PolyU SFQ Handbook for Academic Staff

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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 one 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 Operation Manual of *The 2011 Framework for Appointment, Promotion and Retention of Academic Staff* (HRO, 2012)].

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 http://edc.polyu.edu.hk/sfq-sample-questions.

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: http://www.polyu.edu.hk/its/staff/service-areas.

- 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 at least one day 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 Section 3.3 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 *Guidelines for Evaluation of TA under TPS Scheme* (VPAD, 2012)]. **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≤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 Section 3.6 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 (www.polyu.edu.hk/esfq/student) 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 (www.polyu.edu.hk/esfqadmin)
- EDC website (http://edc.polyu.edu.hk/procedures-esfq)
- Via the eSFQ icon

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:

Semesters 1 and 2		**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 Section 3.5.2, 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.

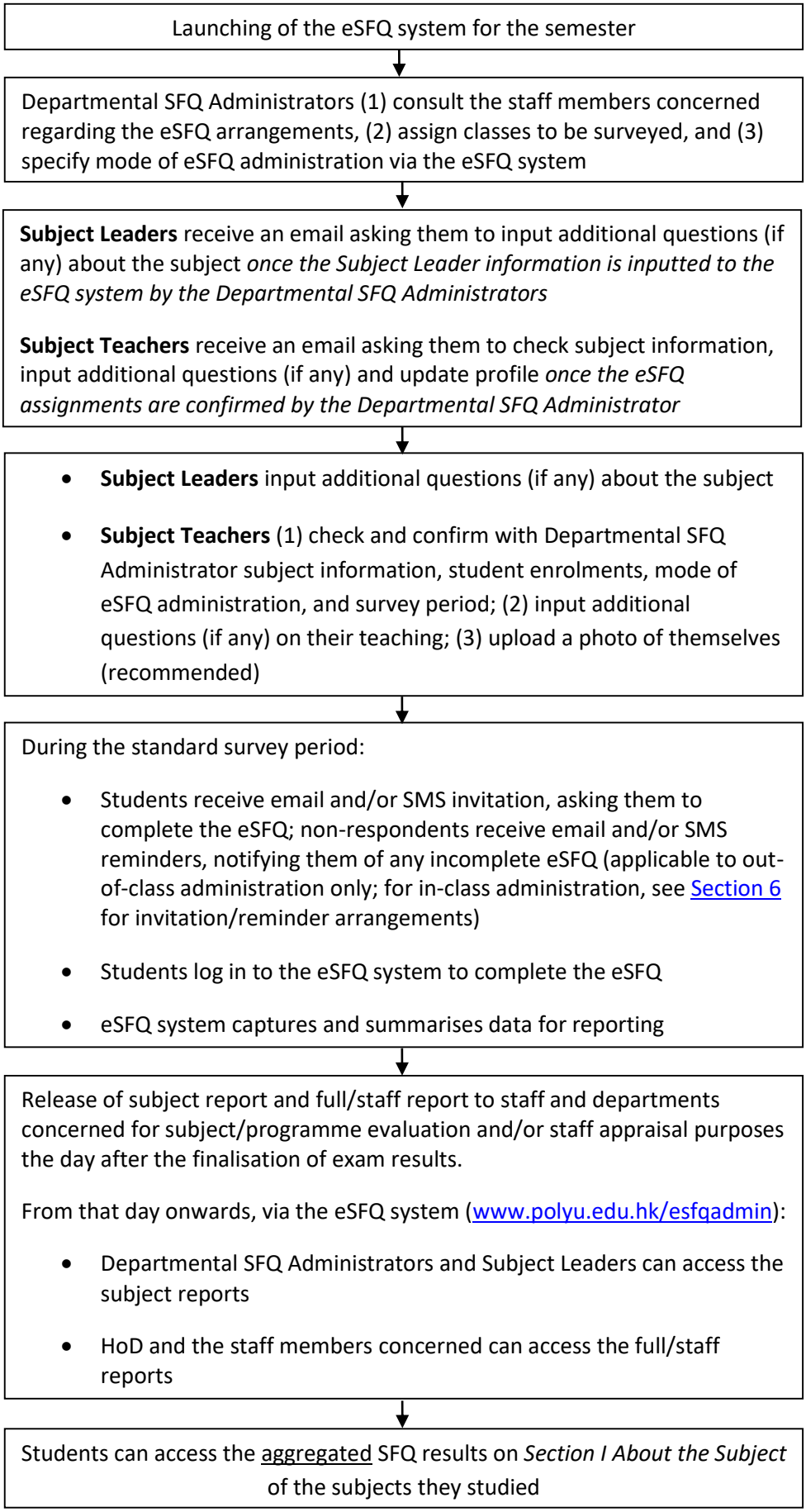
3.7 Requests to conduct eSFQ for subjects held outside the 13-week teaching schedule

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

4. How the eSFQ system works



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, *if so desired*
Week 6 – Tue of Week 8	Mid-semester eSFQ period
Week 12 – Day before University exam period starts	End-of-semester eSFQ period
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, *if so desired*
Week 6 – Day before University exam period starts	End-of-term eSFQ period
Day after finalisation of exam results	Release of subject and full/staff reports to departments and staff concerned

6. Promoting student responses

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

<table>
<tr><td>eSFQ pamphlet</td><td>Distributing pamphlet containing essential information on the eSFQ exercise to new entrants via the Welcome Pack given out on the Welcoming Day</td></tr>
<tr><td>Email invitations</td><td>Inviting students to complete the eSFQ on the start day of the standard eSFQ periods via email

Note: For in-class eSFQ administration, no email invitation will be sent to the students</td></tr>
<tr><td>Campus-wide posters and banners</td><td>Putting up posters and banners on campus during the end-of-semester eSFQ period</td></tr>
<tr><td>Promotional videos</td><td>Broadcasting short videos each featuring a teaching staff member to encourage students to take part in the eSFQ exercise on campus display TVs</td></tr>
<tr><td>Dedicated Blackboard module on LEARN@PolyU and banner on the Student Portal</td><td>Alerting students with any incomplete eSFQ on L@PU and Student Portal with a blinking Blackboard module and banner respectively</td></tr>
<tr><td>Email and SMS reminders to non-respondents</td><td>Reminding students of any incomplete eSFQ during the standard eSFQ period via emails and SMSes

<table>
<tr><th></th><th>Week 6 & Week 12</th><th>Week 7 & Week 13</th><th>Week 8 & the week before University exam period</th></tr>
<tr><td>Email reminder</td><td>Friday</td><td>Monday, Wednesday, Friday</td><td>Second last day & last day of survey period</td></tr>
<tr><td>SMS reminder</td><td>--</td><td>Monday & Friday</td><td>Last day of survey period</td></tr>
</table>

Note: For in-class eSFQ administration, 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.</td></tr>
</table>

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 Secretary Email: kenneth.tam@polyu.edu.hk Ext.: x4103 Room: TU422
eSFQ support	Email: esfq.support@polyu.edu.hk

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 Programme evaluation Teaching & learning development project evaluation	**Dr Christine Armatas**, Associate Director Email: christine.armatas@polyu.edu.hk Ext.: x6298 Room: TU608
Collecting formative feedback for improving teaching	**Dr Joseph Chow**, Educational Development Officer Email: joseph.chow@polyu.edu.hk Ext.: x6320 Room: TU612
	Kannass Chan, Educational Development Officer Email: kannass.chan@polyu.edu.hk Ext.: x6289 Room: TU606
Peer review & teaching portfolio	**Barbara Tam**, Educational Development Officer Email: barbara.tam@polyu.edu.hk 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 www.polyu.edu.hk/esfqadmin. 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:

11.1.1 Viewing SFQ subject reports 14
11.1.2 Viewing SFQ full/staff reports 15
11.1.3 Viewing departmental averages 16
11.1.4 Viewing departmental and faculty cumulative norms 17
11.1.5 Viewing summary of SFQ results 18
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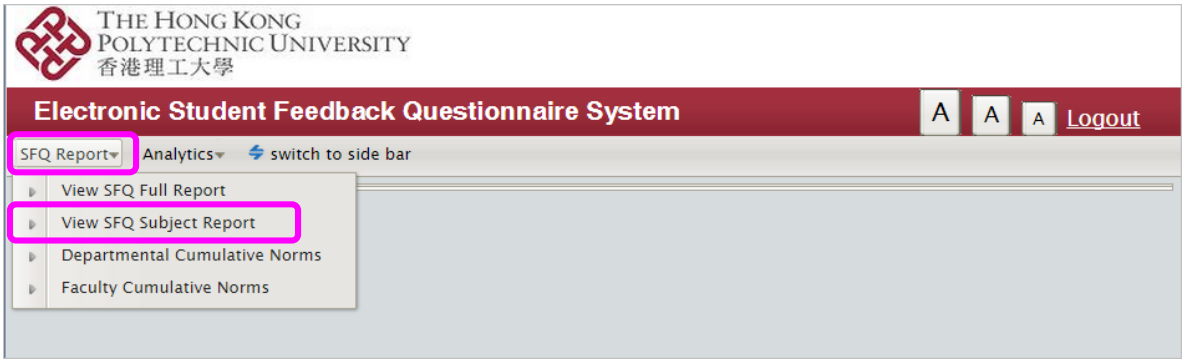
11.1.7 Logging out of the eSFQ system 20
11.1.8 Further assistance and support 20

11.1.1 Viewing SFQ subject reports

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

Step 1 Go to http://www.polyu.edu.hk/esfqadmin and log in using the login name and password provided in the notification email sent to you upon the release of the SFQ reports.

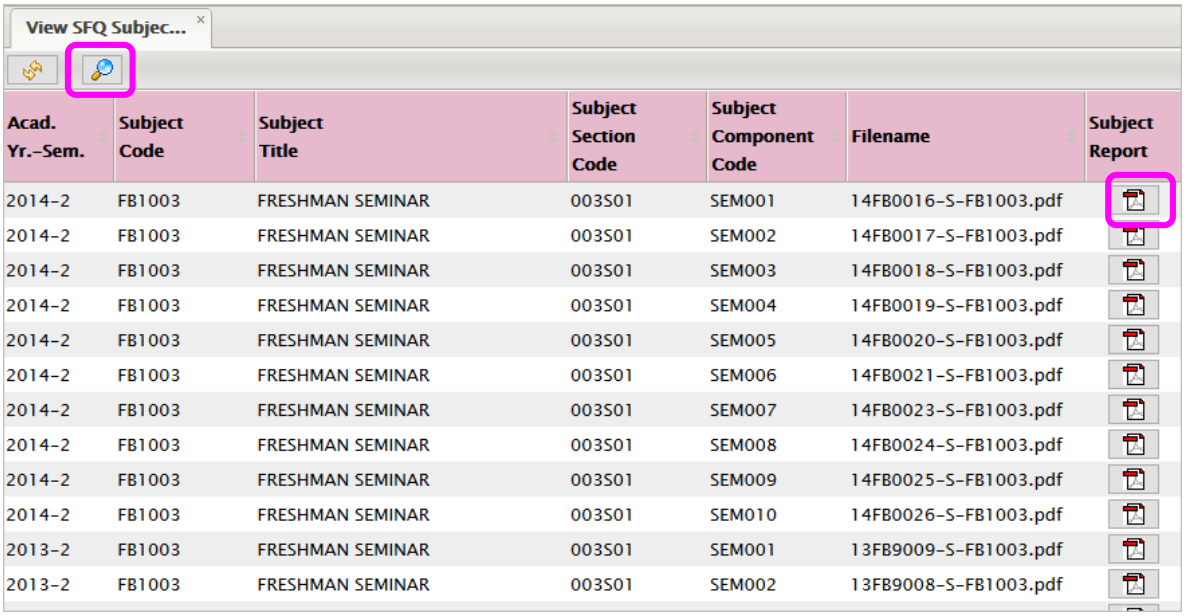
Step 2 To view the subject reports, click **SFQ Report** in the top menu bar then select **View SFQ Subject Report** to display the list of available reports.



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

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



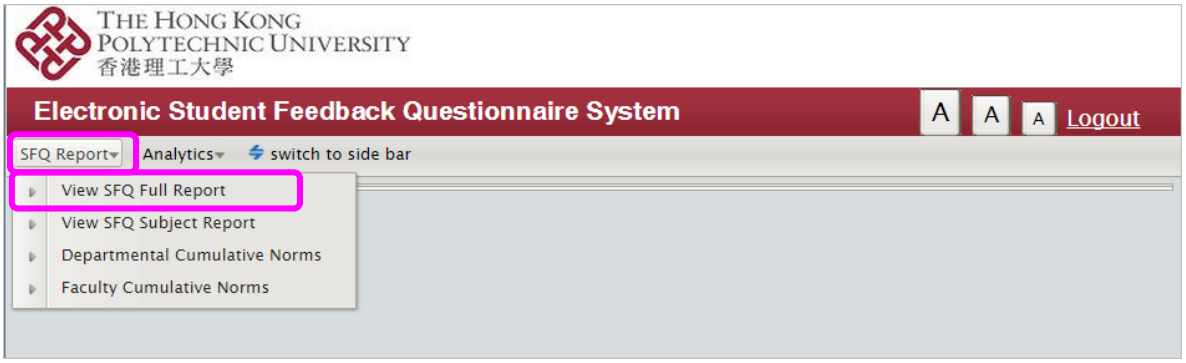
Acad. Yr.–Sem.	Subject Code	Subject Title	Subject Section Code	Subject Component Code	Filename	Subject Report
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM001	14FB0016–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM002	14FB0017–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM003	14FB0018–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM004	14FB0019–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM005	14FB0020–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM006	14FB0021–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM007	14FB0023–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM008	14FB0024–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM009	14FB0025–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM010	14FB0026–S–FB1003.pdf	
2013–2	FB1003	FRESHMAN SEMINAR	003S01	SEM001	13FB9009–S–FB1003.pdf	
2013–2	FB1003	FRESHMAN SEMINAR	003S01	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 deparment respectively.

Step 1 Go to http://www.polyu.edu.hk/esfqadmin and log in using the login name and password provided in the notification email sent to you upon the release of the SFQ reports.

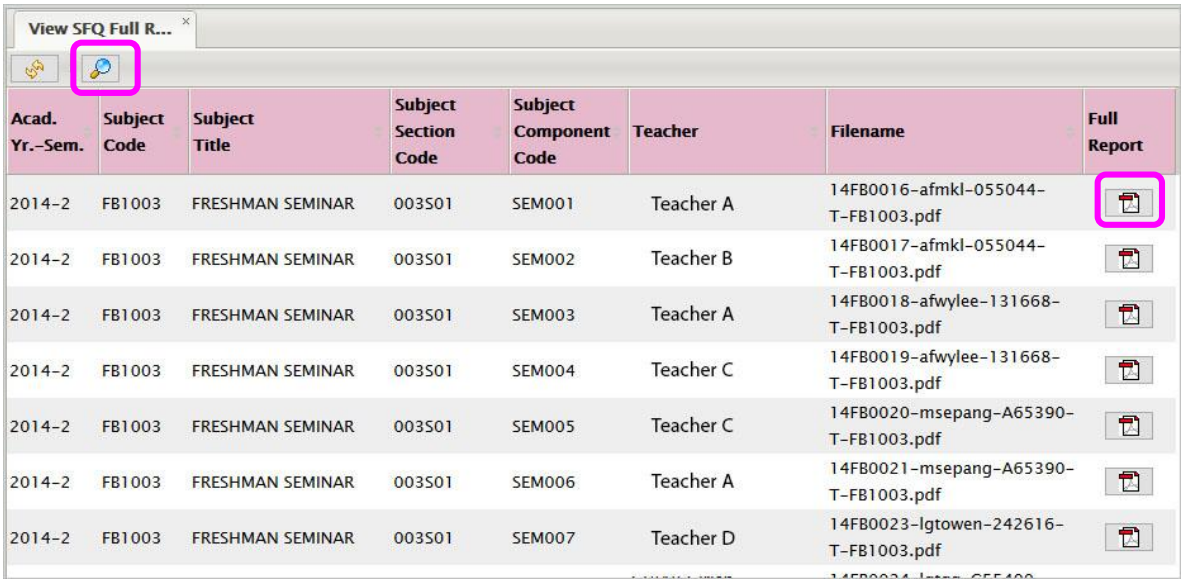
Step 2 To view the subject reports, click **SFQ Report** in the top menu bar then select **View SFQ Full Report** to display the list of available reports.



Step 3 You can search for a report by clicking the Magnifying glass icon 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 next to the record to display the subject report for that class.

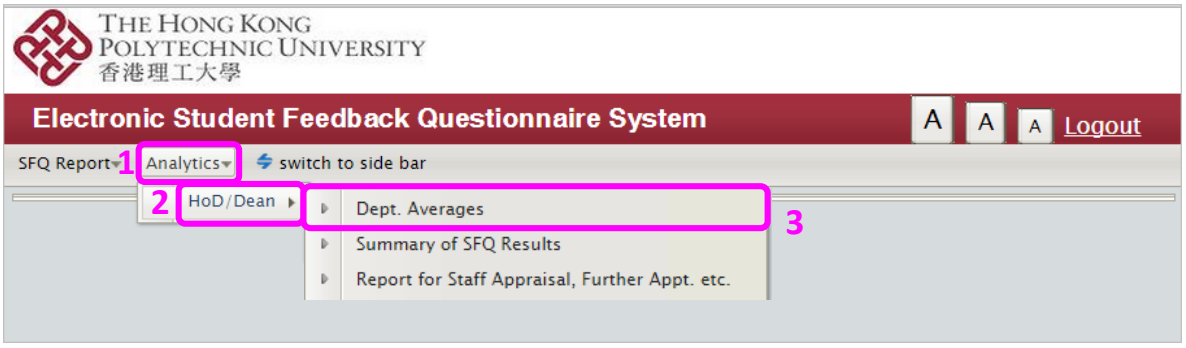


Acad. Yr.–Sem.	Subject Code	Subject Title	Subject Section Code	Subject Component Code	Teacher	Filename	Full Report
2014-2	FB1003	FRESHMAN SEMINAR	003S01	SEM001	Teacher A	14FB0016-afmkl-055044-T-FB1003.pdf	
2014-2	FB1003	FRESHMAN SEMINAR	003S01	SEM002	Teacher B	14FB0017-afmkl-055044-T-FB1003.pdf	
2014-2	FB1003	FRESHMAN SEMINAR	003S01	SEM003	Teacher A	14FB0018-afwylee-131668-T-FB1003.pdf	
2014-2	FB1003	FRESHMAN SEMINAR	003S01	SEM004	Teacher C	14FB0019-afwylee-131668-T-FB1003.pdf	
2014-2	FB1003	FRESHMAN SEMINAR	003S01	SEM005	Teacher C	14FB0020-msepang-A65390-T-FB1003.pdf	
2014-2	FB1003	FRESHMAN SEMINAR	003S01	SEM006	Teacher A	14FB0021-msepang-A65390-T-FB1003.pdf	
2014-2	FB1003	FRESHMAN SEMINAR	003S01	SEM007	Teacher D	14FB0023-lgtowen-242616-T-FB1003.pdf	

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**.

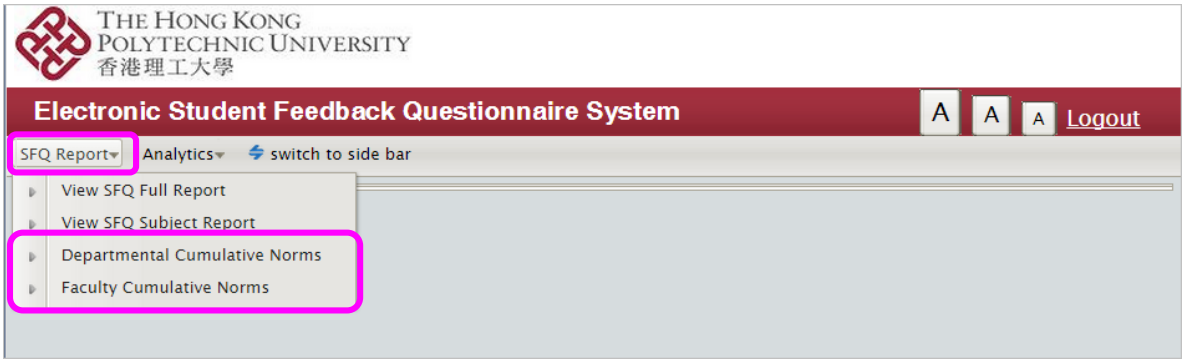


Step 2 Select the appropriate options from the drop-down menus then click Download to generate the report.

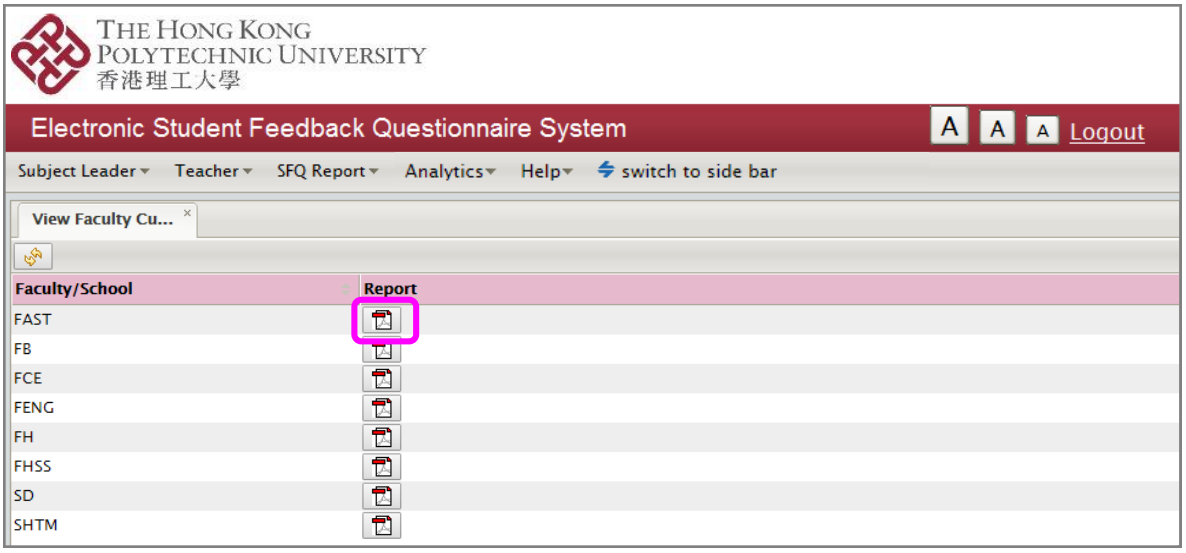
11.1.4 Viewing departmental and faculty cumulative norms

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.



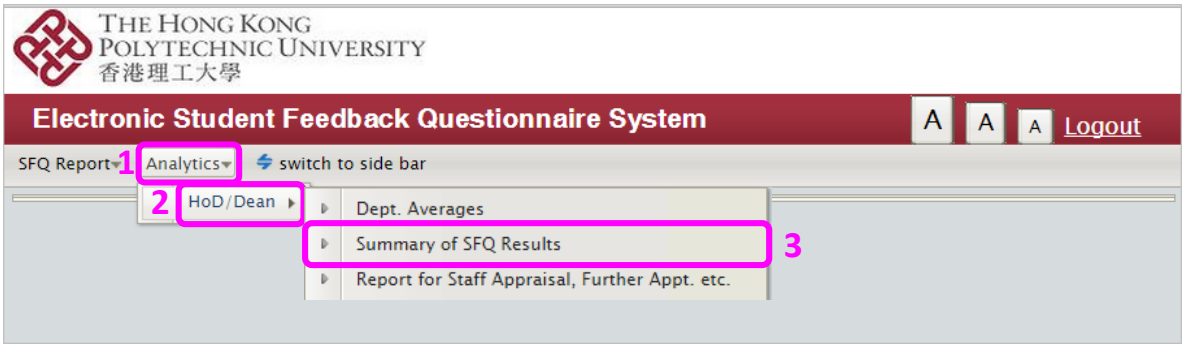
Step 2 Click the PDF icon next to the record to display the report.



11.1.5 Viewing summary of SFQ results

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

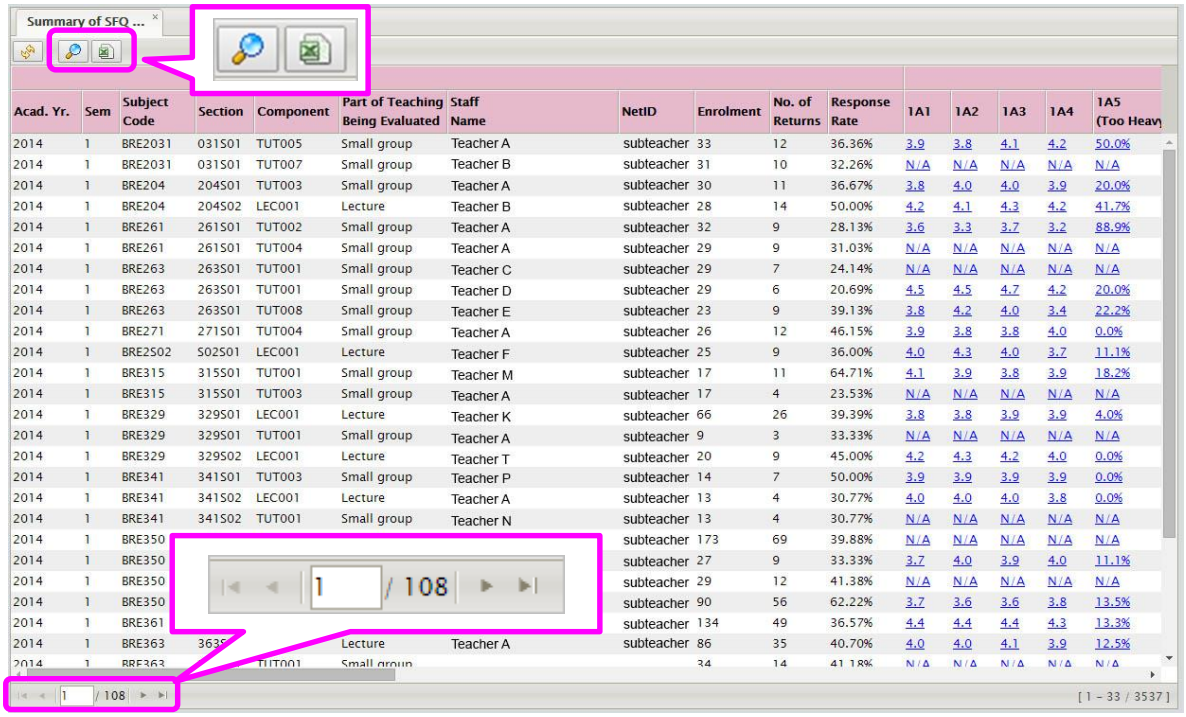
Step 1 To view the summary, click **Analytics** in the top menu bar then select **HoD/Dean**, then **Summary of SFQ Results**.



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 . Enter the relevant information, then click Search.

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

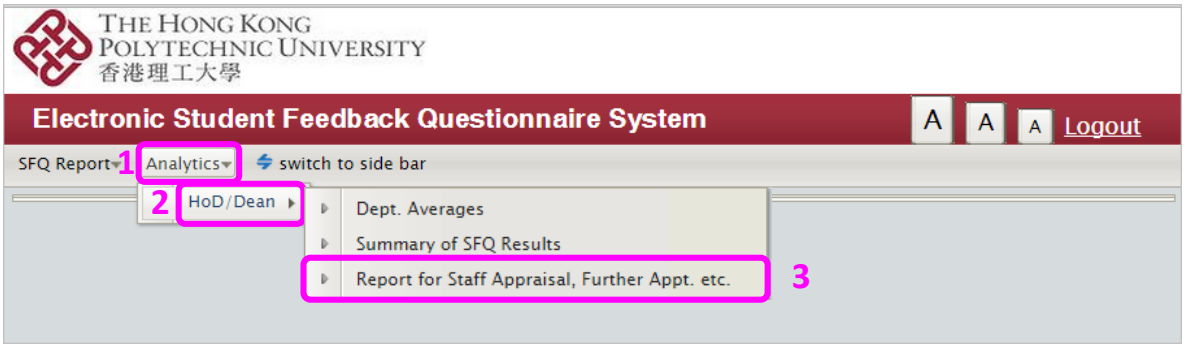


Acad. Yr.	Sem	Subject Code	Section	Component	Part of Teaching Being Evaluated	Staff Name	NetID	Enrolment	No. of Returns	Response Rate	1A1	1A2	1A3	1A4	1A5 (Too Heavy
2014	1	BRE2031	031S01	TUT005	Small group	Teacher A	subteacher	33	12	36.36%	3.9	3.8	4.1	4.2	50.0%
2014	1	BRE2031	031S01	TUT007	Small group	Teacher B	subteacher	31	10	32.26%	N/A	N/A	N/A	N/A	N/A
2014	1	BRE204	204S01	TUT003	Small group	Teacher A	subteacher	30	11	36.67%	3.8	4.0	4.0	3.9	20.0%
2014	1	BRE204	204S02	LEC001	Lecture	Teacher B	subteacher	28	14	50.00%	4.2	4.1	4.3	4.2	41.7%
2014	1	BRE261	261S01	TUT002	Small group	Teacher A	subteacher	32	9	28.13%	3.6	3.3	3.7	3.2	88.9%
2014	1	BRE261	261S01	TUT004	Small group	Teacher A	subteacher	29	9	31.03%	N/A	N/A	N/A	N/A	N/A
2014	1	BRE263	263S01	TUT001	Small group	Teacher C	subteacher	29	7	24.14%	N/A	N/A	N/A	N/A	N/A
2014	1	BRE263	263S01	TUT001	Small group	Teacher D	subteacher	29	6	20.69%	4.5	4.5	4.7	4.2	20.0%
2014	1	BRE263	263S01	TUT008	Small group	Teacher E	subteacher	23	9	39.13%	3.8	4.2	4.0	3.4	22.2%
2014	1	BRE271	271S01	TUT004	Small group	Teacher A	subteacher	26	12	46.15%	3.9	3.8	3.8	4.0	0.0%
2014	1	BRE2S02	S02S01	LEC001	Lecture	Teacher F	subteacher	25	9	36.00%	4.0	4.3	4.0	3.7	11.1%
2014	1	BRE315	315S01	TUT001	Small group	Teacher M	subteacher	17	11	64.71%	4.1	3.9	3.8	3.9	18.2%
2014	1	BRE315	315S01	TUT003	Small group	Teacher A	subteacher	17	4	23.53%	N/A	N/A	N/A	N/A	N/A
2014	1	BRE329	329S01	LEC001	Lecture	Teacher K	subteacher	66	26	39.39%	3.8	3.8	3.9	3.9	4.0%
2014	1	BRE329	329S01	TUT001	Small group	Teacher A	subteacher	9	3	33.33%	N/A	N/A	N/A	N/A	N/A
2014	1	BRE329	329S02	LEC001	Lecture	Teacher T	subteacher	20	9	45.00%	4.2	4.3	4.2	4.0	0.0%
2014	1	BRE341	341S01	TUT003	Small group	Teacher P	subteacher	14	7	50.00%	3.9	3.9	3.9	3.9	0.0%
2014	1	BRE341	341S02	LEC001	Lecture	Teacher A	subteacher	13	4	30.77%	4.0	4.0	4.0	3.8	0.0%
2014	1	BRE341	341S02	TUT001	Small group	Teacher N	subteacher	13	4	30.77%	N/A	N/A	N/A	N/A	N/A
2014	1	BRE350					subteacher	173	69	39.88%	N/A	N/A	N/A	N/A	N/A
2014	1	BRE350					subteacher	27	9	33.33%	3.7	4.0	3.9	4.0	11.1%
2014	1	BRE350					subteacher	29	12	41.38%	N/A	N/A	N/A	N/A	N/A
2014	1	BRE350					subteacher	90	56	62.22%	3.7	3.6	3.6	3.8	13.5%
2014	1	BRE361					subteacher	134	49	36.57%	4.4	4.4	4.4	4.3	13.3%
2014	1	BRE363	363S		Lecture	Teacher A	subteacher	86	35	40.70%	4.0	4.0	4.1	3.9	12.5%
2014	1	BRE363		TUT001	Small group			34	14	41.18%	N/A	N/A	N/A	N/A	N/A

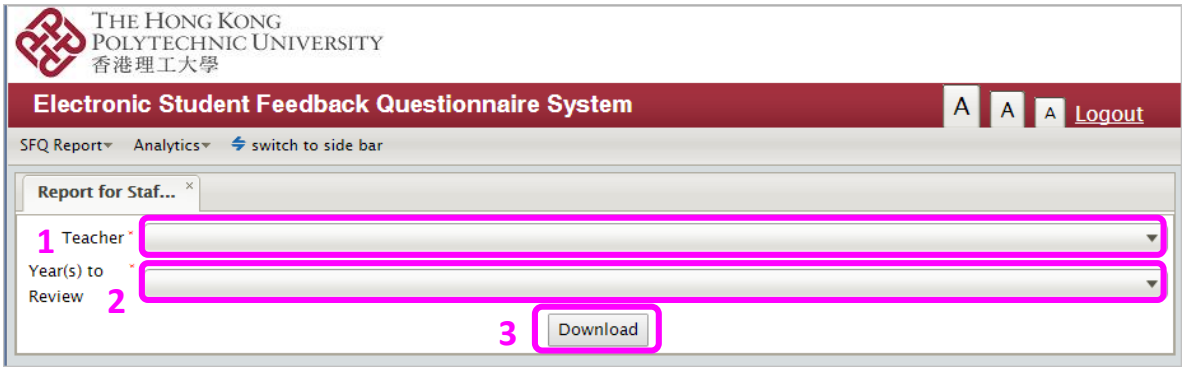
11.1.6 Downloading SFQ summary report for staff appraisal, further appointment, etc.

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.**

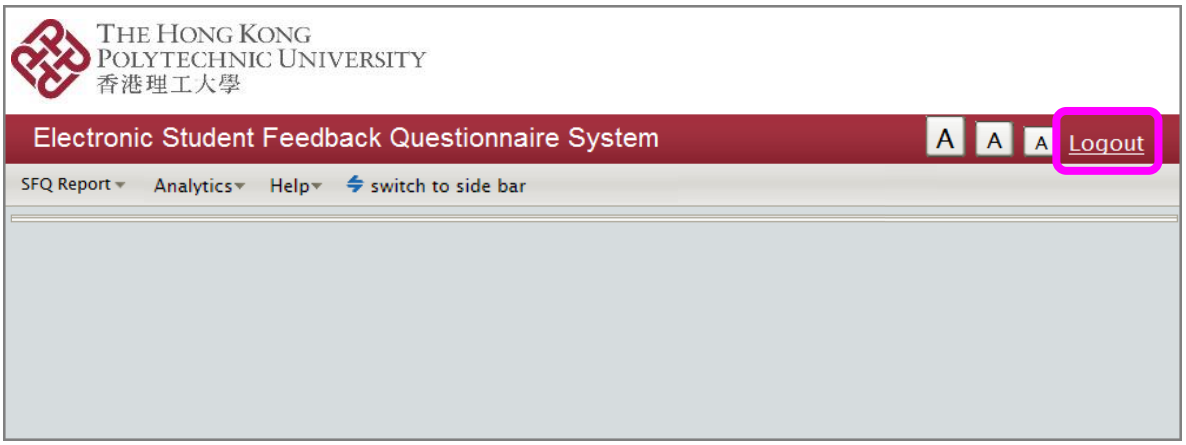


Step 2 Select from the drop-down menus: (1) the name of the staff, and (2) the number of years to be reviewed (1, 3, 6 or 7). Then (3) click Download to generate and download the report.



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.



11.1.8 Further assistance and support

For further assistance or support, send an email to esfq.support@polyu.edu.hk 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 www.polyu.edu.hk/esfqadmin. 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:

11.2.1 Adding extra questions about the subject 22
11.2.2 Updating a question 25
11.2.3 Deleting a question 27
11.2.4 Importing past questions previously added to the subject 29
11.2.5 Importing questions from question bank 31
11.2.6 Previewing the questionnaire 34
11.2.7 Monitoring the survey 35
11.2.8 Viewing SFQ subject reports 37
11.2.9 Viewing departmental and faculty cumulative norms 38
11.2.10 Viewing subject averages 39
11.2.11 Combining subject results 41
11.2.12 Downloading raw data on subject 43
11.2.13 Logging out of the eSFQ system 44
11.2.14 Further assistance and support 44

11.2.1 Adding extra questions about the subject

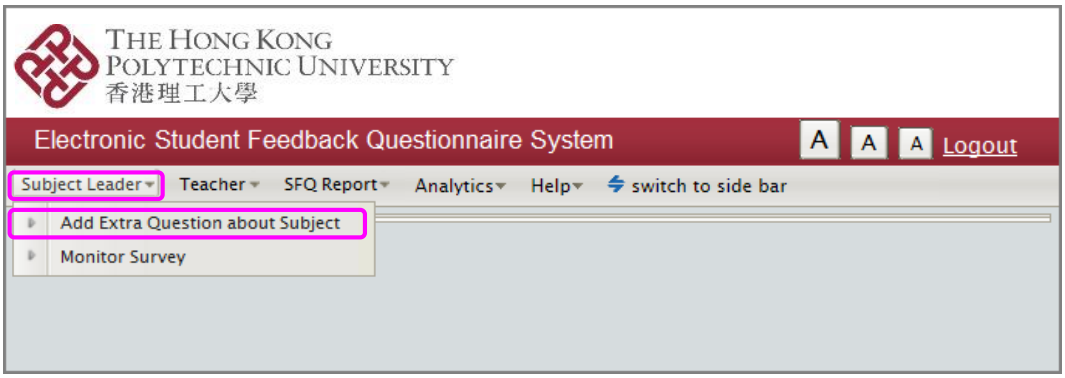
Primary Subject Leaders can add a maximum of 5 extra questions (closed-ended and/or open-ended) in Section I About the Subject of the SFQ (see Section 2 for SFQ structure and items). Please observe the deadline for adding extra questions shown in each subject record on the eSFQ system interface and the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

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

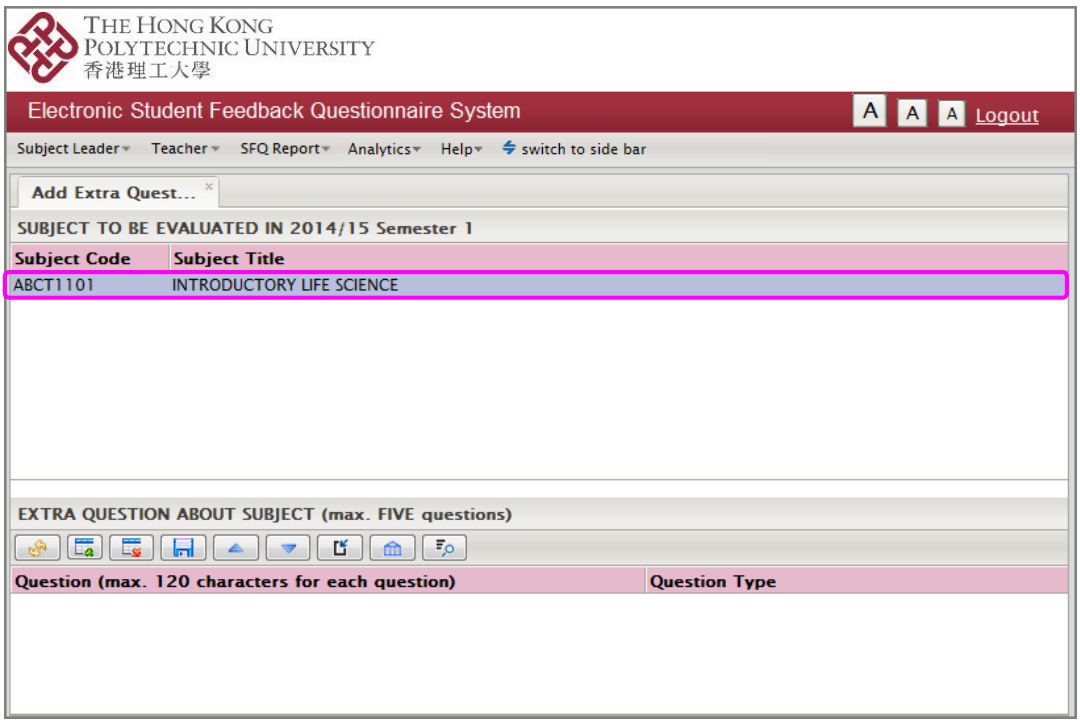
To add extra questions about the subject, follow the steps below.

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

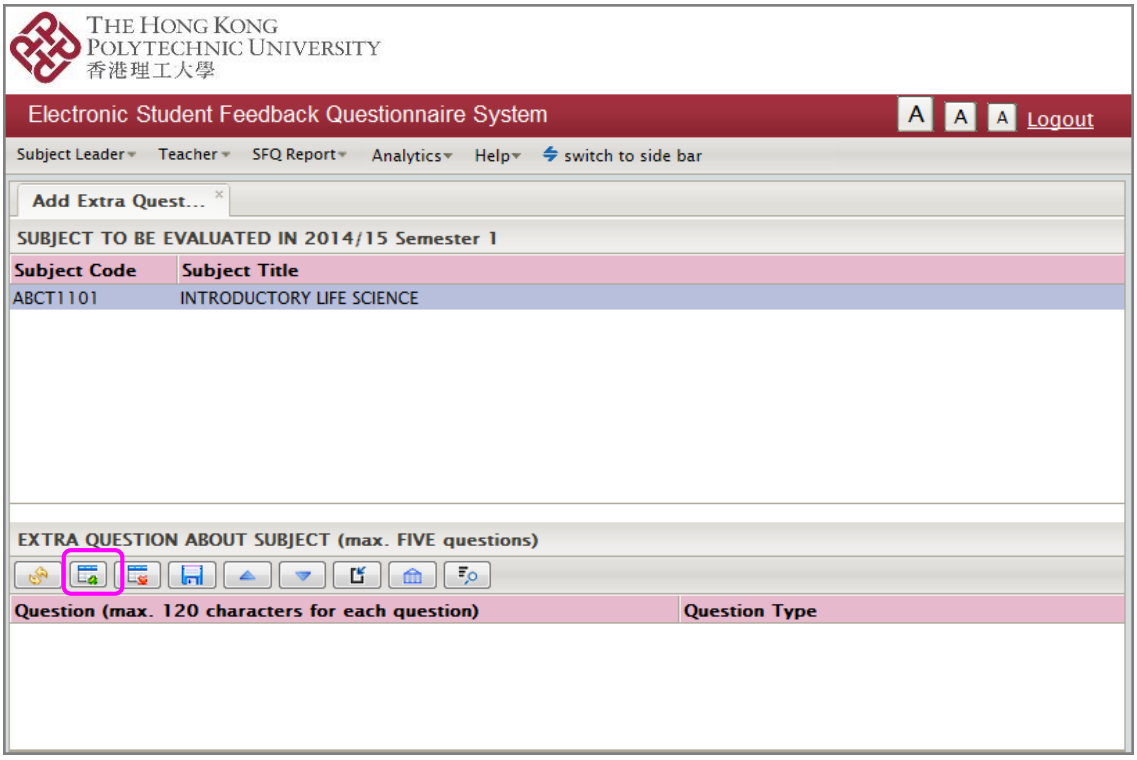
Step 2 In the top menu bar, select **Subject Leader**, then **Add Extra Question about Subject** from the drop-down menu.



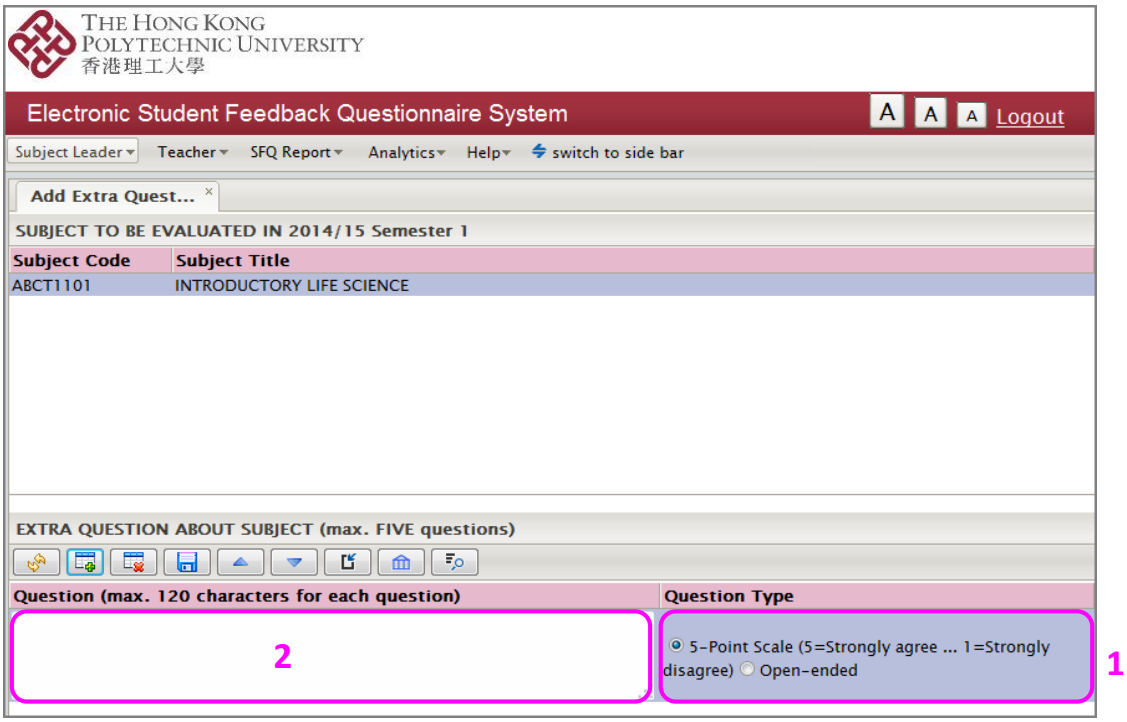
Step 3 In the **Subject to be evaluated** section, click on the subject that you would like to add extra questions to. The selected subject will be highlighted in purple.



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

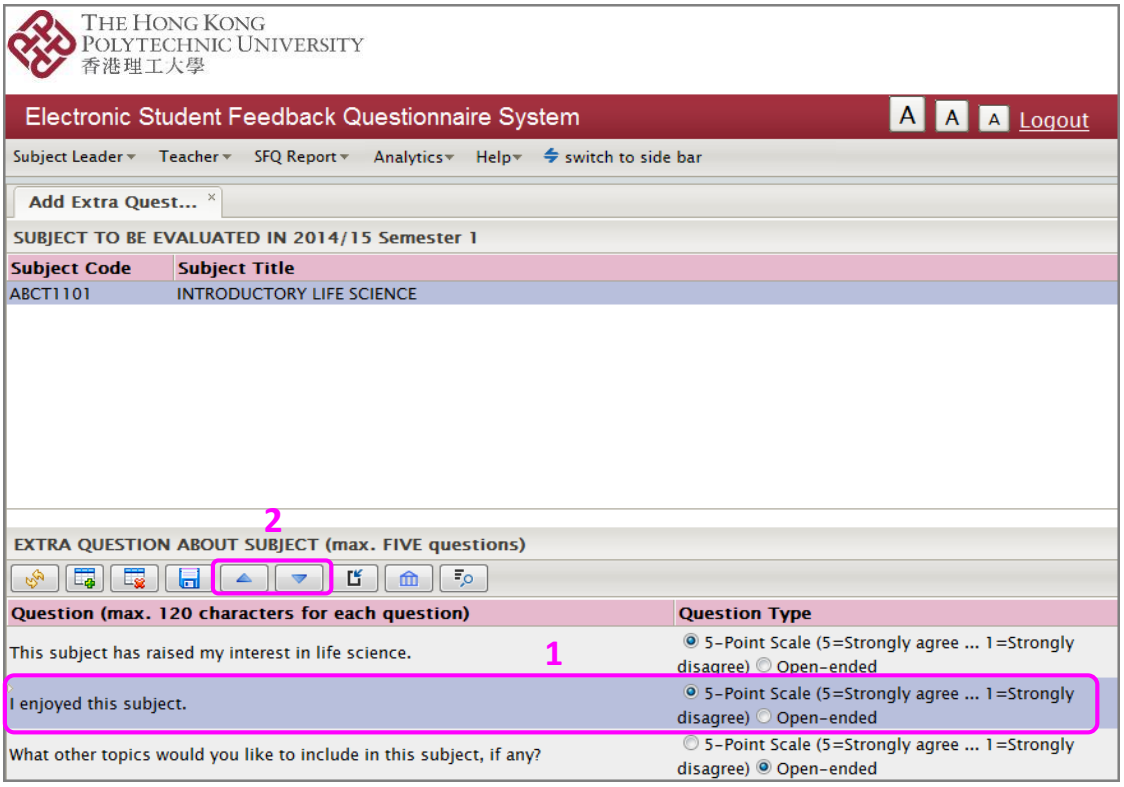


Step 5 Choose the question type, then enter your question in the textbox. Note that for the closed-ended questions, you cannot change the scale descriptors of the 5-point scale.

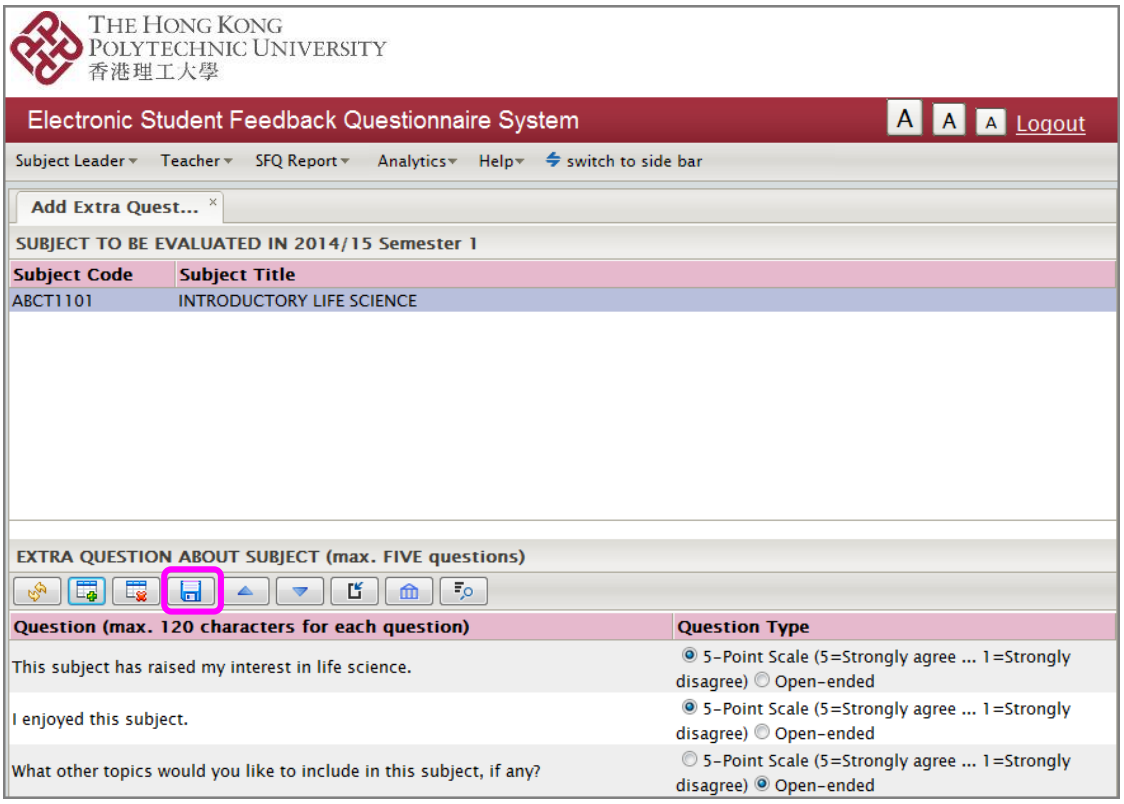


Step 6 Repeat **Steps 4** and **5** to add more questions. Note that you can add a maximum of 5 questions for each subject.

Step 7 To reorder the questions, select a question then click the Up or Down 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.



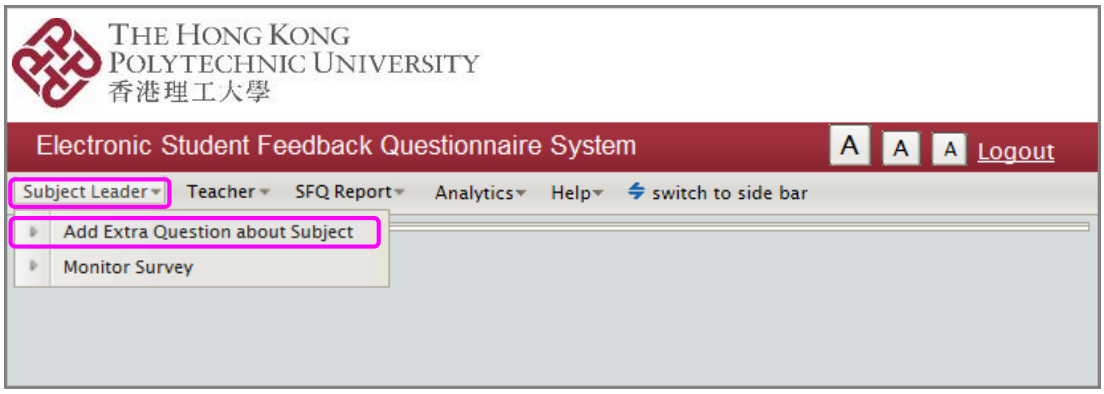
Step 8 Click the Save icon to save your newly added questions. All saved questions will be automatically stored in the question bank which can be reused in your other subjects.



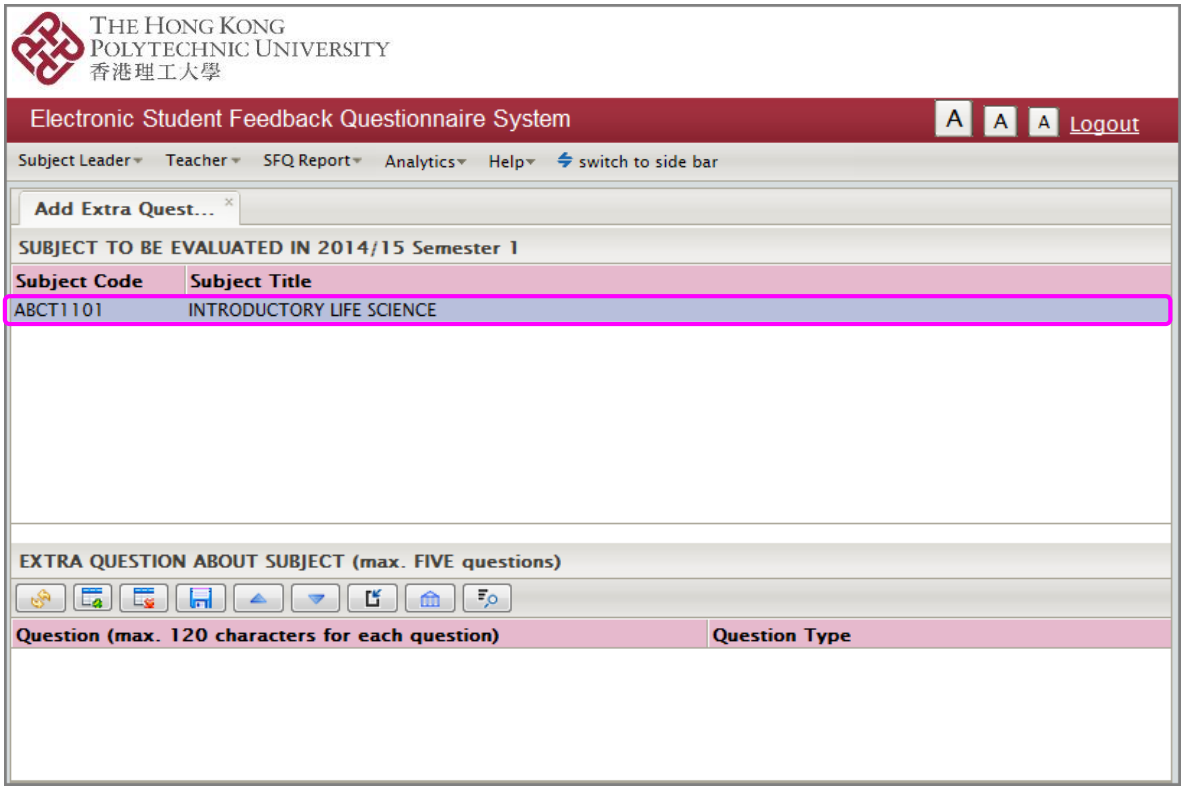
11.2.2 Updating a question

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

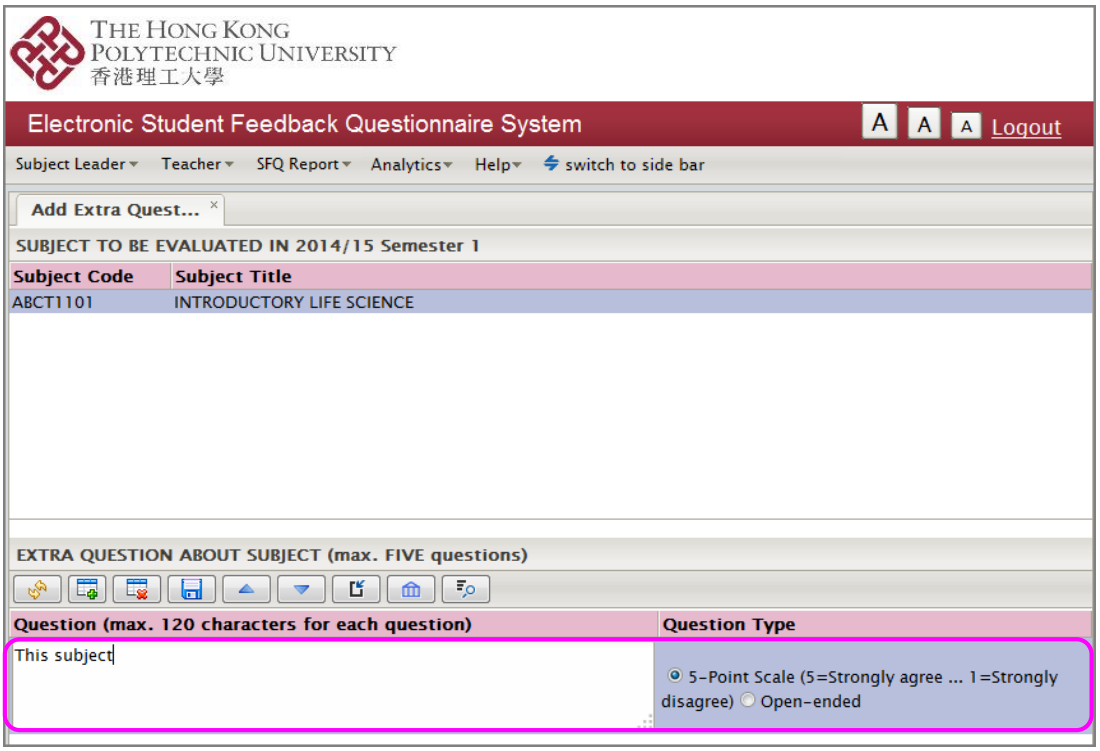
Step 1 In the top menu bar, select **Subject Leader**, then **Add Extra Question about Subject** from the drop-down menu.



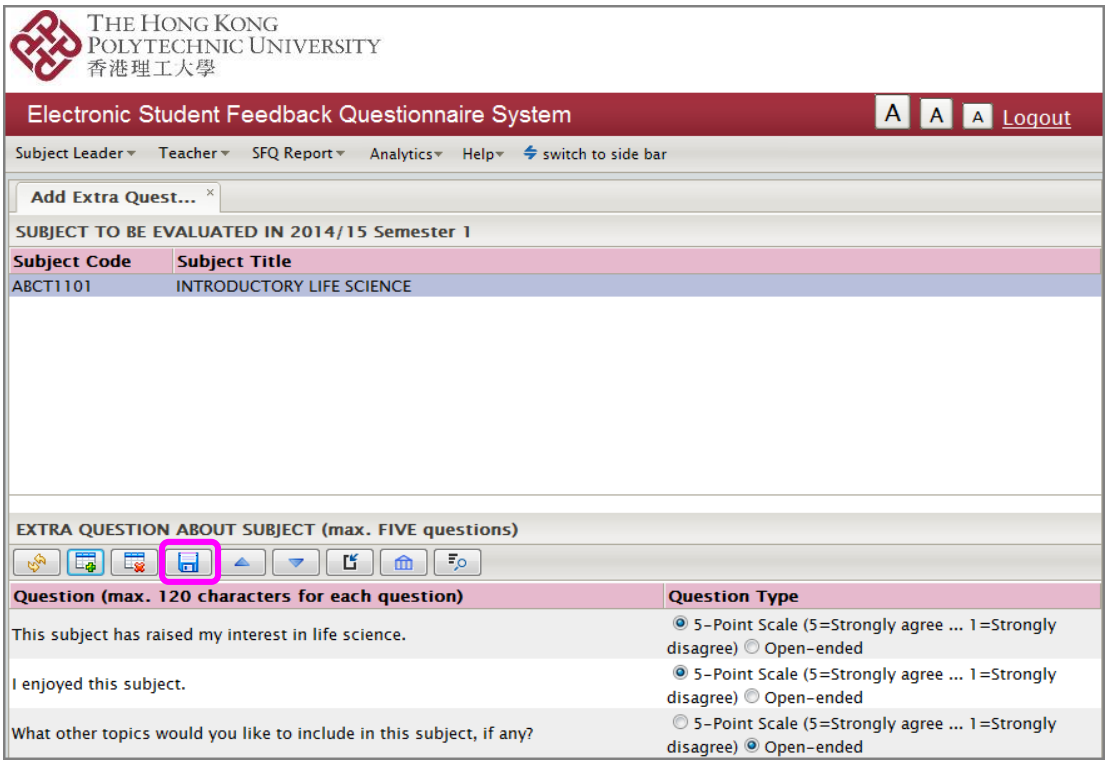
Step 2 In the **Subject to be evaluated** section, click on the relevant subject. The selected subject will be highlighted in purple.



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



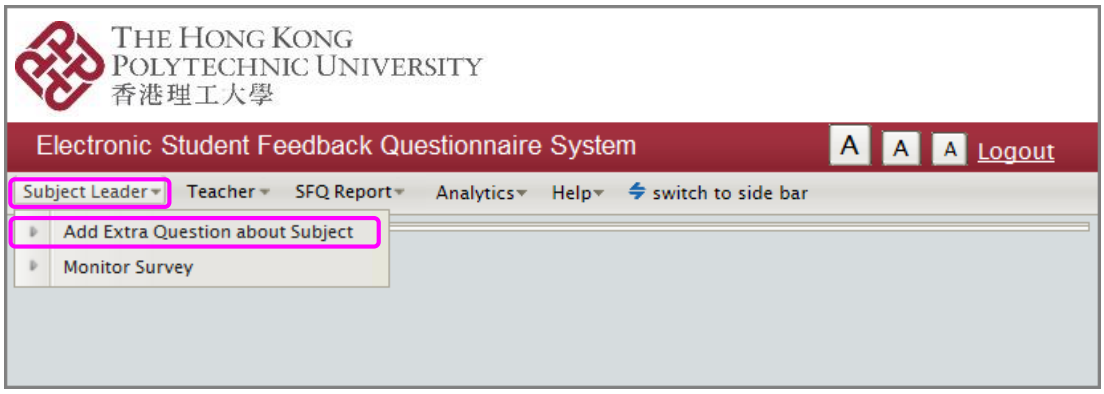
Step 4 Click the Save icon to save your changes.



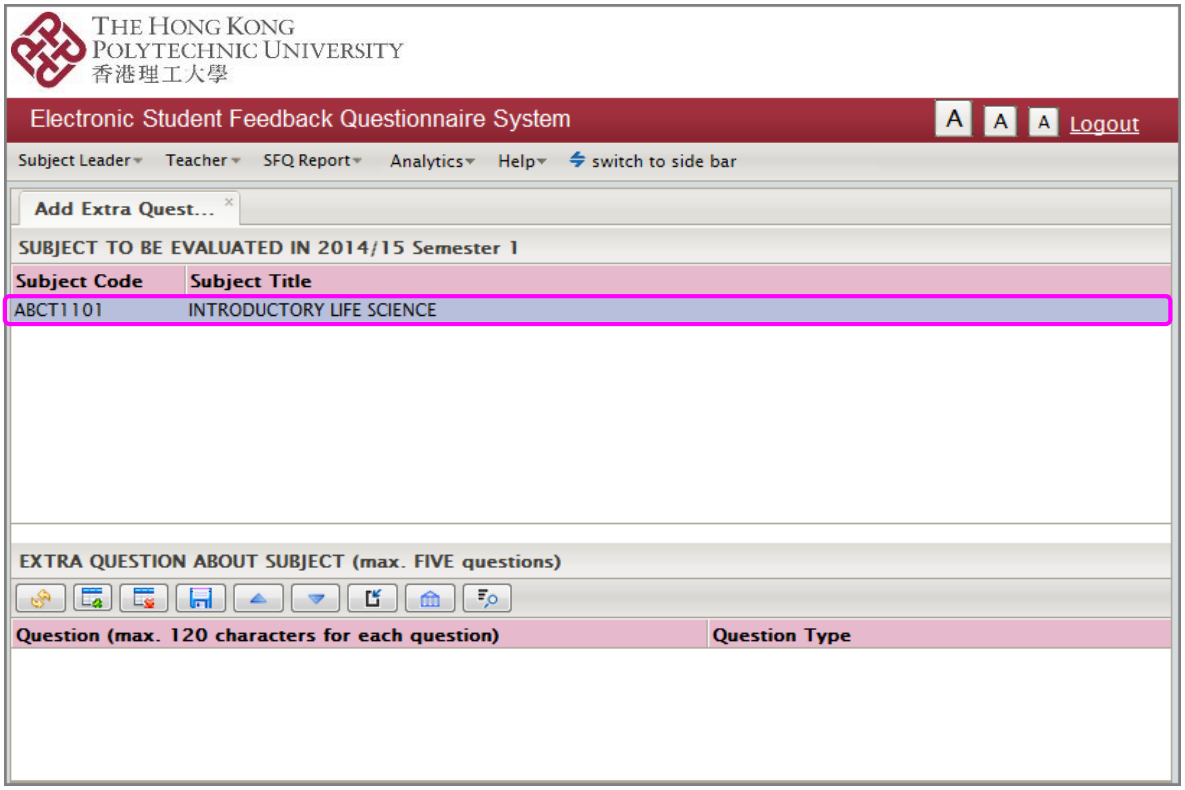
11.2.3 Deleting a question

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

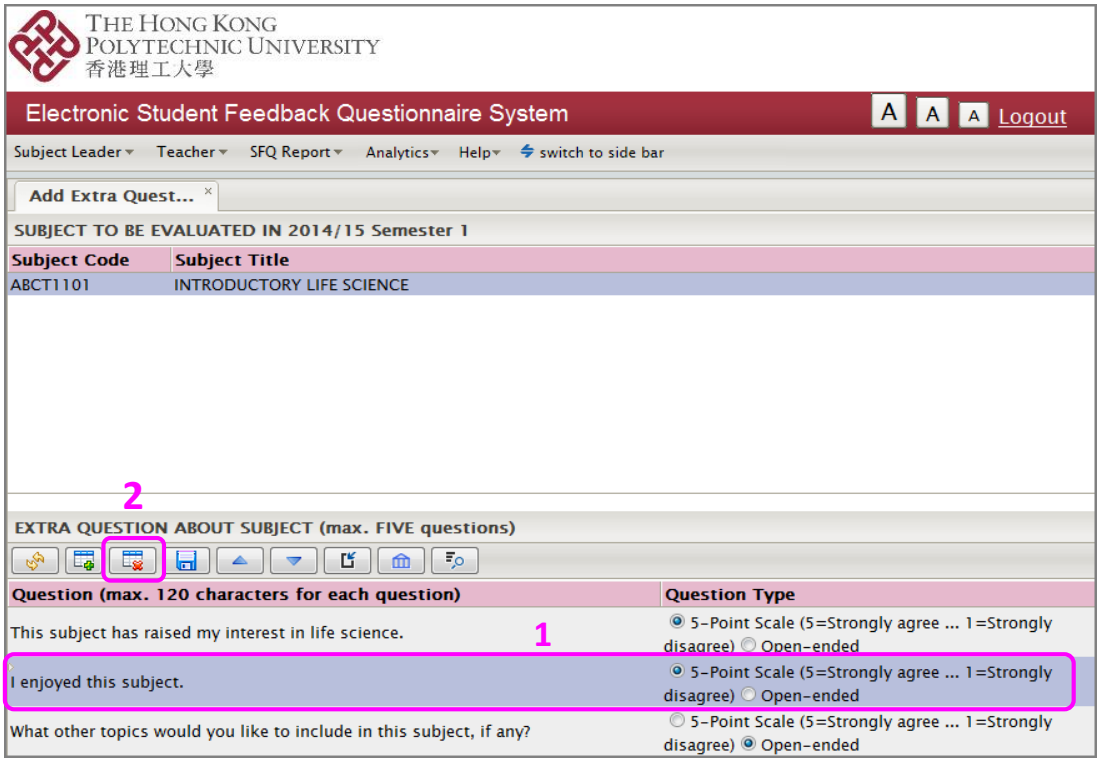
Step 1 In the top menu bar, select **Subject Leader**, then **Add Extra Question about Subject** from the drop-down menu.



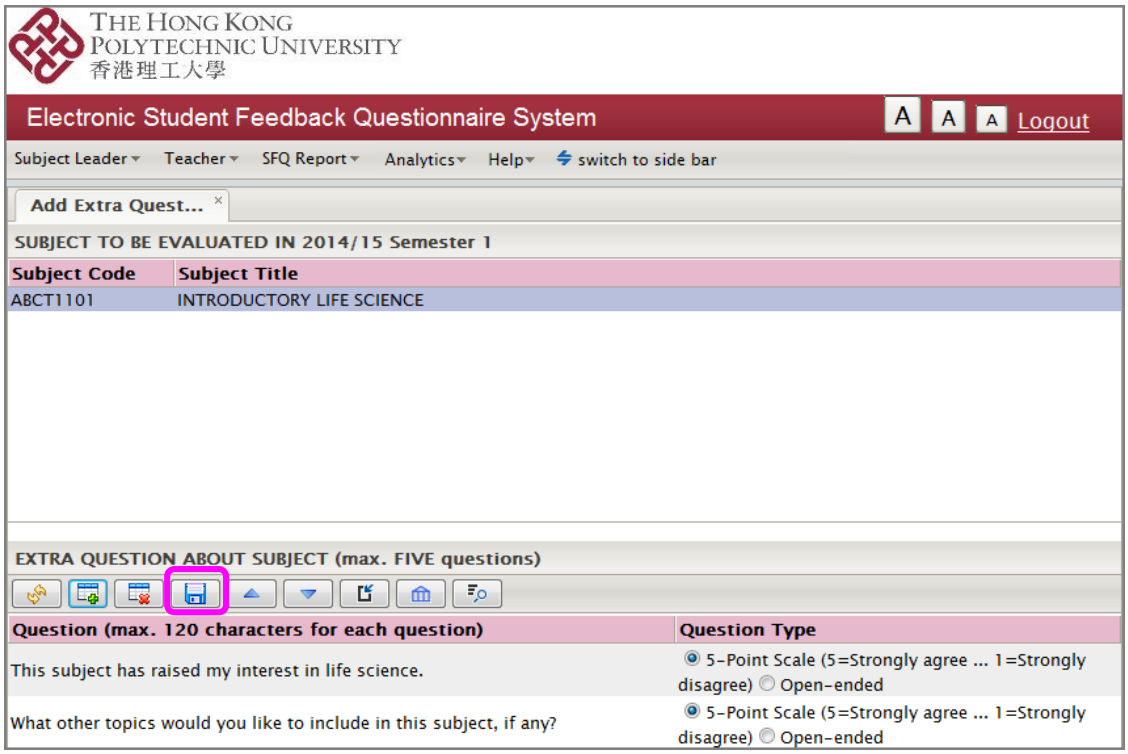
Step 2 In the **Subject to be evaluated** section, click on the subject that you would like to delete the previously added questions from. The selected subject will be highlighted in purple.



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



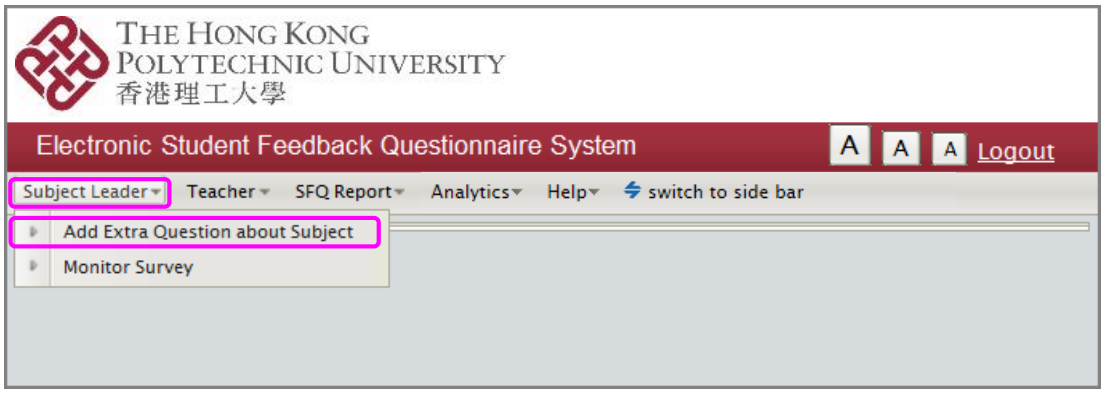
Step 4 Click the Save icon to save your changes.



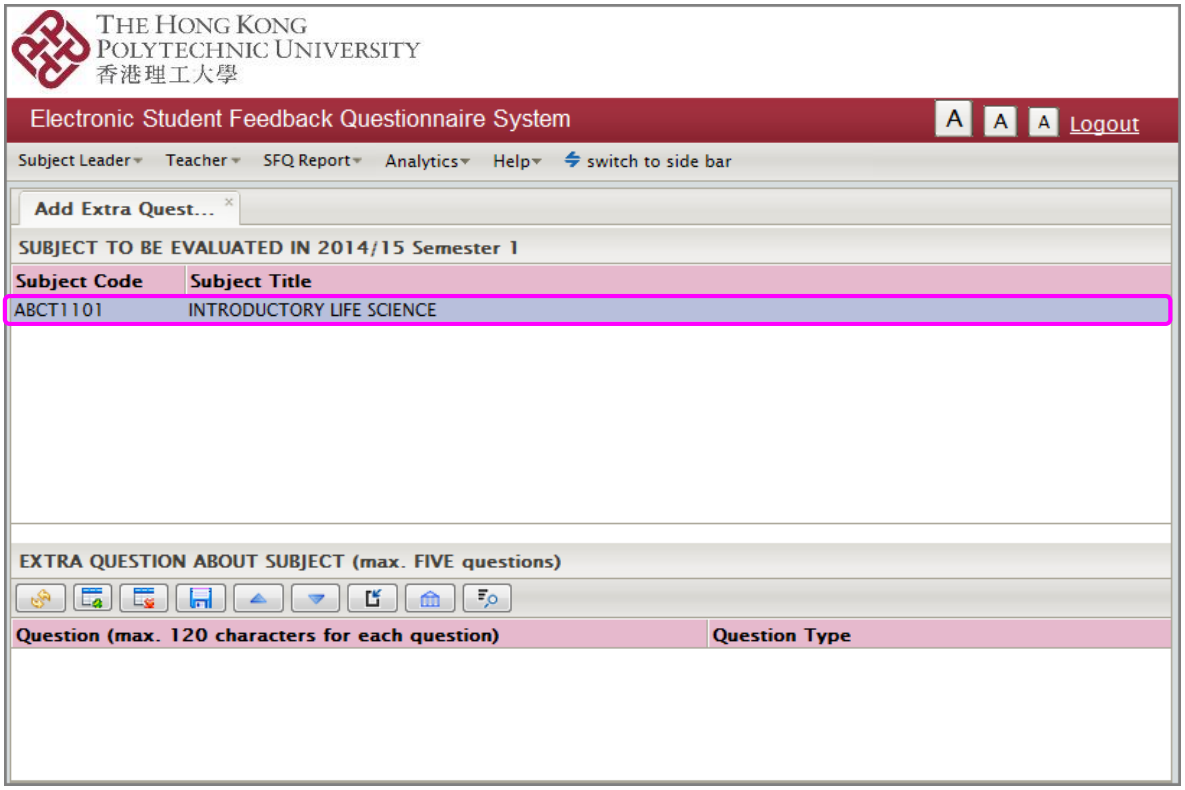
11.2.4 Importing past questions previously added to the subject

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

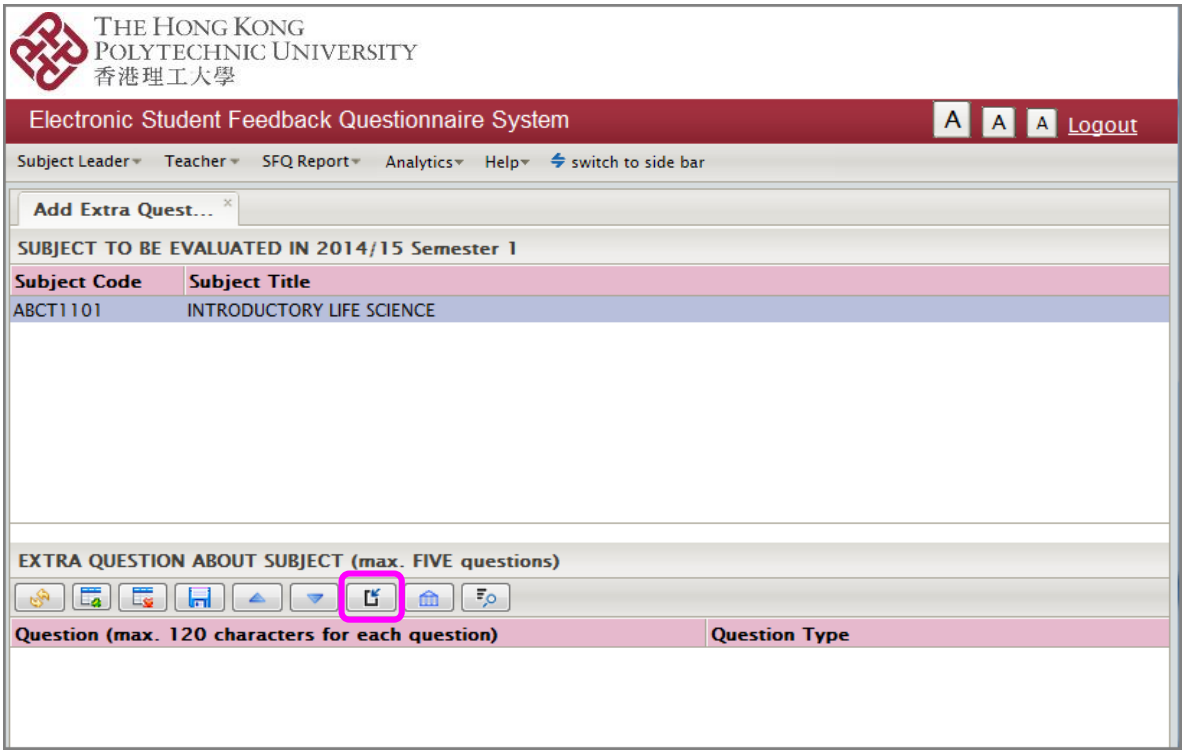
Step 1 To reuse the past set of extra questions added to the subject by you or the preceding Subject Leader (if any), first select **Subject Leader** in the top menu bar, then **Add Extra Question about Subject** from the drop-down menu.



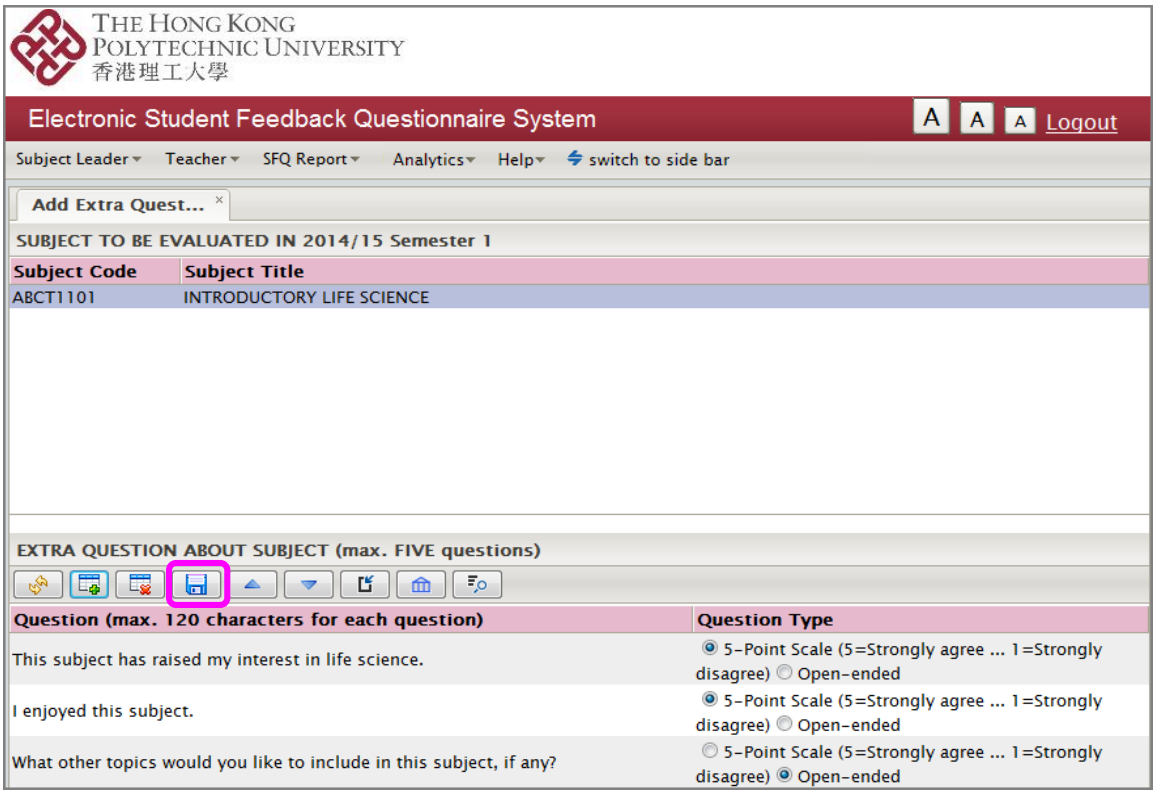
Step 2 In the **Subject to be evaluated** section, click on the subject that you would like to import the past questions to. The selected subject will be highlighted in purple.



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



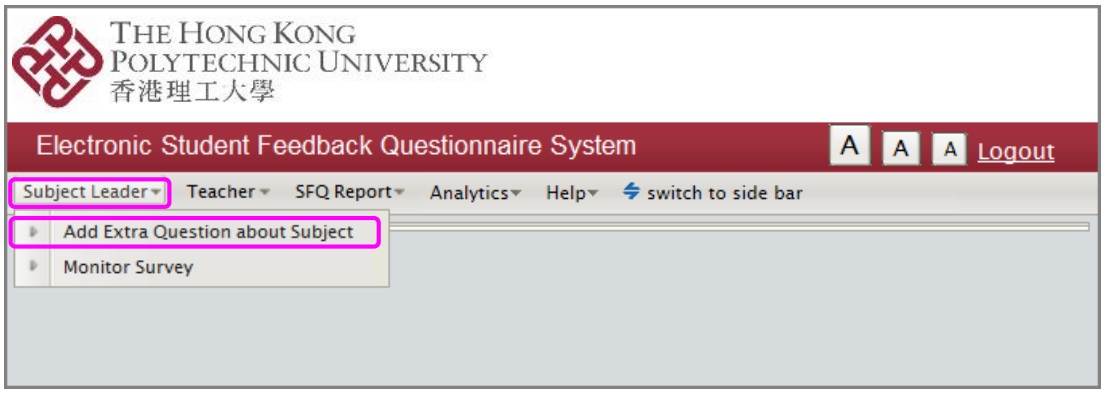
Step 4 The past set of questions will then be imported to your current SFQ. Click the Save icon to save changes.



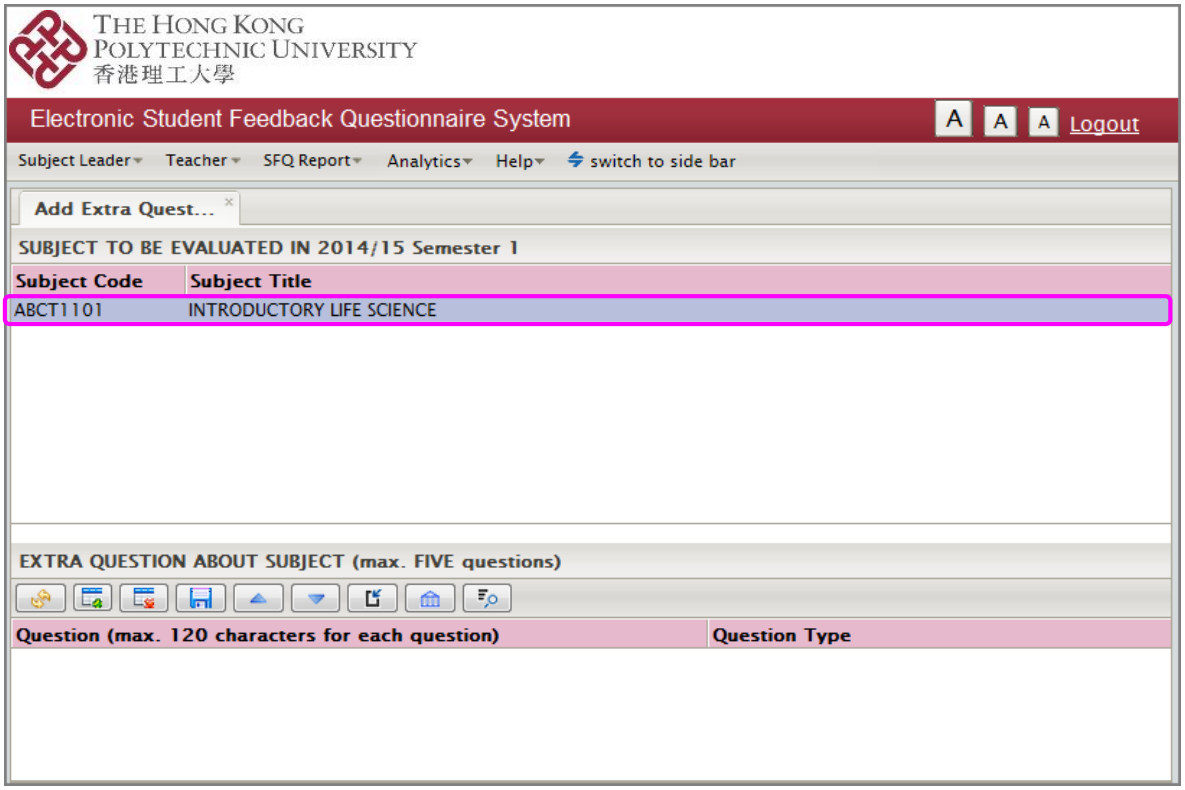
11.2.5 Importing questions from question bank

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

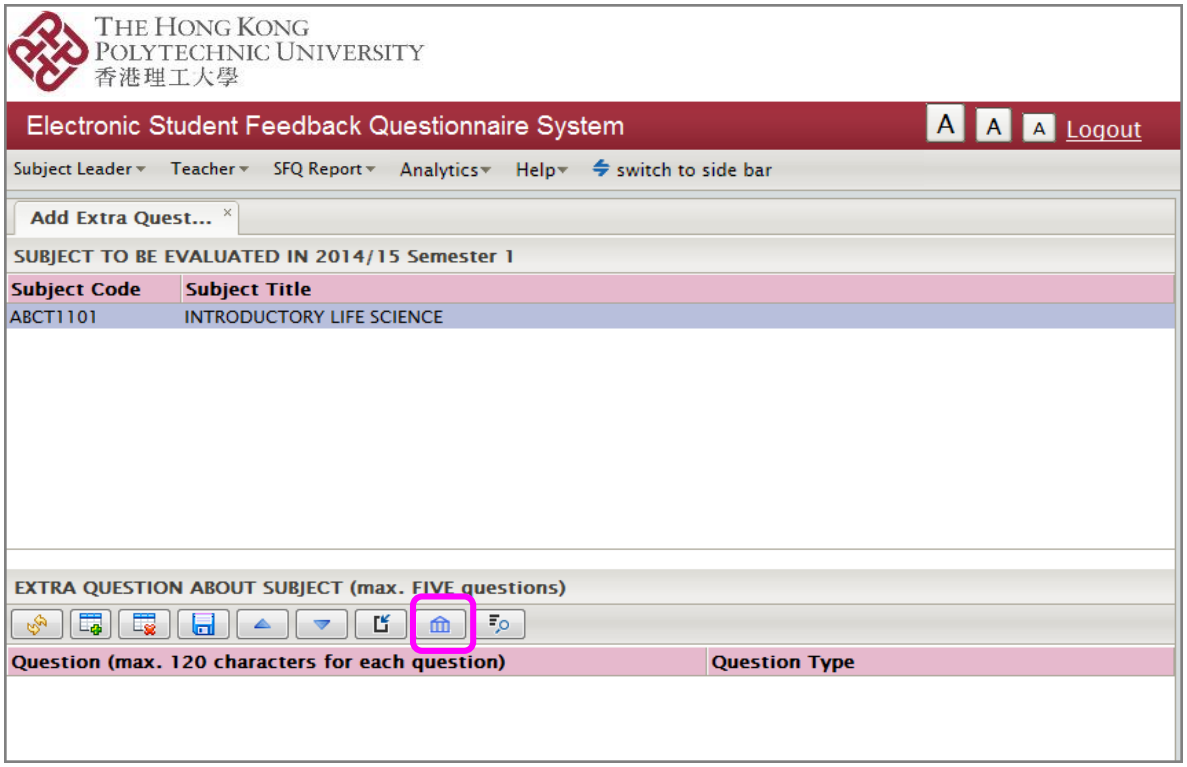
Step 1 To import past questions from the question bank, first select **Subject Leader** in the top menu bar, then **Add Extra Question about Subject** from the drop-down menu.



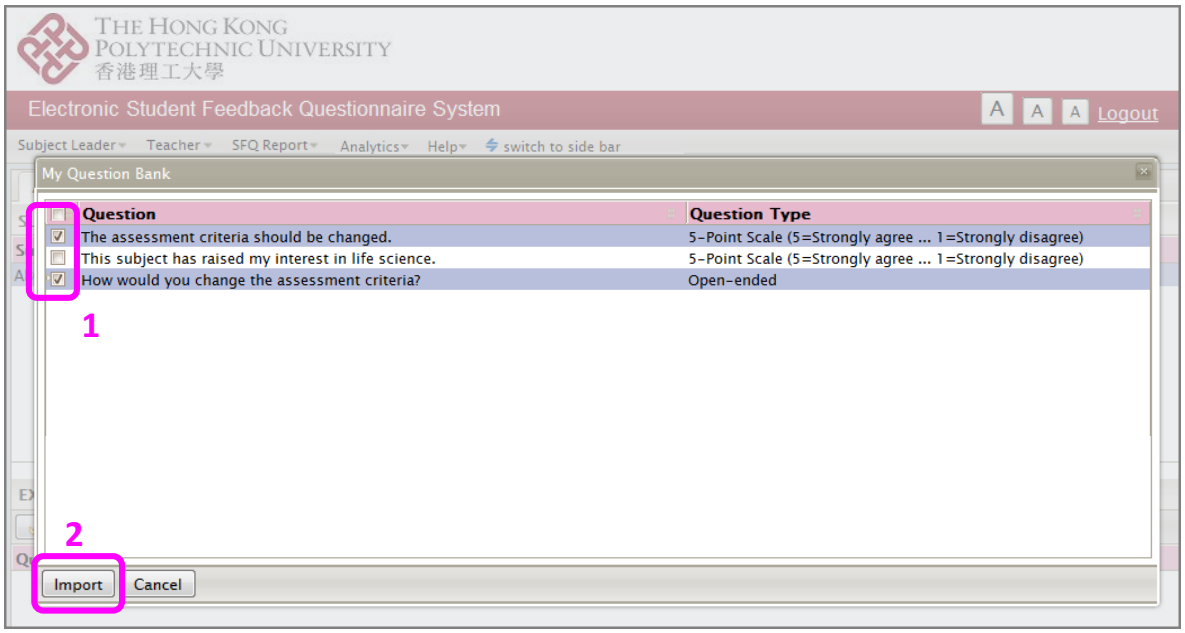
Step 2 In the **Subject to be evaluated** section, click on the subject that you would like to import the questions to. The selected subject will be highlighted in purple.



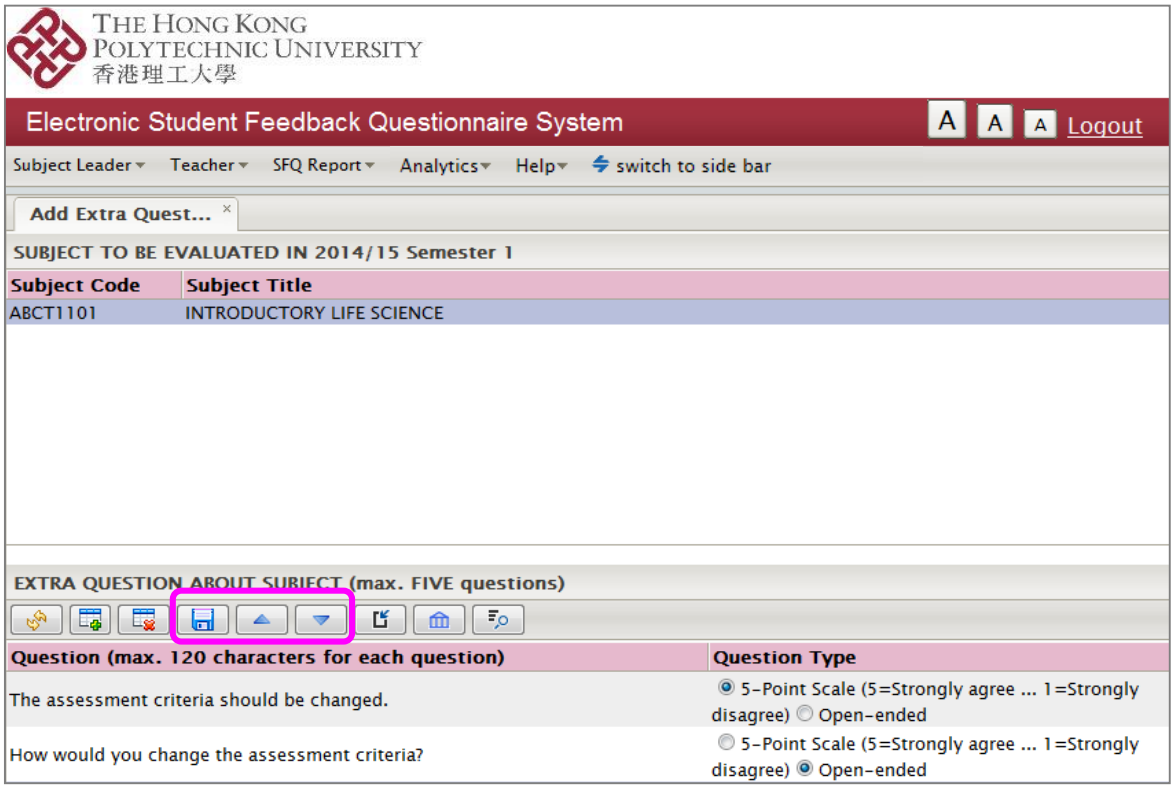
Step 3 Click the Question Bank icon in the **Extra Question About Subject** section to open the My Question Bank window.



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.

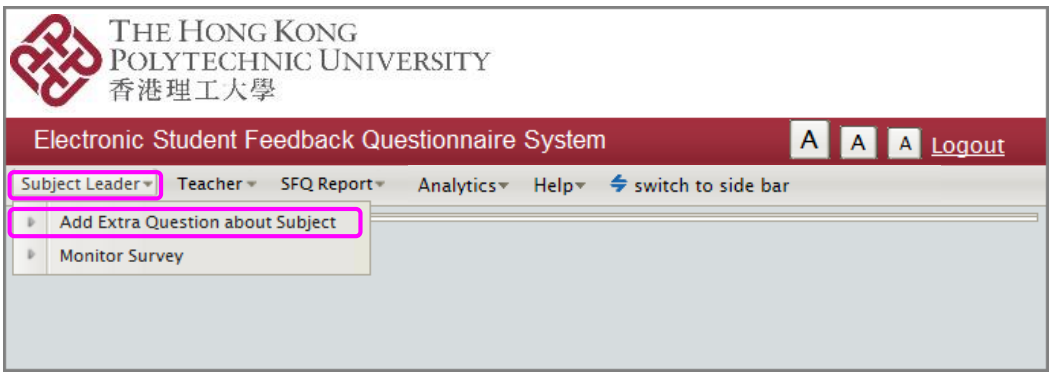


Step 5 Reorder the questions as appropriate using the Up and Down buttons, then click the Save icon to save your changes.

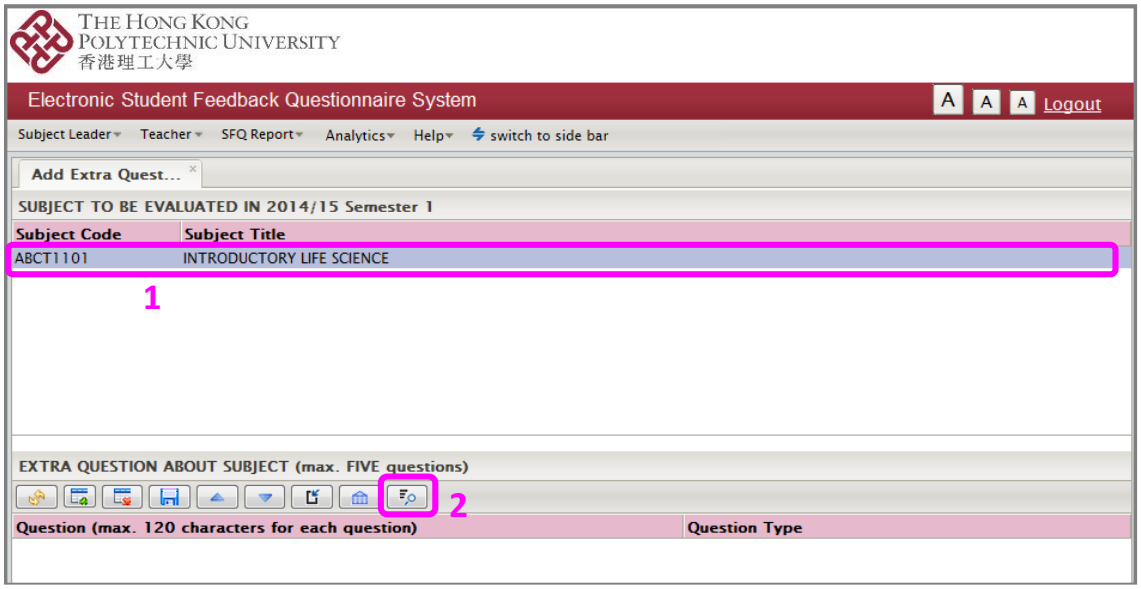


11.2.6 Previewing the questionnaire

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

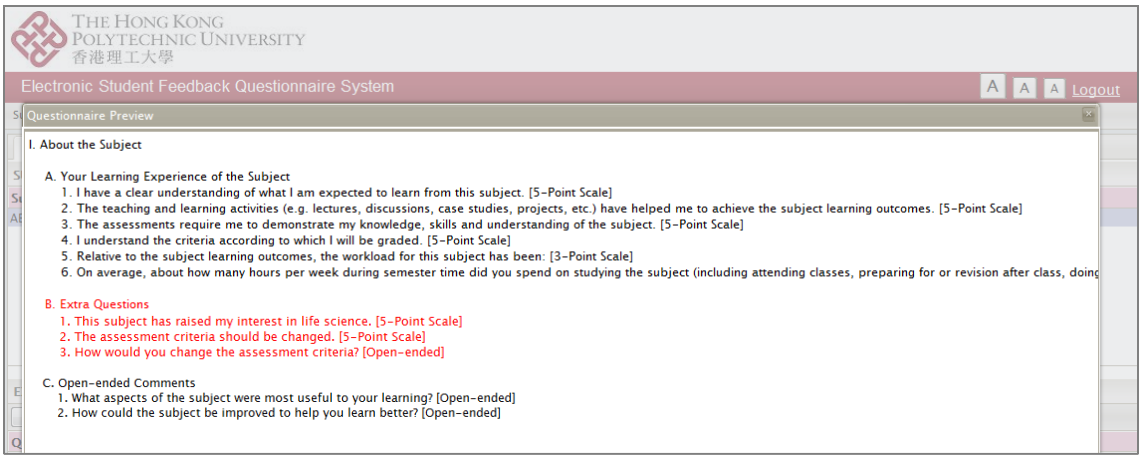


Step 2 Select the subject in the **Subject to be evaluated** section, then click the Preview icon in the **Extra Question About Subject** section to open the Questionnaire Preview window.



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

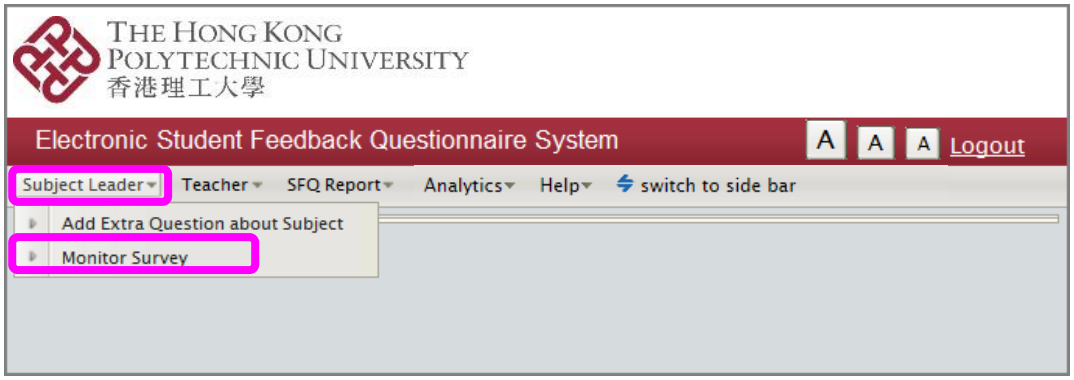
To close the Questionnaire Preview window, click the Close button 'x' in the top right corner.



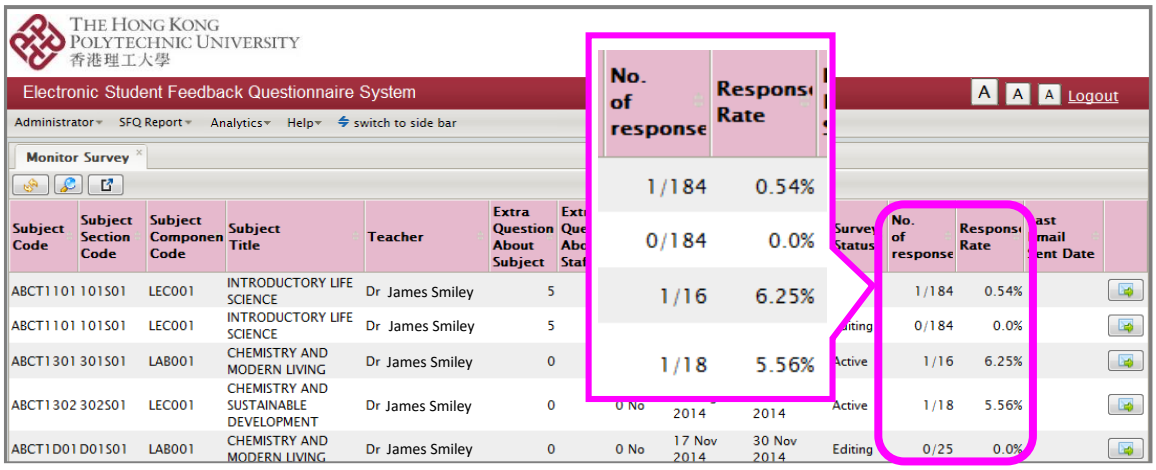
11.2.7 Monitoring the survey

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.

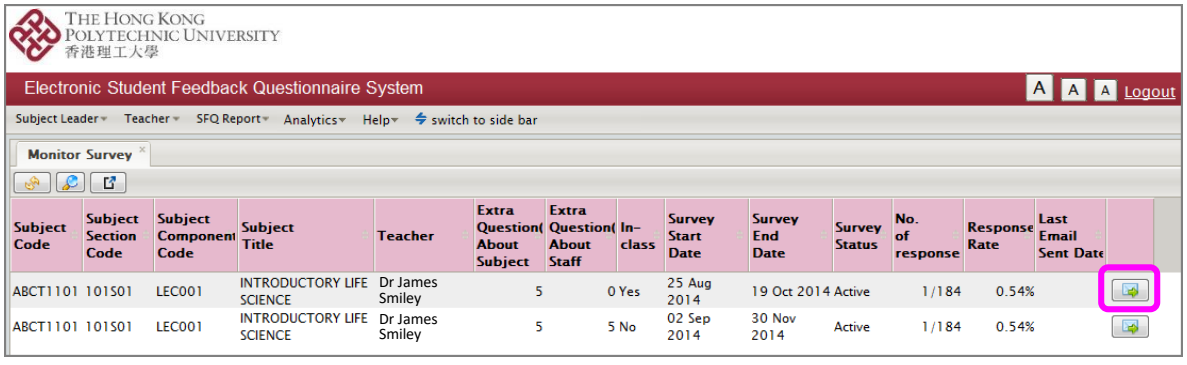


The number of responses and response rate of each individual class for which the eSFQ has been administered in the semester will be displayed.



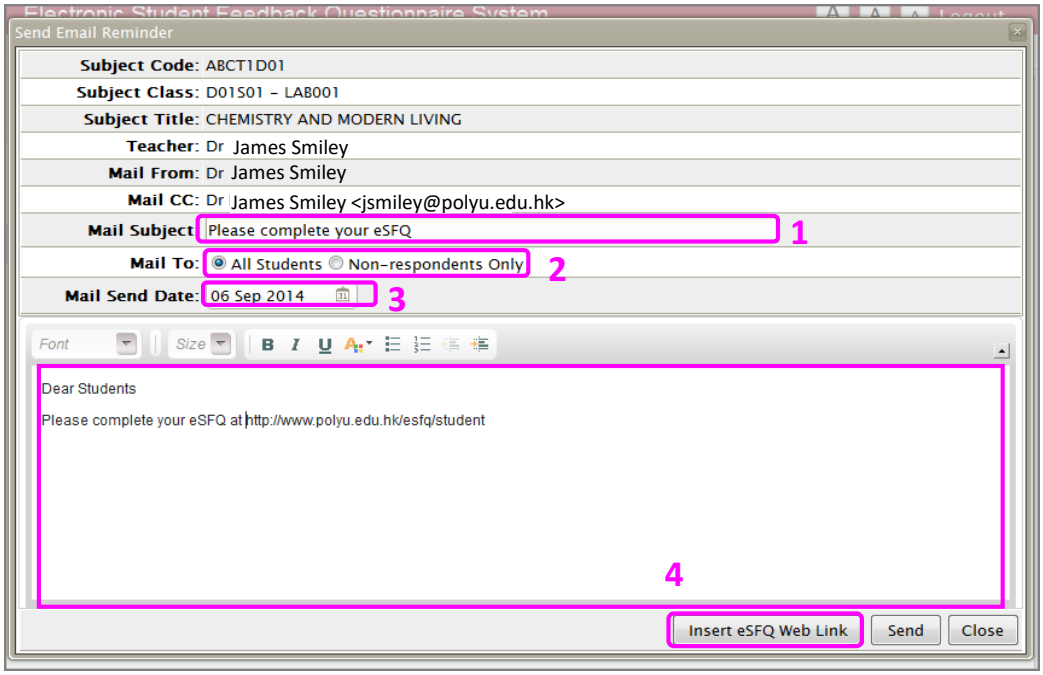
Step 2 To send an email reminder to the students enrolled in the class, click the Send Email icon to open the Send Email Reminder window.

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

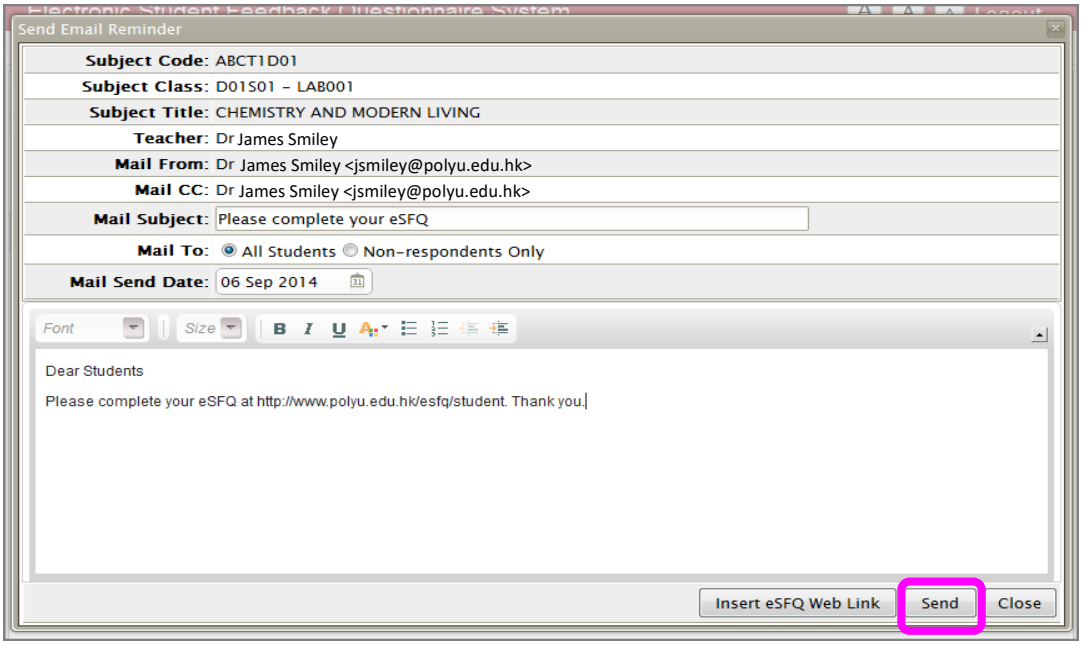


Step 3 Fill in the required information as appropriate:

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.
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.



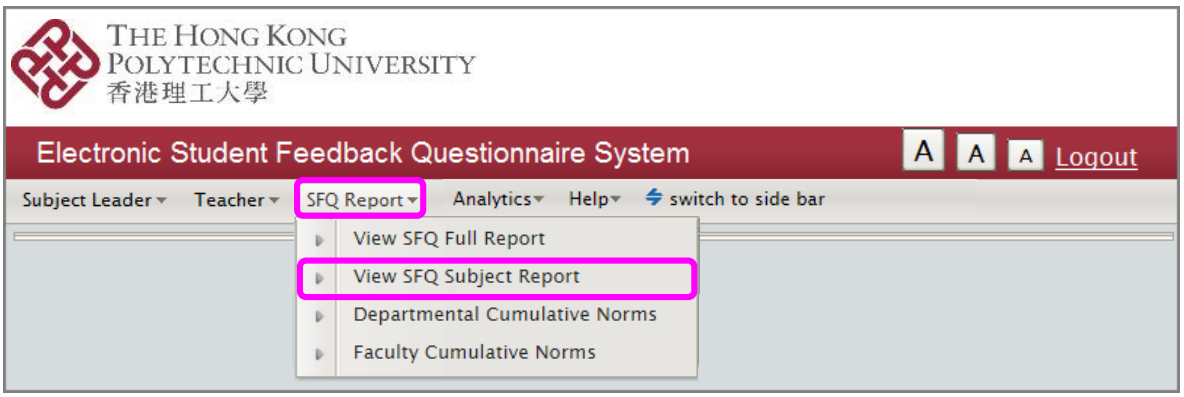
Step 4 Click **Send** to send the email.



11.2.8 Viewing SFQ subject reports

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

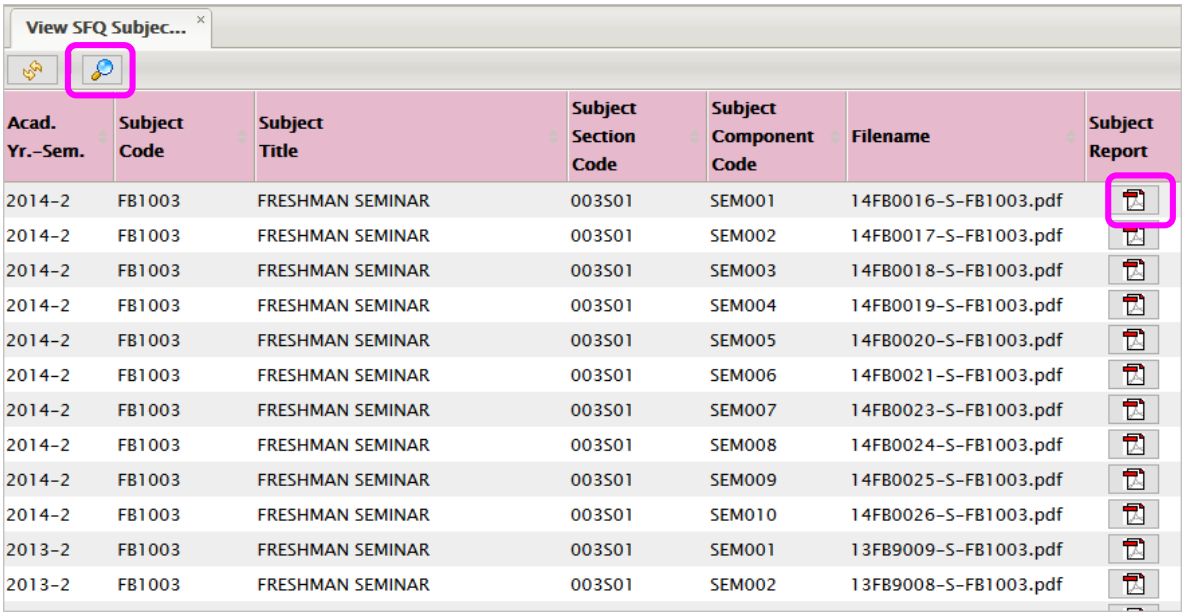
Step 1 To view the subject reports, click **SFQ Report** in the top menu bar then select **View SFQ Subject Report** to display the list of available reports.



Step 2 You can search for a report by clicking the Magnifying glass icon 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.

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

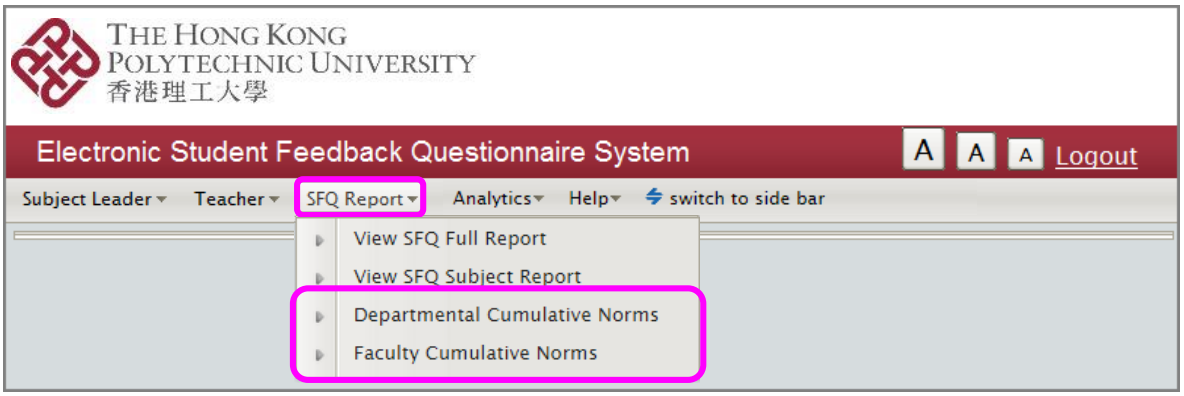


Acad. Yr.–Sem.	Subject Code	Subject Title	Subject Section Code	Subject Component Code	Filename	Subject Report
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM001	14FB0016–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM002	14FB0017–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM003	14FB0018–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM004	14FB0019–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM005	14FB0020–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM006	14FB0021–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM007	14FB0023–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM008	14FB0024–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM009	14FB0025–S–FB1003.pdf	
2014–2	FB1003	FRESHMAN SEMINAR	003S01	SEM010	14FB0026–S–FB1003.pdf	
2013–2	FB1003	FRESHMAN SEMINAR	003S01	SEM001	13FB9009–S–FB1003.pdf	
2013–2	FB1003	FRESHMAN SEMINAR	003S01	SEM002	13FB9008–S–FB1003.pdf	

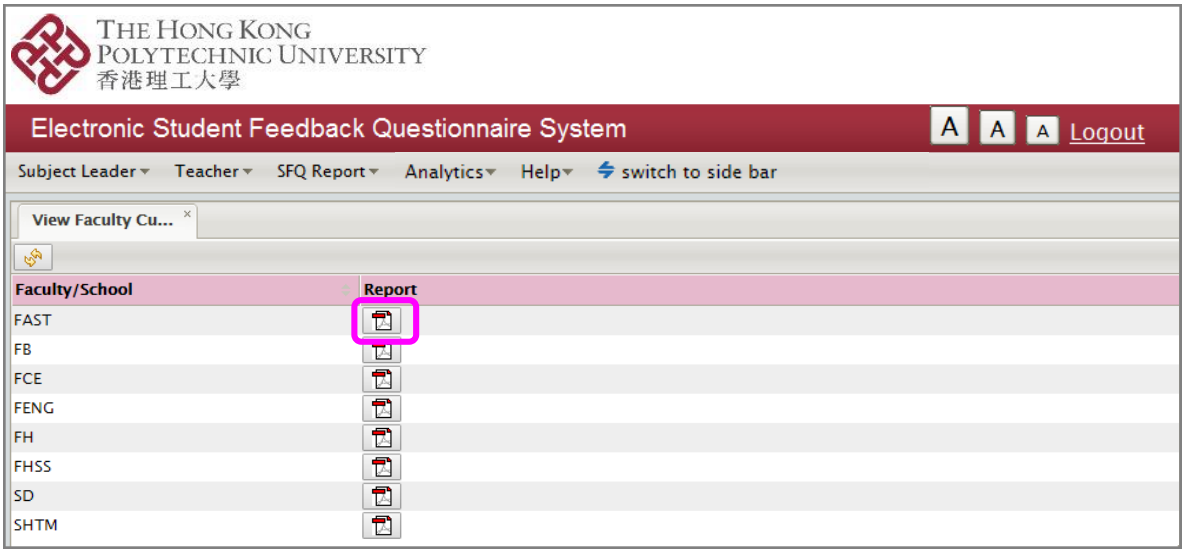
11.2.9 Viewing departmental and faculty cumulative norms

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 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.



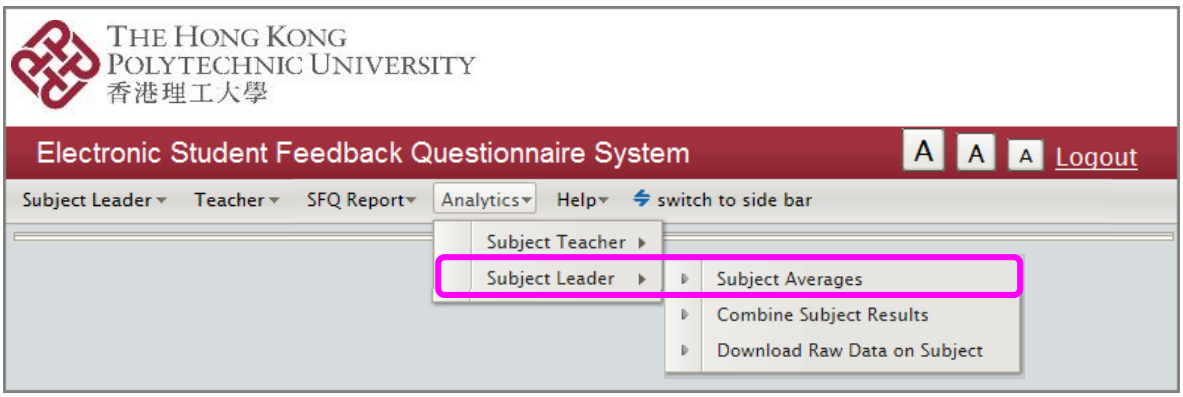
Step 2 Click the PDF icon next to the record to display the report.



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.

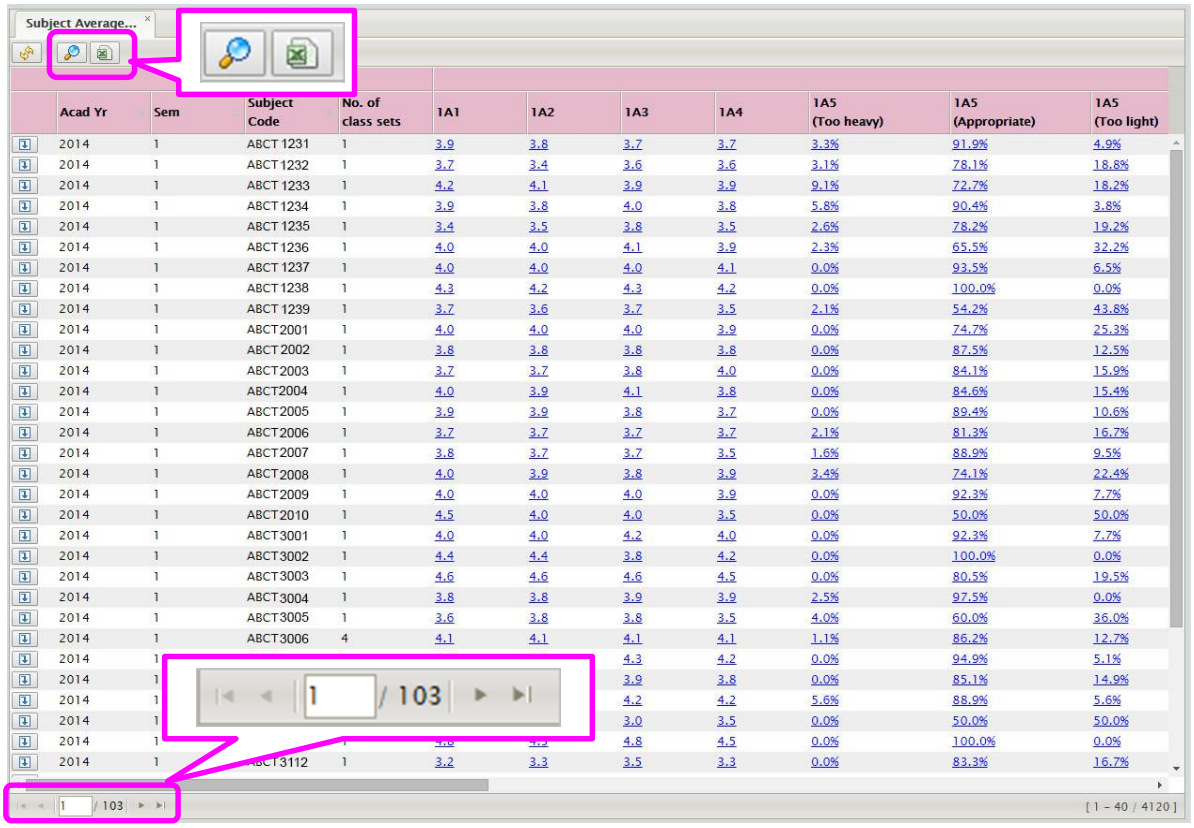
Step 1 To view the subject averages, click **Analytics** in the top menu bar, select **Subject Leader**, then **Subject Averages** to display the list of subject averages.



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. Enter the relevant information, then click Search.

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

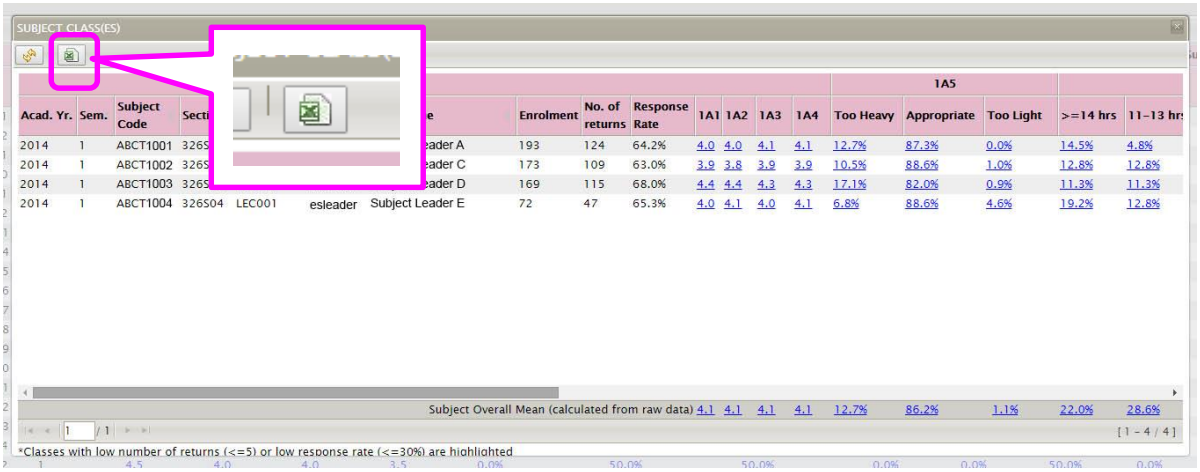


Acad Yr	Sem	Subject Code	No. of class sets	1A1	1A2	1A3	1A4	1A5 (Too heavy)	1A5 (Appropriate)	1A5 (Too light)
2014	1	ABCT 1231	1	3.9	3.8	3.7	3.7	3.3%	91.9%	4.9%
2014	1	ABCT 1232	1	3.7	3.4	3.6	3.6	3.1%	78.1%	18.8%
2014	1	ABCT 1233	1	4.2	4.1	3.9	3.9	9.1%	72.7%	18.2%
2014	1	ABCT 1234	1	3.9	3.8	4.0	3.8	5.8%	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	4.0	4.0	4.0	4.1	0.0%	93.5%	6.5%
2014	1	ABCT 1238	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	ABCT2002	1	3.8	3.8	3.8	3.8	0.0%	87.5%	12.5%
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%
2014	1	ABCT2009	1	4.0	4.0	4.0	3.9	0.0%	92.3%	7.7%
2014	1	ABCT2010	1	4.5	4.0	4.0	3.5	0.0%	50.0%	50.0%
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	ABCT3003	1	4.6	4.6	4.6	4.5	0.0%	80.5%	19.5%
2014	1	ABCT3004	1	3.8	3.8	3.9	3.9	2.5%	97.5%	0.0%
2014	1	ABCT3005	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					4.3	4.2	0.0%	94.9%	5.1%
2014	1					3.9	3.8	0.0%	85.1%	14.9%
2014	1					4.2	4.2	5.6%	88.9%	5.6%
2014	1					3.0	3.5	0.0%	50.0%	50.0%
2014	1					4.8	4.5	0.0%	100.0%	0.0%
2014	1	ABCT3112	1	3.2	3.3	3.5	3.3	0.0%	83.3%	16.7%

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

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

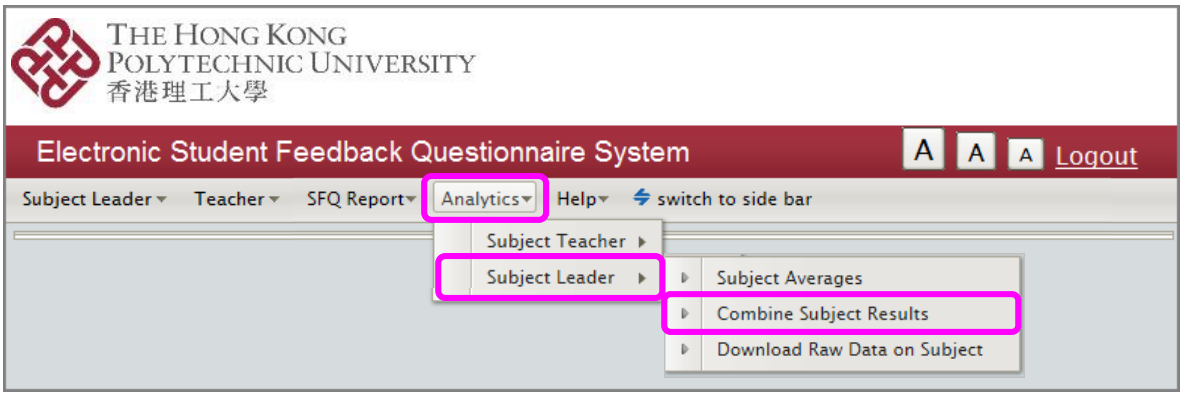
To export the record(s) to an Excel file, click the Excel file icon .



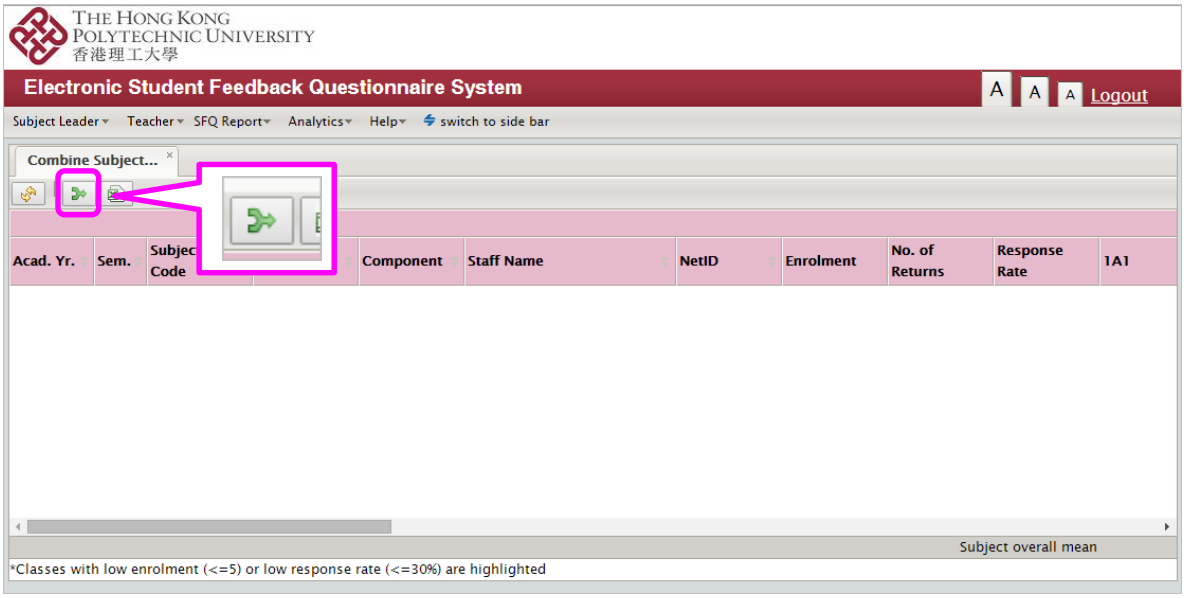
11.2.11 Combining subject results

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

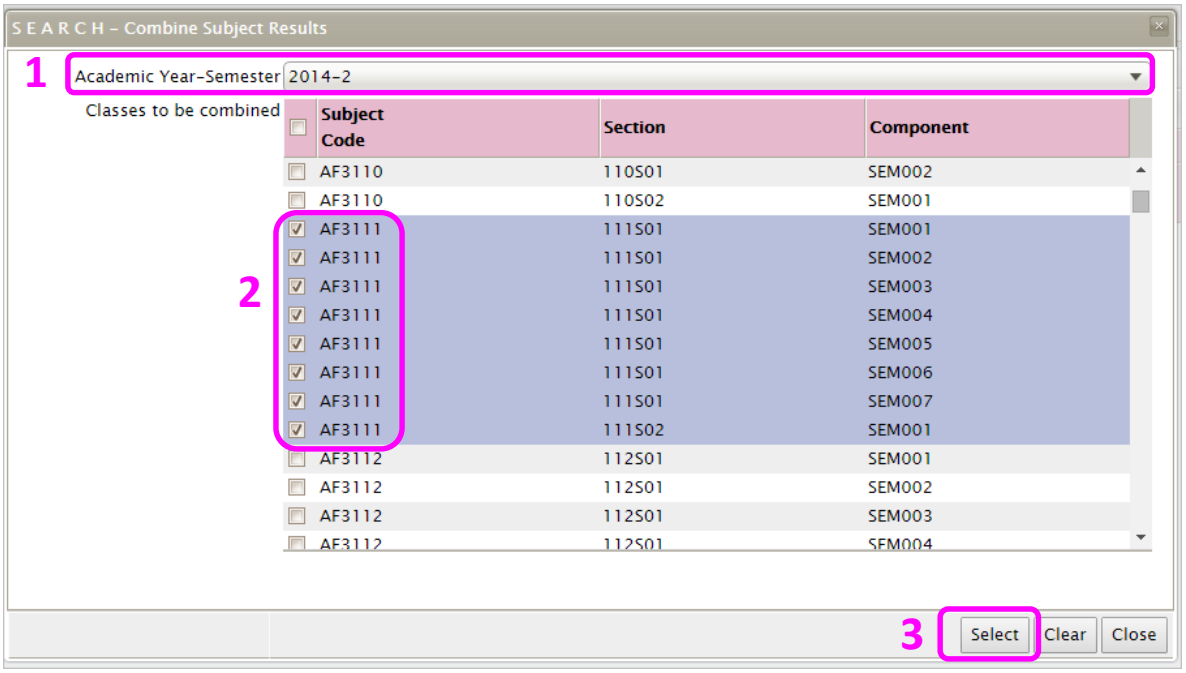
Step 1 To combine the subject results, click **Analytics** in the top menu bar, select **Subject Leader**, then **Combine Subject Results.** A new tab will be displayed.



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

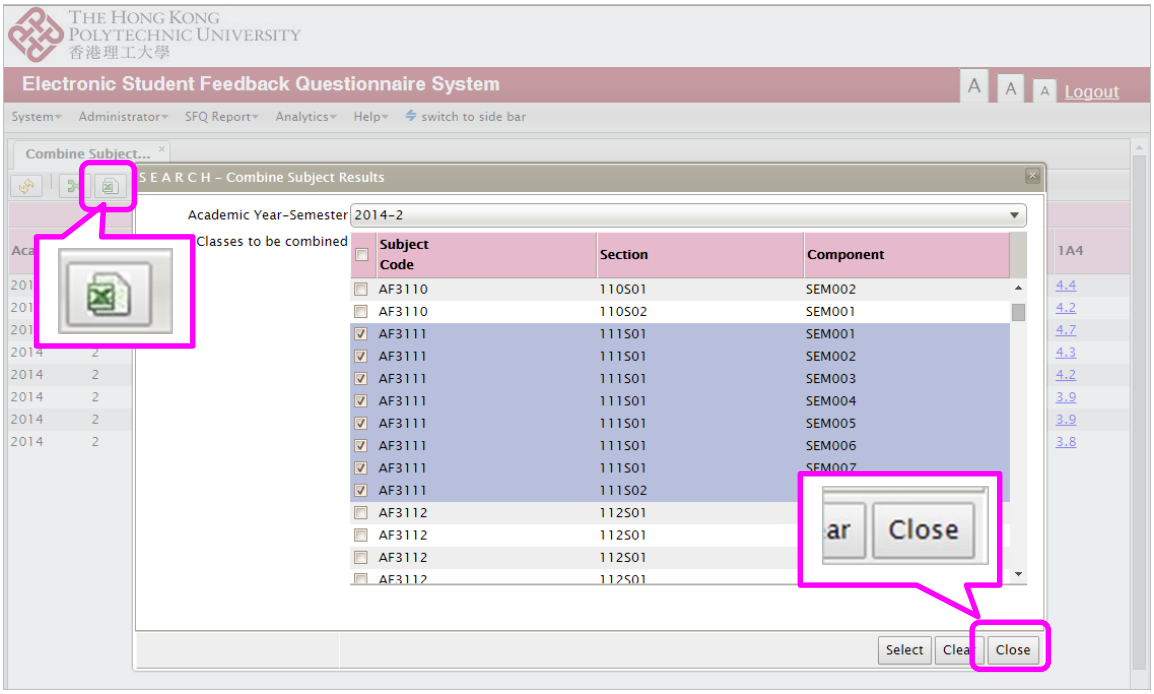


Step 3 In the pop-up window, select: (1) the Academic Year/Semester from the drop-down menu to display the records available for combining; (2) the classes of which the subject results you wish to combine. Then click Select.



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

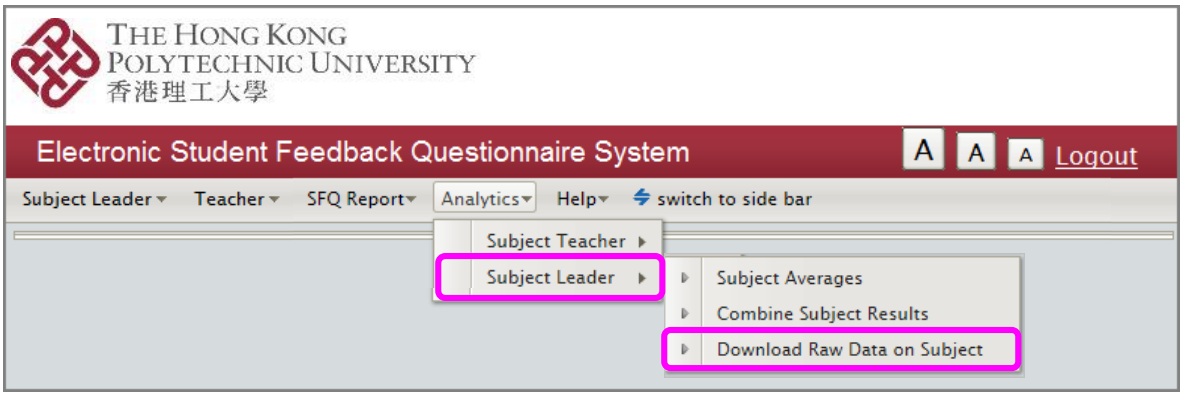
To export the combined results to an Excel file, click the Excel file icon .



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.

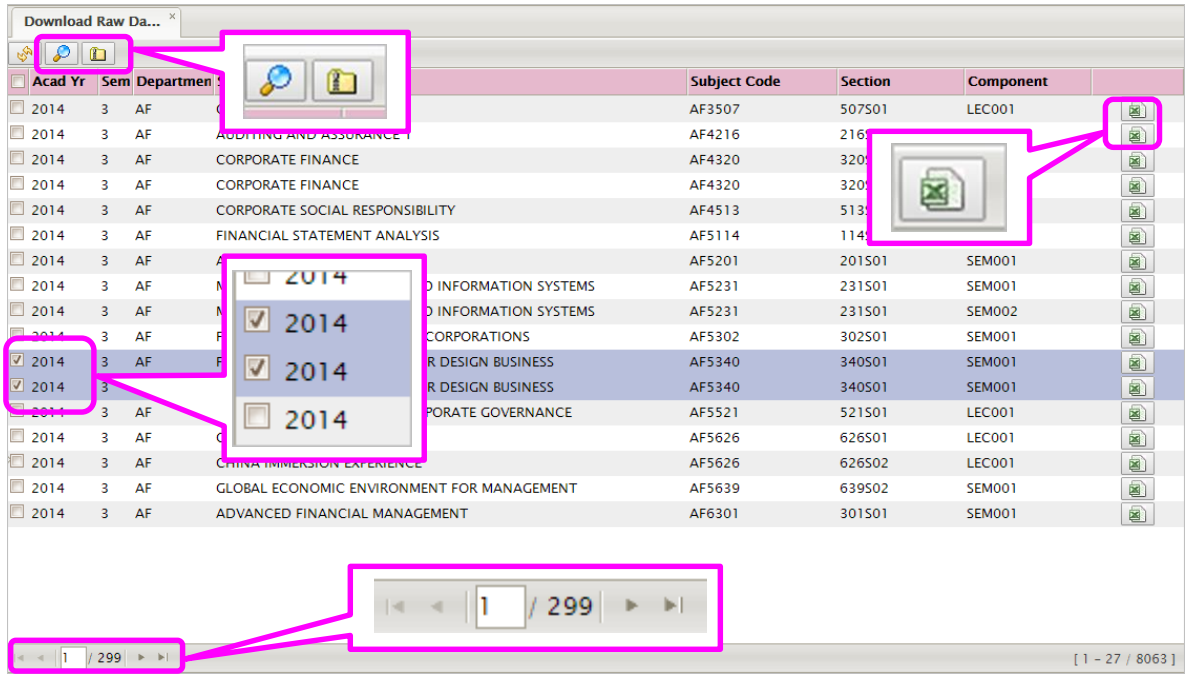
Step 1 To download the subject raw data, click **Analytics** in the top menu bar, select **Subject Leader**, then **Download Raw Data on Subject.** A new tab will be displayed.



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 .

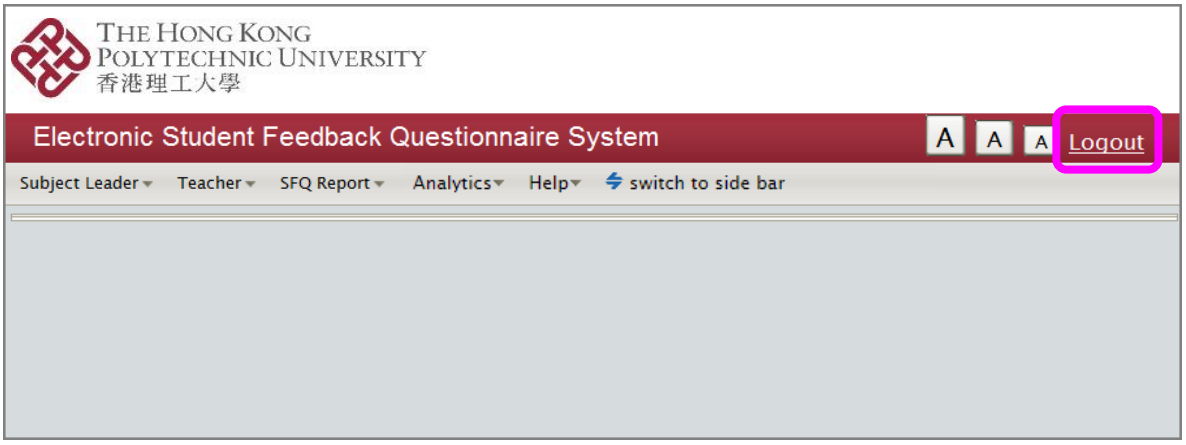
To search for a particular record, click the Magnifiying glass icon . Enter the relevant information, then click Search.

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.



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.



11.2.14 Further assistance and support

For further assistance or support, send an email to esfq.support@polyu.edu.hk 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 www.polyu.edu.hk/esfqadmin. 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:

11.3.1 Adding extra questions about the teaching of the staff member 46
11.3.2 Updating a question 49
11.3.3 Deleting a question 51
11.3.4 Importing past questions previously added to the subject 53
11.3.5 Importing questions from question bank 55
11.3.6 Previewing the questionnaire 58
11.3.7 Checking student enrolments 60
11.3.8 Updating your profile 62
11.3.9 Monitoring the survey 64
11.3.10 Viewing SFQ full/staff reports 66
11.3.11 Viewing departmental and faculty cumulative norms 67
11.3.12 Viewing summary of SFQ results 68
11.3.13 Interactive tool for interpreting SFQ scores 69
11.3.14 Downloading SFQ summary report for staff appraisal, further appointment, etc. 72
11.3.15 Downloading raw data 73
11.3.16 Logging out of the eSFQ system 74
11.3.17 Further assistance and support 74

11.3.1 Adding extra questions about the teaching of the staff member

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

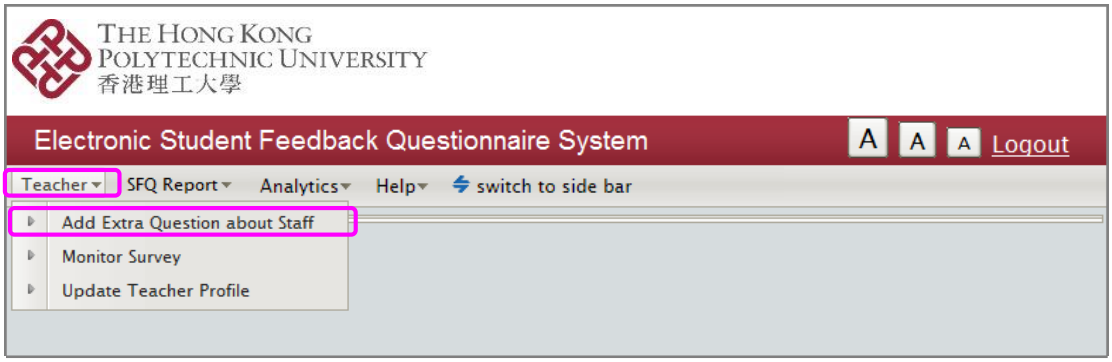
Please observe the deadline for adding extra questions shown in each class record on the eSFQ system interface and the notification email sent to you upon any eSFQ assignment to your class(es). By default, the deadline is set to one week before the survey start date. If more time is needed, contact your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

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

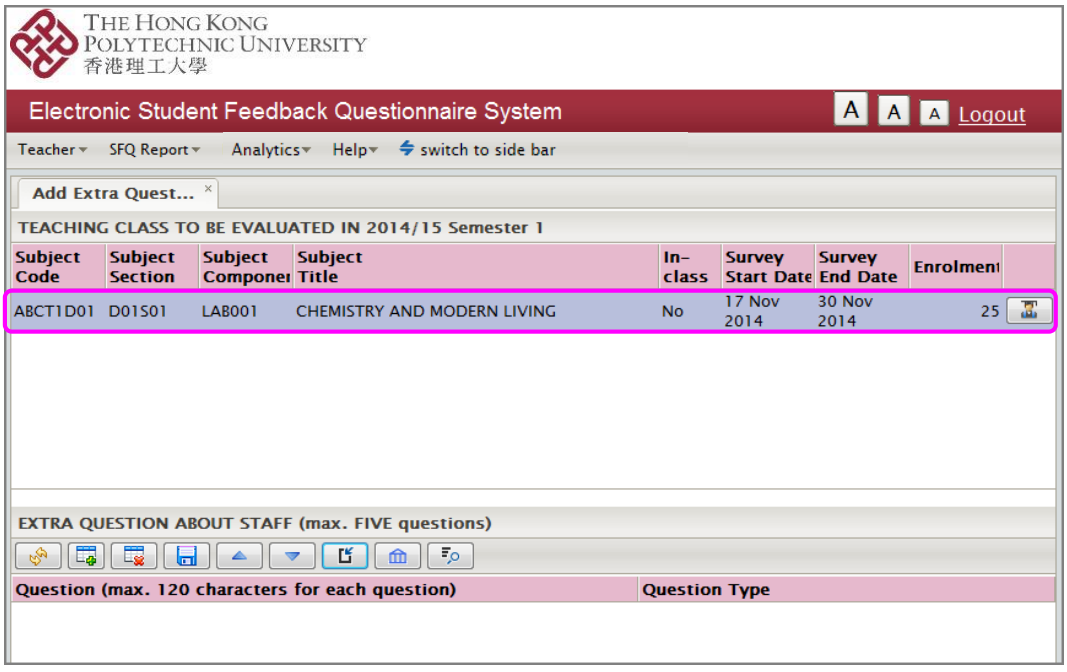
To add extra questions about the subject, follow the steps below.

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

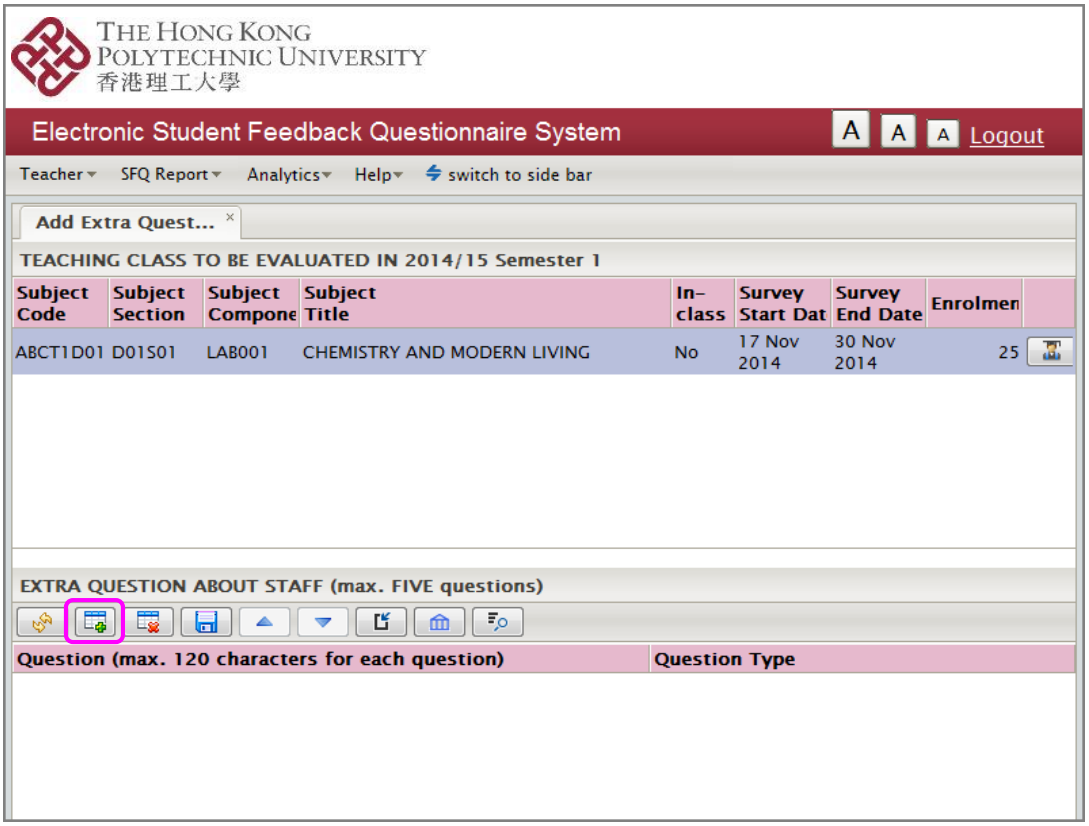
Step 2 In the top menu bar, select **Teacher**, then **Add Extra Question about Staff** from the drop-down menu.



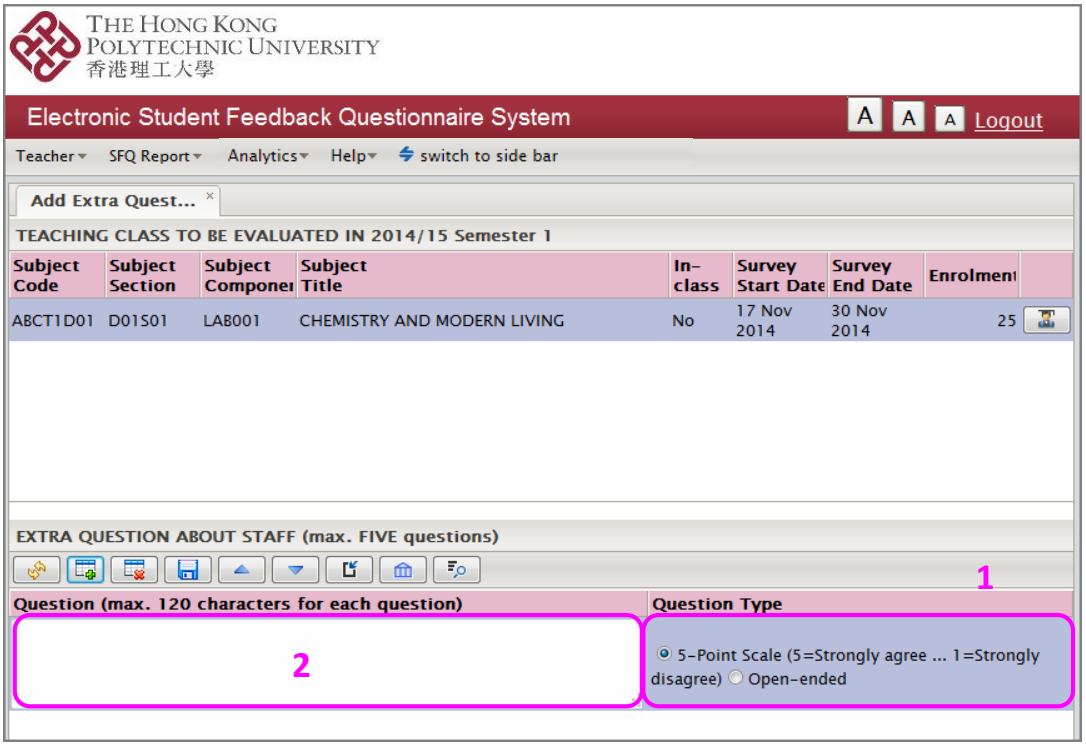
Step 3 In the **Teaching class to be evaluated** section, click on the subject that you would like to add questions to. The selected subject will be highlighted in purple.



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

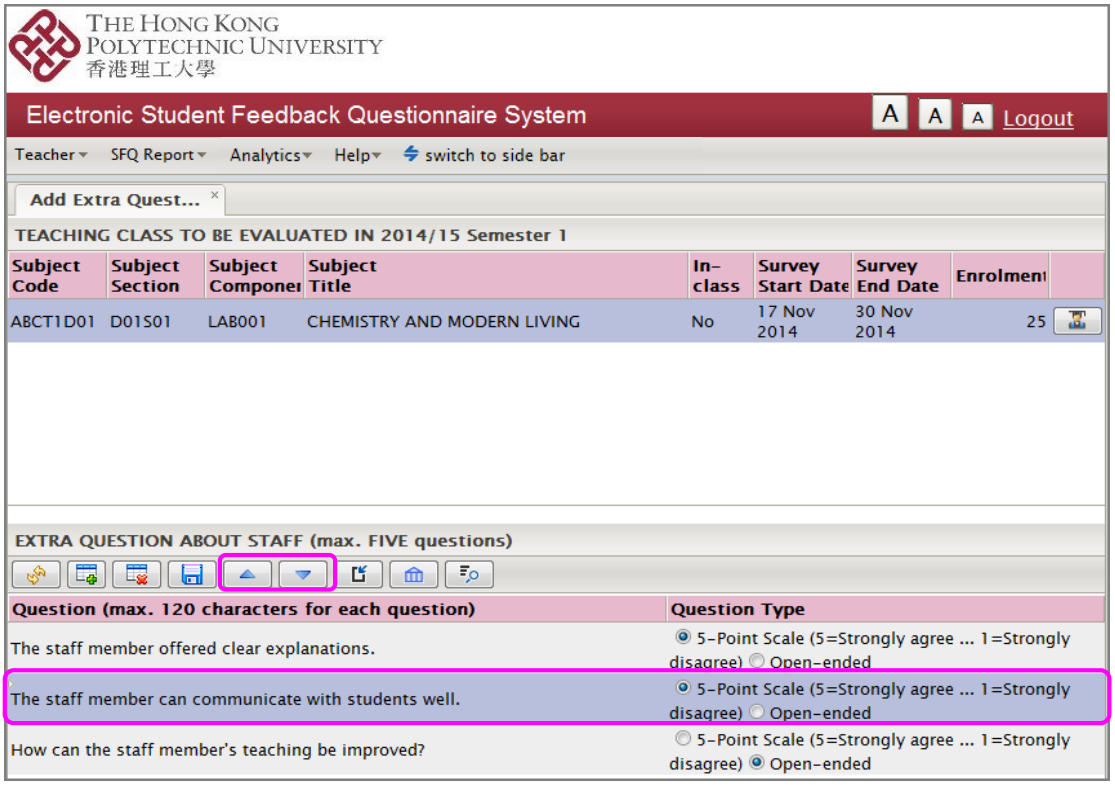


Step 5 Choose the question type, then enter your question in the textbox. Note that the scale descriptors of the closed-ended questions cannot be changed.

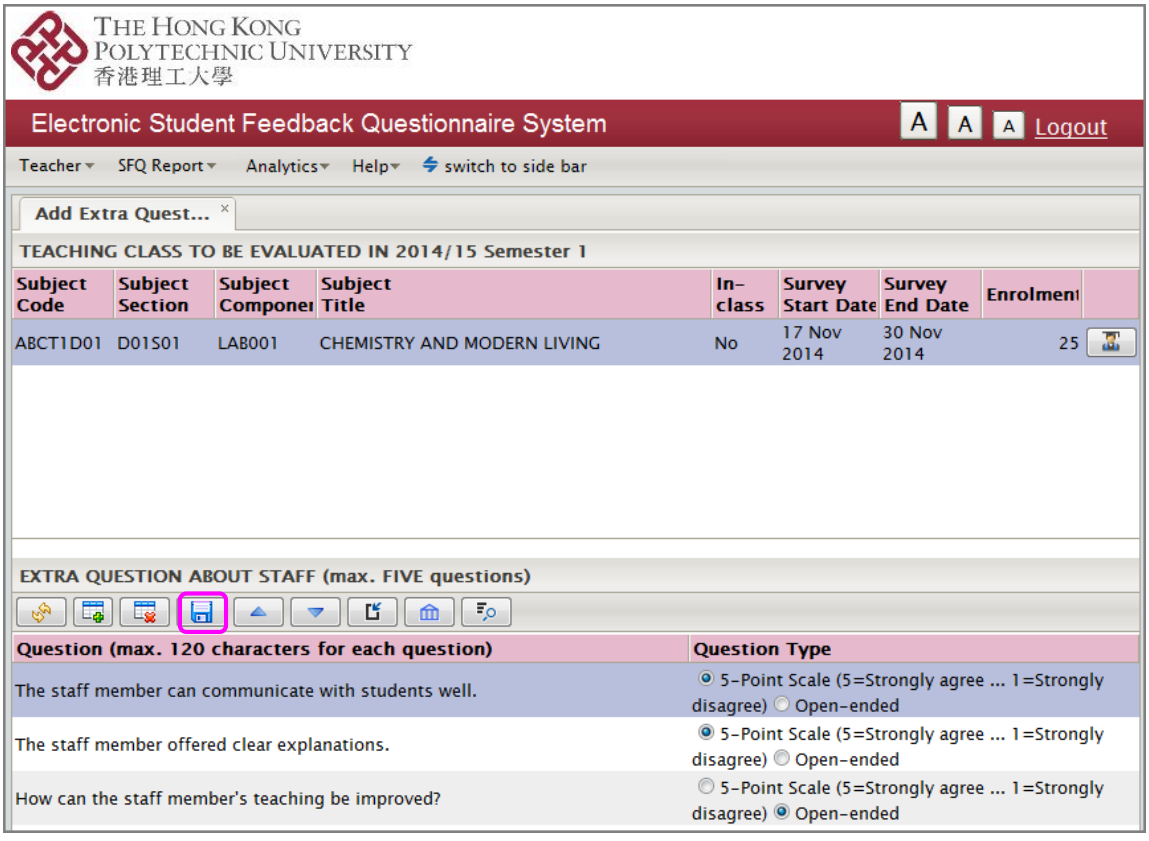


Step 6 Repeat **Steps 4 and 5** to add more questions. Note that you can add a maximum of 5 questions for each class.

Step 7 To reorder the questions, select a question then click the Up or Down 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.



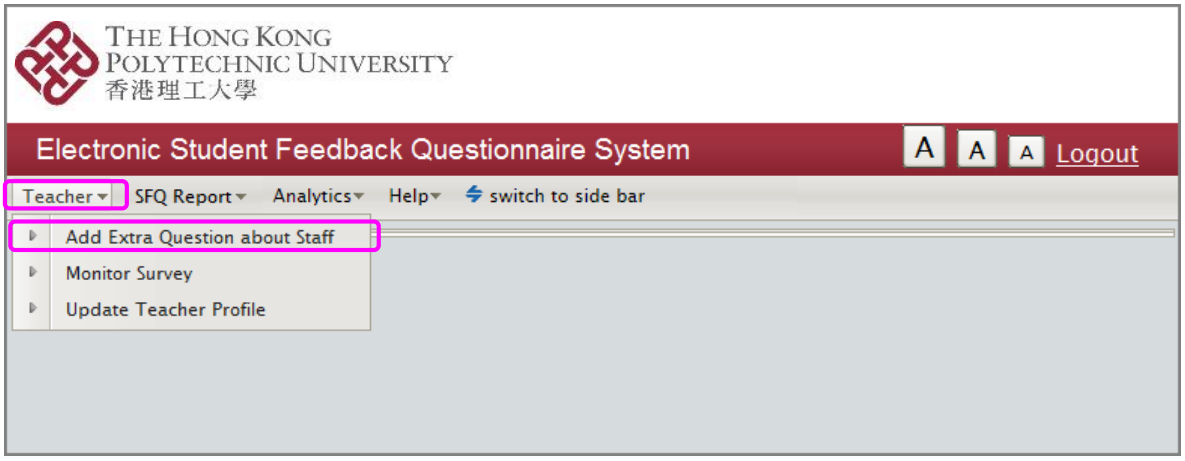
Step 8 Click the Save icon to save your newly added questions. All saved questions will be automatically stored in your question bank which can be reused in your other subjects.



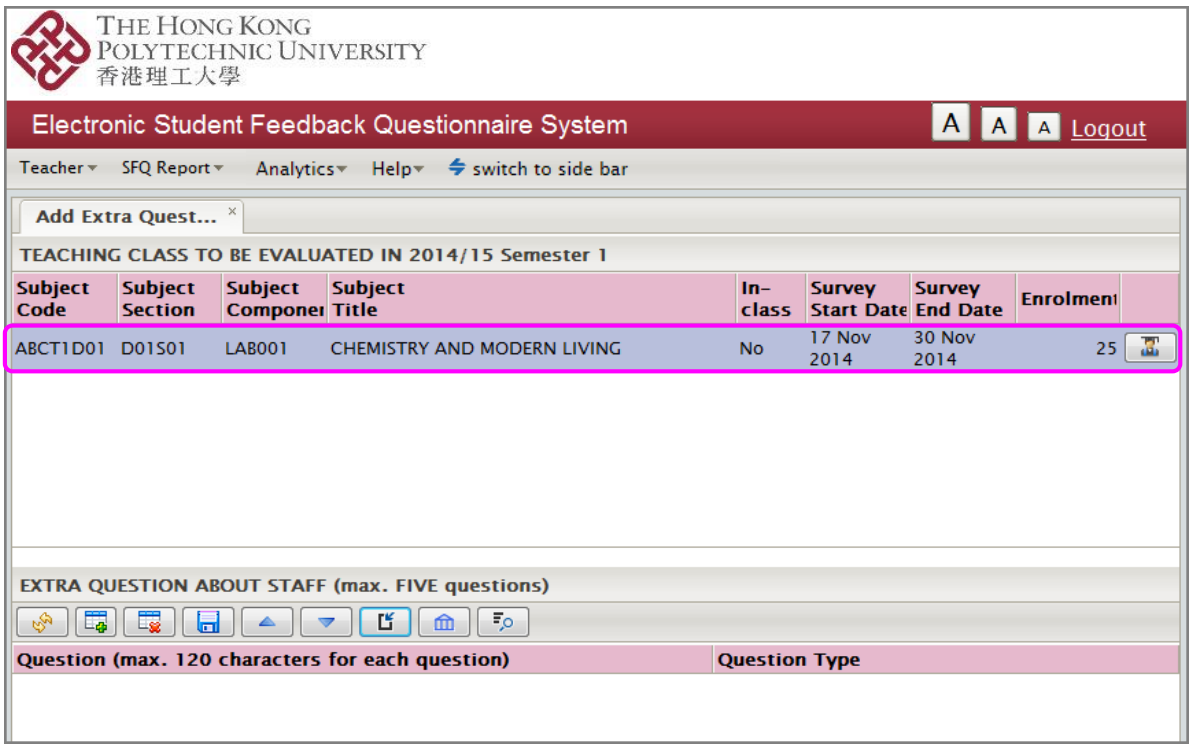
11.3.2 Updating a question

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

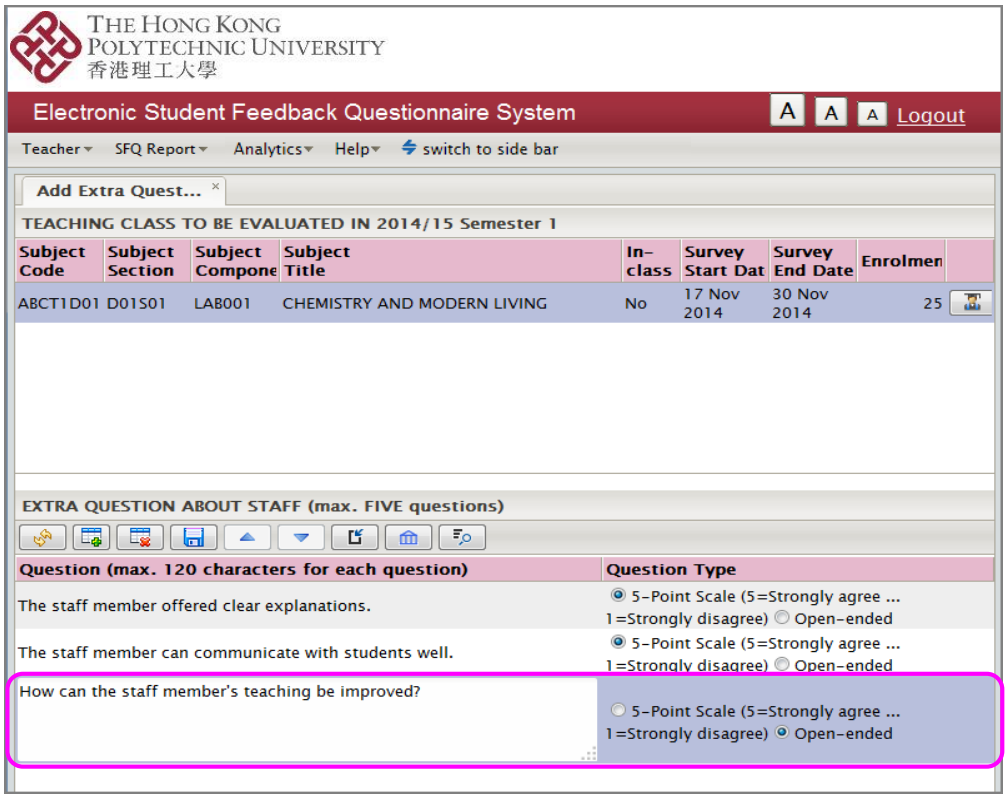
Step 1 In the top menu bar, first select **Teacher,** then **Add Extra Question about Staff** from the drop-down menu.



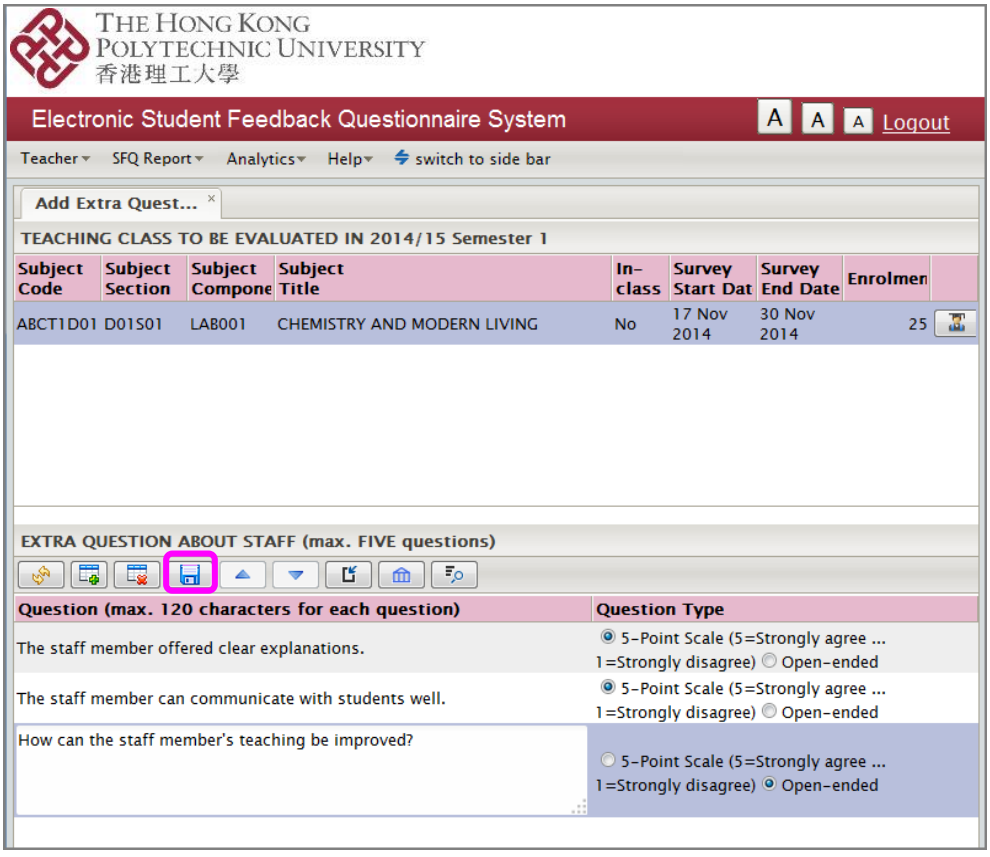
Step 2 In the **Teaching class to be evaluated** section, click on the relevant subject. The selected subject will be highlighted in purple.



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



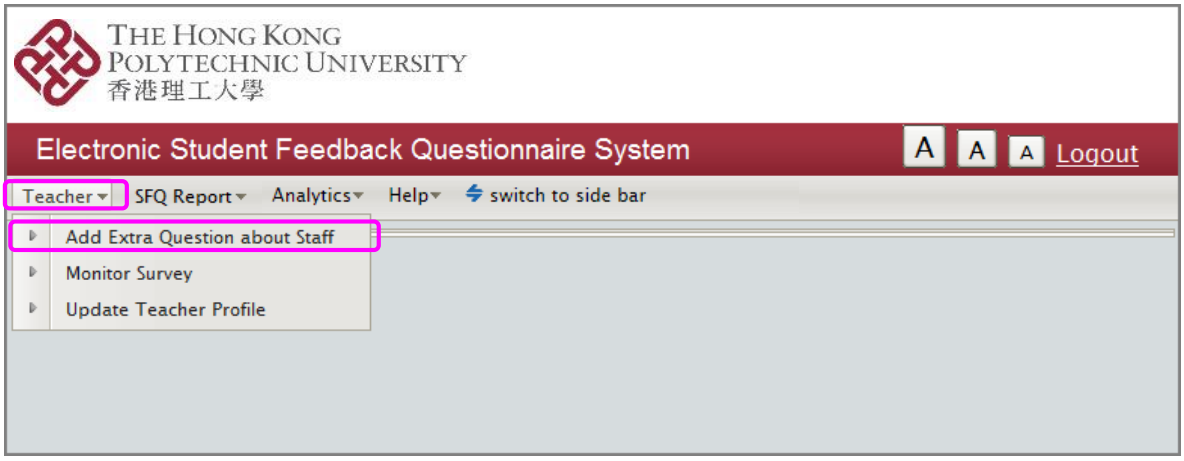
Step 4 Click the Save icon to save your changes.



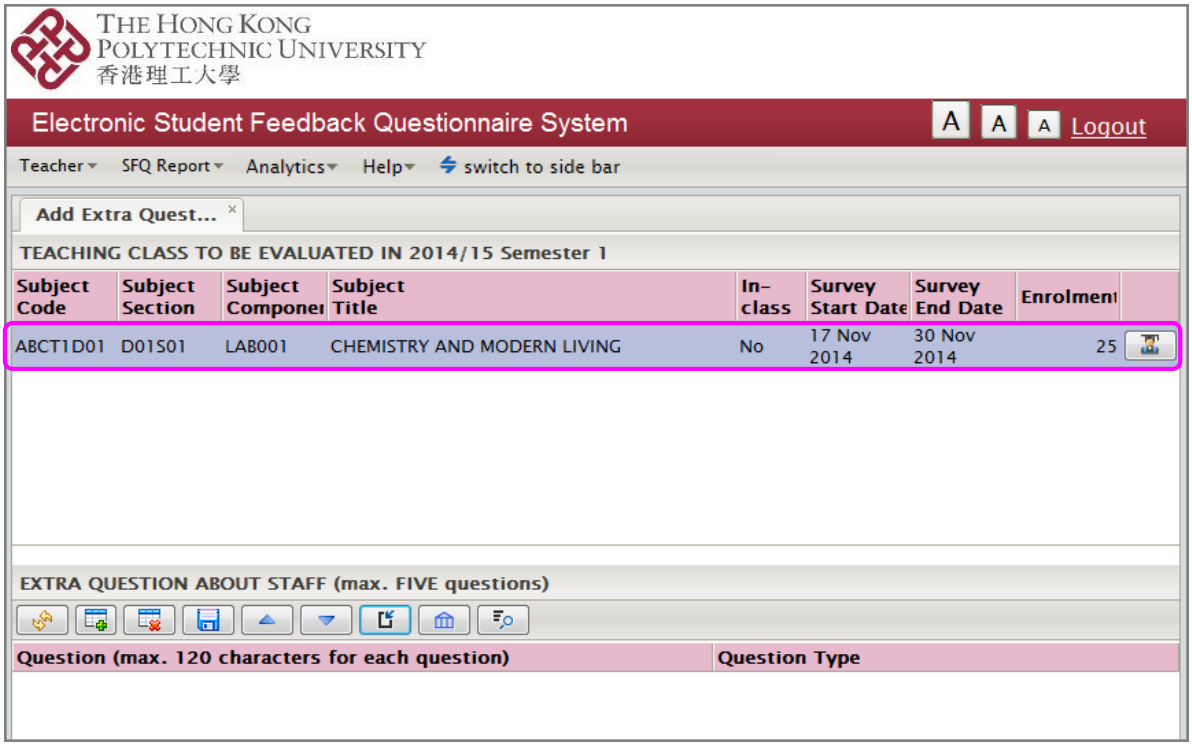
11.3.3 Deleting a question

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

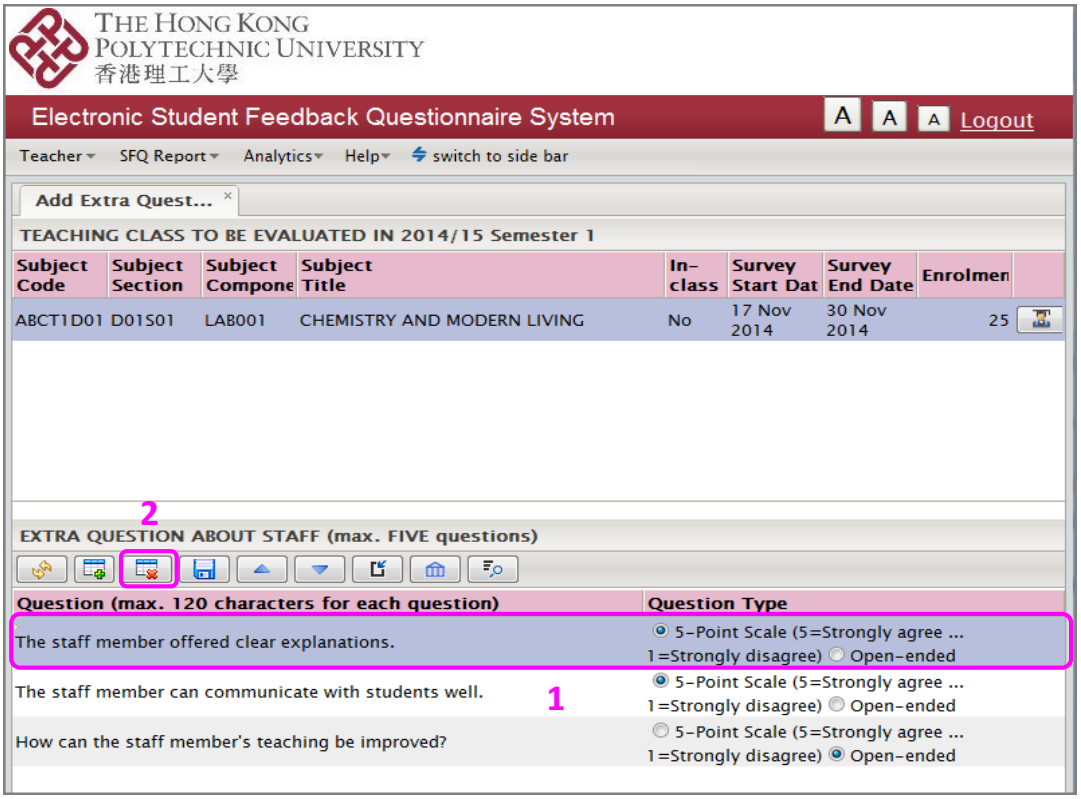
Step 1 In the top menu bar, first select **Teacher**, then **Add Extra Question about Staff** from the drop-down menu.



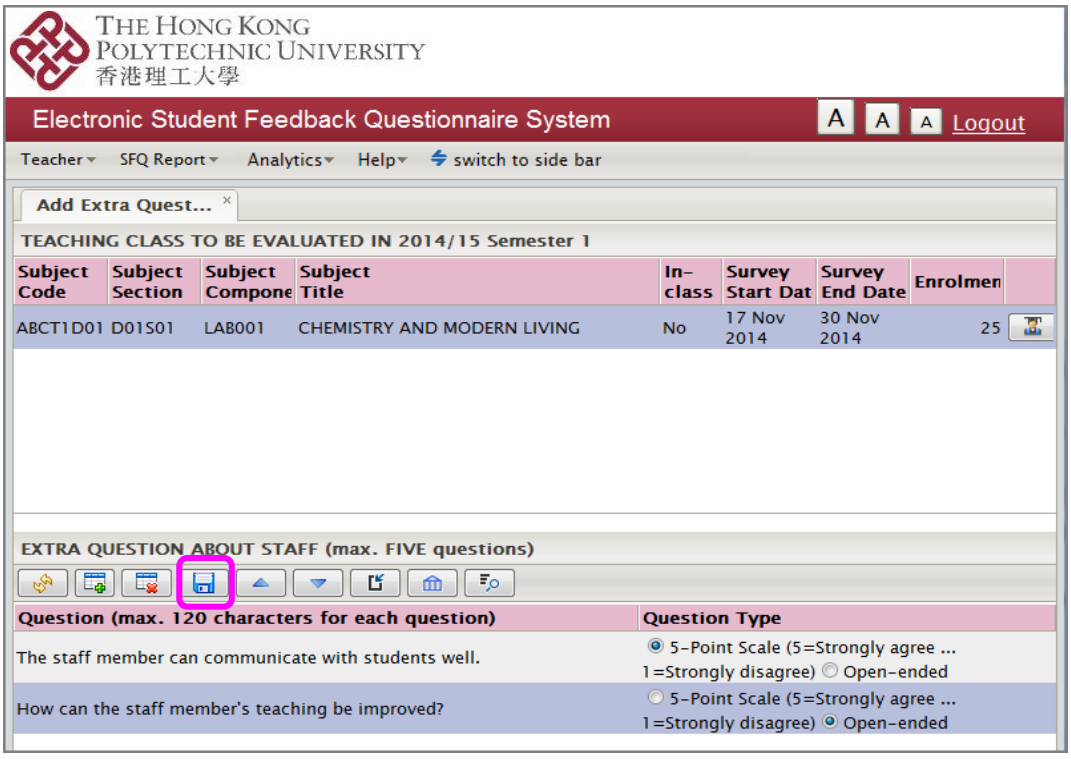
Step 2 In the **Teaching class to be evaluated** section, click on the subject that you would like to delete the previously added questions from. The selected subject will be highlighted in purple.



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



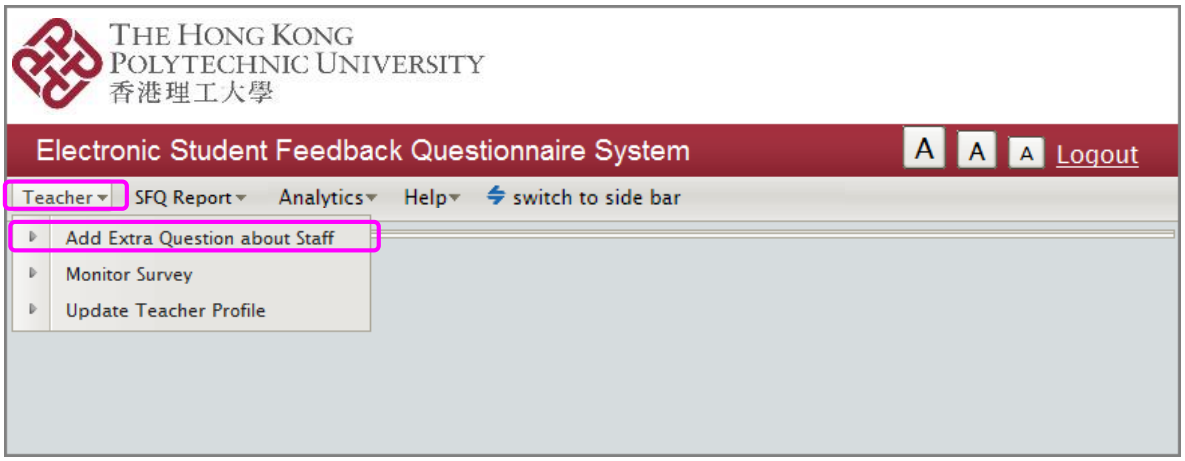
Step 4 Click the Save icon to save your changes.



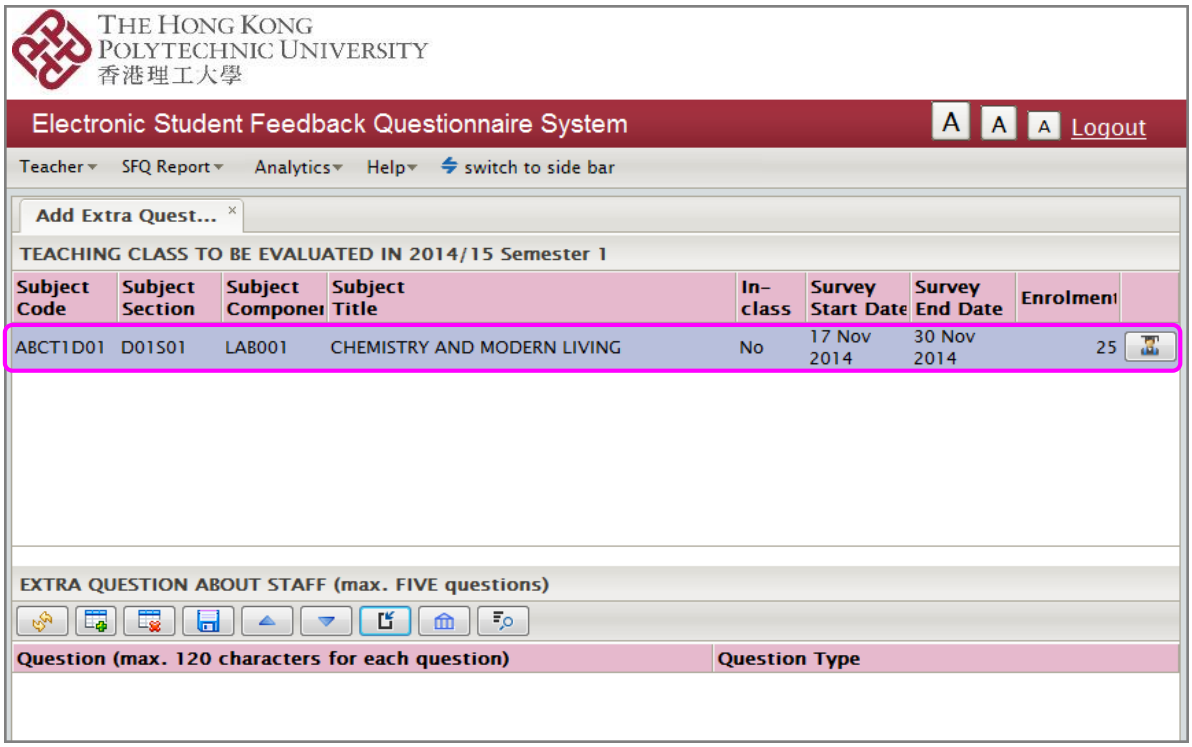
11.3.4 Importing past questions previously added to the subject

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

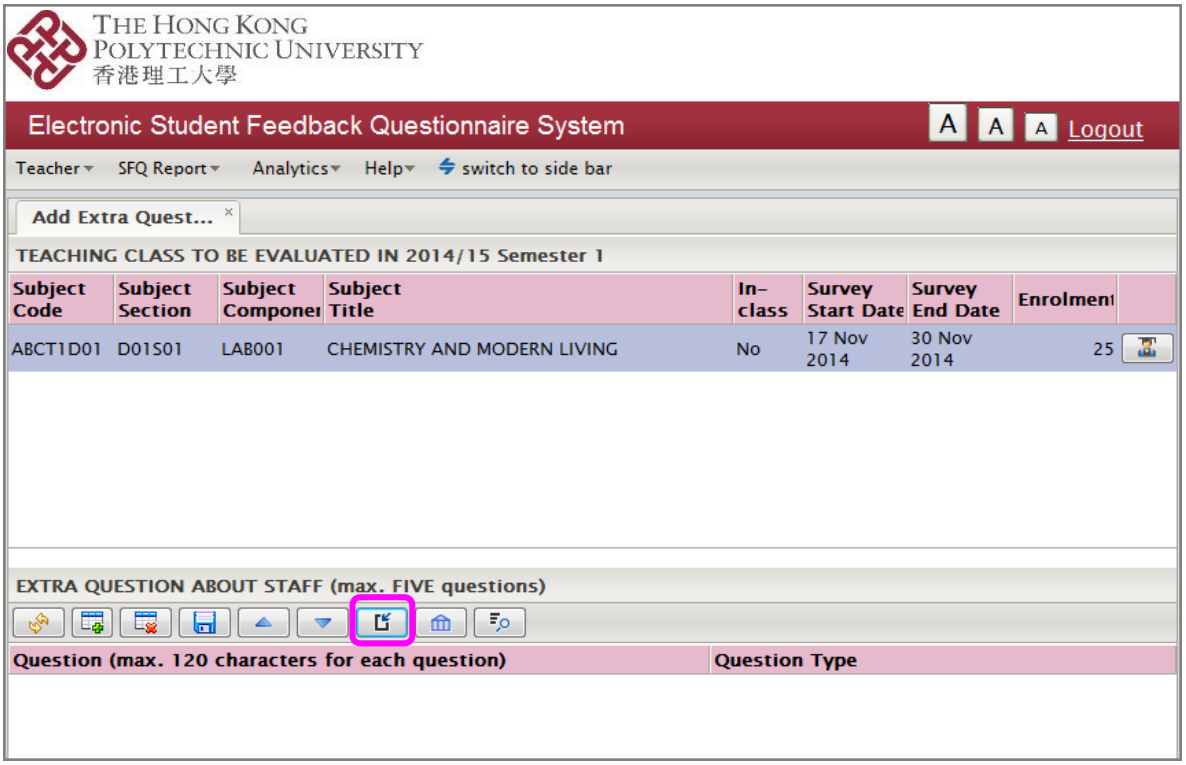
Step 1 To reuse the past set of extra questions added to the subject (if any), first select **Teacher** in the top menu bar, then **Add Extra Question about Staff** from the drop-down menu.



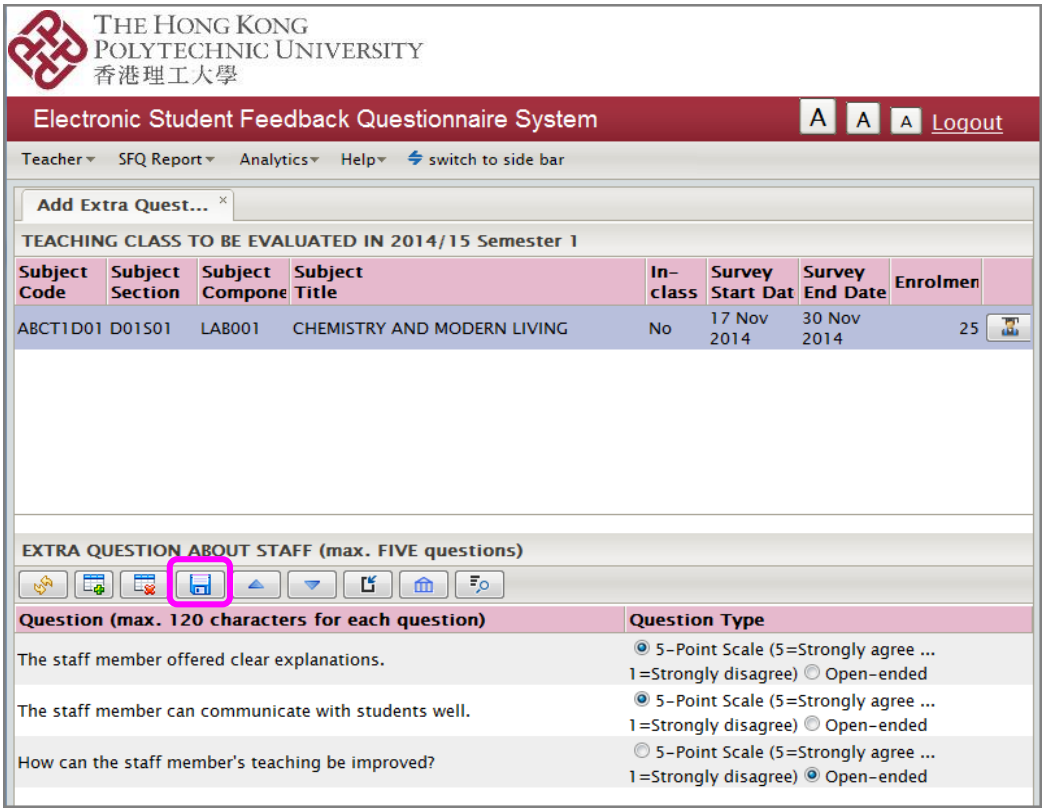
Step 2 In the **Teaching class to be evaluated** section, click on the subject that you would like to import the previously added questions to. The selected subject will be highlighted in purple.



Step 3 Click the Import icon in the **Extra Questions About Staff** section.



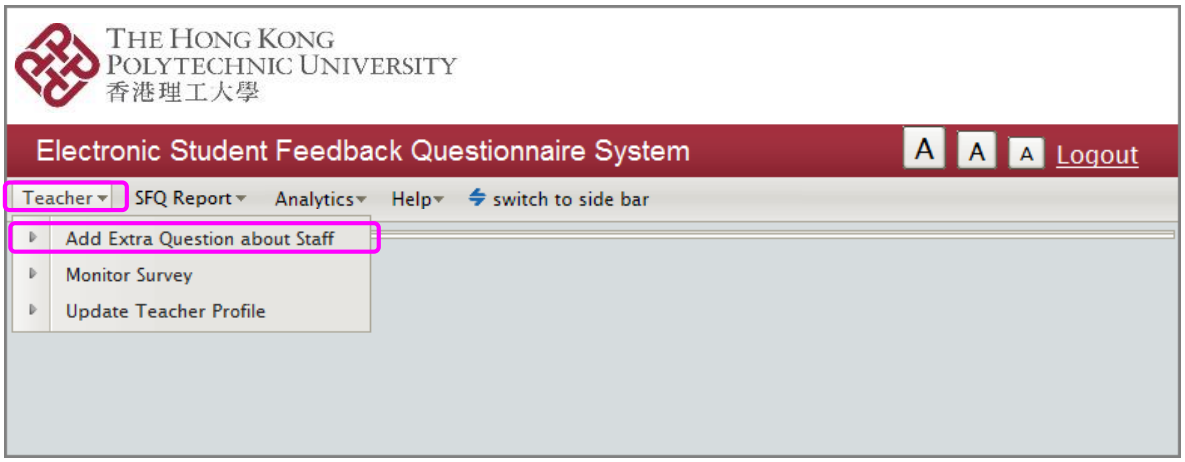
Step 4 The past set of questions will then be imported to your current SFQ. Click the Save icon to save changes.



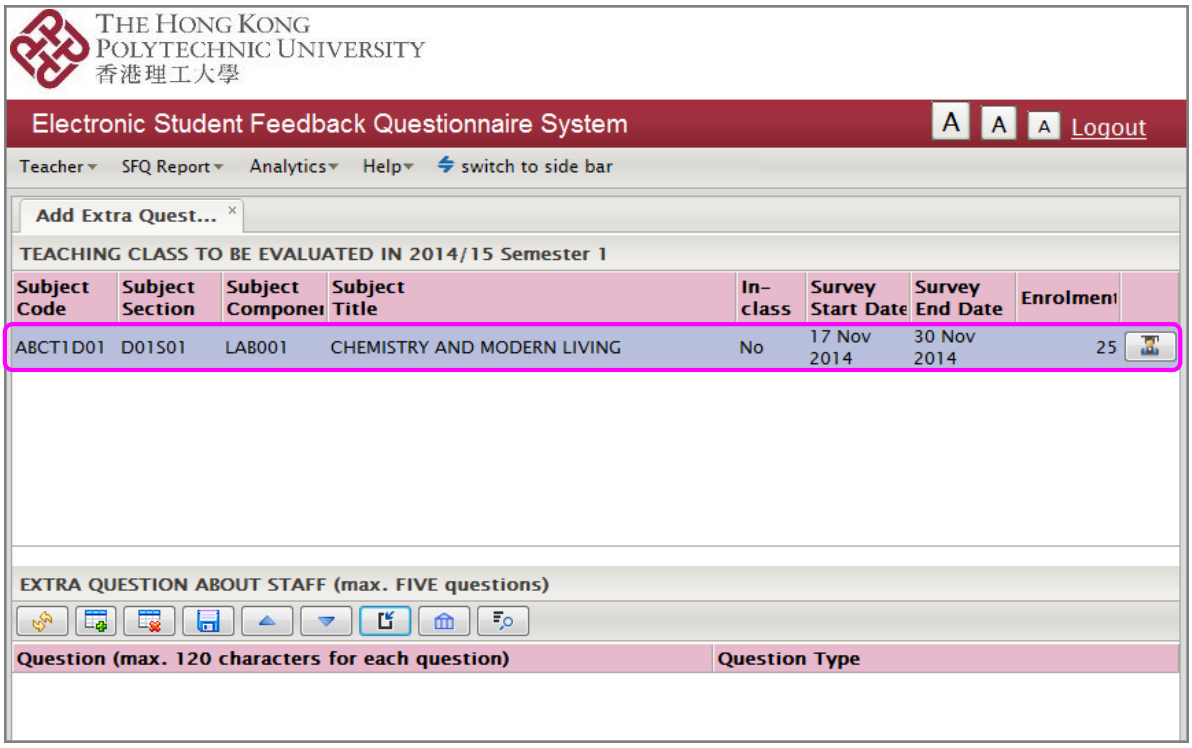
11.3.5 Importing questions from question bank

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

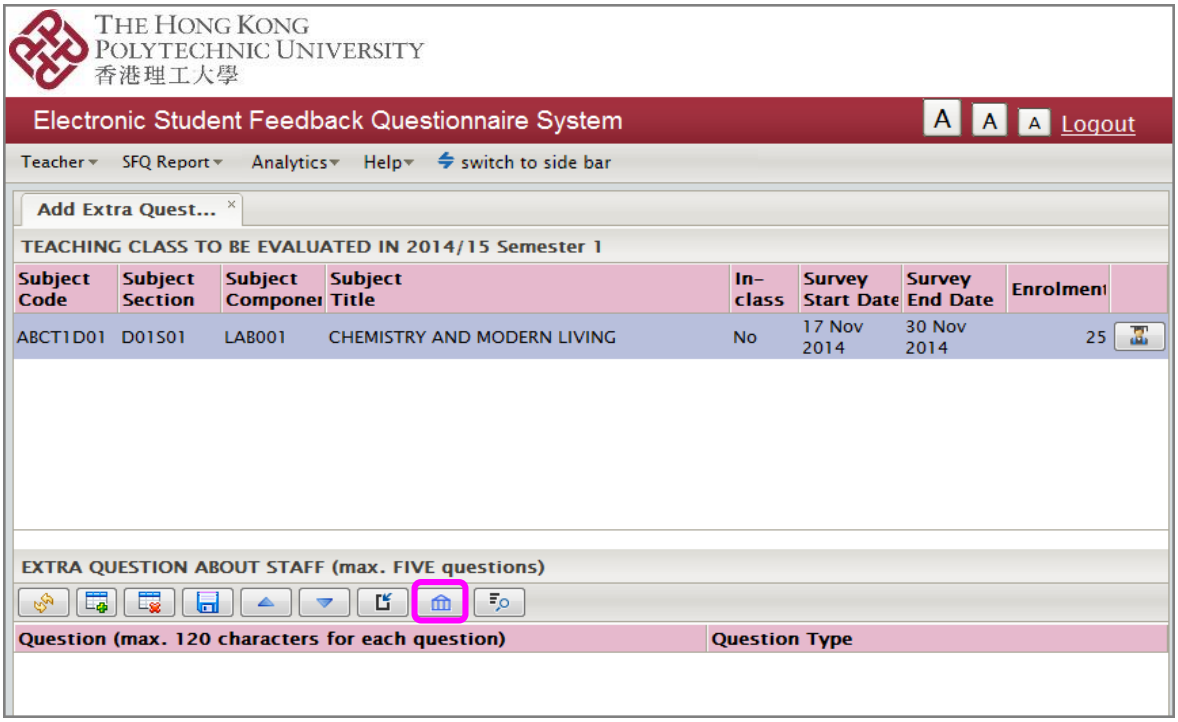
Step 1 To import the questions from the question bank, first select **Teacher** in the top menu bar, then **Add Extra Question about Staff** from the drop-down menu.



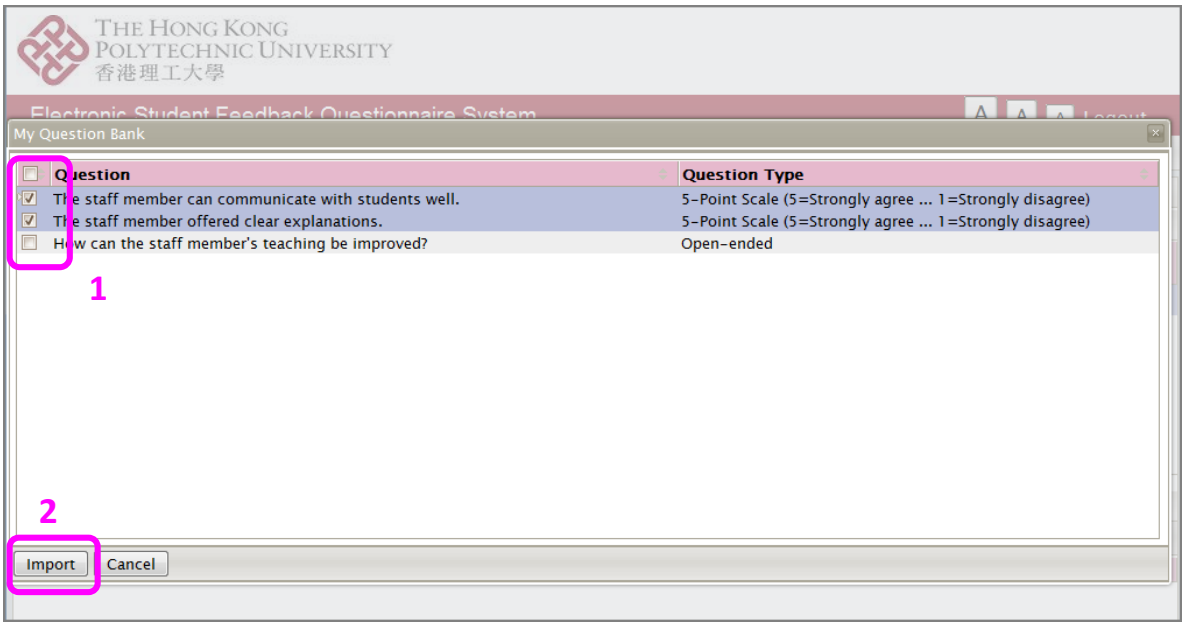
Step 2 In the **Teaching class to be evaluated** section, click on the subject that you would like to import the questions to. The selected subject will be highlighted in purple.



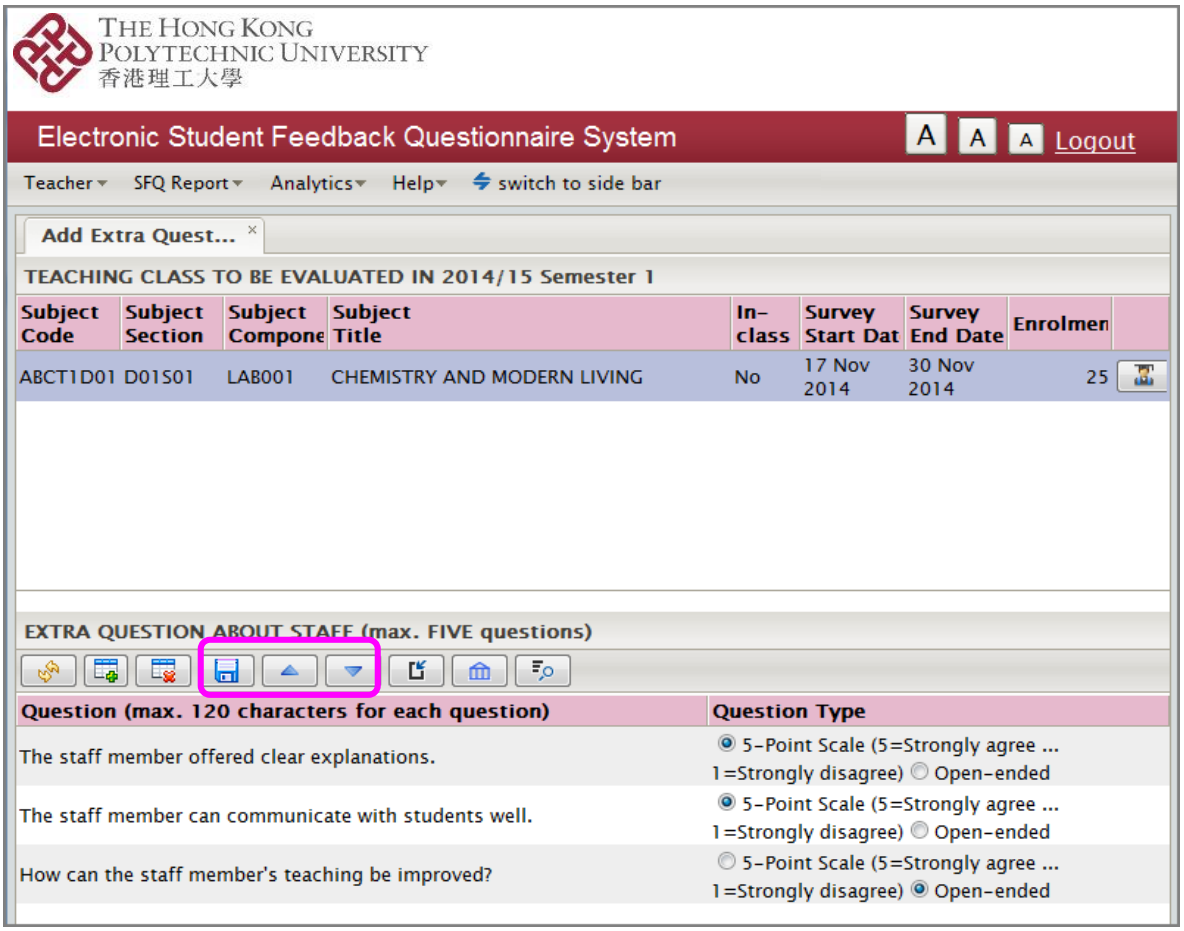
Step 3 Click the Question Bank icon in the **Extra Question About Staff** section to open the My Question Bank window.



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.

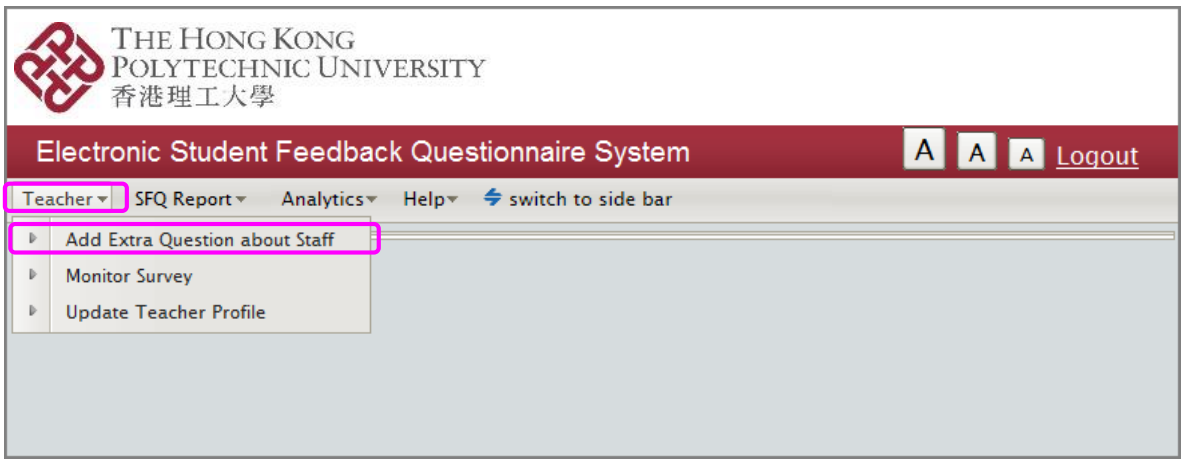


Step 5 Reorder the imported quetsions as appropriate using the Up and Down buttons, then click the Save icon to save your changes.

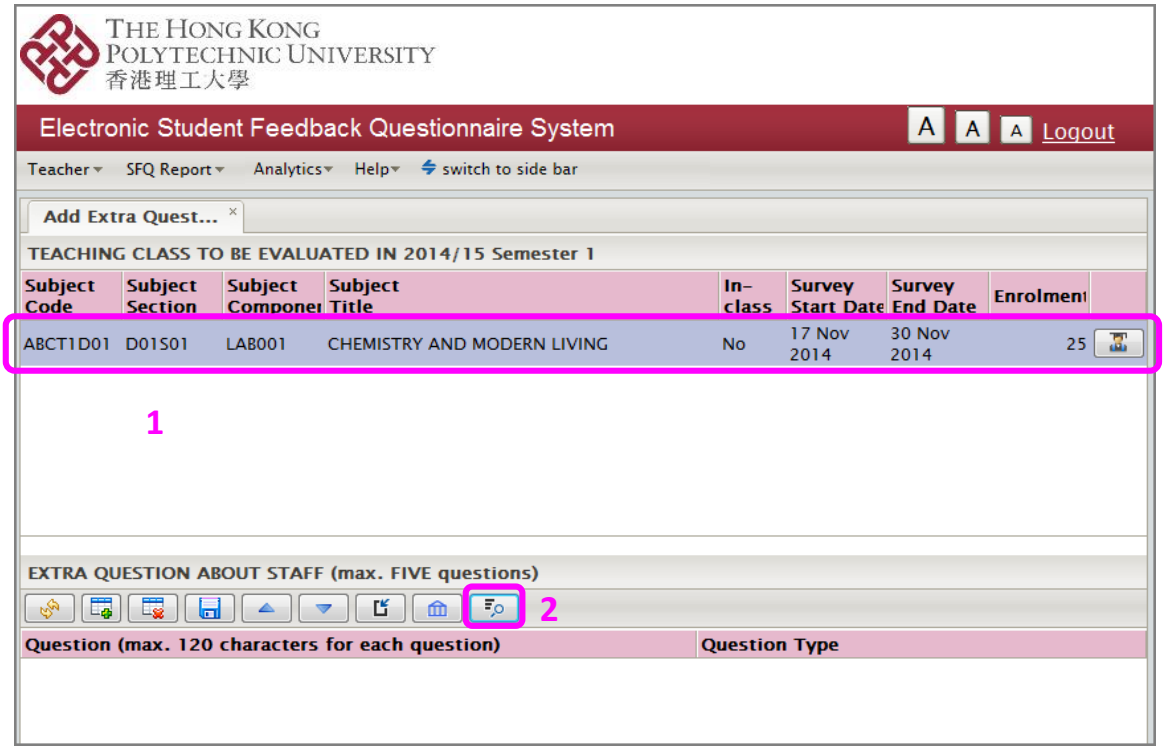


11.3.6 Previewing the questionnaire

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.

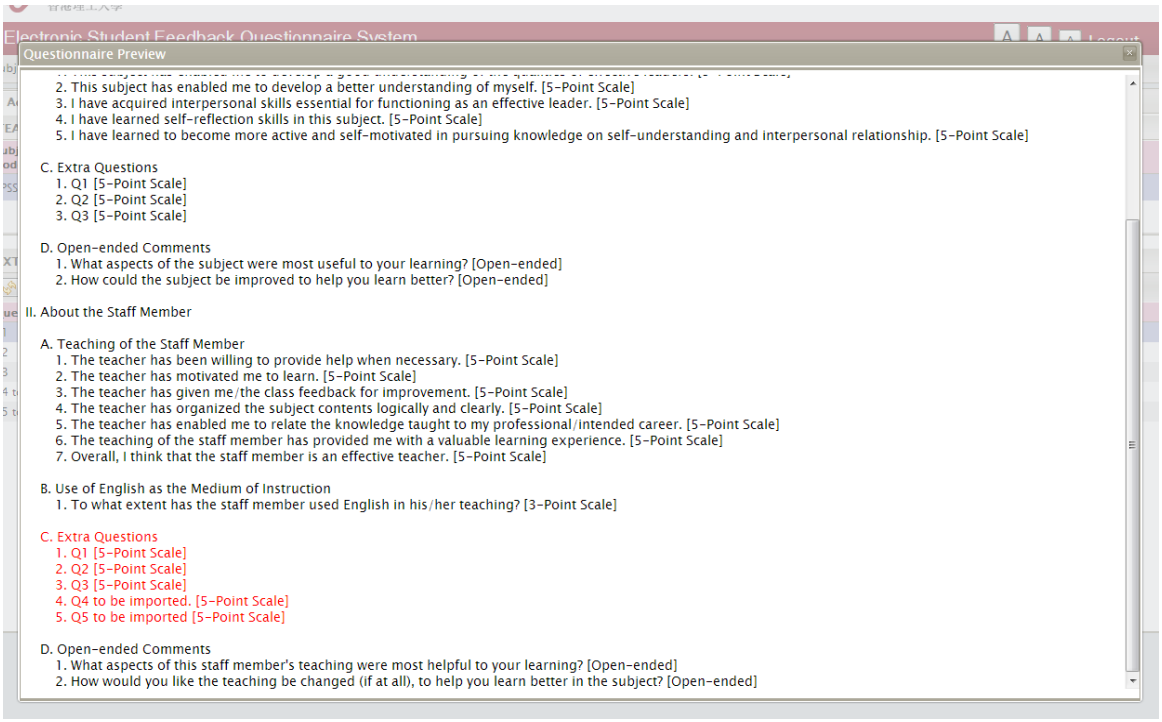


Step 2 Select the subject in the **Teaching class to be evaluated** section, then click the Preview icon in the **Extra Question About Staff** section to open the Questionnaire Preview window.



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.

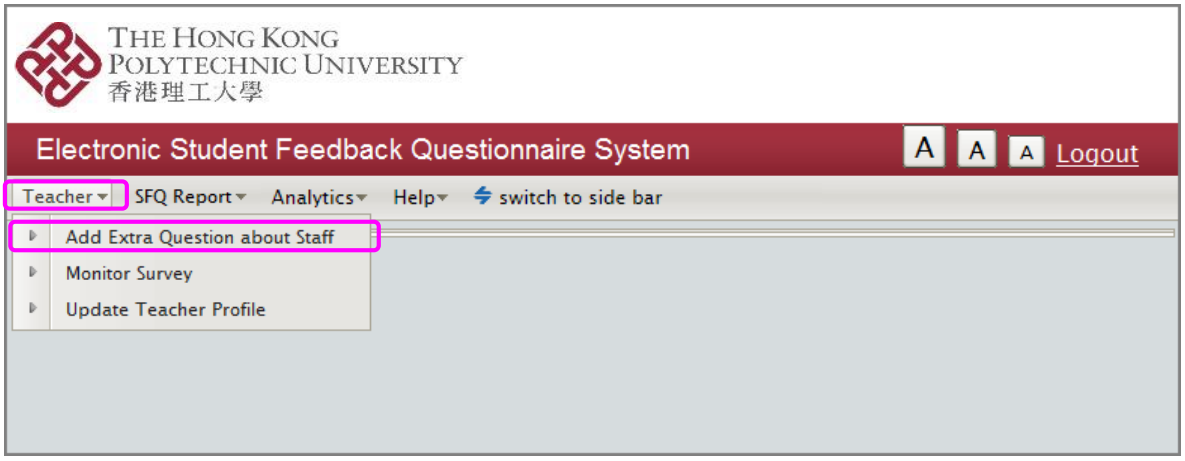
To close the Questionnaire Preview window, click the Close button 'x' in the top right corner.



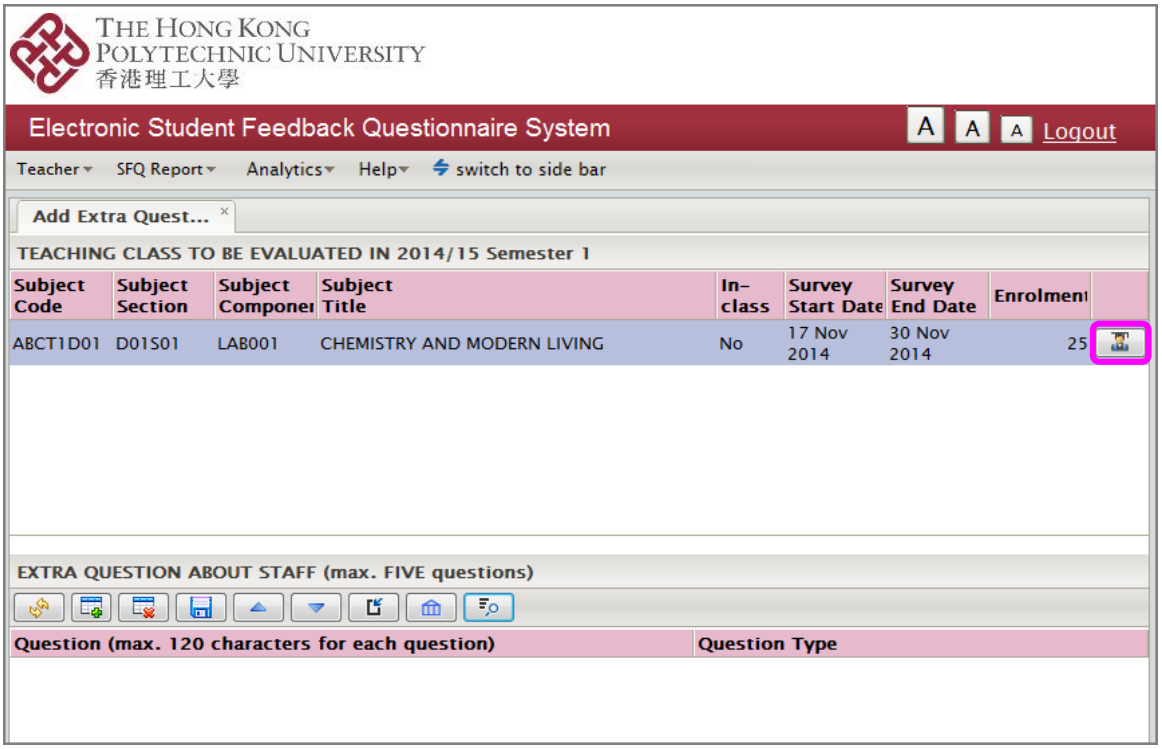
11.3.7 Checking student enrolments

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

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



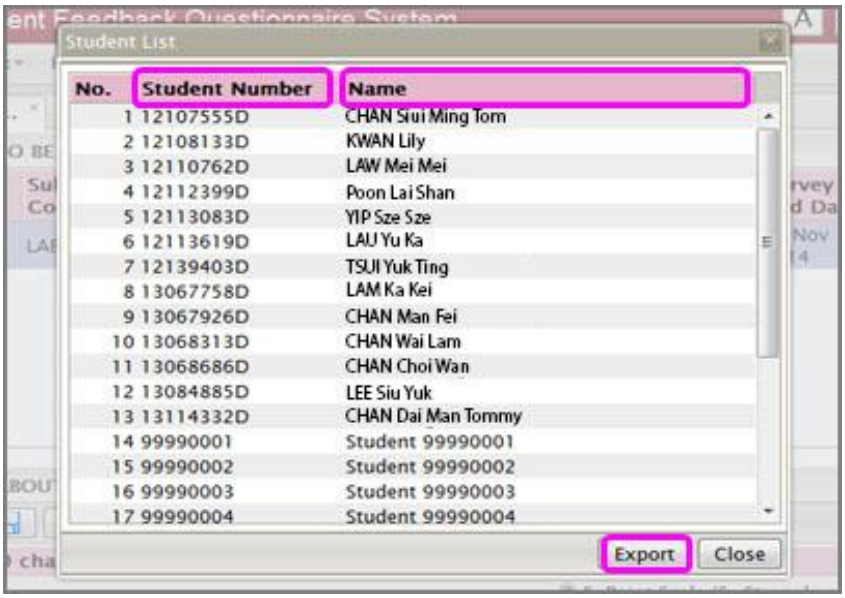
Step 2 Click the Student icon to display the student list.



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.

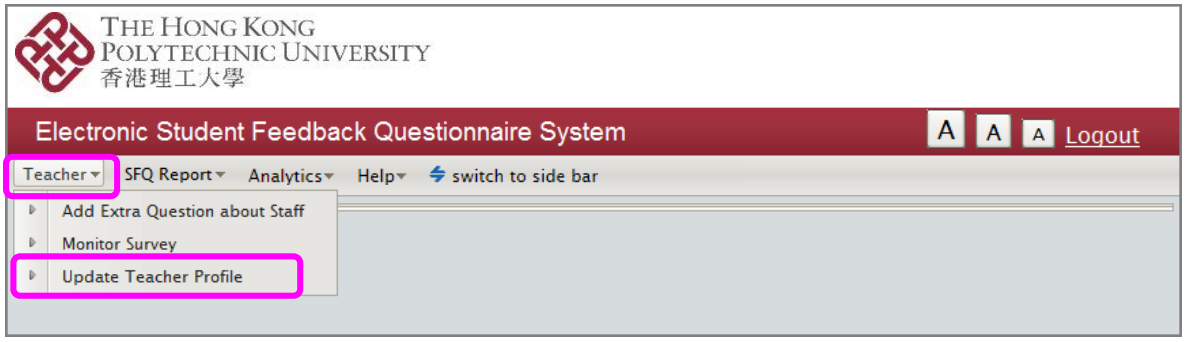
To export the list as an Excel file for checking, click **Export**.



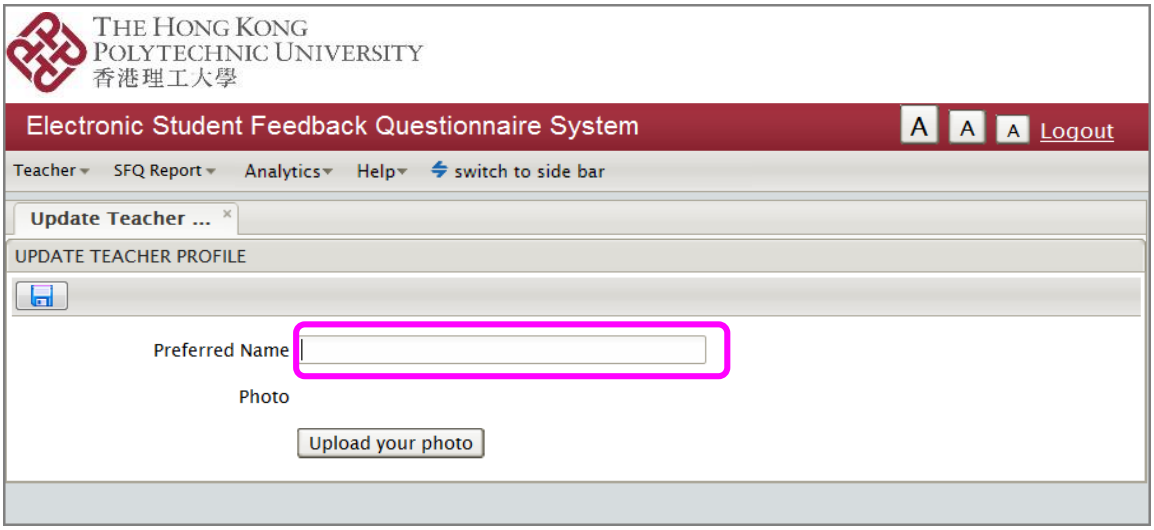
11.3.8 Updating your profile

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.

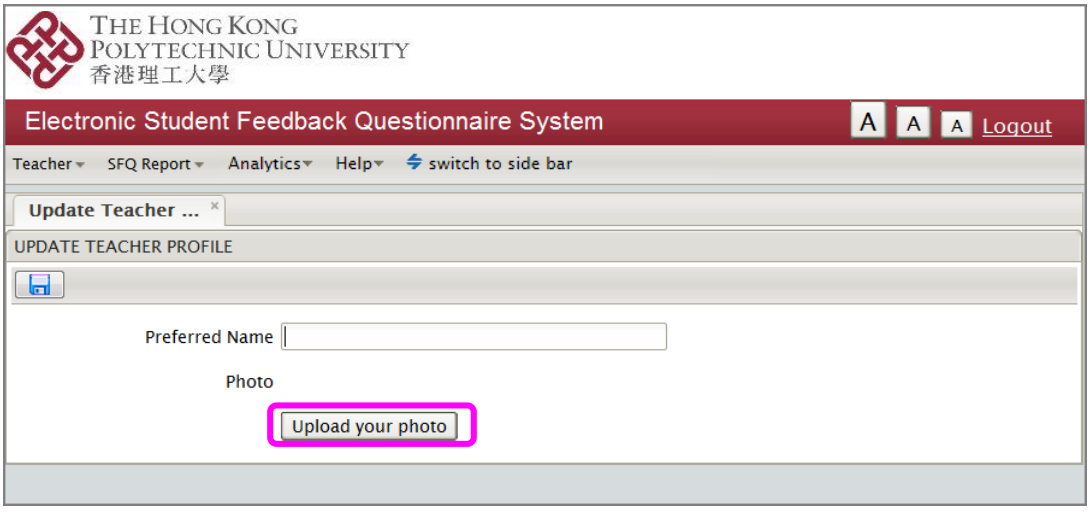
Step 1 To update your profile, click **Teacher** in the top menu bar then select **Update Teacher Profile**.



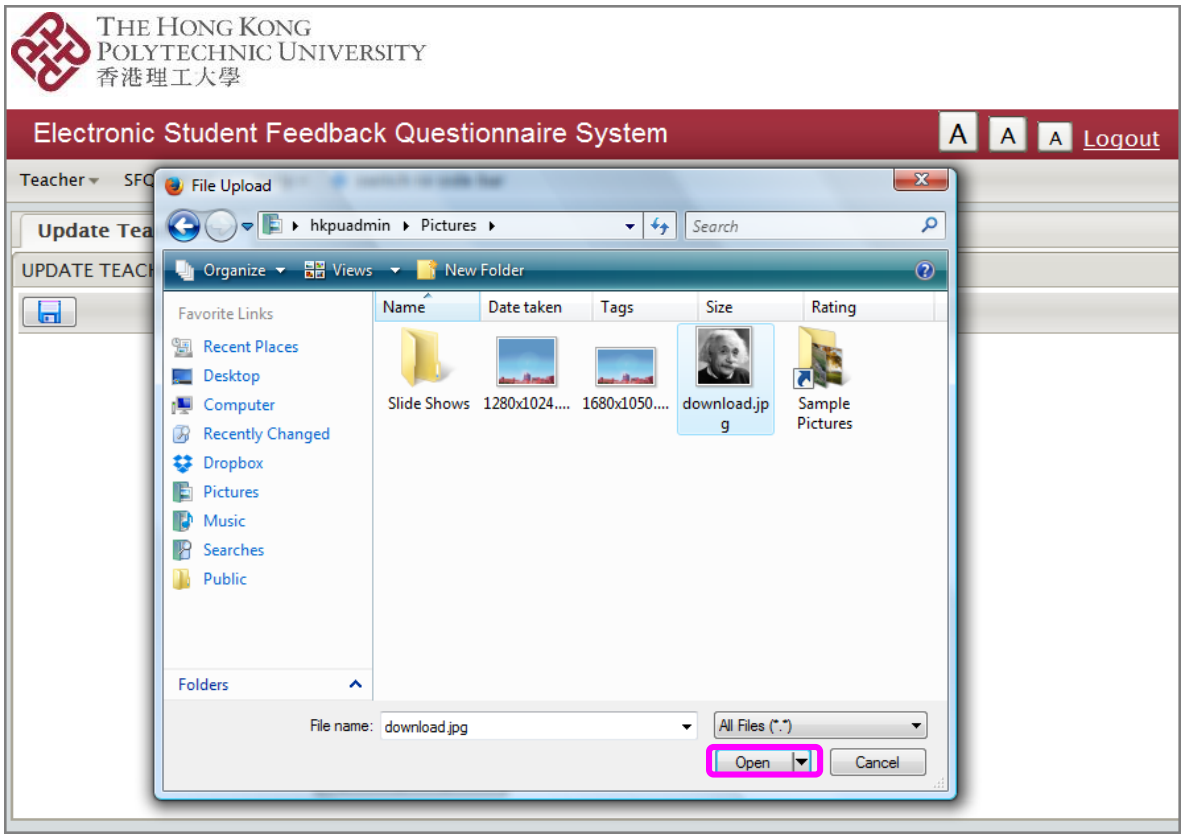
Step 2 Enter your preferred name to be shown in the questionnaire.



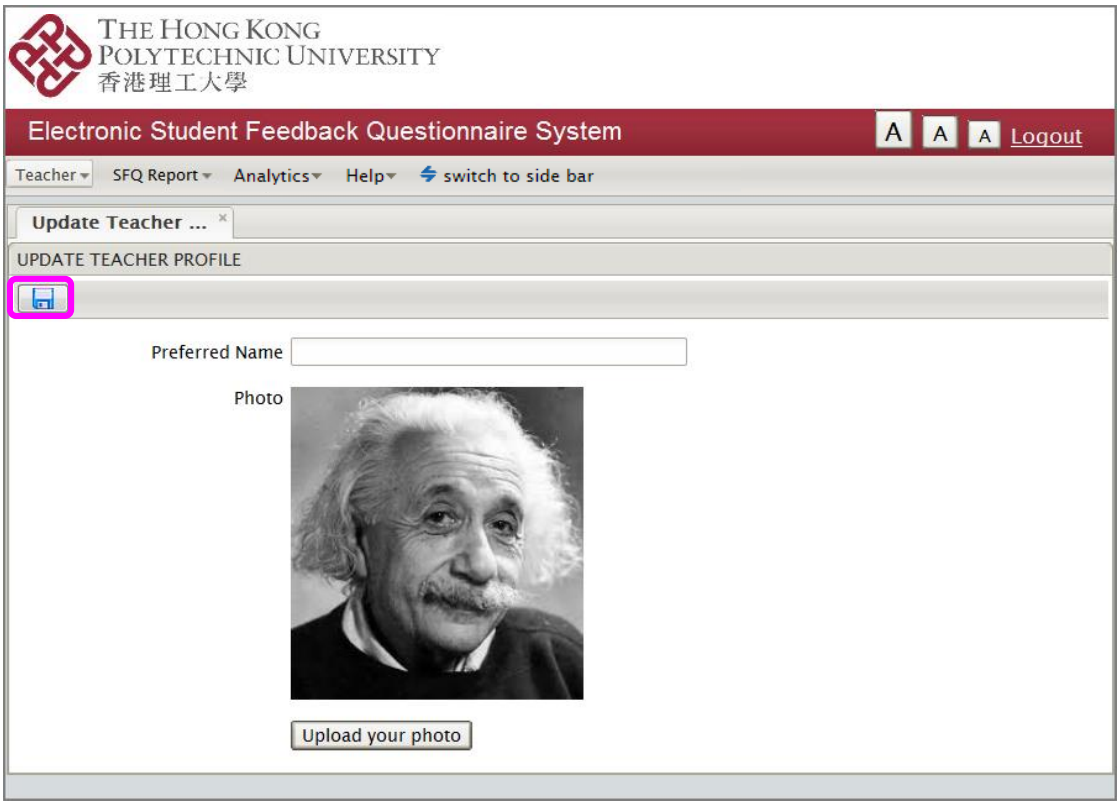
Step 3 To upload a photo of yourself, click Upload your photo.



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.



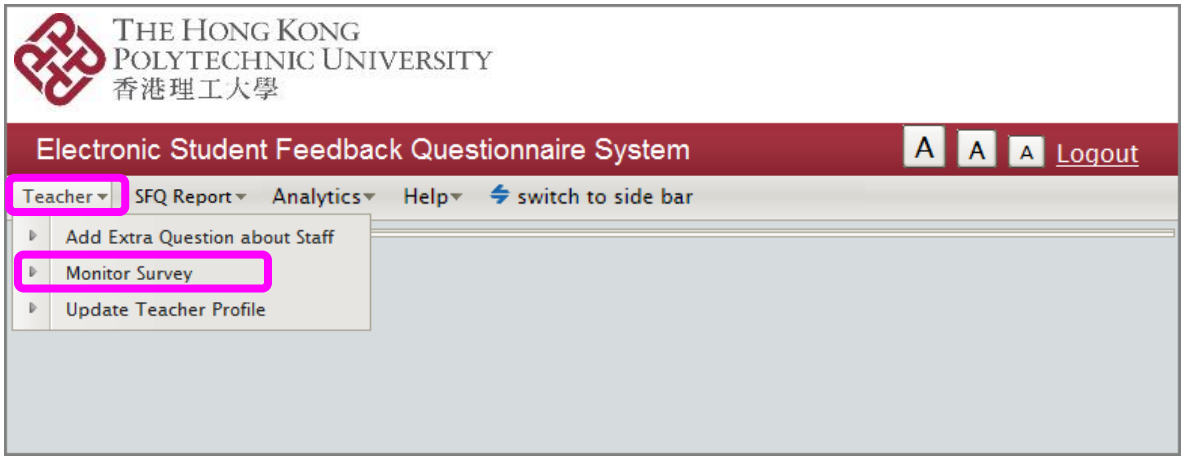
Step 5 Click the Save icon to save your changes.



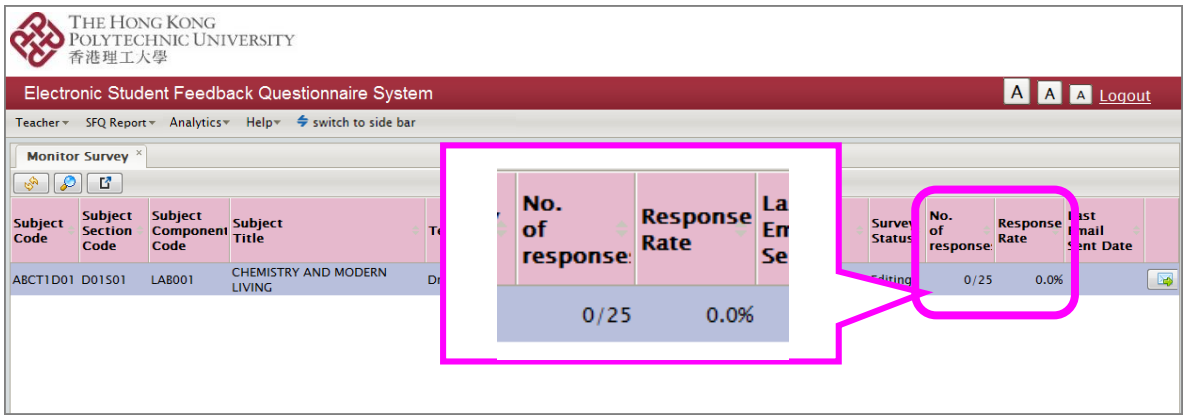
11.3.9 Monitoring the survey

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.

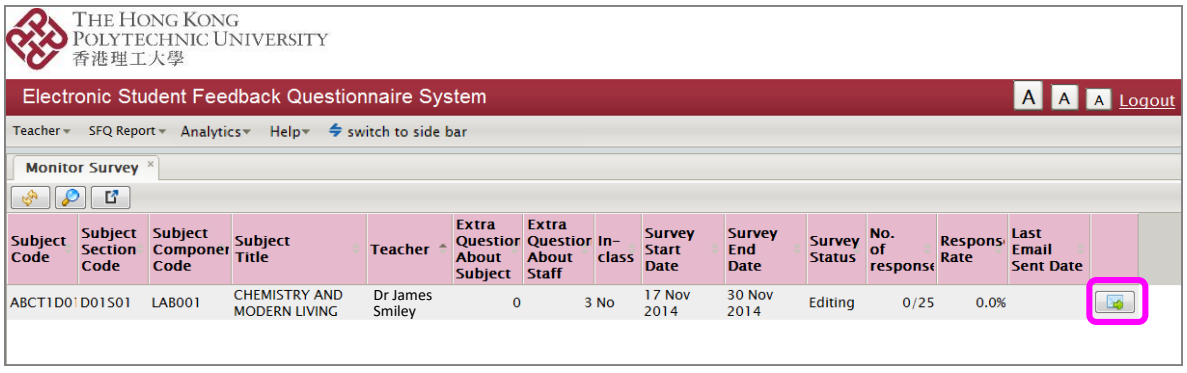
Step 1 To check the response rates to the eSFQ, select **Teacher** in the top menu bar then select **Monitor Survey** from the drop-down menu.



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

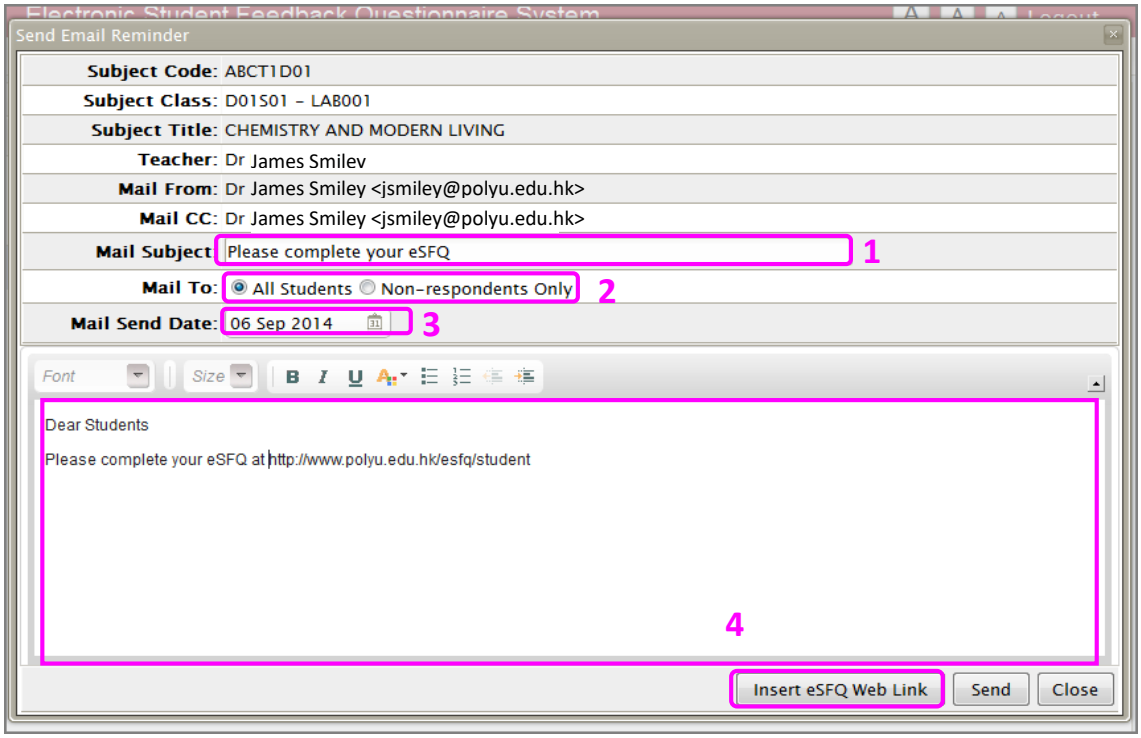


Step 2 To send an email reminder to the students enrolled in the class, click the Send Email icon to open the Send Email Reminder window.

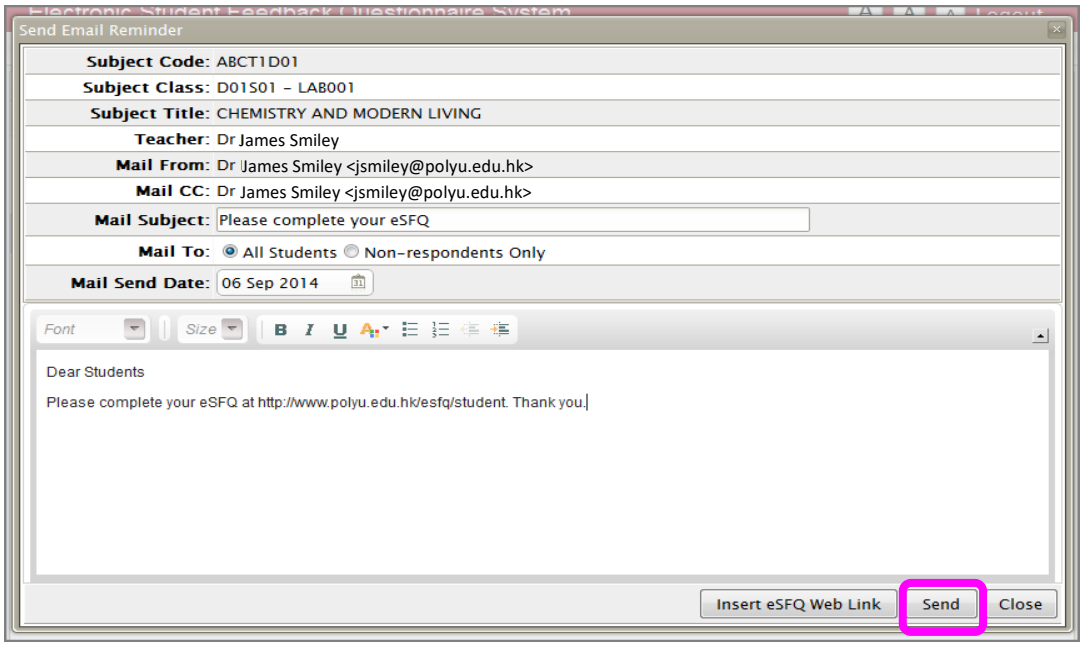


Step 3 Fill in the required information as appropriate:

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.

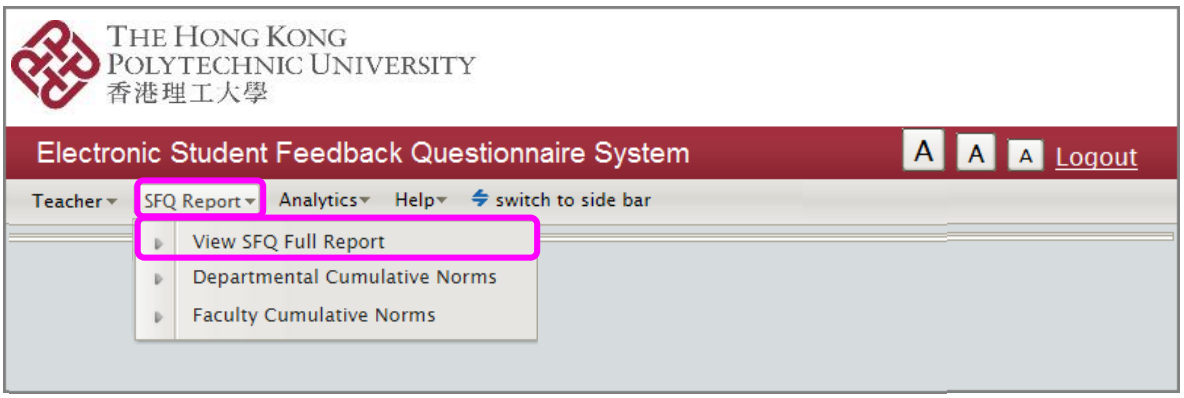


Step 4 Click **Send** to send the email.



11.3.10 Viewing SFQ full/staff reports

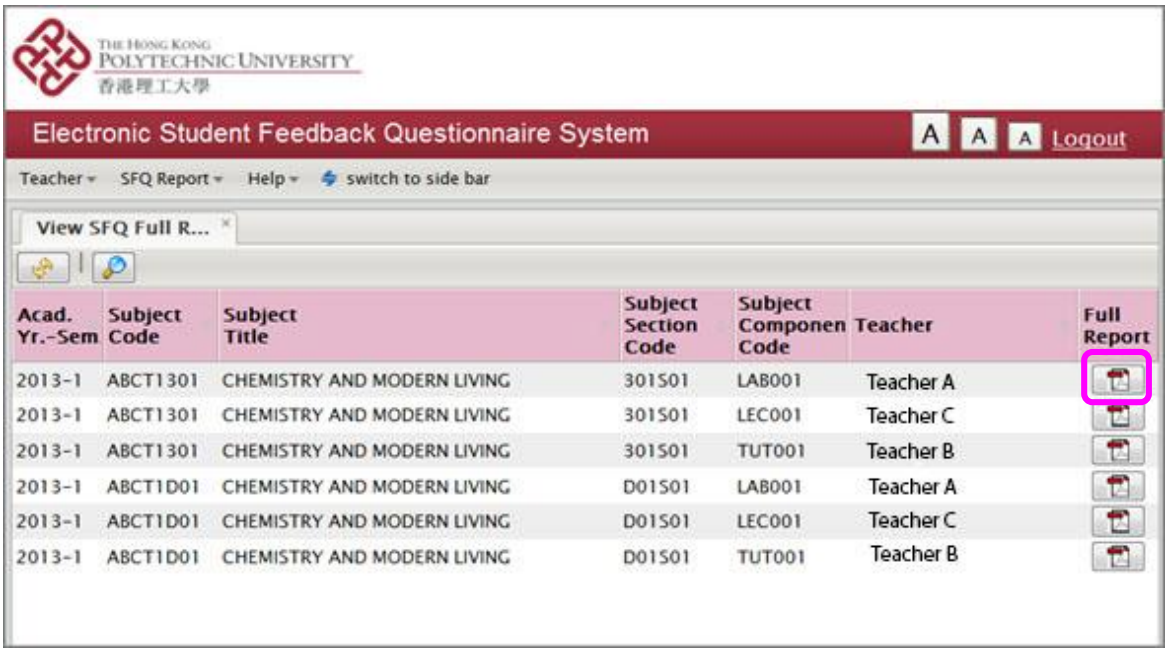
Step 1 To view the full/staff reports, click **SFQ Report** in the top menu bar then select **View SFQ Full Report** to display the list of available reports.



Step 2 You can search for a report by clicking the Magnifying glass icon 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 next to the record to display the subject report for that class.

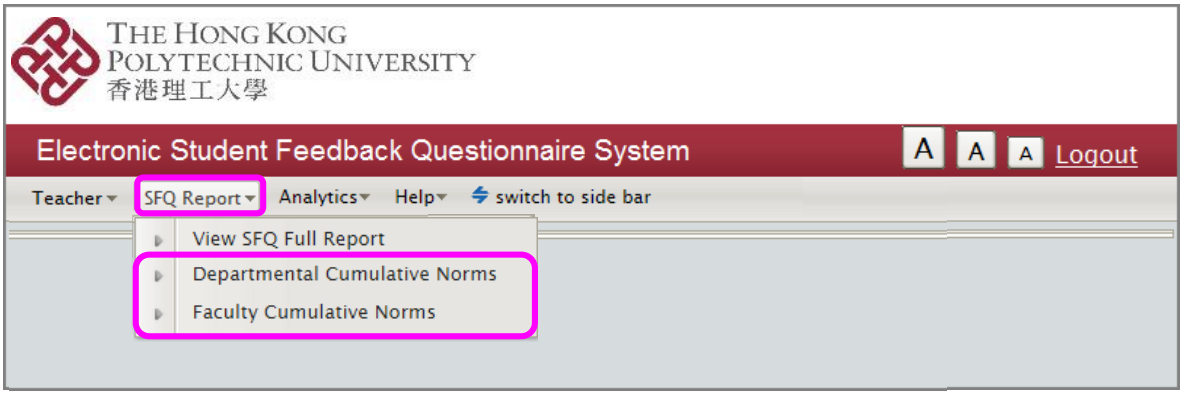


Acad. Yr.-Sem	Subject Code	Subject Title	Subject Section Code	Subject Componen Code	Teacher	Full Report
2013-1	ABCT1301	CHEMISTRY AND MODERN LIVING	301S01	LAB001	Teacher A	
2013-1	ABCT1301	CHEMISTRY AND MODERN LIVING	301S01	LEC001	Teacher C	
2013-1	ABCT1301	CHEMISTRY AND MODERN LIVING	301S01	TUT001	Teacher B	
2013-1	ABCT1D01	CHEMISTRY AND MODERN LIVING	D01S01	LAB001	Teacher A	
2013-1	ABCT1D01	CHEMISTRY AND MODERN LIVING	D01S01	LEC001	Teacher C	
2013-1	ABCT1D01	CHEMISTRY AND MODERN LIVING	D01S01	TUT001	Teacher B	

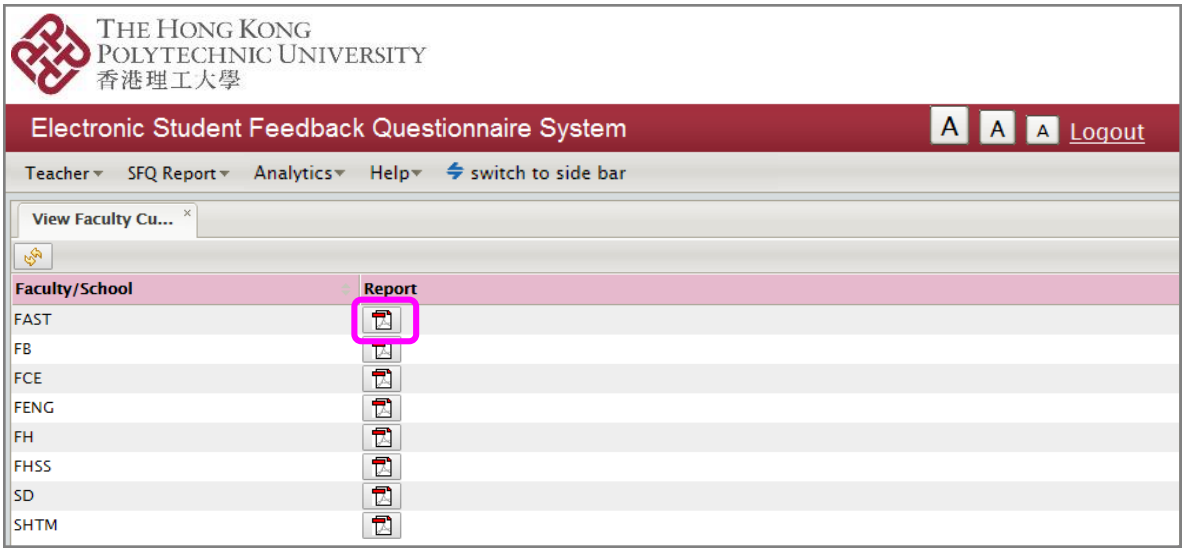
11.3.11 Viewing departmental and faculty cumulative norms

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.



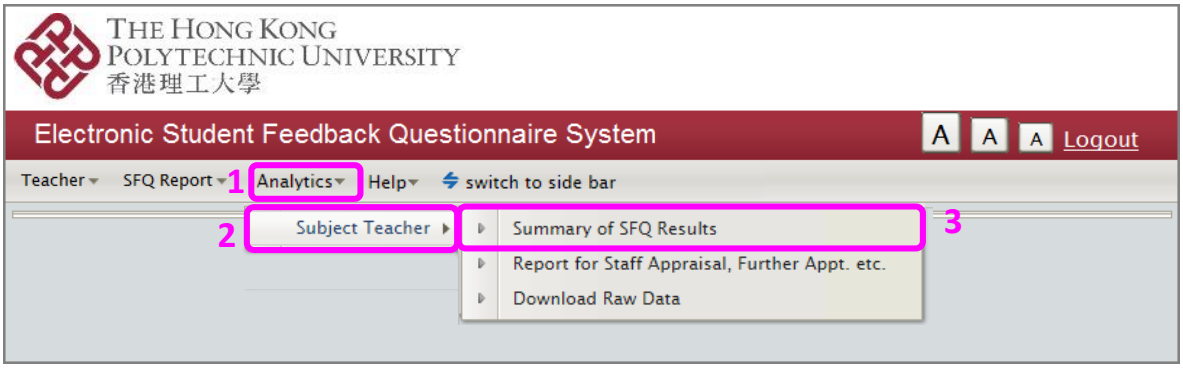
Step 2 Click the PDF icon next to the record to display the report.



11.3.12 Viewing summary of SFQ results

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

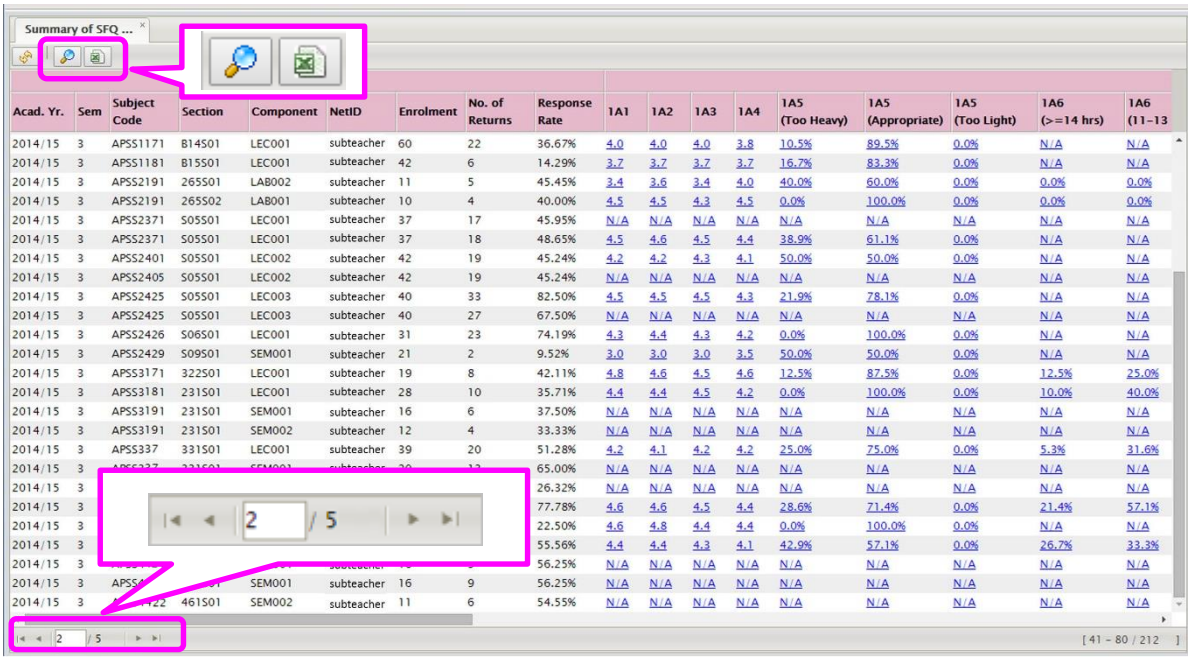
Step 1 To view the summary, click **Analytics** in the top menu bar then select **Subject Teacher**, then **Summary of SFQ Results**.



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 . Enter the relevant information, then click Search.

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



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: http://eldss.edc.polyu.edu.hk/AMS/activitycalendar.asp#

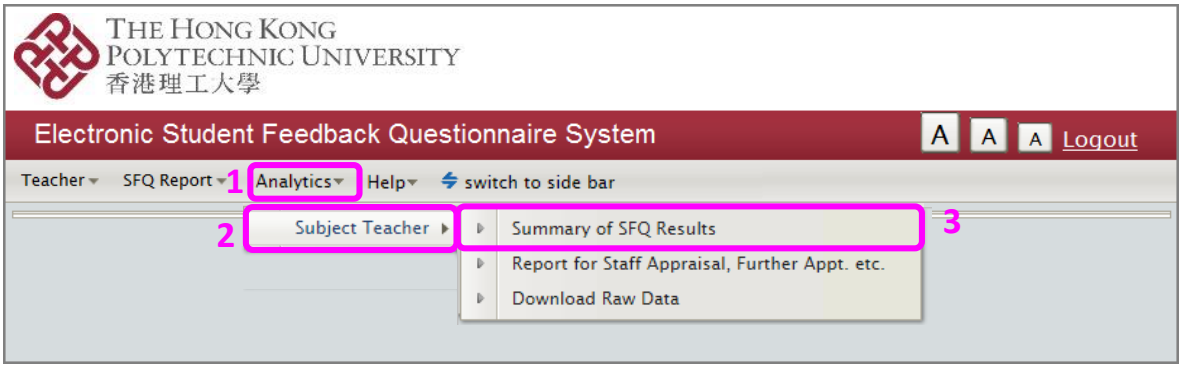
You are welcome to schedule a consultation session with the following EDC staff members for interpreting your SFQ results and advice on improving teaching and learning:

- Dr. Christine Armatas
  Email: christine.armatas@polyu.edu.hk
  Ext.: x6298
  Room: TU608

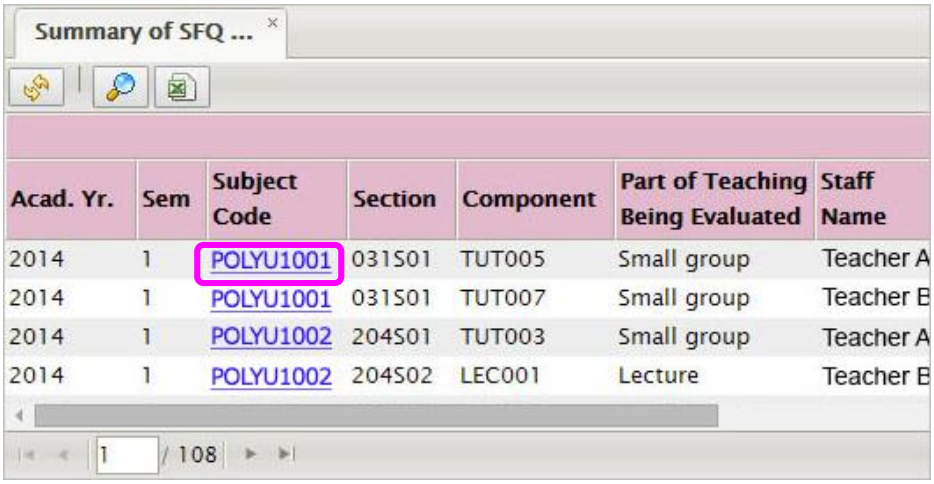
- Dr. Joseph Chow
  Email: joseph.chow@polyu.edu.hk
  Ext.: x6320
  Room: TU612

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**.



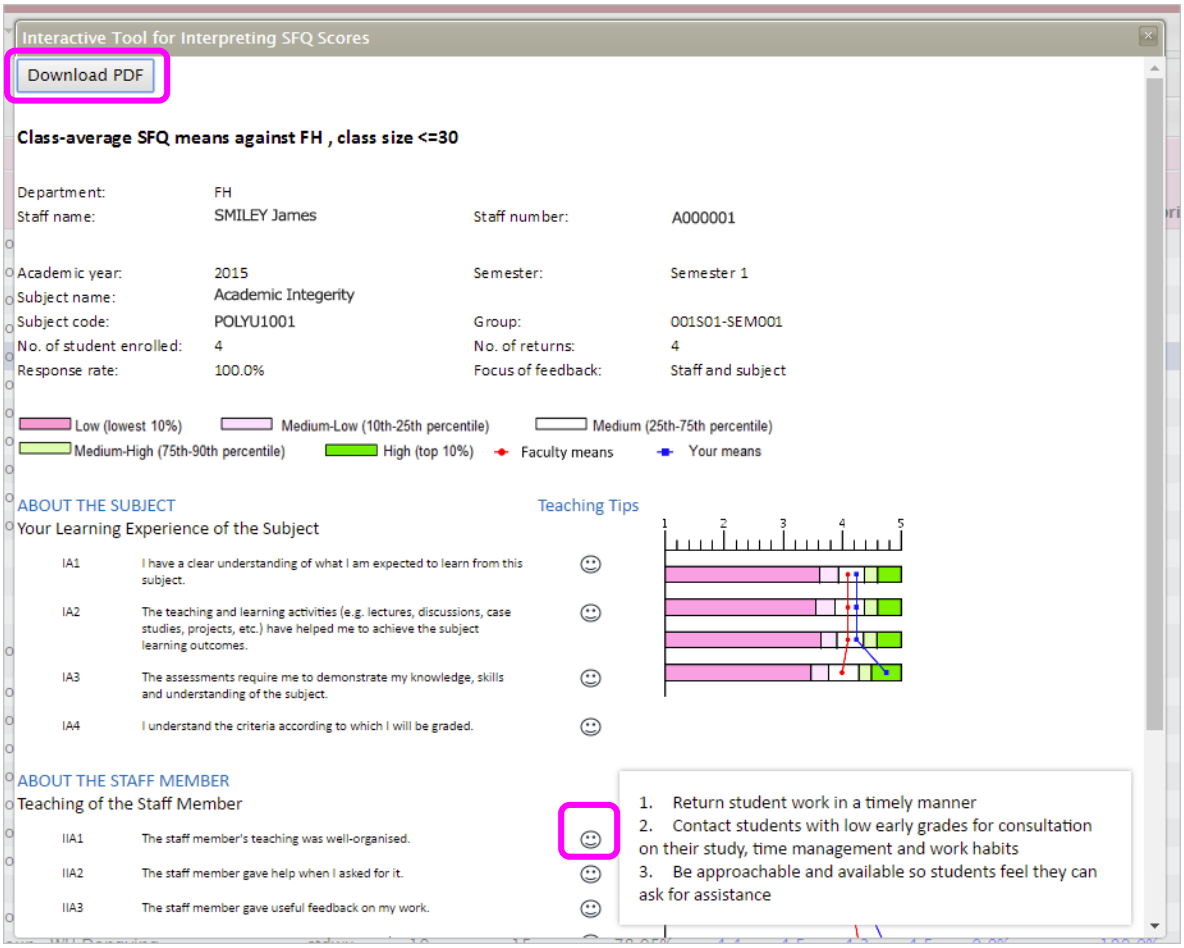
Step 2 Click on the subject code in the record to display the interactive tool.



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.

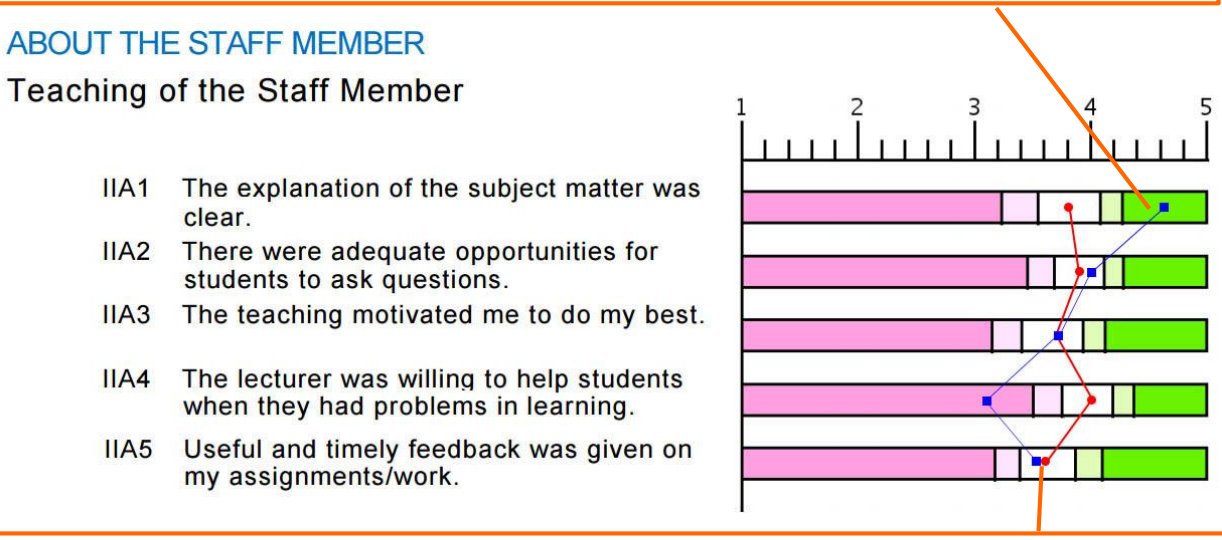


How to interpret your SFQ results:

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:



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

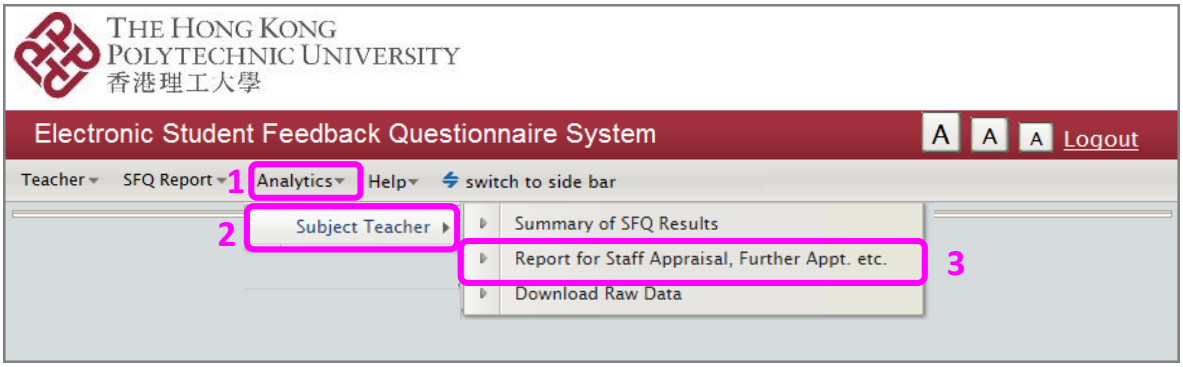
- Items where your SFQ scores are significantly higher than the Faculty mean scores (i.e., in the High or Medium-High region) represent areas of your relative strengths in teaching (e.g., score for IIA1)
- Items where your SFQ scores are significantly lower than the Faculty mean scores (i.e., in the 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.

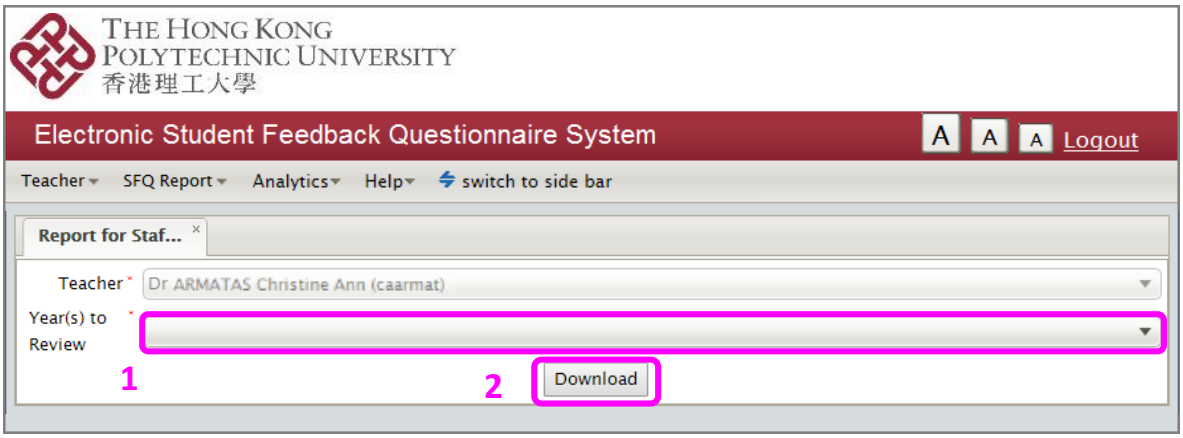
11.3.14 Downloading SFQ summary report for staff appraisal, further appointment, etc.

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



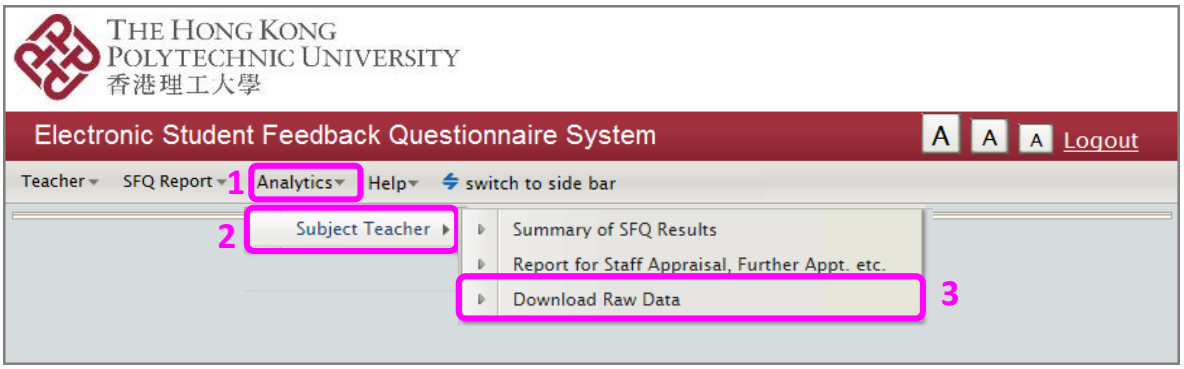
Step 2 Select the number of years (1, 3, 6 or 7) from the drop-down menu (Year(s) to Review), then click Download to generate and download the report.



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.

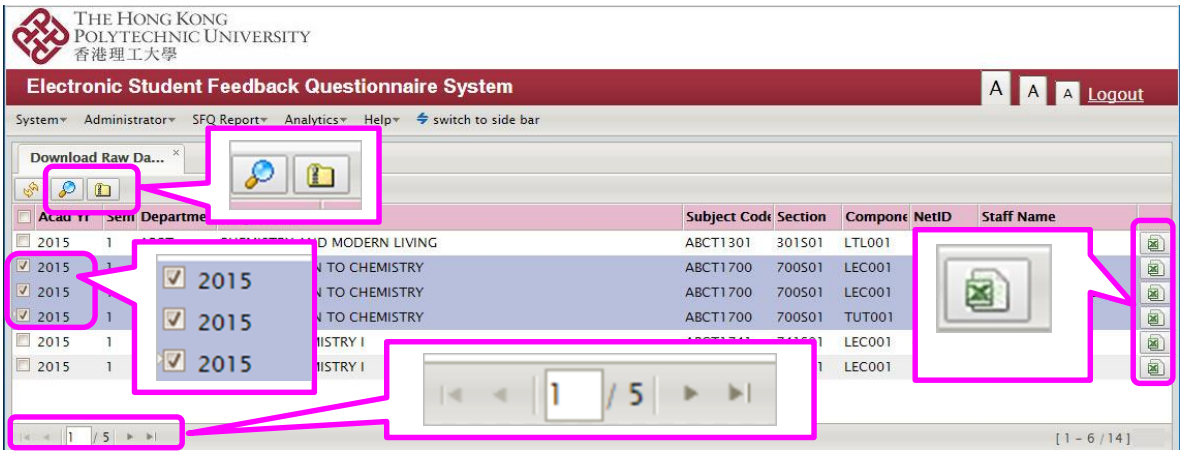
Step 1 To download the raw data, click **Analytics** in the top menu bar, select **Subject Teacher**, then **Download Raw Data on Subject.** A new tab will be displayed.



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 .

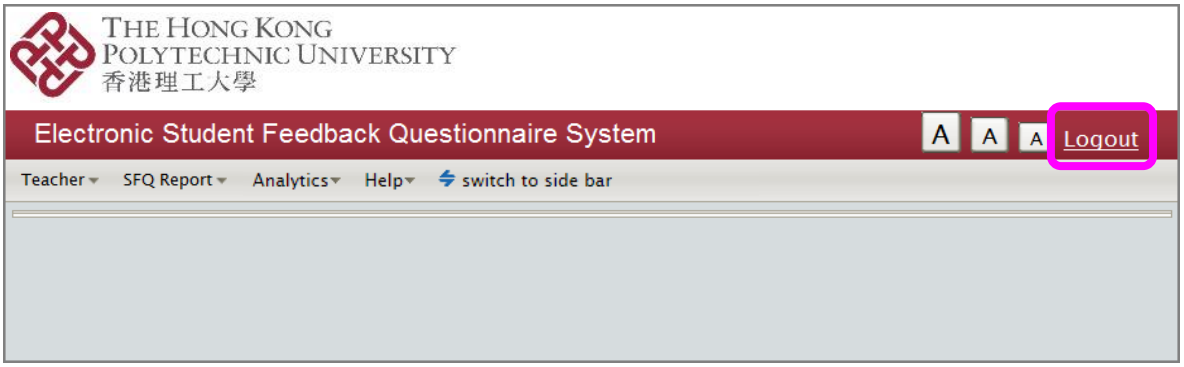
To search for a particular record, click the Magnifiying glass icon . Enter the relevant information, then click Search.

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.



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.



11.3.17 Further assistance and support

For further assistance or support, send an email to esfq.support@polyu.edu.hk 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 per week 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麼。
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，你每周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

- Cluster Areas Requirement (CAR)
- 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
- FB
- FCE
- FENG
- FH
- FHSS
- SD
- SHTM

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.

Subject-specific items for LCR subjects (Chinese)

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。