subject 1. I have a clear understanding of what I am expected to learn from this subject. [5-Point Scale] 2. The teaching and learning activities (e.g. lectures, discussions, case studies, projects, etc.) have helped me to achieve the subject learning outcomes. [5-Point Scale] 3. The assessments require me to demonstrate my knowledge, skills and understanding of the subject. [5-Point Scale] 4. Lunderstand the criteria according to which I will be graded. [5-Point Scale] 5. Relative to the subject learning outcomes, the workload for this subject has been: [3-Point Scale] 6. On average, about how many hours per week during semester time did you spend on studying the subject (including attending classes, preparing for or revision after class, doine 8. Extra Questions 1. This subject has raised my interest in life science. [5-Point Scale] 2. The assessment criteria should be changed. [5-Point Scale] 3. How would you change the assessment criteria? [Open-ended] 2. How could the subject were most useful to your learning? [Open-ended] 2. How could the subject be improved to help you learn better? [Open-ended]
I	

#### 11.2.7 Monitoring the survey

Primary and Secondary Subject Leaders can check the response rates to the eSFQ and send emails to the students via the eSFQ system to encourage student participation if they wish to do so.

**Step 1** To check the response rates to the eSFQ, select **Subject Leader** in the top menu bar then select **Monitor Survey** from the drop-down menu.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學	
Electronic Student Feedback Questionnaire System	A A A Logout
Subject Leader Teacher SFQ Report Analytics Help \$\$ switch to side bar Add Extra Question about Subject Monitor Survey	

The number of responses and response rate of each individual class for which the eSFQ has been administered in the semester will be displayed.

Electronic Student Feedback Questionnaire System							No. of		Response			ΑΑ	A Logo	<u>out</u>
Administrator * SFQ Report * Analytics * Help * 🗲 switch to side bar								response	Rate					
Monito	r Survey	<												
<u>_</u>							1	/184	0.54%					
Subject Code	Subject Section Code	Subject Componen Code	Subject Title	Teacher	Extra Question About Subject	Exti Que Abc Staf	C	)/184	0.0%	Survej Status	No. of response	Response Rate	ast mail ent Date	
ABCT1101	101501	LEC001	INTRODUCTORY LIFE SCIENCE	Dr James Smiley		5		1/16	6.25%		1/184	0.54%		
ABCT1101	101501	LEC001	INTRODUCTORY LIFE SCIENCE	Dr James Smiley	5					uiting	0/184	0.0%		
ABCT1301	301501	LAB001	CHEMISTRY AND MODERN LIVING	Dr James Smiley	0			1/18	5.56%	Active	1/16	6.25%		
ABCT1302	302501	LEC001	CHEMISTRY AND SUSTAINABLE DEVELOPMENT	Dr James Smiley	o		U No	2014	2014	Active	1/18	5.56%		5
ABCT1D0	D01501	LAB001	CHEMISTRY AND MODERN LIVING	Dr James Smiley	(	0	0 No	17 No 2014	v 30 Nov 2014	Editing	0/25	0.0%		

Step 2 To send an email reminder to the students enrolled in the class, click the Send Email icon is to open the Send Email Reminder window.

Note that the email reminder will be sent <u>under your name</u>, and copied to the Subject Teacher.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學														
Electronic Student Feedback Questionnaire System											Logo			
Subject Lea	der∗ Teac	her 🔹 SFQ Re	port* Analytics* H	elp 🔹 🔶 switch	to side bar									
Monitor Survey *														
چ 😣														
Subject Code	Subject Section Code	Subject Component Code	Subject Title	Teacher	Extra Question( About Subject	Extra Questior About Staff	ı( In- class	Survey Start Date	Survey End Date	Survey Status	No. of response	Response Rate	Last Email Sent Date	
ABCT1101	101501	LEC001	INTRODUCTORY LIFE SCIENCE	Dr James Smiley	5		0 Yes	25 Aug 2014	19 Oct 2014	Active	1/184	0.54%		
ABCT1101	101501	LEC001	INTRODUCTORY LIFE SCIENCE	Dr James Smiley	5		5 No	02 Sep 2014	30 Nov 2014	Active	1/184	0.54%		

- **Step 3** Fill in the required information as appropriate:
  - 1. Mail Subject: Provide an email subejct.
  - 2. Mail To: By default, it is set to send to all students. Select Non-respondents Only if you would like to send the email reminder to the students who have not yet completed the eSFQ only.
  - 3. Mail Send Date: Select the date you would like the email to be sent.
  - Mail content: Write your message to encourage student participation. If you would like to insert the eSFQ web link into your email for students' easier access, click Insert eSFQ Web Link and it will be inserted at the cursor position.

Electronic Student Feedback Ouestion	inaire System A A Locout
Send Email Reminder	
Subject Code: ABCT1D01	
Subject Class: D01S01 - LAB001	
Subject Title: CHEMISTRY AND MODERN	LIVING
Teacher: Dr James Smiley	
Mail From: Dr James Smiley	
Mail CC: Dr James Smiley <jsmile< th=""><th>y@polyu.edu.hk&gt;</th></jsmile<>	y@polyu.edu.hk>
Mail Subject Please complete your eSFQ	1
Mail To: 💿 All Students 🛇 Non-res	pondents Only 🤈
Mail Send Date: 06 Sep 2014 🚊 3	
Font 🔍 Size 🔍 B I U Ar 🗄	
Dear Students	
Please complete your eSFQ at http://www.polyu.edu.hk/e	sfq/student
	4
	Insert eSFQ Web Link Send Close

Step 4 Click Send to send the email.

- Hectronic Studer	t Feedback (Directionnaire Svetem	A		Adout				
Send Email Reminder				×				
Subject Code	ABCT1D01							
Subject Class	D01501 - LAB001							
Subject Title	CHEMISTRY AND MODERN LIVING							
Teacher	Dr James Smiley							
Mail From: Dr James Smiley <jsmiley@polyu.edu.hk></jsmiley@polyu.edu.hk>								
Mail CC	Dr James Smiley <jsmiley@polyu.edu.hk></jsmiley@polyu.edu.hk>							
Mail Subject	Please complete your eSFQ							
Mail To	All Students      Non-respondents Only							
Mail Send Date	06 Sep 2014 💼							
Font Siz	●▼ B Z U At* E }∃ ⊂≣ ⊄≣			_				
Dear Students								
Please complete your e	SFQ at http://www.polyu.edu.hk/esfg/student. Thank you.							
	Insert eSFQ	Web Link	Send	Close				

### 11.2.8 Viewing SFQ subject reports

Primary and Secondary Subject Leaders have the right to access the subject reports.

Step 1To view the subject reports, click SFQ Report in the top menu bar then select View SFQ SubjectReport to display the list of available reports.

THE HONG KO POLYTECHNIC 香港理工大學									
Electronic Student F	Electronic Student Feedback Questionnaire System								
Subject Leader 🔻 🛛 Teacher 🔻	SFQ Report 🗸 Analytics 🛪 Help 🗧 🗲 switch to side bar								
	View SFQ Full Report								
	View SFQ Subject Report								
	Departmental Cumulative Norms								
	Faculty Cumulative Norms								

**Step 2** You can search for a report by clicking the Magnifying glass icon 2 in the top left corner.

To sort the reports in ascending or descending order by academic year and semester, subject code, subject title, subject section code or subject component code, click the corresponding column header.

View SFQ Subjec ×								
\$	Ø							
Acad. YrSem.	Subject Code	Subject Title	Subject Section Code	Subject Component Code	÷ Filename ÷	Subject Report		
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM001	14FB0016-S-FB1003.pdf			
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM002	14FB0017-S-FB1003.pdf			
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM003	14FB0018-S-FB1003.pdf			
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM004	14FB0019-S-FB1003.pdf			
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM005	14FB0020-S-FB1003.pdf			
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM006	14FB0021-S-FB1003.pdf			
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM007	14FB0023-S-FB1003.pdf			
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM008	14FB0024-S-FB1003.pdf			
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM009	14FB0025-S-FB1003.pdf			
2014-2	FB1003	FRESHMAN SEMINAR	003501	SEM010	14FB0026-S-FB1003.pdf			
2013-2	FB1003	FRESHMAN SEMINAR	003501	SEM001	13FB9009-S-FB1003.pdf			
2013-2	FB1003	FRESHMAN SEMINAR	003501	SEM002	13FB9008-S-FB1003.pdf			

Click the PDF icon an ext to the record to display the subject report for that class.

### 11.2.9 Viewing departmental and faculty cumulative norms

Subject Leaders, subject teachers and departmental SFQ administrators can view the departmental norms of their own department and the cumulative norms of all Faculties/Schools.

# Step 1To view the departmental or faculty cumulative norms, click SFQ Report in the top menu bar then<br/>select Departmental Cumulative Norms or Faculty Cumulative Norms to display the list of<br/>available reports.

THE HONG KO POLYTECHNIC 香港理工大學	DNG CUNIVERSITY						
Electronic Student Feedback Questionnaire System							
Subject Leader 🔻 Teacher 🔻	SFQ Report - Analytics Help + switch to side bar						
	View SFQ Full Report						
	View SFQ Subject Report						
	Departmental Cumulative Norms						
	Faculty Cumulative Norms						

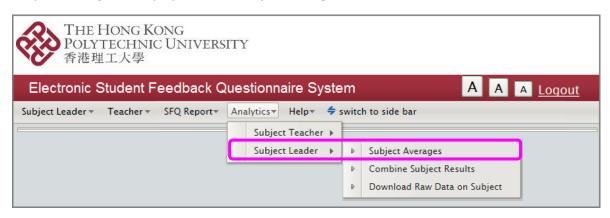
## Step 2 Click the PDF icon next to the record to display the report.

THE HONG KONG POLYTECHNIC UNIVE 香港理工大學	POLYTECHNIC UNIVERSITY 香港理工大學						
Electronic Student Feedbac	k Questionnaire System	A A A Logout					
Subject Leader - Teacher - SFQ Repo	rt - Analytics - Help - + switch to side bar						
View Faculty Cu ×							
<u>\$</u>							
Faculty/School	Report						
FAST							
FB							
FCE							
FENG							
FH							
FHSS							
SD							
SHTM							

### 11.2.10 Viewing subject averages

As a Subject Leader, you can view and export the overall means of the items about the subject to an Excel file.

**Step 1** To view the subject averages, click **Analytics** in the top menu bar, select **Subject Leader**, then **Subject Averages** to display the list of subject averages.



**Step 2** Use the Arrow buttons at the bottom to go to the first, previous, next or last page. Alternatively, you can enter the page number to go to a particular page.

Click the column headers to sort the corresponding columns in ascending or descending order. To

search for a particular record, click the Magnifiying glass icon 2. Enter the relevant information, then click Search.

	Acad Yr	Sem	Subject Code	No. of class sets	1A1	1A2	1A3	1A4	1A5 (Too heavy)	1A5 (Appropriate)	1A5 (Too light)
	2014	1	ABCT 1231	1	3.9	3.8	<u>3.7</u>	<u>3.7</u>	3.3%	<u>91.9%</u>	4.9%
	2014	1	ABCT 1232	1	3.7	3.4	3.6	3.6	3.1%	78.1%	18.8%
	2014	1	ABCT 1233	1	4.2	4.1	<u>3.9</u>	3.9	<u>9.1%</u>	72.7%	18.2%
	2014	1	ABCT 1234	1	3.9	3.8	4.0	3.8	5.8%	90.4%	3.8%
	2014	1	ABCT 1235	1	3.4	3.5	3.8	3.5	2.6%	78.2%	19.2%
	2014	1	ABCT 1236	1	4.0	4.0	4.1	3.9	2.3%	65.5%	32.2%
	2014	1	ABCT 1237	1	<u>4.0</u>	<u>4.0</u>	<u>4.0</u>	<u>4.1</u>	0.0%	<u>93.5%</u>	6.5%
	2014	1	ABCT1238	1	4.3	4.2	4.3	4.2	0.0%	100.0%	0.0%
	2014	1	ABCT 1239	1	3.7	3.6	3.7	3.5	2.1%	54.2%	43.8%
	2014	1	ABCT2001	1	4.0	4.0	4.0	3.9	0.0%	74.7%	25.3%
	2014	1	ABCT 2002	1	3.8	3.8	3.8	3.8	0.0%	87.5%	12.5%
1	2014	1	ABCT2003	1	3.7	3.7	3.8	4.0	0.0%	84.1%	15.9%
	2014	1	ABCT2004	1	4.0	3.9	4.1	3.8	0.0%	84.6%	15.4%
	2014	1	ABCT2005	1	3.9	3.9	3.8	3.7	0.0%	89.4%	10.6%
	2014	1	ABCT2006	1	3.7	3.7	3.7	3.7	2.1%	81.3%	16.7%
	2014	1	ABCT2007	1	3.8	3.7	3.7	3.5	1.6%	88.9%	9.5%
	2014	1	ABCT2008	1	4.0	3.9	3.8	3.9	3.4%	74.1%	22.4%
1	2014	1	ABCT2009	1	4.0	4.0	4.0	3.9	0.0%	92.3%	7.7%
1	2014	1	ABCT2010	1	4.5	4.0	4.0	3.5	0.0%	50.0%	50.0%
1	2014	1	ABCT3001	1	4.0	4.0	4.2	4.0	0.0%	92.3%	7.7%
-	2014	1	ABCT3002	1	4.4	4.4	3.8	4.2	0.0%	100.0%	0.0%
	2014	1	ABCT 3003	1	4.6	4.6	4.6	4.5	0.0%	80.5%	19.5%
	2014	1	ABCT 3004	1	3.8	3.8	3.9	3.9	2.5%	97.5%	0.0%
-	2014	1	ABCT 3005	1	3.6	3.8	3.8	3.5	4.0%	60.0%	36.0%
-	2014	1	ABCT3006	4	4.1	4.1	4.1	4.1	1.1%	86.2%	12.7%
	2014	1				122	4.3	4.2	0.0%	94.9%	5.1%
	2014	1					3.9	3.8	0.0%	85.1%	14.9%
_	2014	1	4 4	/ 10	03 🕨		4.2	4.2	5.6%	88.9%	5.6%
_	2014	1					3.0	3.5	0.0%	50.0%	50.0%
	2014	1	-	-	4.0	4.2	4.8	4.5	0.0%	100.0%	0.0%
-	2014	1	DOCT 3112	1	3.2	3.3	3.5	3.3	0.0%	83.3%	16.7%
1				_	_						
4	1 / 103	ь н									[1 - 40 / 41]

To export the records to an Excel file, click the Excel file icon 🕮.

# **Step 3** To see the class set(s) information, click the Drill down icon **I**.

Sub	ject Average	· ^									
<u></u>			Subject	No. of					145	145	145
	Acad Yr	-		class sets	141	1A2	1A3	1A4	(Too heavy)	(Appropriate)	(Too light)
I	2014	1	1231	1	3.9	3.8	<u>3.7</u>	3.7	3.3%	91.9%	4.9%
I	2.0	- 1	1232	1	3.7	3.4	3.6	3.6	3.1%	78.1%	18.8%
•	2014		1233	1	4.2	4.1	<u>3.9</u>	3.9	<u>9.1%</u>	72.7%	18.2%
I	2014	1	ABCT 1234	1	3.9	3.8	4.0	3.8	5.8%	90.4%	3.8%
I	2014	1	ABCT 1235	1	<u>3.4</u>	3.5	3.8	3.5	2.6%	78.2%	19.2%
I	2014	1	ABCT1236	1	4.0	4.0	4.1	3.9	2.3%	65.5%	32.2%
l	2014	1	ABCT 1237	1	4.0	4.0	<u>4.0</u>	<u>4.1</u>	0.0%	<u>93.5%</u>	6.5%
J	2014	1	ABCT1238	1	4.3	4.2	4.3	4.2	0.0%	100.0%	0.0%
1	2014	1	ABCT 1239	1	3.7	3.6	<u>3.7</u>	3.5	2.1%	54.2%	43.8%
I	2014	1	ABCT2001	1	4.0	4.0	4.0	3.9	0.0%	74.7%	25.3%
I	2014	1	ABCT 2002	1	3.8	3.8	3.8	3.8	0.0%	87.5%	12.5%

The class sets information will appear in a pop-up window.

To export the record(s) to an Excel file, click the Excel file icon a.

<u>8</u>				210								1A5				
Acad. Yr.	. Sem.	Subject Code	Secti		e	Enrolment	No. of returns	Response Rate	141 14	2 1A3	1A4	Too Heavy	Appropriate	Too Light	>=14 hrs	11-13 h
2014	1	ABCT1001	3265		 ader A	193	124	64.2%	4.0 4.0	4.1	4.1	12.7%	87.3%	0.0%	14.5%	4.8%
2014	1	ABCT1002	3265		eader C	173	109	63.0%	3.9 3.8	3.9	3.9	10.5%	88.6%	1.0%	12.8%	12.8%
2014	1	ABCT1003	3265		 ader D	169	115	68.0%	4.4 4.4	4.3	4.3	17.1%	82.0%	0.9%	11.3%	11.3%
4						verall Mean (calcu							86.2%		22.0%	28.6%

40

### 11.2.11 Combining subject results

You can combine the subject results for different classes of the same subject using the "Combine Subject Results" function.

Step 1To combine the subject results, click Analytics in the top menu bar, select Subject Leader, then<br/>Combine Subject Results. A new tab will be displayed.

THE HONG KONG POLYTECHNIC UNIVERS 香港理工大學	POLYTECHNIC UNIVERSITY								
Electronic Student Feedback Questionnaire System									
Subject Leader + Teacher + SFQ Report+	Analytics 🕶 Help 🔹 🗲 s	witc	h to side bar						
	Subject Teacher 🕨								
	Subject Leader 🔸	Þ	Subject Averages						
		Þ	Combine Subject Results						
		Þ	Download Raw Data on Subject						
				e					

## Step 2 Click the Combine Subject Results icon . A window will pop up.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學								
Electronic Student Feedback Questionnaire System								
Subject Leader 🔻 Teacher 🗉 SFQ Report 👻 Analytics 🐂 Help 🗧 🗢 switch to side bar								
Combine Subject ×								
Acad. Yr. Sem. Subject Component Staff Name NetID Enrolment Returns Rate 1A1								
*Classes with low enrolment (<=5) or low response rate (<=30%) are highlighted								

**Step 3** In the pop-up window, select: (1) the Academic Year/Semester from the drop-down menu to display the records available for combining; (2) the classes of which the subject results you wish to combine. Then click Select.

Classes to be combined	Subject Code	Section	Component	
	AF3110	110501	SEM002	
	AF3110	110502	SEM001	
	AF3111	111501	SEM001	
	AF3111	111501	SEM002	
2 🗵	AF3111	111501	SEM003	
	AF3111	111501	SEM004	
	AF3111	111501	SEM005	
	AF3111	111501	SEM006	
	AF3111	111501	SEM007	
	AF3111	111502	SEM001	
	AF3112	112501	SEM001	
	AF3112	112501	SEM002	
	AF3112	112501	SEM003	
	AF3112	112501	SEM004	

**Step 4** The selected records and combined results will appear in the background tab. Click Close to view the combined results.

To export the combined results to an Excel file, click the Excel file icon a.

	nt Feedback Questionnai			A A A	
n Administrator	SFQ Report Analytics Help	switch to side bar			
nbine Subject ×					
				×	
	Academic Year-Semester 2014-2			•	
	Classes to be combined Subj Code		n Compo	nent	1A4
	AF31	10 11050	SEM002	· · · · · · · · · · · · · · · · · · ·	<u>4.4</u>
2	AF31	10 110502	2 SEM001		<u>4.2</u>
	☑ AF31	11 11150	I SEM001		<u>4.7</u>
2	☑ AF31	11 11150	I SEM002		<u>4.3</u>
2	☑ AF31	11 11150	I SEM003		<u>4.2</u>
2	☑ AF31	11 11150	I SEM004		<u>3.9</u>
2	☑ AF31	11 11150	I SEM005		<u>3.9</u>
2	☑ AF31	11 11150	I SEM006		<u>3.8</u>
	☑ AF31	11 11150	I SEM007	·	
	☑ AF31	11 111502	2		
	E AF31	12 11250			
	AF31	12 11250	ar	Close	
	E AF31	12 11250			
	AF31	12 11250		<b>*</b>	

### 11.2.12 Downloading raw data on subject

Subject Leaders can download the raw data of students' responses (*de-identified*) in Section I About the Subject.

**Step 1** To download the subject raw data, click **Analytics** in the top menu bar, select **Subject Leader**, then **Download Raw Data on Subject.** A new tab will be displayed.

THE HONG KONG POLYTECHNIC UNIVERS 香港理工大學	ITY						
Electronic Student Feedback Questionnaire System							
Subject Leader • Teacher • SFQ Report •	Analytics Help 🗧 🗲	switc	h to side bar				
	Subject Teacher 🕨		· · · · · · · · · · · · · · · · · · ·				
	Subject Leader 🔸	Þ	Subject Averages				
		Þ	Combine Subject Results				
		Þ	Download Raw Data on Subject				
		-					

**Step 2** Click the Excel file icon to download the raw data of a particular record. To download multiple records, select the records by checking the boxes next to them then click the zip file icon.

To search for a particular record, click the Magnifiying glass icon  $2^{10}$ . Enter the relevant information, then click Search.

You can use the Arrow buttons at the bottom to go to the first, previous, next or last page. Alternatively, you can enter the page number to go to a particular page.

Download	d Raw	Da ×							
\$   \$									
Acad Yr		n Departme	n 🔎 👔		Subject Code	Section	Component		
2014	3	AF			AF3507	507501	LEC001		
2014	3	AF	AUDITING AND ASSURANCE		AF4216	216			
2014	3	AF	CORPORATE FINANCE		AF4320	320			
2014	3	AF	CORPORATE FINANCE		AF4320	320:	320:		
2014	3	AF	CORPORATE SOCIAL RESPONSI	BILITY	AF4513	513	20		
2014	3	AF	FINANCIAL STATEMENT ANAL	YSIS	AF5114	114			
2014	3	AF	A		AF5201	201501	SEM001		
2014	3	AF	N 2014	D INFORMATION SYSTEMS	AF5231	231501	SEM001		
2014	3	AF	2014	D INFORMATION SYSTEMS	AF5231	231501	SEM002		
2014	3	AF	F 2014	CORPORATIONS	AF5302	302501	SEM001		
2014	3	AF	2014	R DESIGN BUSINESS	AF5340	340501	SEM001	8	
2014	3		2011	R DESIGN BUSINESS	AF5340	340501	SEM001		
2011	3	AF	2014	PORATE GOVERNANCE	AF5521	521501	LEC001		
2014	3	AF	d		AF5626	626501	LEC001	8	
2014	3	AF	CHINA IMMERSION EXPERIENCE		AF5626	626502	LEC001		
2014	3	AF	GLOBAL ECONOMIC ENVIRONM	IENT FOR MANAGEMENT	AF5639	639502	SEM001		
2014	3	AF	ADVANCED FINANCIAL MANAG	GEMENT	AF6301	301501	SEM001		
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< <   1	/ 299						[	1 - 27 / 8063	

### 11.2.13 Logging out of the eSFQ system

**Step 1** To log out of the eSFQ system, click the Logout link in the top right corner.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學		
Electronic Student Feedback Questionnaire System	ΑΑΑ	<u>Logout</u>
Subject Leader 👻 Teacher 👻 SFQ Report 👻 Analytics 👻 Help 👻 🗲 switch to side bar		

### **11.2.14** Further assistance and support

For further assistance or support, send an email to <u>esfq.support@polyu.edu.hk</u> with the following information if possible:

- *Screenshot* Capture your screen (by holding down Ctrl or Alt key while hitting the Print Screen button for PC, or Ctrl+Shift+Command (Apple)+4 for Macintosh) and paste the image to the email
- *Browser address* Copy the URL that is displayed in the address line of your browser and paste it to the email.

### 11.3 Operational manual for Subject Teachers

The following operational manual is for subject teachers' use. It can also be accessed at <u>www.polyu.edu.hk/esfqadmin</u>. Subject Leaders and Departmental SFQ Administrators should refer to the corresponding manuals as their system interfaces are different from that of the Subject Teachers.

Subject teachers will receive a notification email from the eSFQ system if any eSFQ has been assigned to their subjects. They can log in to the eSFQ system to add extra questions about their teaching, check student enrolment (required), update their profile, monitor the survey and view the full/staff reports. Instructions to using the eSFQ system are given in the following sections:

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	Importing past questions previously added to the subject	
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### 11.3.1 Adding extra questions about the teaching of the staff member

Subject Teachers can add <u>a maximum of 5 questions</u> in Section II About the Staff Member of the SFQ (see <u>Section 2</u> for structure and item of SFQ). The extra questions need not be vetted by the Subject Leader.

Please observe the deadline for adding extra questions shown in each class record on the eSFQ system interface and the notification email sent to you upon any eSFQ assignment to your class(es). By default, the deadline is set to one week before the survey start date. If more time is needed, contact your departmental SFQ administrator to extend the deadline. The latest possible date is the day before the survey start date.

Note that Departmental SFQ Administrators <u>cannot</u> add the extra questions for the Subject Teachers via the administrator interface of the eSFQ system.

To add extra questions about the subject, follow the steps below.

**Step 1** Go to <u>http://www.polyu.edu.hk/esfqadmin</u> and log in using your NetID and password.

## Step 2 In the top menu bar, select Teacher, then Add Extra Question about Staff from the drop-down menu.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學									
Electronic Student Feedback Questionnaire System									
Teacher  SFQ Report  Analytics	Help• 🗧 switch to side bar								
Add Extra Question about Staff									
Monitor Survey									
Update Teacher Profile									

**Step 3** In the **Teaching class to be evaluated** section, click on the subject that you would like to add questions to. The selected subject will be highlighted in purple.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學										
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Question	(max. 120	characters	for each question)	Question	Туре					

### Step 4 Click the Create New Record icon a in the Extra Question About Staff section.

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EXTRA Q	JESTION /	ABOUT STA	FF (max. FIVE questions)								
<u>\$</u>			I								
Question	(max. 12	0 characte	rs for each question)	Questio	n Type						

**Step 5** Choose the question type, then enter your question in the textbox. Note that the scale descriptors of the closed-ended questions cannot be changed.

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Question	(max. 120	characters	for each question)	Question	n Type					
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**Step 6** Repeat **Steps 4 and 5** to add more questions. Note that you can add <u>a maximum of 5 questions</u> for each class.

**Step 7** To reorder the questions, select a question then click the Up  $\frown$  or Down  $\checkmark$  icon to move it up or down the list. Note that all open-ended questions will come after the closed-ended questions in the questionnaire.

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**Step 8** Click the Save icon to save your newly added questions. All saved questions will be automatically stored in your question bank which can be reused in your other subjects.

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### 11.3.2 Updating a question

Note that once the deadline for adding extra questions has passed, you will not be able to update your question(s).

**Step 1** In the top menu bar, first select **Teacher**, then **Add Extra Question about Staff** from the dropdown menu.

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Tea	acher  SFQ Report  Analytics	Help 🗧 🗲 switch to side bar							
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Þ	Monitor Survey								
Þ	Update Teacher Profile								

**Step 2** In the **Teaching class to be evaluated** section, click on the relevant subject. The selected subject will be highlighted in purple.

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Question	(max. 120	characters	for each question)	C	Questior	туре				

## **Step 3** Double-click the question you would like to update then edit the question type and question text as appropriate.

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	How can th	ne staff me	mber's teach	ning be improved?									

## Step 4 Click the Save icon a to save your changes.

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### 11.3.3 Deleting a question

Note that once the deadline for adding extra questions has passed, you will not be able to delete your question(s).

**Step 1** In the top menu bar, first select **Teacher**, then **Add Extra Question about Staff** from the dropdown menu.

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Þ	Add Extra Question about Staff							
Þ	Monitor Survey							
Þ	Update Teacher Profile							

**Step 2** In the **Teaching class to be evaluated** section, click on the subject that you would like to delete the previously added questions from. The selected subject will be highlighted in purple.

CXX P	HE HON OLYTECH 港理工大	INIC UNI	VERSITY						
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Add Ext	ra Quest	×							
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Question	(max. 120	characters	for each question)	Q	uestion	Туре			

## **Step 3** Select the question to be deleted, then click the Delete record icon

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## **Step 4** Click the Save icon to save your changes.

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Question	) 🗔 ( (max. 12)	0 characte	▼ L m 5	9 5-Poir	<b>n Type</b> nt Scale (5= ly disagree)		

### 11.3.4 Importing past questions previously added to the subject

You can reuse the past set of extra questions added to the subject (if any).

**Step 1** To reuse the past set of extra questions added to the subject (if any), first select **Teacher** in the top menu bar, then **Add Extra Question about Staff** from the drop-down menu.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學	
Electronic Student Feedback Questionnaire System	A A A Logout
Teacher - SFQ Report - Analytics - Help - + switch to side bar	
Add Extra Question about Staff	
Monitor Survey     Update Teacher Profile	

**Step 2** In the **Teaching class to be evaluated** section, click on the subject that you would like to import the previously added questions to. The selected subject will be highlighted in purple.

CXX P	HE HON OLYTECH 港理工大	INIC UNI	VERSITY						
Electro	nic Stude	ent Feedb	ack Questionnaire System				ΑΑ	A Logout	
Teacher 🔻	SFQ Report	<ul> <li>Analytics</li> </ul>	💌 Helpy 🗲 switch to side bar						
Add Ext	ra Quest	×							
TEACHING	CLASS TO	BE EVALU	ATED IN 2014/15 Semester 1						
Subject Code	Subject Section	Subject Componer	Subject Title		in- class	Survey Start Date	Survey End Date	Enrolment	
ABCT1D01	D01501	LAB001	CHEMISTRY AND MODERN LIVING		No	17 Nov 2014	30 Nov 2014	25 📑	
			(max. FIVE questions)						
Question	(max. 120	characters	for each question)	C	Question	і Туре			

## Step 3 Click the Import icon <sup>LL</sup> in the Extra Questions About Staff section.

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Teacher 🔻	SFQ Report	<ul> <li>Analytic</li> </ul>	sy Helpy 🗲 switch to side bar				
Add Extr	ra Quest	×					
TEACHING	CLASS TO	BE EVALU	ATED IN 2014/15 Semester 1				
	Subject Section	Subject Componer	Subject Title	In- class	Survey Start Date	Survey End Date	Enrolment
ABCT1D01	D01501	LAB001	CHEMISTRY AND MODERN LIVING	No	17 Nov 2014	30 Nov 2014	25 🔝
			(max. FIVE questions)				
			for each question)	Question	Туре		

# Step 4 The past set of questions will then be imported to your current SFQ. Click the Save icon 🖬 to save changes.

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			dback Questionnaire System			ΑΑ	A Logo	ıt
Teacher 🔻			ics + Help + \$ switch to side bar	_	_			
Add Ex	tra Quest	×						
TEACHIN	IG CLASS		UATED IN 2014/15 Semester 1					
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ABCT1 D01	D01501	LAB001	CHEMISTRY AND MODERN LIVING	No	17 Nov 2014	30 Nov 2014	25	3
EXTRA Q			.FF (max. FIVE questions)					
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How can t		ered clear ex	cplanations.	<ul> <li>5-Poi</li> <li>1=Strong</li> <li>5-Poi</li> <li>1=Strong</li> <li>5-Poi</li> </ul>	nt Scale (5= ly disagree) nt Scale (5= ly disagree) nt Scale (5=	Open-e	nded ree nded ree	

### **11.3.5** Importing questions from question bank

You can reuse the questions previously added to your <u>other</u> subjects to a particular subject by importing the questions from the question bank.

Step 1To import the questions from the question bank, first select Teacher in the top menu bar, then<br/>Add Extra Question about Staff from the drop-down menu.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學							
Electronic Student Feedba	ck Questionnaire System	A A A Logout					
Teacher 🔻 SFQ Report 👻 Analytics 👻	Help• 🗲 switch to side bar						
Add Extra Question about Staff	)						
Monitor Survey							
Update Teacher Profile							

**Step 2** In the **Teaching class to be evaluated** section, click on the subject that you would like to import the questions to. The selected subject will be highlighted in purple.

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	tra Quest							
TEACHIN	G CLASS TO	D BE EVALU	ATED IN 2014/15 Semester 1					
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ABCTTDUT					2014	2014		
			(max_EIVE quartians)		2014	2014		
			(max. FIVE questions)		2014	2014		

# Step 3 Click the Question Bank icon in the Extra Question About Staff section to open the My Question Bank window.

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			ack Questionnaire System				ΑΑ	A Logout
	SFQ Report		▼ Help▼					
TEACHING	G CLASS TO	BE EVALU	ATED IN 2014/15 Semester 1					
Subject Code	Subject Section	Subject Componer	Subject Title	in ci		Survey Start Date	Survey End Date	Enrolment
ABCT1D01	D01501	LAB001	CHEMISTRY AND MODERN LIVING	No	)	17 Nov 2014	30 Nov 2014	25 🗾
EXTRA QU	JESTION AB	BOUT STAFF	(max. FIVE questions)					
🤣 📮	) 🗔 🔚		- Ľ <u>m</u> Þ					
Question	(max. 120	characters	for each question)	Que	stior	і Туре		

**Step 4** Check the box next to the question(s) you would like to import to your current SFQ, then click **Import** in the bottom left corner to import the selected questions.

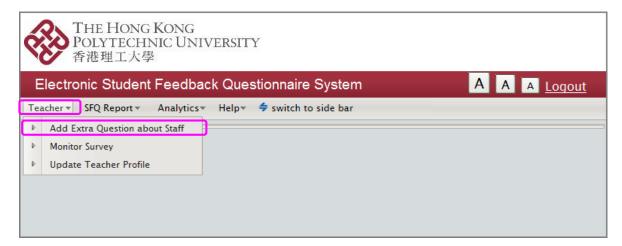
THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學	
Flectronic Student Feedback Ouestionnaire System My Question Bank	
Question     The staff member can communicate with students well.     The staff member offered clear explanations.	Question Type 5-Point Scale (5=Strongly agree 1=Strongly disagree) 5-Point Scale (5=Strongly agree 1=Strongly disagree)
How can the staff member's teaching be improved?	Open-ended
2	-
Import Cancel	

# **Step 5** Reorder the imported quetsions as appropriate using the Up $\frown$ and Down $\bigtriangledown$ buttons, then click the Save icon $\Box$ to save your changes.

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Electro	onic Stud	dent Feed	dback Questionnaire Sys	tem			ΑΑ	A Logo	<u>out</u>
Teacher 🔻	SFQ Repo	rt⊤ Analyt	ics▼ Help▼ 🗲 switch to side	bar					
Add Ex	tra Quest	×							
TEACHIN	G CLASS		UATED IN 2014/15 Semester	r 1					
Subject Code	Subject Section	Subject Compone	Subject Title		In- class	Survey Start Dat	Survey End Date	Enrolmer	n
ABCT1D01	D01501	LAB001	CHEMISTRY AND MODERN LIVIN	G	No	17 Nov 2014	30 Nov 2014	25	5 🔳
EXTRA QU		ABOUT STA	EE (max. FIVE questions)						
Question	(max. 12	0 characte	rs for each question)	Q	uestio	n Type			
The staff n	nember off	ered clear ex	planations.			nt Scale (5= ly disagree)			
The staff n	nember car	o communic	ate with students well.			nt Scale (5= ly disagree)			
How can th	ne staff me	mber's teach	ning be improved?			nt Scale (5= ly disagree)			

### 11.3.6 Previewing the questionnaire

**Step 1** To preview the questionnaire, first select **Teacher** in the top menu bar, then **Add Extra Question about Staff** from the drop-down menu.



Step 2 Select the subject in the Teaching class to be evaluated section, then click the Preview icon in the Extra Question About Staff section to open the Questionnaire Preview window.

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			ack Questionnaire				ΑΑ	A Logo	<u>ut</u>
			▼ Help▼	ide bar					
μ	a Quest		ATED IN 2014/15 Sen	actor 1					
Subject Code	Subject Section	Subject Componen	Subject	lester 1	In- class	Survey Start Date	Survey End Date	Enrolment	
ABCT1D01	D01501	LAB001	CHEMISTRY AND MODE	RN LIVING	No	17 Nov 2014	30 Nov 2014	25	
	1								
<u>چ</u>			(max. FIVE question	s) <b>2</b>					_
Question	max. 120	characters	for each question)		Question	і Туре			

**Step 3** The questions in black are standard items and extra questions added by the Subject Leader (in Section I About the Subject, if any); those in red are extra questions added by you.

To close the Questionnaire Preview window, click the Close button 'x' in the top right corner.

stronic Student Feedback Questionnaire Sustem juestionnaire Preview	
<ol> <li>This subject has enabled me to develop a better understanding of myself. [5-Point Scale]</li> <li>I have acquired interpersonal skills essential for functioning as an effective leader. [5-Point Scale]</li> <li>I have learned self-reflection skills in this subject. [5-Point Scale]</li> <li>I have learned to become more active and self-motivated in pursuing knowledge on self-understanding and interpersonal</li> </ol>	l relationship. [5-Point Scale]
C. Extra Questions 1. Q1 [5-Point Scale] 2. Q2 [5-Point Scale] 3. Q3 [5-Point Scale]	
<ul> <li>D. Open-ended Comments</li> <li>What aspects of the subject were most useful to your learning? [Open-ended]</li> <li>How could the subject be improved to help you learn better? [Open-ended]</li> </ul>	
About the Staff Member	
<ul> <li>A. Teaching of the Staff Member <ol> <li>The teacher has been willing to provide help when necessary. [5-Point Scale]</li> <li>The teacher has motivated me to learn. [5-Point Scale]</li> <li>The teacher has organized the subject contents logically and clearly. [5-Point Scale]</li> <li>The teacher has organized the subject contents logically and clearly. [5-Point Scale]</li> <li>The teacher has enabled me to relate the knowledge taught to my professional/intended career. [5-Point Scale]</li> <li>The teaching of the staff member has provided me with a valuable learning experience. [5-Point Scale]</li> <li>Overall, I think that the staff member is an effective teacher. [5-Point Scale]</li> </ol> </li> </ul>	
8. Use of English as the Medium of Instruction 1. To what extent has the staff member used English in his/her teaching? [3-Point Scale]	
C. Extra Questions 1. Q1 [5-Point Scale] 2. Q2 [5-Point Scale] 3. Q3 [5-Point Scale] 4. Q4 to be imported [5-Point Scale] 5. Q5 to be imported [5-Point Scale]	
D. Open-ended Comments <ol> <li>What aspects of this staff member's teaching were most helpful to your learning? [Open-ended]</li> <li>How would you like the teaching be changed (if at all), to help you learn better in the subject? [Open-ended]</li> </ol>	

### 11.3.7 Checking student enrolments

Subject Teachers are required to check and confirm the student enrolments before deploying the SFQ (see <u>Section 4</u> of the Handbook).

Step 1To check student enrolment of a subject, first select Teacher in the top menu bar, then Add ExtraQuestion about Staff from the drop-down menu.

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El	ectronic Student Feedba	ck Questionnaire System	A A A Logout
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Þ	Add Extra Question about Staff		6
Þ	Monitor Survey		
Þ	Update Teacher Profile		

**Step 2** Click the **Student icon to display the student list**.

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			ack Questionnaire System			ΑΑ	A <u>Logo</u>		
	ra Quest								
TEACHIN	G CLASS TO	BE EVALU	ATED IN 2014/15 Semester 1						
Subject Code	Subject Section	Subject Componer	Subject Title	In- class	Survey Start Date	Survey End Date	Enrolment		
ABCT1D01	D01501	LAB001	CHEMISTRY AND MODERN LIVING	No	17 Nov 2014	30 Nov 2014	25		
EXTRA QU			(max. FIVE questions)						
الله الم	Image:								

# **Step 3** Verify the student list. **Inform your Departmental SFQ Administrator(s) of any discrepancies so** that they can update the records on the AS Student Record System accordingly.

You can sort the student list by student number or name by clicking the corresponding column headers.

To export the list as an Excel file for checking, click **Export**.

	Name	Student Number	No.
	CHAN Siui Ming Tom	12107555D	1
	KWAN Lily	12108133D	2
	LAW Mei Mei	12110762D	3
	Poon Lai Shan	12112399D	4
	YIP Sze Sze	12113083D	5
5	LAU Yu Ka	12113619D	6
	TSUI Yuk Ting	12139403D	7
	LAM Ka Kei	13067758D	8
	CHAN Man Fei	13067926D	9
	CHAN Wai Lam	13068313D	10
F	CHAN Choi Wan	13068686D	11
	LEE Siu Yuk	13084885D	12
	CHAN Dai Man Tommy	13114332D	13
	Student 99990001	99990001	14
	Student 99990002	99990002	15
	Student 99990003	99990003	16
1	Student 99990004	99990004	17

### 11.3.8 Updating your profile

Updating your profile is optional but recommended. You can upload a picture of yourself and add a preferred name to be displayed in the questionnaire.

**Step 1** To update your profile, click **Teacher** in the top menu bar then select **Update Teacher Profile**.

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Electronic Student Feedba	ck Questionnaire System	A A A Logout
Teacher  SFQ Report  Analytics	Help• 🗲 switch to side bar	
Add Extra Question about Staff		
Monitor Survey		
Update Teacher Profile		

**Step 2** Enter your preferred name to be shown in the questionnaire.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學	
Electronic Student Feedback Questionnaire System	A A A Logout
Teacher 👻 SFQ Report 👻 Analytics 👻 Help 🛛 🗲 switch to side bar	
Update Teacher ×	
UPDATE TEACHER PROFILE	
Preferred Name	
Photo	
Upload your photo	

**Step 3** To upload a photo of yourself, click Upload your photo.

THE HONG KONG	
<b>POLYTECHNIC UNIVERSITY</b>	
▲ 香港理工大學	
Electronic Otudent Establishi Ourstians size Ourtain	
Electronic Student Feedback Questionnaire System	A A A Logout
Teacher 👻 SFQ Report 👻 Analytics 👻 Help 👻 🗲 switch to side bar	
Update Teacher ×	
UPDATE TEACHER PROFILE	
Preferred Name	
Photo	
Upload your photo	

**Step 4** Locate your photo file then click Open. Note that the file size should not exceed 300KB and the resolution of the photo should be within 500 x 500 pixels.

POLY 香港理	Hong Kong Technic Univer 直工大學			0				
Electronic Teacher SFC		in ▶ Pictures	har •	▼ 4		Rating	۹ ایک و	A A <u>Logout</u>
	<ul> <li>Recent Places</li> <li>Desktop</li> <li>Computer</li> <li>Recently Changed</li> <li>Dropbox</li> <li>Pictures</li> <li>Music</li> <li>Searches</li> <li>Public</li> </ul>	Slide Shows	1280x1024	1680×1050	download.jp g	Sample Pictures		
	Folders  File name:	download.jpg	_		<ul> <li>✓ All Files (*</li> <li>Open</li> </ul>		▼ ncel	

**Step 5** Click the Save icon to save your changes.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學 Electronic Student Feedback Questionnaire System Teacher▼ SFQ Report ▼ Analytics▼ Help▼ ◆ switch to side bar	A A A Logout
Update Teacher ×	
UPDATE TEACHER PROFILE	
Preferred Name Photo Description Description Upload your photo	

### 11.3.9 Monitoring the survey

You can check the response rates to the eSFQ and send emails to the students via the eSFQ system to encourage student participation if you wish to do so.

**Step 1** To check the response rates to the eSFQ, select **Teacher** in the top menu bar then select **Monitor Survey** from the drop-down menu.

THE HONG KONG POLYTECHNIC UN 香港理工大學	IVERSITY	
Electronic Student Feedba	ack Questionnaire System	A A A Logout
Teacher       SFQ Report       Analytics         Add Extra Question about Staff         Monitor Survey         Update Teacher Profile	r Help▼ <b>\$</b> switch to side bar	

The number of responses and response rate of each individual class for which the eSFQ has been administered in the semester will be displayed.

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Electro	Electronic Student Feedback Questionnaire System A 🗛 🗛 Logout											
Teacher 🔻	Teacher+ SFQ Report+ Analytics+ Help+ 🜩 switch to side bar											
Monito	r Survey ×				_							
l 📀 🔎						No		1.0				
Subject Code	Subject Section © Code	Subject Component Code	Subject Title	÷ <b>т</b> i	4	No. of response:	Response Rate	La En Se	e Surve Status	No. of response	Response Rate	last I nail ent Date
ABCT1D01	D01501	LAB001	CHEMISTRY AND MODERN	Dr		. csponse.			Editing	0/25	0.0%	
						0/25	0.0%		$\frown$			

**Step 2** To send an email reminder to the students enrolled in the class, click the Send Email icon to open the Send Email Reminder window.

$(\mathbf{x},\mathbf{x})$	THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學													
Electr	Electronic Student Feedback Questionnaire System													
Teacher 🕶	Teacher - SFQ Report - Analytics - Help - + switch to side bar													
Monito	or Survey	×												
🔶 🎸														
Subject Code	Subject Section Code	Subject Componer Code	Subject Title	Teacher 🍵	Extra Questior About Subject	Extra Questior About Staff	In- class	Survey Start Date	Survey End Date	Survey Status	No. of response	Respons Rate	Last Email Sent Date	
ABCT1D0	1D01S01	LAB001	CHEMISTRY AND MODERN LIVING	Dr James Smiley	0	3	No	17 Nov 2014	30 Nov 2014	Editing	0/25	0.0%		

- **Step 3** Fill in the required information as appropriate:
  - 1. Mail Subject: Provide an email subject.
  - 2. Mail To: By default, it is set to send to all students. Select Non-respondents Only if you would like to send the email reminder to the non-respondents only.
  - 3. Mail Send Date: Select the date you would like the email to be sent.
  - 4. Mail content: Write your message to encourage student participation. If you would like to insert the eSFQ web link into your email for students' easier access, click **Insert eSFQ Web** Link and it will be inserted at the cursor position.

Electronic Student Feedback Questionnaire System	A A Locout
Send Email Reminder	×
Subject Code: ABCT1D01	
Subject Class: D01501 - LAB001	
Subject Title: CHEMISTRY AND MODERN LIVING	
Teacher: Dr James Smilev	
Mail From: Dr James Smiley <jsmiley@polyu.edu.hk></jsmiley@polyu.edu.hk>	
Mail CC: Dr James Smiley <jsmiley@polyu.edu.hk></jsmiley@polyu.edu.hk>	
Mail Subject Please complete your eSFQ	
Mail To: O All Students O Non-respondents Only 2	
Mail Send Date: 06 Sep 2014 💼 3	
Font Size 🔽 🖪 I 🖳 🗛 🖛 🗄 🎼 🎼 🎼	
Dear Students	
Please complete your eSFQ at http://www.polyu.edu.hk/esfq/student	
4	
Insert eSFQ We	b Link Send Close

#### Step 4 Click Send to send the email.

Electronic Student Feedback (Juestionnaire System	A		odout.								
Send Email Reminder			×								
Subject Code: ABCT1D01											
Subject Class: D01501 - LAB001											
Subject Title: CHEMISTRY AND MODERN LIVING											
Teacher: Dr James Smiley											
Mail From: Dr Uames Smiley <jsmiley@polyu.edu.hk></jsmiley@polyu.edu.hk>											
Mail CC: Dr James Smiley <jsmiley@polyu.edu.hk></jsmiley@polyu.edu.hk>											
Mail Subject: Please complete your eSFQ											
Mail To: <ul> <li>All Students</li> <li>Non-respondents</li> <li>Only</li> </ul>	Mail To: <ul> <li>All Students</li> <li>Non-respondents</li> <li>Only</li> </ul>										
Mail Send Date: 06 Sep 2014											
Font     Size     B     I     Q     A <sub>i</sub> * IE     IE     IE       Dear Students       Please complete your eSFQ at http://www.polyu.edu.hk/esfq/student. Thank you.											
Insert eSFQ Web	o Link	Send	Close								

### 11.3.10 Viewing SFQ full/staff reports

Step 1To view the full/staff reports, click SFQ Report in the top menu bar then select View SFQ Full<br/>Report to display the list of available reports.

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Electro	nic Student Feedback Questionr	iaire System	A A A Logout
Teacher 🔻	SFQ Report - Analytics - Help - 🗲 swite	ch to side bar	
	View SFQ Full Report		
	Departmental Cumulative Norms		
	Faculty Cumulative Norms		

**Step 2** You can search for a report by clicking the Magnifying glass icon  $\overset{\frown}{\overset{\frown}{\overset{\frown}{}}}$  in the top left corner.

To sort the reports in ascending or descending order by academic year and semester, subject code, subject title, subejct section code or subject component code, click the corresponding column header.

Click the PDF icon an ext to the record to display the subject report for that class.

Electr	onic Stud	lent Feedback Questionnaire	System		A A	A Logout
Teacher +	SFQ Report	<ul> <li>Help + </li> <li>switch to side bar</li> </ul>				
View S	FQ Full R	×				
	Ø					
Acad. YrSem	Subject Code	Subject Title	Subject Section Code	Subject Componen Code	Teacher	Full Report
2013-1	ABCT1301	CHEMISTRY AND MODERN LIVING	301501	LAB001	Teacher A	
2013-1	ABCT1301	CHEMISTRY AND MODERN LIVING	301501	LEC001	Teacher C	
2013-1	ABCT1301	CHEMISTRY AND MODERN LIVING	301501	TUT001	Teacher B	1
2013-1	ABCT1D01	CHEMISTRY AND MODERN LIVING	D01501	LAB001	Teacher A	
2013-1	ABCT1D01	CHEMISTRY AND MODERN LIVING	D01501	LEC001	Teacher C	1
2013-1	ABCT1D01	CHEMISTRY AND MODERN LIVING	D01501	TUTOOI	Teacher B	1

### 11.3.11 Viewing departmental and faculty cumulative norms

Subject Leaders, subject teachers and departmental SFQ administrators can view the departmental norms of their own department and the cumulative norms of all Faculties/Schools.

**Step 1** To view the departmental or faculty cumulative norms, click **SFQ Report** in the top menu bar then select **Departmental Cumulative Norms** or **Faculty Cumulative Norms** to display the list of available reports.

PC PC	DLY	Hong Kong Technic University 理工大學							
Electronic Student Feedback Questionnaire System									
Teacher 🔻	SFC	Q Report 🔻 Analytics 👻 Help 👻 🗲 swit	ch to side bar						
	Þ	View SFQ Full Report							
	Þ	Departmental Cumulative Norms							
	Þ	Faculty Cumulative Norms							

## Step 2 Click the PDF icon The next to the record to display the report.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學										
Electronic Student Feedback Questionnaire System										
Teacher 🔻 SFQ Report 👻 Analytics 👻 Help 👻 🗲 switch to side bar										
View Faculty Cu ×										
<u>\$</u>										
Faculty/School	Report									
FAST										
FB										
FCE										
FENG										
FH										
FHSS										
SD										
SHTM										

### 11.3.12 Viewing summary of SFQ results

Subject teachers can view and export a summary of their SFQ results.

**Step 1** To view the summary, click **Analytics** in the top menu bar then select **Subject Teacher**, then **Summary of SFQ Results**.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學										
Electronic Student Feedback Questionnaire System										
Teacher 🗸 SFQ Report 📲 Analytics 🔪 Help 👻 🗲 switch to side bar										
2 Subject Teacher )	· Þ	Summary of SFQ Results	3							
	₽	Report for Staff Appraisal, Further Appt. etc.								
	Þ	Download Raw Data								
			-							

**Step 2** Use the Arrow buttons at the bottom to go to the first, previous, next or last page. Alternatively, you can enter the page number to go to a particular page.

To search for a particular record, click the Magnifiying glass icon  $2^{10}$ . Enter the relevant information, then click Search.

Summary			8	)													
cad. Yr.	Sem	Subject Code	Section	Component	NetID	Enrolment	No. of Returns	Response Rate	1A1	1A2	1A3	1A4	1A5 (Too Heavy)	1A5 (Appropriate)	1A5 (Too Light)	1A6 (>=14 hrs)	1A6 (11-1
014/15	3	APSS1171	B14501	LEC001	subteacher	60	22	36.67%	4.0	4.0	4.0	3.8	10.5%	89.5%	0.0%	N/A	N/A
014/15	3	APSS1181	B15501	LEC001	subteacher	42	6	14.29%	3.7	3.7	3.7	3.7	16.7%	83.3%	0.0%	N/A	N/A
014/15	3	APSS2191	265501	LAB002	subteacher	11	5	45.45%	3.4	3.6	3.4	4.0	40.0%	60.0%	0.0%	0.0%	0.0%
014/15	3	APSS2191	265502	LAB001	subteacher	10	4	40.00%	4.5	4.5	4.3	4.5	0.0%	100.0%	0.0%	0.0%	0.0%
014/15	3	APSS2371	S05S01	LEC001	subteacher	37	17	45.95%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
014/15	3	APSS2371	S05S01	LEC001	subteacher	37	18	48.65%	4.5	4.6	4.5	4.4	38.9%	61.1%	0.0%	N/A	N/A
014/15	3	APSS2401	S05S01	LEC002	subteacher	42	19	45.24%	4.2	4.2	4.3	4.1	50.0%	50.0%	0.0%	N/A	N/A
014/15	3	APSS2405	S05S01	LEC002	subteacher	42	19	45.24%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
14/15	3	APSS2425	S05S01	LEC003	subteacher	40	33	82.50%	4.5	4.5	4.5	4.3	21.9%	78.1%	0.0%	N/A	N/A
14/15	3	APSS2425	S05S01	LEC003	subteacher	40	27	67.50%	N/A	N/A	N/A	N/A	N/A	<u>N/A</u>	N/A	N/A	N/A
014/15	3	APSS2426	S06S01	LEC001	subteacher	31	23	74.19%	4.3	4.4	4.3	4.2	0.0%	100.0%	0.0%	N/A	N/A
14/15	3	AP552429	S09S01	SEM001	subteacher	21	2	9.52%	3.0	3.0	3.0	3.5	50.0%	50.0%	0.0%	N/A	N/A
014/15	3	APSS3171	322501	LEC001	subteacher	19	8	42.11%	4.8	4.6	4.5	4.6	12.5%	87.5%	0.0%	12.5%	25.0
14/15	3	APSS3181	231501	LEC001	subteacher	28	10	35.71%	4.4	4.4	4.5	4.2	0.0%	100.0%	0.0%	10.0%	40.0
14/15	3	APSS3191	231501	SEM001	subteacher	16	6	37.50%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
14/15	3	APSS3191	231501	SEM002	subteacher	12	4	33.33%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
14/15	3	APSS337	331501	LEC001	subteacher	39	20	51.28%	4.2	4.1	4.2	4.2	25.0%	75.0%	0.0%	5.3%	31.6
14/15	3	AD55227	221501	CEM003	subtaschar	20	12	65.00%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
14/15	3							26.32%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
14/15	3				-			77.78%	4.6	4.6	4.5	4.4	28.6%	71.4%	0.0%	21.4%	57.1
14/15	3	1.	4 4	2 /	5			22.50%	4.6	4.8	4.4	4.4	0.0%	100.0%	0.0%	N/A	N/A
14/15	3							55.56%	4.4	4.4	4.3	4.1	42.9%	57.1%	0.0%	26.7%	33.3
14/15	3				Sourcounci		<b>1</b>	56.25%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
14/15	3	APSS	-	SEM001	subteacher	16	9	56.25%	N/A	N/A	N/A	N/A	<u>N/A</u>	N/A	N/A	N/A	N/A
14/15	3	1 122	461501	SEM002	subteacher	11	6	54.55%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

To export the records to an Excel file, click the Excel file icon a.

### 11.3.13 Interactive tool for interpreting SFQ scores

The interactive tool enables you to compare your SFQ ratings from a particular class of students with the Faculty SFQ Norms for classes of similar size so as to identify your relative strengths in teaching as well as areas where you can further improve, and/or the relative standing of your scores compared to other classes of similar size within the Faculty. It also provides some tips to help you further improve different aspects of students' learning experience of the subject as well as your own teaching.

For more information on interpreting the SFQ scores:

- See Interpreting the Results from the Faculty/School-based Student Feedback Questionnaire (SFQ) at: http://edc.polyu.edu.hk/sfq-interpret.htm
- See Understanding the Nature and Limitations of Student Feedback on Teaching at: http://edc.polyu.edu.hk/sfq-collect-understand.htm
- Attend the workshop on interpreting SFQ reports for teaching enhancement: Each semester, EDC offers a workshop on this topic. You can find more information on this workshop from EDC's activities calendar: <u>http://eldss.edc.polyu.edu.hk/AMS/activitycalendar.asp#</u>

You are welcome to schedule a consultation session with the following EDC staff members for interpreting your SFQ results and advice on improving teaching and learning:

- Dr. Christine Armatas
   Email: christine.armatas@polyu.edu.hk
   Ext.: x6298
   Room: TU608
- Dr. Joseph Chow
   Email: joseph.chow@polyu.edu.hk
   Ext.: x6320
   Room: TU612

To use the tool, follow the steps below.

**Step 1** To access the interactive tool, login to the eSFQ system. Then click **Analytics** in the top menu bar then select **Subject Teacher**, then **Summary of SFQ Results**.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學											
Electronic Student Feedback Questionnaire System											
Teacher - SFQ Report -1	Teacher 🗸 SFQ Report 📲 Analytics 🖌 Help 🗸 🗲 switch to side bar										
2	Subject Teacher 🕨	Þ	Summary of SFQ Results	3							
		Þ	Report for Staff Appraisal, Further Appt. etc.								
		Þ	Download Raw Data								

### **Step 2** Click on the subject code in the record to display the interactive tool.

Summary of SFQ ×							
Acad. Yr.	Sem	Subject Code	Section	Component	Part of Teaching Being Evaluated	Staff Name	
2014	1	POLYU1001	031501	TUT005	Small group	Teacher A	
2014	1	POLYU1001	031501	TUT007	Small group	Teacher E	
2014	1	POLYU1002	204501	TUT003	Small group	Teacher A	
2014	1	POLYU1002	204502	LEC001	Lecture	Teacher E	
4							
«	/ 10	8 + +					

**Step 3** Your SFQ scores for that class will be shown plotted against the Faculty norms for classes of similar class sizes as shown in the screenshot below.

To display the teaching tips indicated by the smiley face symbol, hover the cursor over the Smiley face icon.

To download the interactive report, click the **Download PDF button** at the top left hand corner.

lass-averag	ze SFO mea	ns against FH , class si	ize <=30			
)epartment:		FH				
taff name:		SMILEY James	Staff numbe	r:	A000001	
cademic year:		2015	Semester:		Semester 1	
ubject name:		Academic Integerity				
ubject code:		POLYU1001	Group:		001S01-SEM001	
Io. of student	enrolled:	4	No. of return		4	
esponse rate:		100.0%	Focus of fee	dback:	Staff and subject	
Low (low	west 10%) n-High (75th-90tl	Medium-Low (10th- h percentile)	igh (top 10%) 🔶 Facult		-# Your means	
Medium	n-High (75th-90th SUBJECT g Experience		igh (top 10%) 🔸 Facult Tea			
Medium ABOUT THE SI Your Learning	n-High (75th-90th SUBJECT g Experience I have a clear subject. The teaching	h percentile) H of the Subject understanding of what I am exp and learning activities (e.g. lectu ects, etc.) have helped me to ach	igh (top 10%)    Facult Tea ected to learn from this irres, discussions, case	y means aching Tips		
Medium ABOUT THE SI Your Learning	High (75th-90ti UBJECT Experience I have a clear subject. The teaching studies, proje learning outo The assessmi	h percentile) H of the Subject understanding of what I am exp and learning activities (e.g. lectu ects, etc.) have helped me to ach	igh (top 10%)   Facult  Tea  ected to learn from this  irres, discussions, case leve the subject	y means aching Tips	Your means	
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Medium ABOUT THE S /our Learning IA1 IA2 IA3 IA4 ABOUT THE S	h-High (75th-90th UBJECT g Experience I have a clear subject. The teaching studies, proje learning out The assessm and understand I understand	h percentile) H of the Subject understanding of what I am exp and learning activities (e.g. lectu ctts, etc.) have helped me to achi comes. ents require me to demonstrate r inding of the subject. the criteria according to which I ER	igh (top 10%)   Facult  Tea  ected to learn from this  ures, discussions, case ieve the subject  my knowledge, skills	y means aching Tips    	Your means	
Medium ABOUT THE SI Your Learning IA1 IA2 IA3 IA4 ABOUT THE SI	h-High (75th-90th UBJECT g Experience I have a clear subject. The teaching studies, proje learning out The assessm and understand I understand	h percentile) H of the Subject understanding of what I am exp and learning activities (e.g. lectu ctts, etc.) have helped me to achi comes. ents require me to demonstrate r inding of the subject. the criteria according to which I ER	igh (top 10%)   Facult  Tea  ected to learn from this  ures, discussions, case ieve the subject  my knowledge, skills	y means aching Tips	Your means	
Medium BOUT THE Si our Learning IA1 IA2 IA3 IA4 BOUT THE S	High (75th-90th UBJECT SEXPERIENCE I have a clear subject. The teaching studies, proj learning outo The assessme and understa I understand TAFF MEMBI the Staff Mem	h percentile) H of the Subject understanding of what I am exp and learning activities (e.g. lectu ctts, etc.) have helped me to achi comes. ents require me to demonstrate r inding of the subject. the criteria according to which I ER	igh (top 10%)   Facult  Tea  ected to learn from this  ires, discussions, case ieve the subject  my knowledge, skills  will be graded.	y means aching Tips	Your means	
Medium ABOUT THE S' Your Learning IA1 IA2 IA3 IA4 ABOUT THE S' Teaching of th	h-High (75th-90th UBJECT g Experience I have a clear subject. The teaching studies, proje learning outc The assessminand understa I understand TAFF MEMBI the Staff Mern The staff mern	h percentile) H of the Subject understanding of what I am exp and learning activities (e.g. lectu ctts, etc.) have helped me to ach icomes. ents require me to demonstrate in inding of the subject. the criteria according to which I ER abber	igh (top 10%)   Facult  Tea  ected to learn from this  ires, discussions, case leve the subject  my knowledge, skills  will be graded.  ed.	y means aching Tips	Your means	

How to interpret your SFQ results:

Your own SFQ scores (in **blue**) are plotted against the Faculty mean scores (in **red**).

SFQ scores of the corresponding items from classes of similar size to your class in the Faculty are used to plot the bars. The bars are coloured to show, from left to right, SFQ scores of the lowest 10%, between the lowest 10% to lowest 25%, the middle 50%, between the top 10% and top 25% and the top 10%.

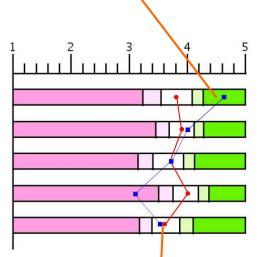
To have a sense of the relative standing of your scores as compared to similar classes in your Faculty, examine the region in which your SFQ scores (plots in **blue**) fall into. The following is a rough diagram for interpreting the scores:



### ABOUT THE STAFF MEMBER

### Teaching of the Staff Member

- IIA1 The explanation of the subject matter was clear.
- IIA2 There were adequate opportunities for students to ask questions.
- IIA3 The teaching motivated me to do my best.
- IIA4 The lecturer was willing to help students when they had problems in learning.
- IIA5 Useful and timely feedback was given on my assignments/work.



To identify your relative strengths and areas for further improvement in your own teaching, compare your SFQ scores with the Faculty Norms:

- Items where your SFQ scores are significantly higher than the Faculty mean scores (i.e., in the High or Medium-High region) represent areas of your relative strengths in teaching (e.g., score for IIA1)
- Items where your SFQ scores are significantly lower than the Faculty mean scores (i.e., in the Medium-Low or Low region) probably indicate areas where students feel less satisfied and thus, warrant more of your attention and effort to improve (e.g., score for IIA4)

Always remember that student ratings of this sort are rough indicators only. They are not precise nor absolute measures of a staff member's teaching performance and thus, must be interpreted in context and with great care. If you need more information or any assistance with interpreting SFQ results, see p. 69 of this Handbook.

### **11.3.14** Downloading SFQ summary report for staff appraisal, further appointment, etc.

Subject teachers can download a summary report of their past 7 years' SFQ results with percentile range indications for staffing exercise or other relevant purposes.

Step 1To download an SFQ summary report, click Analytics in the top menu bar then select SubjectTeacher, then Report for Staff Appraisal, Further Appt. etc.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學							
Electronic Studen	t Feedback Questi	ion	naire System	Α	A A Logout		
Teacher - SFQ Report -1	Analytics 🔻 Help 👻 🗲	swit	tch to side bar				
2	Subject Teacher 🕨	Þ	Summary of SFQ Results				
		Þ	Report for Staff Appraisal, Further Appt. etc.	3			
		Þ	Download Raw Data				

**Step 2** Select the number of years (1, 3, 6 or 7) from the drop-down menu (Year(s) to Review), then click Download to generate and download the report.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學	
Electronic Student Feedback Questionnaire System	A A A Logout
Teacher + SFQ Report + Analytics + Help + + switch to side bar	
Report for Staf ×	
Teacher* Dr ARMATAS Christine Ann (caarmat)	•
Year(s) to *	•
1 2 Download	

#### 11.3.15 Downloading raw data

Subject teachers can download the raw data of students' responses (*de-identified*) in Section I About the Subject (if applicable) and/or Section II About the Staff Member.

Step 1To download the raw data, click Analytics in the top menu bar, select Subject Teacher, then<br/>Download Raw Data on Subject. A new tab will be displayed.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學							
Electronic Student Feedback Questionnaire System							
Teacher - SFQ Report - 1 Analytics Help - + switch to side bar							
2 Subject Teacher > Summary of SFQ Results							
Report for Staff Appraisal, Further Appt. etc.							
Download Raw Data	3						

**Step 2** Click the Excel file icon to download the raw data of a particular record. To download multiple records, select the records by checking the boxes next to them, then click the zip file icon.

To search for a particular record, click the Magnifiying glass icon 2. Enter the relevant information, then click Search.

You can use the Arrow buttons at the bottom to go to the first, previous, next or last page. Alternatively, you can enter the page number to go to a particular page.

THE HOL POLYTEC 香港理工	NG KONG CHNIC UNIVERSITY 大學				
Electronic St	udent Feedback (	Questionnaire System			A A A Logout
System+ Administra	ator* SFQ Report* Anal	ytics▼ Help▼ 🗲 switch to side bar			
Download Raw Da					
🔊 🔎 🗈 🗖					
Acao 11 Sem D	Departme		Subject Code Section	Compone NetID	Staff Name
2015 1		D MODERN LIVING	ABCT1301 301501	LTL001	8
2015 1	2015	TO CHEMISTRY	ABCT1700 700501	LEC001	
2015	2015	TO CHEMISTRY	ABCT1700 700501	LEC001	
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2015 1	2015	IISTRY I	1	LEC001	
		< <   1 / 5	▶ <b>▶</b>		
14 4 1 / 5 <b>F</b> 1	N				[1-6/14]

## 11.3.16 Logging out of the eSFQ system

**Step 1** To log out of the eSFQ system, click the Logout link in the top right corner.

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學	
Electronic Student Feedback Questionnaire System	A A A Logout
Teacher - SFQ Report - Analytics - Help - + switch to side bar	

## **11.3.17** Further assistance and support

For further assistance or support, send an email to <u>esfq.support@polyu.edu.hk</u> with the following information if possible:

- *Screenshot* Capture your screen (by holding down Ctrl or Alt key while hitting the Print Screen button for PC, or Ctrl+Shift+Command (Apple)+4 for Macintosh) and paste the image to the email
- *Browser address* Copy the URL that is displayed in the address line of your browser and paste it to the email.

# **12. Appendices**

## 12.1 Appendix A Standard items used across Faculties/Schools

# Section I About the Subject

### Items on students' learning experience of the subject

#### English version

- 1. I have a clear understanding of what I am expected to learn from this subject.
- 2. The teaching and learning activities (e.g. lectures, discussions, case studies, projects, etc.) have helped me to achieve the subject learning outcomes.
- 3. The assessments require me to demonstrate my knowledge, skills and understanding of the subject.
- 4. I understand the criteria according to which I will be graded.
- 5. Relative to the subject learning outcomes, the workload for this subject has been:
- 6. On average, about how many hours <u>per week</u> during semester time did you spend on studying the subject (including attending classes, preparing for or revision after class, doing assignments or projects, preparing for tests and examination, etc.)? [For DSR subjects only]

### Traditional Chinese version (Used by FH only)

- 1. 我清楚知道本科目要求我學到甚麽。
- 2. 本科的教學活動(例如講課、討論、個案研究、項目研究等)能幫助我取得科目所要求達到的學習成果。
- 3. 本科的考核項目要求我展示我所學到的知識、技能以及我對科目的理解。
- 4. 我知道我在本科的成績等級是依據甚麼標準而評定的。
- 5. 就科目所要求達到的學習成果而言,本科目的功課量
- 6. 在學期當中,你<u>每周</u>用在學習本科目的時間(包括上課、課前預習或課後復習、做習作、準備測驗或考試等)平均是 多少?

#### Simplified Chinese version (Used by FB, FHSS and SHTM only)

- 1. 我清楚知道本科目要求我学到甚么。
- 2. 本科的教学活动(例如讲课、讨论、个案研究、项目研究等)能帮助我取得科目所要求达到的学习成果。
- 3. 本科的考核项目要求我展示我所学到的知识、技能以及我对科目的理解。
- 4. 我知道我在本科的成绩等级是依据甚么标准而评定的。
- 5. 就科目所要求达到的学习成果而言,本科目的功课量
- 6. 在学期当中,你每周用在学习本科目的时间(包括上课、课前预习或课后复习、做习作、准备测验或考试等)平均是 多少?

#### **Open-ended items**

#### English version

- 1. What aspects of the subject were most useful to your learning?
- 2. How could the subject be improved to help you learn better?

#### Traditional Chinese version (Used by FH only)

- 1. 本科目哪些方面對你的學習最有用?
- 2. 本科目可以如何改善,以幫助你學得更好?

#### Simplified Chinese version (Used by FB, FHSS and SHTM only)

- 1. 本科目哪些方面对你的学习最有用?
- 2. 本科目可以如何改善,以帮助你学得更好?

# Section II About the Staff Member

### Items on the overview about the teaching of the staff member

### English version

- 1. The teaching of the staff member has provided me with a valuable learning experience.
- 2. Overall, I think that the staff member is an effective teacher.

## Traditional Chinese version (Used by FH only)

- 1. 這位教師的教學給了我一個寶貴的學習經驗。
- 2. 整體來說,我認爲這位教師是一位高效能的教師。

## Simplified Chinese version (Used by FB, FHSS and SHTM only)

- 1. 这位教师的教学给了我一个宝贵的学习经验。
- 2. 整体来说,我认为这位教师是一位高效能的教师。

## Item on the use of medium of instruction

### English version

1. To what extent has the staff member used English in his/her teaching?

## Simplified Chinese version (Only for FB subjects using an eSFQ form in Chinese)

1. 这位教师在教学过程中有多少时间使用普通话?

## **Open-ended items**

## English version

- 1. What aspects of this staff member's teaching were most useful to your learning?
- 2. How would you like the teaching be changed (if at all), to help you learn better?

## Traditional Chinese version (Used by FH only)

- 1. 這位教師的教學哪些方面對你的學習最有幫助?
- 2. 你認為這位教師的教學可以怎樣改變(如果還需要改變的話)來幫助你學得更好?

## Simplified Chinese version (Used by FB, FHSS and SHTM only)

- 1. 这位教师的教学哪些方面对你的学习最有帮助?
- 2. 你认为这位教师的教学可以怎样改变(如果还需要改变的话)来帮助你学得更好?

# 12. 2 Appendix B Customised items for Faculty-based forms and subjects

Customised items in Section I About the Subject for GUR subjects

- <u>Cluster Areas Requirement (CAR)</u>
- Freshmen Seminar (FS)
- Language & Communication Requirement (LCR)
- Leadership & Intra-Personal Development
   (LIPD)
- Service Learning (SL)

Faculty-based items in Section II About the Staff Member

- FAST
- <u>FB</u>
- FCE
- <u>FENG</u>
- <u>FH</u>
- <u>FHSS</u>
- <u>SD</u>
- <u>SHTM</u>

## Customised items for Cluster Areas Requirement (CAR) subjects

- 1. This subject has broadened my knowledge beyond my chosen discipline/Major.
- 2. This subject has enabled me to examine issues from a multidisciplinary perspective.
- 3. I have learned to think more systematically and critically as a result of studying this subject.
- 4. I have learned to become more active and independent in my study.
- 5. My literacy (e.g., reading and writing) skills have improved as a result of studying this subject. [For subjects with Read/Write requirements]

## **Customised items for Freshmen Seminar (FS) subjects**

- 1. I have developed a better understanding of the nature, basic concepts and study options of my Broad Discipline/Major.
- 2. My interest in the Broad Discipline/Major has increased as a result of studying this subject.
- 3. I am more aware of the global issues and trends relating to my Broad Discipline/Major.
- 4. The Freshman Seminar project enhances my problem-solving ability.
- 5. I have learned to become more active and independent in my study.

## Customised items for Language & Communication Requirement (LCR) subjects

## Subject-specific items for LCR subjects (English)

## ELC0011

- 1. This subject has improved my ability to deliver effective oral presentations.
- 2. This subject has improved my ability to write comparison and contrast texts.
- 3. This subject has improved my ability to write essays in which I express my views.

## ELC0012

- 1. This subject has improved my ability to use appropriate language to participate effectively in small group discussions.
- 2. This subject has improved my ability to use appropriate tone and style in workplace writing.
- 3. This subject has improved my ability to write reports.

### ELC1007

- 1. This subject has improved my ability to refer to sources when delivering academic oral presentations.
- 2. This subject has improved my ability to write comparison and contrast texts with recommendations and with reference to sources.
- 3. This subject has improved my ability to use appropriate vocabulary and grammar to write academic problem-solution essays.

## ELC1008

- 1. This subject has improved my ability to plan, write and revise academic for and against essays that use sources.
- 2. This subject has improved my ability to plan, write and revise reports.
- 3. This subject has improved my ability to orally communicate in a group context.

## ELC1011

- 1. This subject has improved my ability to improve my understanding of written and spoken texts.
- 2. This subject has improved my ability to write effective short texts.
- 3. This subject has improved my ability to develop my speaking skills.

## ELC1012/13

- 1. This subject has improved my ability to refer to sources in my academic writing and oral presentations.
- 2. This subject has improved my ability to plan, write and revise academic essays.
- 3. This subject has improved my ability to deliver effective oral presentations.

## ELC1014

- 1. This subject has improved my ability to use academic sources appropriately and effectively.
- 2. This subject has improved my ability to plan, write and revise position argument essays (i.e. one-sided discursive essays).
- 3. This subject has improved my ability to present views effectively and critically in spoken communication.

## ELC2011

- 1. This subject has improved my ability to identify prominent ideas and implications, and distinguish unsupported claims from supported ones, and fallacies from valid arguments.
- 2. This subject has improved my ability to produce critical or interpretative texts which discuss and evaluate texts and writer positions.
- 3. This subject has improved my ability to write and discuss critical responses to various texts.

## ELC2012

- 1. This subject has improved my ability to write persuasive texts intended for a variety of audiences.
- 2. This subject has improved my ability to communicate persuasively in oral presentations.
- 3. This subject has improved my ability to make persuasive arguments in formal discussions.

## ELC2013

- 1. This subject has improved my ability to examine and analyse literary texts on various themes from different perspectives.
- 2. This subject has improved my ability to discuss literary techniques employed by writers.
- 3. This subject has improved my ability to appreciate and articulate differences in textual and visual media representations.

# CBS0101P Speech Genres & Verbal Communication(口語表述與傳意)

- 1. This subject has improved my ability to speak Putonghua with accuracy and fluency.
- 2. This subject has enabled me to master general sentence patterns for effective communication.
- 3. This subject has improved my ability to communicate successfully in Putonghua.
- 4. This subject has improved my ability to convey messages appropriately and functionally in Putonghua.

# CBS0102P Basic Writing Skills(基礎中文寫作)

- 1. This subject has improved my ability to use Chinese vocabularies precisely.
- 2. This subject has enabled me to master accurate sentence patterns in written Chinese.
- 3. This subject has improved my ability to explain and argue effectively through written Chinese.
- 4. This subject has improved my ability to convey messages appropriately and functionally in written Chinese.

# CBS0103P Chinese Communication for Higher Diploma (高級文憑基礎中文課)

- 1. This subject has enabled me to master the phonological system of Putonghua.
- 2. This subject has improved my Putonghua listening skills.
- 3. This subject has improved my Putonghua speaking skills for effective communication.
- 4. This subject has enabled me to master sentence structure in written Chinese.
- 5. This subject has enabled me to avoid code-mixing of English and Cantonese in written Chinese.
- 6. This subject has improved my ability to explain clearly and argue effectively in written Chinese.
- 7. This subject has improved my ability to write practical Chinese for communication.

# CBS1101P/CBS1100P Fundamentals of Chinese Communication (大學中文傳意)

- 1. This subject has enabled me to identify the major points of any message in Putonghua and written Chinese.
- 2. This subject has enabled me to master the form, organization, and style of different genres for communication.
- 3. This subject has improved my ability to convey messages through different genres, channels, media for communication.
- 4. This subject has enhanced my ability to express the goodness of "being responsible", "being considerate", and "being appreciative" in formal communication.

## CBS1102P Advanced Communication Skills in Chinese(高階中文傳意)

- 1. This subject has improved my ability to communicate effectively in both spoken and written Chinese.
- 2. This subject has enabled me to master the format, organization and style in critical, persuasive, and editorial writing.
- 3. This subject has improved my ability to deliver public speech effectively.
- 4. This subject has improved my ability to appreciate and to produce creative Chinese writing.

# CBS1151 Chinese I (for non-Chinese speaking students) 漢語 I (非華語學生課程)

- 1. This subject has enabled me to use the Hanyu Pinyin system for learning.
- 2. This subject has built up my basic vocabulary and basic sentence patterns in Chinese.
- 3. This subject has improved my ability to comprehend simple messages in Putonghua.
- 4. This subject has improved my ability to engage in simple daily communication in Putonghua.

# CBS1152 Chinese II (for Non-Chinese speaking students) 漢語 II (非華語學生課程)

- 1. This subject has improved my pronunciation in Chinese.
- 2. This subject has improved my ability to carry out simple conversation in Chinese.
- 3. This subject has improved my ability to understand basic sentence patterns in Chinese.
- 4. This subject has enabled me to recognize at least 100 new Chinese characters.
- 5. This subject has enabled me to understand and use at least 200 new Chinese words.
- 6. This subject has improved my ability to input Chinese by means of Pinyin.

# CBS2151 Chinese III (for Non-Chinese speaking students) 漢語 III (非華語學生課程)

- 1. This subject has enhanced my Putonghua ability for daily conversation.
- 2. This subject has enabled me to add 100 new characters to my vocabulary.
- 3. This subject has improved my ability to understand and use 250 new Chinese words.
- 4. This subject has improved my ability to use basic Chinese sentence structures for narrations.
- 5. This subject has improved my ability to input Chinese characters.

# CBS2152 Chinese Literature – a Linguistics and Cultural Perspective (for non-native speakers) 中國 文學--語文與文化 (非華語學生課程)

- 1. This subject has enabled me to acquire a basic understanding of the features and varieties in Chinese literature.
- 2. This subject has enhanced my understanding of the relation between Chinese culture and Chinese language.
- 3. This subject has enhanced my knowledge in Chinese poetry, Chinese calligraphy, Chinese painting, Chinese opera, and their cultural values.
- 4. This subject has enhanced my knowledge of the basic spirits of Confucianism and Daoism in Chinese literature.

# CBS2153 Intermediate Cantonese (Taught in English) [中級廣東話(以英語授課)]

- 1. This subject has enabled me to pronounce Cantonese more accurately.
- 2. This subject has enabled me to use more vocabulary and different sentence patterns to conduct daily communicative tasks.
- 3. This subject has enabled me to comprehend simple messages conveyed in Cantonese.
- 4. This subject has enabled me to use simple Cantonese idioms and slangs.
- 5. This subject has enabled me to recognize often used Chinese Characters in daily life of the Cantonese setting.

# CBS2101P Putonghua in the Workplace (職業普通話)

- 1. This subject has improved my ability to speak Putonghua accurately, fluently, and effectively.
- 2. This subject has enabled me to adapt myself in using Putonghua in various situations for different purposes.
- 3. This subject has improved my ability to adopt appropriate pragmatic devices for professional communication.
- 4. This subject has improved my understanding of the socio-cultural implications of communication in China.

# CBS2102P Creative Writing in Chinese (中文創意寫作)

- 1. This subject has improved my knowledge of the features and principles of literary creative writing.
- 2. This subject has improved my ability to compose creative works with literary and rhetorical style.
- 3. This subject has improved my understanding of literary criticism on different artistic genres.
- 4. This subject has improved my ability to produce creative pieces in modern prose, fiction or drama.

# CBS2103P Chinese and the Multimedia (中文與多媒體)

- 1. This subject has improved my ability to analyze linguistic and extra-linguistic features of Chinese used in multimedia contexts.
- 2. This subject has improved my knowledge of the unique Chinese writing conventions for multimedia.
- 3. This subject has improved my ability to identify the features of different strategic writing in multimedia contexts.
- 4. This subject has improved my ability to use suitable strategies for producing effective writing.
- 5. This subject has improved my ability to apply specific rhetorical skills for communication in multimedia contexts.

# CBS1103P Fundamentals of Chinese Communication for Higher Diploma Students (高級文憑實用中 文課程)

- 1. This subject has enabled me to develop effective communication skills in both written Chinese and Putonghua required for basic usage in work-place.
- 2. This subject has enabled me to master the format, organization, language and style of expression in various genres of Chinese practical writing such as official correspondences, publicity materials, reports and proposals.
- 3. This subject has improved my ability to give formal presentation in Putonghua.
- 4. This subject has improved my ability to engage in formal discussion in Putonghua.

# CBS1153 Elementary Cantonese (Taught in English) 基礎廣東話 - 以英語授課

- 1. This subject has enabled me to master basic pronunciations of Cantonese.
- 2. This subject has enabled me to use the Jyutping system as a learning tool and for self-study.
- 3. This subject has enabled me to acquire common vocabularies and basic sentence patterns of Cantonese.
- 4. This subject has improved my ability to comprehend simple messages conveyed in Cantonese.
- 5. This subject has improved my ability to engage in simple daily communication in Cantonese.

## CBS1153P Elementary Cantonese (Taught in Putonghua) 基礎廣東話 - 以普通話授課

- 1. This subject has improved my pronunciation in Cantonese.
- 2. This subject has built up my vocabulary and sentence patterns in Cantonese.
- 3. This subject has improved my ability to comprehend general messages in Cantonese.
- 4. This subject has improved my ability to engage in daily communication in Cantonese.

# CBS2154 Chinese IV (for Non-Chinese speaking students) 漢語 IV (非華語學生課程)

- 1. This subject has enhanced my Putonghua ability for conversation of daily topics.
- 2. This subject has enabled me to add 300 new characters to my vocabulary.
- 3. This subject has improved my ability to understand and use 550 new Chinese words.
- 4. This subject has improved my ability to use basic Chinese sentence structures and related expressions.
- 5. This subject has improved my ability to read and write passages in Chinese.

#### Customised items for Leadership & Intra-Personal Development (LIPD) subjects

- 1. This subject has enabled me to develop a good understanding of the qualities of effective leaders.
- 2. This subject has enabled me to develop a better understanding of myself.
- 3. I have acquired interpersonal skills essential for functioning as an effective leader.
- 4. I have learned self-reflection skills in the subject.
- 5. I have learned to become more active and self-motivated in pursuing knowledge on self-understanding and interpersonal relationship.

#### **Customised items for Service Learning (SL) subjects**

- 1. I can link the service learning activities and experiences with the academic content of the subject.
- 2. I have learned to apply the knowledge and skills I acquire at university to deal with complex issues in the service setting.
- 3. This subject has enabled me to reflect on my role and responsibilities both as a professional and as a responsible citizen.
- 4. I have felt more empathy towards people in need as a result of studying this subject.
- 5. I have developed a stronger sense of civic responsibility.

### Faculty-based items for FAST

- 1. The explanation of the subject matter was clear.
- 2. There were adequate opportunities for students to ask questions.
- 3. The teaching motivated me to do my best.
- 4. The lecturer was willing to help students when they had problems in learning.
- 5. Useful and timely feedback was given on my assignments/work.

#### Faculty-based items for FB

### English version

- 1. The staff member was **well prepared** for class.
- 2. The staff member encouraged students to **think** about the material in a critical manner.
- 3. In this subject, I was encouraged to find information on my own and learn independently.
- 4. The staff member presented **up-to-date** information. [For classes with more than 50 students]
- 5. The staff member's teaching stimulated my **interest** in the subject. [For classes with more than 50 students]
- 6. The staff member encouraged students to **ask questions** and **discuss ideas** in class. [For tutorials/classes with 50 students or below]
- 7. The staff member gave **useful feedback** on my work. [For tutorials/classes with 50 students or below]

#### Simplified Chinese version

- 1. 这位教师备课充足。
- 2. 这位教师鼓励学生以批判态度思考学科的内容。
- 3. 这位教师鼓励我自行搜集资料,独立学习。
- 4. 这位教师为我们介绍有关科目的最新信息。[适用于超过 50 人的班级]
- 5. 这位教师引发了我对本科目的兴趣。[适用于超过 50 人的班级]
- **6.** 这位教师鼓励学生在课堂上发问和讨论。[适用于导修或课堂人数在 50 或以下的班级]
- 7. 这位教师就我的功课提供了很有用的意见。[适用于导修或课堂人数在 50 或以下的班级]

### Faculty-based items for FCE

- 1. The staff member's teaching was clear and well organised.
- 2. The staff member provided timely and useful feedback.
- 3. There was sufficient opportunity to get help after class.
- 4. I was stimulated to learn more about the subject material.

#### Item on Teaching Excellence Award

1. I think that the staff member should be nominated for the departmental Teaching Excellence Award.

### Faculty-based items for FENG

- 1. The staff member's teaching was well-organised with clear presentations.
- 2. The staff member was helpful.
- 3. The staff member gave useful and timely feedback on my work.
- 4. The staff member encouraged students to ask questions and discuss ideas in class.
- 5. The staff member encouraged students to find information on their own and learn independently.

### Faculty-based items for FH

### English version

- 1. The staff member's teaching was well-organised.
- 2. The staff member gave **help** when I asked for it.
- 3. The staff member gave **useful feedback** on my work.
- 4. The staff member showed **enthusiasm** in his/her teaching.
- 5. The staff member's teaching stimulated my **interest** in the subject.

#### Traditional Chinese version

- 1. 這位教師的教學很有條理。
- 2. 這位教師在我有要求時就會幫助我。
- 3. 這位教師就我的功課提供了很有用的評語。
- 4. 這位教師對教學充滿熱誠。
- 5. 這位教師激發了我對本科目的興趣。

#### **Faculty-based items for FHSS**

#### English version

- 1. The teacher has been willing to provide help when necessary.
- 2. The teacher has motivated me to learn.
- 3. The teacher has given me/the class feedback for improvement.
- 4. The teacher has organised the subject contents logically and clearly.
- 5. The teacher has enabled me to relate the knowledge taught to my professional/intended career.

#### Simplified Chinese version

- 1. 这位教师在我有需要时就会帮助我。
- 2. 这位教师能激励我学习。
- 3. 这位教师给予我 / 同学有用的评语, 帮助我们改善学习。
- 4. 这位教师的教学内容安排得井井有条。
- 5. 这位教师能帮助我把学科知识联系到我的专业 / 日后想从事的工作上。

#### Faculty-based items for SD

- 1. The staff member's teaching inspired me to think creatively.
- 2. The staff member's teaching was well-organised.
- 3. The staff member's teaching materials were relevant.
- 4. The staff member gave useful feedback on my work.
- 5. The staff member encouraged me to make informed judgements.

#### Faculty-based items for SHTM

#### English version

- 1. The teacher was well prepared and organised for class.
- 2. The teacher delivered the subject clearly and effectively.
- 3. The teacher stimulated my interest in the subject.
- 4. The teacher helped me to take responsibility for my own learning.
- 5. The teacher provided helpful feedback on my work.

## Simplified Chinese version

- 1. 这位教师备课充足,教学有条理。
- 2. 这位教师上课时讲解清晰而有效。
- 3. 这位教师引发了我对本科目的兴趣。
- 4. 这位教师帮助我自主学习。
- 5. 这位教师就我的功课提供了很有用的评语。