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IASystem™ Paper Evaluation Processing

A Guide for Paper Evaluation Administration

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INTRODUCTION

This guide provides information for Administrators and Coordinators to understand IASystem's paper evaluation process. The following information applies specifically to paper-based course evaluation delivery and materials handling operations.

Throughout this guide you will see **notes** in green that will give you important tips and information to assist in setting up and coordinating the process of using paper course evaluations.

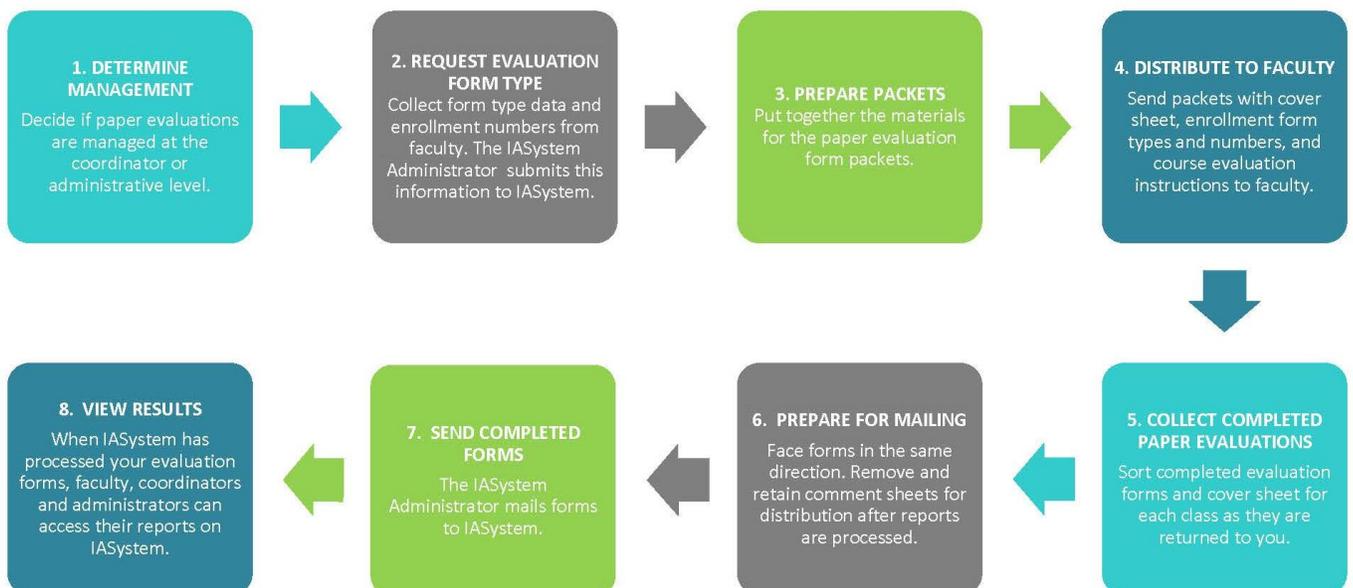
PAPER EVALUATIONS

SETTING UP PAPER EVALUATIONS

PAPER EVALUATION MANAGEMENT

In order to administer paper evaluations, your institution must decide how to organize the paper evaluation process, which involves the following steps (see flow chart below):

1. Request evaluation form type.
2. Prepare packets for in-class evaluations.
3. Distribute to faculty.
4. Collect completed evaluations.
5. Prepare for mailing.
6. Send completed forms.
7. View results.



There are two approaches to coordinating the paper evaluation process: **centralized management** and **decentralized management**. These roles utilize your institution's IASystem™ Administrator and/or Coordinators to conduct the paper evaluation process.

- **Centralized management:** one Administrator is responsible for all coordination and administration of paper evaluation forms for every department across the institution.
- **Decentralized management:** Coordinators from each college/department operate the paper evaluation process.

Note: The following management processes are provided as examples of successful models for conducting paper evaluations. Please adapt these procedures according to what works best for your own campus.

ORDERING EVALUATION FORMS AND HEADER SHEETS

EVALUATION FORMS

To initiate the paper evaluation process, your institution's IASystem™ Administrator will order a batch of evaluation forms based on the estimated number of each evaluation form type (A, B, etc.) that will be needed. A list of available forms is shown on the last page of this document. Evaluation forms may be ordered at the beginning of each academic year or prior to each term by emailing oeaias@uw.edu.

HEADER SHEETS

Header sheets are scannable forms that are submitted with evaluation forms for processing. Printed information includes the course name and number, the name of the instructor, and the type and number of forms needed. Evaluation forms are submitted in class batches, preceded by a single cover sheet to tie the evaluations to the course being evaluated. Header sheets also assist the institution in preparing packets of evaluation forms for distribution to instructors.

At the beginning of each academic term, your institution's Administrator and/or departmental Coordinators identify the courses to be evaluated and request printed cover sheets for courses to be evaluated using paper. These specifications may be developed based on emails to faculty requesting their choice of evaluation form type and current enrollment. When this process is complete, your institution's Administrator sends a request to oeaias@uw.edu that the cover sheets be printed and shipped to the institution.

PREPARING EVALUATION PACKETS

Once the correct number and type of evaluation forms are ordered and received, create packets of evaluation forms to distribute to individual instructors.

Each packet should consist of:

- A cover sheet for the particular class to be evaluated
- Evaluation forms (number of forms and form type specified on the cover sheet)
- Open-ended comment sheets (optional forms created by institution)
- Directions for administering the evaluations and returning them to the department or central office

COLLECTING COMPLETED EVALUATIONS

As evaluations are completed and returned to the Administrator or Coordinator, the evaluation forms should be organized as described in the “Preparing for Shipping” instructions below. The following process has worked well for institutions:

- 1) To track evaluations as they are completed and returned to you, create a form that lists the colleges/schools and departments using the paper evaluations.
- 2) Check off departments as you receive them.
- 3) Stack completed forms for each class, all facing the same direction and with corresponding cover sheet on top.
- 4) Place the forms in boxes with a colored sheet of paper identifying where they are from and separating them from the next group.

Note: Do not ship comment sheets. Retain comment sheets for distribution to faculty after reports are processed.

PREPARING EVALUATIONS FOR SHIPPING

SHIPPING PROCESSES FOR IASYSTEM ADMINISTRATORS

Completed evaluations are stacked by class for shipping to IASystem™. You may sort your evaluations by college or division, department, or course order -- the evaluations will be kept in the order in which they are received. Prepare the forms for shipping according to the following guidelines:

- For each class, group evaluation forms together in a batch with the associated cover sheet on top.
- All evaluation forms must be right side up and facing the same direction. Evaluation forms have a cut corner on the upper left to facilitate this.
- There may be only one type of form (A, B, etc.) in each class batch. Form types cannot be mixed together within a class.
- All forms must be filled out in pencil and the marks must be dark but not shiny. If the form has been filled out in ink, the marks may be gone over with pencil -- ink responses may not be read.
- Forms cannot be read if they are water damaged or torn. Copy marks from any damaged forms to a replacement form.
- Do not include unused forms in the stack you are preparing to ship.

- If your institution groups their forms by department or course abbreviation, place a colored piece of paper designating each group.
- Scanned forms will be archived for two months and then recycled. Your institutional Administrator should notify IASystem™ if you prefer to have scanned forms returned to you.

Note. *The turn-around time for processing, scanning, and reporting is approximately 15 working days, excluding shipping.*

PACKING BOXES FOR SHIPPING

When packing evaluation forms for shipping, stack the forms in sturdy boxes that will not break open during transport. Adhere to the following guidelines when packaging paper evaluations for shipping:

- We suggest using the boxes in which your forms were originally sent to you. These boxes hold 30 lbs. **Do not use larger boxes**, such as copy paper boxes.
- If you have only a partial box full, pack the remaining box tightly or cut the box to fit exactly.
- When taping the box shut, use a generous amount of tape and double tape all sides.
- Mark each box with a number (i.e. 1 of 9, 2 of 9, etc.). This will help track the boxes as they arrive at the University of Washington.
- Send an email to oeaias@uw.edu with number of boxes and approximate arrival day.

MAILING ADDRESSES

To ship materials

University of Washington
Office of Educational Assessment
c/o Raquel Chavez, Mgr. IASystem
4333 Brooklyn Ave. N.E., UW Tower - 12, Box 359447
Seattle, WA 98195-9447

For all payments and billing questions

University of Washington
Invoice Receivables
P.O. Box 94224
Seattle, WA 98124-6524

VIEWING RESULTS

You will be notified by IASystem™ when your reports are available for printing. At this time, departments can print their faculty reports or faculty can access their own reports on IASystem™. Comment sheets can be distributed to instructors.

APPENDIX A

PAPER EVALUATION FORM TYPES

IASystem™ offers [14 different evaluation forms](#). Each form is designed to suit a specific instructional style. Each of the scannable course evaluation forms consists of a single-page, two-sided questionnaire. Evaluation items are printed on the front of each form, and response positions for instructor-generated questions are printed on the back. The back of all IASystem™ forms are identical and an [Additional Item Template](#) facilitates printing of items.

Form Name	Description
A – Small Lecture/Discussion	Designed for lecture courses with the opportunity for discussion. Items emphasize the clarity and quality of information transmitted, as well as the nature of the interaction between instructor and student.
B – Large Lecture	Designed for traditional lecture courses. Items emphasize the quality of course organization and information transmitted rather than in-class interaction between the instructor and the student.
C – Seminar/Discussion	Designed for classes that include a minimal amount of formal lecturing by the instructor. The items emphasize quality of discussion as well as course organization and interest level.
D – Problem Solving	Designed for classes teaching problem-solving or heuristic methods. Clear explanations, dealing with student difficulties, and quality of the problems that the course addresses are emphasized.
E – Skill Acquisition	Designed for classes in which students get "hands on" experiences, such as courses in clinical nursing, foreign languages, and social-work field experience.
F – Quiz Section	Designed for discussion sections that are usually taught by graduate teaching assistants, in conjunction with a lecture class taught by a regular faculty member. Items focus on the ability of the quiz section instructor to interact with students and provide clear and useful explanations.
G – Lectures/Assignments	Designed for use in large lecture classes (such as those in math) which rely heavily on homework problems and a textbook. Emphasis is on the instructor's ability to communicate with students and the value of assigned problems and readings.
H – Lab	Designed to evaluate lab classes generally taught in conjunction with classes in the physical sciences. Items emphasize the instructor's ability to introduce meaningful questions, assist students, and deal with unexpected problems.
I – Distance Learning	Designed for use in distance learning courses. Items relate to the instructor's responsiveness and the quality of support material.
J – Clinical/Studio	Designed to evaluate instruction provided through clinical or hands-on experience rather than traditional academic coursework. Such courses are often found in the health professions or the arts. Items focus on the instructor's ability to provide information, stimulate learning, and demonstrate skills.
K – Project/Studio	Designed for courses in which students work autonomously or in small groups to produce artistic, graphic, or other products. Items on this form emphasize student development of skills and effective instructor guidance and feedback.
L – English as a Second Language	Designed for use with English language learners, this form differs from other forms in language, formatting, the inclusion of demographic items, and the elimination of items 1-4, which are common to among other forms.
M – Study Abroad	Designed for use in courses taught abroad. Items relate to academic aspects of the course as well as the unique contribution of student experiences abroad to the student's learning.
X – Educational Outcomes	Designed to be used across all course types. This form includes fewer items about instructional processes and adds items relating to educational outcomes of the course.