



ÉCOLE  
POLYTECHNIQUE  
MONTRÉAL

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## ***A*pplication Guide for Polytechnique Montréal's Policy on the Evaluation, Improvement and Development of Teaching**

**Adopted by the Conseil académique  
(CA-2001-2384) on June 11, 2001  
Revised by the Conseil académique  
(CAC-299-2476) on November 18, 2002**

## Summary

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In this guide, the Comité pour l'évaluation, l'amélioration et la valorisation de l'enseignement (committee for the evaluation, improvement and development of teaching, or CÉAVE) sets out the various methods of application for the Policy on the Evaluation, Improvement and Development of Teaching<sup>1</sup>. This policy aims to reaffirm teaching as a core priority at Polytechnique Montréal. As a result, major changes have been made to the evaluation process for teaching, teaching quality improvement and teaching development.

The application guide is a reference document for people responsible for the policy's application and for all those concerned with teaching evaluation, improvement and development. It includes information on the mechanisms for teaching evaluation, improvement and development, in particular:

- the questionnaires used;
- the handing out of questionnaires;
- the production of various reports;
- the courses evaluated;
- the personal and non-personal results of evaluation;
- the CÉAVE operating rules;
- the Comité conseil en enseignement (teaching advisory board) operating rules;
- the role of the Bureau d'appui pédagogique (teaching support centre, or BAP).

The institutional process for teaching evaluation is usually carried out near the end of each semester. The purpose of this evaluation is to inform the teacher about possible improvements to their course and teaching (Appendix 3). In addition, CÉAVE suggests that all professors and instructors undertake an informal formative evaluation process (Appendix 1) during the semester to help them make the necessary adjustments if needed. Also, a formative evaluation of work progress and of supervision effectiveness may also take place between a research supervisor and his or her graduate student (Appendix 2).

The BAP is responsible for producing the individual and overall reports set out in this guide. The overall teaching report for Polytechnique (Appendix 4) makes it possible to follow the evolution of a group of courses: program, common required courses, etc.

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<sup>1</sup> The Policy was adopted in June 1997 and revised in December 2001 by the Conseil académique. It was adopted by the Board of Directors in February 2002.

## Table of contents

<b>1</b>	<b>QUESTIONNAIRES USED .....</b>	<b>4</b>
<b>2</b>	<b>HANDING OUT OF QUESTIONNAIRES .....</b>	<b>4</b>
2.1	Special cases .....	4
2.2	Probation period.....	4
2.3	Courses taught by more than one teacher .....	5
<b>3</b>	<b>PRODUCTION OF TEACHING EVALUATION REPORTS .....</b>	<b>5</b>
3.1	Individual report.....	5
3.2	Summary report .....	5
3.3	Overall report .....	5
<b>4</b>	<b>COURSES EVALUATED .....</b>	<b>5</b>
4.1	Evaluation of all courses during a transition period .....	6
4.2	Frequency of evaluation.....	6
4.3	Syllabus and teaching evaluation.....	6
<b>5</b>	<b>ACCESS TO PERSONAL RESULTS OF THE TEACHING EVALUATION.....</b>	<b>6</b>
5.1	Principles of confidentiality .....	6
5.2	Access to individual reports and individual summary reports .....	6
5.2.1	Professors .....	7
5.2.2	Instructors .....	7
5.2.3	Teaching assistants.....	7
5.2.4	Department directors.....	7
5.2.5	Director of Continuing Education.....	8
5.2.6	CÉAVE .....	8
5.2.7	Comité conseil en enseignement.....	8
5.2.8	Teaching Support Centre .....	9
5.3	Access to raw statistical data .....	9
<b>6</b>	<b>ACCESS TO NON-PERSONAL TEACHING EVALUATION RESULTS .....</b>	<b>9</b>
6.1	Overall reports .....	9
6.2	Annual student meetings based on overall teaching evaluation reports .....	10
Appendix 1	Formative teaching evaluation process	11
Appendix 2	Formative evaluation process for graduate student supervision and work progress reports	15
Appendix 3	Examples of Polytechnique’s official questionnaires	18
Appendix 4	Examples of teaching evaluation reports	25
Appendix 5	Some internal operating rules for the Teaching Support Centre with regard to producing individual reports	36

## 1 Questionnaires used

For the end-of-semester teaching evaluation, the teacher, professor or instructor must obtain the official Polytechnique questionnaire appropriate for their teaching situation (Appendix 3) from the BAP or from their department:

- questionnaire for lecture courses, including questions for hands-on projects (or laboratory sessions) or directed work;
- questionnaire for project-based courses;
- evaluation questionnaire for demonstrators in mathematics directed studies.

In the case of special teaching situations, the teacher must work with the BAP to design an ad hoc teaching evaluation tool.

A questionnaire for lecture courses and an evaluation questionnaire for graduate supervision are under development.

## 2 Handing out of questionnaires

For lecture courses and projects, the questionnaires are handed out in class:

- Normally between the 10<sup>th</sup> and last week of classes;
- Preferably in the last ten minutes of a class period;
- At a point in the course that is unlikely to influence students' judgement.

The teaching evaluation questionnaires are handed out in class by the teacher.

The students fill out the evaluation questionnaires individually and anonymously. The operation must take place in silence to ensure the process's objectivity.

A student volunteer, or one assigned by the professor, gathers up the questionnaires, places them in the envelope provided for this purpose, and seals the envelope. Immediately after the class, the student must deliver it to the BAP.

### 2.1 Special cases

In special cases, upon the teacher's request, an academic advisor may hand out the questionnaire in class.

### 2.2 Probation period

During their probation periods, professors may ask an academic advisor to hand out the questionnaires in class in order to ensure that the conditions of its administration reduce the possible biases.

### **2.3 Courses taught by more than one teacher**

In a course where two or three teachers teach during a semester, it is preferable that each teacher evaluated hand out the teaching evaluation questionnaires to the students upon their last teaching session, making sure to ask the students to evaluate only their personal performance.

In a course where a larger number of teachers teach, it is preferable that the professor responsible for the course approach the BAP sufficiently far ahead of time to design an ad hoc teaching evaluation tool.

## **3 Production of teaching evaluation reports**

The BAP produces three types of teaching evaluation reports (Appendix 4).

### **3.1 Individual report**

The individual report is a personal report presenting the results of one teacher, for one course given during one semester. The BAP undertakes to produce this type of report using an established procedure.

### **3.2 Summary report**

The summary report is a personal report presenting the results of one teacher for several courses given over a period of several semesters or years.

### **3.3 Overall report**

The overall report is a non-personal report presenting the results of a specific group: for example, the results of a study program, a multiple-section course (common required course, common material, humanities, mathematics), a project-based course, practice assignments (P.A.) or directed study (D.S.) in a program or at Polytechnique, and so forth. This overall report may cover one or more semesters.

## **4 Courses evaluated**

The courses are evaluated according to the following terms.

#### **4.1 Evaluation of all courses during a transition period**

Exceptionally, until the summer 2004 semester, it is recommended that *all* courses be evaluated. The set of results from this process will serve to provide a database making it possible to establish grounds for comparison for each of the evaluated courses.

#### **4.2 Frequency of evaluation**

The frequency of evaluation varies depending on the current situation. Every semester, the BAP sends a report to the department directors about respecting the set evaluation frequency.

- Every professor should undergo evaluation in each of their courses at least once every two years. Professors on probation or professors who are seeking promotion are strongly encouraged to submit teaching evaluations for their courses to the appropriate committees.
- Instructors are obliged to undergo evaluation in all their courses.
- Students who want to have a course evaluated beyond its normal frequency should first address the professor in question. They may also address the department director to suggest that the course in question be evaluated. The director may then suggest that the professor have his or her teaching evaluated.
- All new courses should be evaluated after they are delivered for the first time.

#### **4.3 Syllabus and teaching evaluation**

It is suggested that professors indicate in their syllabus the week during which they plan to hand out the teaching evaluation questionnaires.

### **5 Access to personal results of the teaching evaluation**

Access to the personal results of teaching evaluations is limited to very precise circumstances as set out below.

#### **5.1 Principles of confidentiality**

- The teaching evaluation results are confidential information.
- Apart from the BAP, which processes the teaching evaluations, no person other than the person evaluated has access to the students' written comments.
- The principle of respondents' anonymity must be respected under all circumstances.

#### **5.2 Access to individual reports and individual summary reports**

As set out in the articles below, only a very restricted number of people, who play a role in the

improvement of teaching, may have access to a teacher's personal results. Depending on the case, these people or committees are the BAP, the Comité conseil en enseignement, the department directors, and the director of the Centre for Continuing Education.

### **5.2.1 Professors**

Professors:

- Have priority access to their teaching evaluation results;
- May include all the individual teaching evaluation reports they have received in their probation or promotion files, as appropriate. They may also include a summary report of their teaching evaluations.

Every three years, or upon a professor's request, the BAP produces a summary report of all his or her teaching evaluations. The BAP sends the professor this report and invites him or her to discuss it with an academic advisor.

### **5.2.2 Instructors**

Instructors have priority access to their teaching evaluation results. The BAP systematically sends the department director a copy of the individual teaching evaluation reports for each course given by an instructor in the department. The department director may discuss problem situations with the coordinator of the course in question.

### **5.2.3 Teaching assistants**

Teaching assistants:

- Are people who help professors or instructors with various teaching tasks: leading practice assignments (PAs) in class or in laboratory, leading directed studies (DSs), providing individual consultations with students, correction, etc.
- Have priority access to copies of the evaluations of the PAs or DSs to which they contributed.

The BAP systematically sends a copy of the PA or DS evaluations to the professor who gives the course for which the PA or DS was done, and to the course coordinator when it is a multiple-section course. When the professor responsible for the PA or DS is not the one giving the course, he or she also receives a copy of the PA or DS evaluation report. Upon request, the director of the department concerned may receive a copy of the PA or DS evaluation report.

### **5.2.4 Department directors**

Department directors:

- Have access to the personal results for instructors and teaching assistants;

- Have access to the results of professors whose files were referred by the Comité conseil en enseignement;
- Through the probation or promotion files, may have access to the personal results of professors on probation or professors who are requesting promotion.

### **5.2.5 Director of Continuing Education**

The Director of Continuing Education has access to the personal results of instructors under his or her responsibility.

### **5.2.6 CÉAVE**

As set out in the Policy, the CÉAVE is the body responsible for leading and following up on the evaluation process. For instructional purposes, it has access to all non-personal evaluation results. In the case of a recurring problematic teaching situation, it may refer the file to the Comité conseil en enseignement to deal with the situation.

### **5.2.7 Comité conseil en enseignement**

The Comité conseil en enseignement is made up of three members. The members are elected by the Assemblée générale des professeurs (general professors' assembly) from among full and associate professors who have the status of regular professors, and excluding the CEO, functional directors, department directors and members of the Association des professeurs de Polytechnique (Polytechnique professors' association).

Every year, the professors elect members of the Comité conseil en enseignement to replace the ones whose terms are ending, along with one substitute member. Each committee member's term is three years, and a substitute's term is one year. One of the three members chairs the committee.

To ensure continuity within the Comité conseil en enseignement, the first committee will be composed of a member elected for a one-year term, a member elected for a two-year term and a member elected for a three-year term.

If it judges it necessary, the Comité conseil en enseignement may consult resource people.

The Comité conseil en enseignement:

1. Studies the cases of professors referred to them by the committee for teaching evaluation, improvement and development (CÉAVE), taking into account:
  - The professor's longitudinal teaching evaluation results;
  - The professor's teaching context (student characteristics, course characteristics, teacher's characteristics);
  - All other information that may benefit their analysis;



2. Requests and holds a meeting with the professor in question so that he or she may be heard;
3. Evaluates the case;
4. Provides their recommendations to the professor concerned;
5. Reports to the CÉAVE within a time frame mutually agreed upon with the CÉAVE when the file was sent in step 1.

One year after the Comité conseil en enseignement report is submitted, the CÉAVE reports to the Comité conseil en enseignement on the situation's progress.

If a professor is having major, recurring difficulties and cannot or does not wish to improve the situation, the Comité conseil en enseignement refers the file to the department director concerned.

### **5.2.8 Bureau d'appui pédagogique (BAP)**

The BAP:

- Has access to all individual personal results and to student comments;
- Ensures that results confidentiality principles are rigorously respected;
- Ensures that the rules governing access to personal results are rigorously respected.

### **5.3 Access to raw statistical data**

Upon request, outside high-traffic periods for teaching evaluation report production, teachers may have access to the raw statistical data that has served to produce their evaluation results.

## **6 Access to non-personal teaching evaluation results**

Access to non-personal teaching evaluation results can be obtained through overall teaching evaluation reports.

### **6.1 Overall reports**

Every year, the CÉAVE asks the BAP to produce, for itself or for other reasons, a variety of overall teaching evaluation reports for Polytechnique. For example, an overall report for each program, for first-year courses, for a multiple-section course, for the PAs in the programs, for graduate courses, and so forth.

The CÉAVE receives these overall non-personal reports and then sends them to the department directors and professors in the unit in question, as well as to individuals who have made requests. Through a mechanism that is convenient to the departments, the director discusses the overall report results with the program committees and graduate committees concerned. The CÉAVE also sends the Comité des coordonnateurs des cours du tronc commun (coordination committee for common required courses, or CCCTC) the overall reports that concern them.

These various committees agree upon actions to undertake to improve teaching situations.

## **6.2 Annual student meetings based on overall teaching evaluation reports**

Every year, based on the overall reports, the department director organizes an information and discussion meeting for students in the programs of which he or she is in charge. The CCCTC does the same for the students taking common required courses. These student meetings aim to demonstrate that student opinions are taken into account and that constructive actions are undertaken to improve and develop the quality of teaching at Polytechnique Montréal. The organization of these meetings is at the discretion of the directors in question and the CCCTC. Minutes are produced for each of these meetings.

# Appendix 1

==== **F**ormative teaching evaluation process

## Formative teaching evaluation

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### Objectives of the formative evaluation

- Gather information about the way the course is conducted;
- Adjust teaching;
- Improve the classroom environment;
- Strengthen the professor-student relationship;
- Boost student participation;
- etc.

### Suggested process:

#### First step

At the end of a class during the fourth, fifth or sixth week of classes, explain the purpose of the formative evaluation to students: to improve the way the course is conducted.

#### Second step

Ask students to write, anonymously, on a sheet of paper:

- Two or three things they like in the course up until now;
- Two or three things they would like to see improve.

If you wish, you may do the same exercise with regard to your students.

#### Third step

After the class, compile the results. Group the comments by category and chart their frequency. See the examples below.

#### Fourth step

In the following class, present the results on an overhead and discuss with your students what can be improved in the short term and what cannot be. Explain the reasons for this. Don't forget to provide your personal comments about the class.

## Example 1

**Formative teaching evaluation**  
Fall 1997 - 53 respondents / 62 registered

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### Aspects most liked

#### **Professor (53)**

Clear and detailed explanations; answers questions well; good sense of humour; good language; dynamic; good pace; interested; enthusiastic; available; knows the material well; makes sure students understand things properly; strong teaching approach.

#### **Course content (29)**

Interesting; well structured; well illustrated; good, meaningful and relevant examples; important points highlighted clearly.

#### **Teaching method (6)**

Good method; focused on student comprehension.

#### **Overhead slides (3)**

Useful.

#### **Reminders (2)**

Useful.

## Example 2

### Formative teaching evaluation

Fall 1997 - 53 respondents / 62 registered

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### Aspects to improve

#### **DS instructor (21)**

Facilitation style; difficult to follow; method (shortcuts); use of the board; doesn't speak loudly enough

#### **Professor (18)**

Speaks a bit too quickly and not loudly enough; writes (and erases) a bit too fast on the board; sometimes a bit of confusion in the variables; too tolerant about lateness.

#### **Course (7)**

Poorly structured; coordination between the course and the DS; difficult to make connections with concrete situations; highlight important points more clearly.

#### **Examples (5)**

Too simple; too easy; not enough of them; do some problems from the analysis manual.

## Appendix 2

=====  
Formative evaluation process for graduate  
student supervision and work progress reports

## Formative evaluation process for graduate student supervision and work progress reports<sup>2</sup>

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This process is for graduate students and their research supervisors.

### OBJECTIVES

- To improve the progress of work and the quality of supervision;
- To strengthen communication between supervisors and students.

### SUGGESTED PROCESS

#### First step

Once per quarter (or semester), for a meeting with the student, the supervisor puts a point on the agenda regarding the formative evaluation of work progress and supervision quality.

#### Second step

Before the scheduled meeting, as illustrated in the table below, the student and supervisor each individually write down the strengths and weaknesses they perceive relative to work progress and supervision quality.

Both parties say what they think on both points. They also add suggestions to help transform a given weakness into a more functional aspect.

	<b>Strengths</b>	<b>Weaknesses</b>	<b>Suggestions</b>
<b>Work progress</b>			
<b>Supervision quality</b>			

#### Third step

The results of the thought process carried out for the second step are discussed at the meeting between the supervisor and the student. The student writes the minutes of the discussion.

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<sup>2</sup> Prigent, Richard. *L'encadrement des travaux de mémoire et de thèse – Conseils pédagogiques aux directeurs de recherche*. Montréal: Presses internationales Polytechnique, 2001.



### Checklist for quarterly formative evaluations

Here are a few questions that can help in the thought processes prior to each of the meetings that include a quarterly formative evaluation. These questions aim to draw out the strengths and weaknesses, but above all to elicit suggestions to improve unsatisfying situations.

- Work progress
  - Are we respecting the timetable?
  - Are we late on anything?
  - Is that lateness significant?
  - What are the causes of the lateness?
  - Are those causes under control?
  - What can we do to catch up?
  - What would the new timetable look like, if needed?
  - Etc.
  
- Quality of supervision
  - Are we satisfied with our meetings: frequency, length, process, preparation?
  - Are we respecting our initial commitments regarding supervision terms: availability, exclusivity, engagement, realism, listening, support, feedback, physical and financial resources, etc.?
  - Is the student well integrated into the research group?
  - What can we improve, and how?
  - Etc.
  
- Graduate studies skills
 

Does the student demonstrate:

  - motivation and enthusiasm?
  - a satisfying degree of autonomy?
  - adequate work structure and organization (research log, timetable, etc.)?
  - the acquisition of sufficient specific, general or cultural knowledge for his or her research work?
  - a sense of innovation and opportunity?
  - a sense of teamwork?
  - efficient writing abilities?
  - strong fluency in French? In English?
  - demonstrated oral communication skills?
  - a critical eye?
  - integrity and respect for intellectual property?
  - the taking into account of the ethical aspects of his or her research?
  - etc.

How can we improve the necessary aspects?

# Appendix 3

==== **E**xamples of Polytechnique's official  
questionnaires

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Sigle du cours 1-8

Titre du cours

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Section 9-10

Professeur

Prénom

Nom

11-37

Dans quel programme êtes-vous inscrit?

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38-39

01 génie chimique  
02 génie civil  
03 génie électrique

04 génie géologique  
05 génie industriel  
06 génie informatique

07 génie des matériaux  
08 génie mécanique  
09 génie des mines

10 génie physique  
11 autre

Combien de crédits aurez-vous accumulés à la fin du présent trimestre?

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40-42

**Directives**

- Le but poursuivi par cette évaluation est l'amélioration de l'enseignement.
- Les résultats de cette évaluation et vos commentaires seront transmis à l'enseignant après la remise des notes finales.

Répondez individuellement à chacun des énoncés suivants en utilisant l'échelle ci-dessous :

- Inscrivez **4** si vous êtes **tout à fait d'accord** avec l'énoncé  
 Inscrivez **3** si vous êtes **plutôt d'accord** avec l'énoncé  
 Inscrivez **2** si vous êtes **plutôt en désaccord** avec l'énoncé  
 Inscrivez **1** si vous êtes **tout à fait en désaccord** avec l'énoncé  
 Inscrivez **X** si vous ne savez pas quoi répondre  
 N'écrivez **rien** si l'énoncé ne s'applique pas à ce cours.

- |  |  |
|--|--|
| <p>1. Au début du trimestre, le plan de cours a été présenté clairement (objectifs, contenus, méthodes d'enseignement, méthodes d'évaluation, etc.). <input type="checkbox"/> 43</p> <p>2. Chaque période de classe est bien préparée. <input type="checkbox"/> 44</p> <p>3. Les directives pour la réalisation des devoirs, exercices, projets ou lectures sont claires. <input type="checkbox"/> 45</p> <p>4. De façon générale, en dehors des heures de classe, j'ai pu obtenir des réponses à mes questions à l'aide des mécanismes de consultation prévus à cet effet (heures réservées, moyens électroniques, etc.) <input type="checkbox"/> 46</p> <p>5. Les lectures recommandées aident à mieux saisir la matière. <input type="checkbox"/> 47</p> <p>6. L'achat des ouvrages obligatoires pour le cours est justifié. <input type="checkbox"/> 48</p> <p>7. Le professeur utilise des exemples qui favorisent une meilleure compréhension de la matière. <input type="checkbox"/> 49</p> | <p>8. Le professeur sait susciter l'intérêt des étudiants pour la matière du cours. <input type="checkbox"/> 50</p> <p>9. Le professeur explique la matière du cours de façon claire et structurée. <input type="checkbox"/> 51</p> <p>10. Lorsque le professeur utilise le tableau, des transparents ou des moyens informatiques, il le fait de façon lisible et ordonnée. <input type="checkbox"/> 52</p> <p>11. Les réponses aux questions des étudiants sont précises. <input type="checkbox"/> 53</p> <p>12. Dans l'ensemble de ses comportements, le professeur respecte les étudiants. <input type="checkbox"/> 54</p> <p>13. Le professeur encourage les étudiants à poser des questions pendant le cours. <input type="checkbox"/> 55</p> <p>14. Le professeur maîtrise la matière du cours. <input type="checkbox"/> 56</p> <p>15. Le professeur enrichit le contenu du cours par sa culture scientifique, son expérience ou ses activités de recherche. <input type="checkbox"/> 57</p> |
|--|--|

(suite / verso)

- |   |                          |    |  |                          |    |
|---|--------------------------|----|--|--------------------------|----|
| 16. La matière a été bien répartie sur tout le trimestre.                                     | <input type="checkbox"/> | 58 | 20. Après chaque évaluation, le professeur fournit des commentaires qui aident à mieux maîtriser la matière. | <input type="checkbox"/> | 62 |
| 17. Les questions d'examens portent sur des aspects importants du cours.                      | <input type="checkbox"/> | 59 | 21. Dans l'ensemble, le déroulement du cours correspond à ce qui a été annoncé dans le plan de cours.        | <input type="checkbox"/> | 63 |
| 18. Pour chaque évaluation, des critères de correction clairs sont communiqués aux étudiants. | <input type="checkbox"/> | 60 | 22. Je suis satisfait des apprentissages réalisés dans ce cours.   | <input type="checkbox"/> | 64 |
| 19. Les travaux, examens ou rapports ont été corrigés sans délai excessif.                    | <input type="checkbox"/> | 61 |  |                          |    |

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**CONDITIONS MATÉRIELLES**

- |  |                          |    |   |                          |    |
|--|--------------------------|----|---|--------------------------|----|
| 1. Les locaux utilisés pour l'enseignement du cours sont adéquats (taille, disposition, acoustique, propreté). | <input type="checkbox"/> | 65 | 2. Les équipements, matériels et logiciels utilisés pour l'enseignement du cours favorisent les apprentissages. | <input type="checkbox"/> | 66 |
|--|--------------------------|----|---|--------------------------|----|

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**LABORATOIRES (ou travaux dirigés)  
(EN REVISION)**

 N° de groupe :   

67-69

- |  |                          |    |   |                          |    |
|--|--------------------------|----|---|--------------------------|----|
| 1. Il y a des liens évidents entre la matière vue en classe et les laboratoires.     | <input type="checkbox"/> | 70 | 7. Le personnel du laboratoire est coopératif et compétent.   | <input type="checkbox"/> | 76 |
| 2. Les objectifs pour chaque séance sont précis.                                     | <input type="checkbox"/> | 71 | 8. Les exigences, en ce qui concerne les rapports, sont raisonnables et concordent avec les objectifs du cours. | <input type="checkbox"/> | 77 |
| 3. Les laboratoires constituent une partie essentielle du cours.                     | <input type="checkbox"/> | 72 | 9. La documentation d'accompagnement du laboratoire est complète et adéquate.                                   | <input type="checkbox"/> | 78 |
| 4. La coordination entre les laboratoires et le cours est bien faite.                | <input type="checkbox"/> | 73 | 10. La pondération accordée aux laboratoires dans la note finale correspond à l'effort qui doit y être fourni.  | <input type="checkbox"/> | 79 |
| 5. Le temps alloué est suffisant pour qu'on atteigne les objectifs de chaque séance. | <input type="checkbox"/> | 74 |   |                          |    |
| 6. Les équipements de laboratoire sont adéquats et en quantité suffisante.           | <input type="checkbox"/> | 75 |   |                          |    |

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**Auriez-vous des suggestions qui permettraient d'améliorer ce cours?**


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Merci de votre collaboration!  
Bureau d'appui pédagogique



QUESTIONNAIRE DE L'ÉTUDIANT

(A REVISER)

ÉVALUATION DES  
COURS AVEC PROJET

Numéro du cours évalué

1-7

Titre du cours

Professeur

Prénom

8-18

Nom

18-30

Section

32-33

### DIRECTIVES

Indiquez comment chaque énoncé décrit le professeur ou le cours en utilisant l'échelle suivante:

1, si l'énoncé décrit très mal la réalité observée  
2, si l'énoncé décrit plutôt mal la réalité observée

3, si l'énoncé décrit plutôt bien la réalité observée  
4, si l'énoncé décrit très bien la réalité observée

Inscrivez un  x<sup>2</sup> si vous ne savez pas ou si l'énoncé ne s'applique pas à la réalité observée.

### PREMIÈRE PARTIE LE PROFESSEUR ET LE COURS

- |   |                          |    |   |                          |    |
|---|--------------------------|----|---|--------------------------|----|
| 1. Le professeur a clairement expliqué l'organisation du cours.                                   | <input type="checkbox"/> | 41 | 15. Il a corrigé les travaux dans un délai convenable.  | <input type="checkbox"/> | 55 |
| 2. Il a bien fait comprendre le but et l'importance du projet dans le cours.                      | <input type="checkbox"/> | 42 | 16. Il a annoté les travaux de façon utile.   | <input type="checkbox"/> | 56 |
| 3. Il a bien fait voir les liens qui existent entre ce cours et les autres cours du programme.    | <input type="checkbox"/> | 43 | 17. La correction des travaux a été cohérente avec les critères annoncés.   | <input type="checkbox"/> | 57 |
| 4. Il a clairement expliqué comment les étudiants allaient être évalués.                          | <input type="checkbox"/> | 44 | 18. Le professeur est manifestement intéressé à ce cours.   | <input type="checkbox"/> | 58 |
| 5. Il a précisé la quantité de travail attendu des étudiants dans le cours.                       | <input type="checkbox"/> | 45 | 19. Par l'ensemble de ses comportements, il a démontré du respect pour les étudiants.                                       | <input type="checkbox"/> | 59 |
| 6. Il a mentionné où et quand le rencontrer en dehors des périodes de classe.                     | <input type="checkbox"/> | 46 | 20. Il a encouragé les initiatives des étudiants et manifesté de l'ouverture à leurs idées.                                 | <input type="checkbox"/> | 60 |
| 7. Le professeur a bien expliqué son rôle comme superviseur du travail d'équipe.                  | <input type="checkbox"/> | 47 | 21. Le professeur s'est montré réceptif aux suggestions des étudiants pouvant améliorer le déroulement du cours.            | <input type="checkbox"/> | 61 |
| 8. Chaque semaine, il a commenté de façon constructive le travail accompli par l'équipe.          | <input type="checkbox"/> | 48 | 22. Les connaissances et les habiletés développées dans le cours correspondent aux objectifs énoncés dans le plan de cours. | <input type="checkbox"/> | 62 |
| 9. Il a aidé les étudiants à trouver réponse à leurs questions, sans toutefois décider pour eux.  | <input type="checkbox"/> | 49 | 23. La charge de travail est bien répartie durant le trimestre.   | <input type="checkbox"/> | 63 |
| 10. Le professeur a suscité et maintenu la motivation des étudiants tout au long du trimestre.    | <input type="checkbox"/> | 50 | 24. La quantité de travail dans le cours est réaliste, compte tenu du nombre de crédits qui s'y rattache.                   | <input type="checkbox"/> | 64 |
| 11. Il a clairement défini le travail attendu à chacune des étapes du projet.                     | <input type="checkbox"/> | 51 | 25. La pondération accordée à chacun des éléments évalués est appropriée.   | <input type="checkbox"/> | 65 |
| 12. Il s'est préoccupé du bon fonctionnement interne des équipes.                                 | <input type="checkbox"/> | 52 | 26. La note finale est basée sur un nombre suffisant d'éléments (rapports d'étapes, rapport final, etc.).                   | <input type="checkbox"/> | 66 |
| 13. Il a donné des indications claires pour la rédaction des rapports.                            | <input type="checkbox"/> | 53 | 27. Le projet présente un bon niveau de difficulté (il n'est ni trop simple ni trop complexe).                              | <input type="checkbox"/> | 67 |
| 14. Il a expliqué ses critères de correction avant que les étudiants entreprennent leurs travaux. | <input type="checkbox"/> | 54 | 28. Le cours dans son ensemble est bien organisé.   | <input type="checkbox"/> | 68 |

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**DEUXIÈME PARTIE QUESTIONS ADDITIONNELLES**

Si on vous a remis une liste supplémentaire de questions, utilisez les cases qui suivent pour inscrire vos réponses.

1.  714.  747.  7710.  8013.  832.  725.  758.  7811.  8114.  843.  736.  769.  7912.  8215.  85**COMMENTAIRES SUR LE COURS OU LE PROFESSEUR**

Les commentaires rédigés dans cette partie seront découpés et transmis sans modification au professeur.

Si vous tenez à ce que vos commentaires ne soient remis au professeur qu'après la fin du trimestre, inscrivez un crochet ici:

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(EN REVISION)

## ÉVALUATION DES DÉMONSTRATEURS DE SÉANCES DE TRAVAUX DIRIGÉS EN MATHÉMATIQUES

Titre du cours: \_\_\_\_\_

Sigle

 -  3-5

Prénom du démonstrateur

Nom du démonstrateur 6-18

Section  19-20

### DIRECTIVES

Indiquez comment chaque énoncé décrit le démonstrateur ou la séance de travaux dirigés en utilisant l'échelle suivante:

1. Si l'énoncé décrit **très mal** la réalité observée
2. Si l'énoncé décrit **plutôt mal** la réalité observée
3. Si l'énoncé décrit **plutôt bien** la réalité observée
4. Si l'énoncé décrit **très bien** la réalité observée

Inscrivez un X si vous ne savez pas ou si l'énoncé ne s'applique pas à la réalité observée.

- |   |                          |    |
|---|--------------------------|----|
| 1. Chaque séance de travaux dirigés est bien préparée.  | <input type="checkbox"/> | 21 |
| 2. Le démonstrateur sait créer un climat d'échange: il est ouvert aux questions.  | <input type="checkbox"/> | 22 |
| 3. Ses réponses aux questions des étudiants sont pertinentes et précises.   | <input type="checkbox"/> | 23 |
| 4. Le temps accordé pour résoudre les problèmes est suffisant.  | <input type="checkbox"/> | 24 |
| 5. Les séances de travaux dirigés sont utiles; elles permettent au démonstrateur de nous aider à mieux comprendre la matière. | <input type="checkbox"/> | 25 |
| 6. Lors des explications, le démonstrateur propose une démarche de résolution de problème systématique et claire.             | <input type="checkbox"/> | 26 |
| 7. Je suivrais volontiers d'autres séances de travaux dirigés avec ce démonstrateur.  | <input type="checkbox"/> | 27 |
| 8. La façon dont les séances se déroulent me permet de poser les questions et d'obtenir des réponses à ma satisfaction.       | <input type="checkbox"/> | 28 |
| 9. Les directives pour chaque séance sont précises et complètes.  | <input type="checkbox"/> | 29 |
| 10. Le démonstrateur est manifestement intéressé à animer les séances de travaux dirigés.                                     | <input type="checkbox"/> | 30 |
| 11. Le démonstrateur n'hésite pas à reformuler une explication incomprise.  | <input type="checkbox"/> | 31 |
| 12. Au cours du trimestre, j'ai assisté à:  | <input type="checkbox"/> | 32 |
| 1. plus de 8 séances de travaux dirigés   |                          |    |
| 2. entre 4 et 8 séances de travaux dirigés  |                          |    |
| 3. moins de 4 séances de travaux dirigés  |                          |    |
| 4. aucune séance de travaux dirigés   |                          |    |

Commentaires au verso





# Appendix 4

==== *E*xamples of teaching evaluation reports

=====**Example of an individual report**

**C**

Questionnaire COURS MAGISTRAUX

**A**

Nom du professeur

Sigle et titre du cours  
Numéro de la section

**B**

Nombre de répondants : 32 / 43  
Taux de réponse : 74%

**G**

Résultat individuel  
Programme ( n = 37 nr = 908 )

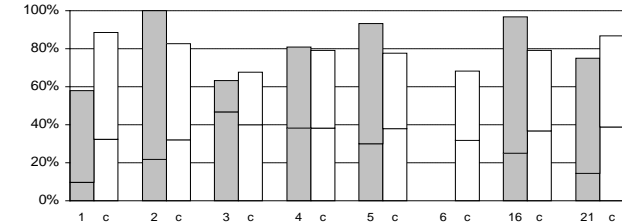
**E**

Organisation, structure de l'enseignement

**F**

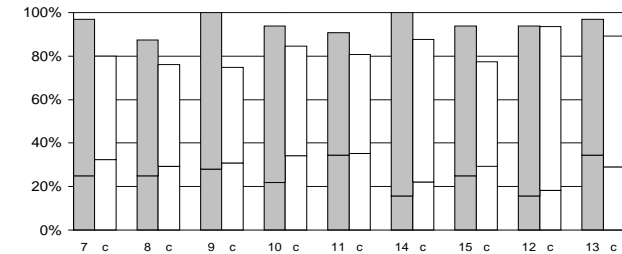
|  | Fréquences brutes |   |    |    | N  | x  | Accord | Désaccord |
|--|-------------------|---|----|----|----|----|--------|-----------|
|  | - -               | - | +  | +  |    |    |        |           |
| 1 Le plan de cours a été présenté clairement           | 6                 | 7 | 3  | 15 | 31 | 0  | 58%    | 42%       |
| 2 Chaque période de classe est bien préparée           | 0                 | 0 | 7  | 25 | 32 | 0  | 100%   | 0%        |
| 3 Les directives pour réaliser devoirs... sont claires | 5                 | 6 | 14 | 5  | 30 | 1  | 63%    | 37%       |
| 4 Réponses aux questions en dehors des heures...       | 0                 | 4 | 8  | 9  | 21 | 11 | 81%    | 19%       |
| 5 Les lectures recommandées aident...                  | 1                 | 1 | 9  | 19 | 30 | 2  | 93%    | 7%        |
| 6 L'achat des ouvrages obligatoires est justifié       | 0                 | 0 | 1  | 7  | 8  | 12 | -      | -         |
| 16 Matière bien répartie sur tout le trimestre         | 0                 | 1 | 8  | 23 | 32 | 0  | 97%    | 3%        |
| 21 Déroulement des cours correspond au plan            | 5                 | 2 | 4  | 17 | 28 | 4  | 75%    | 25%       |

Pourcentage d'accord



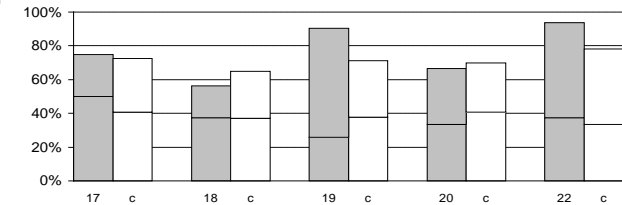
Compétences pédagogiques

|  | Fréquences brutes |   |    |    | N  | x | Accord | Désaccord |
|--|-------------------|---|----|----|----|---|--------|-----------|
|  | - -               | - | +  | +  |    |   |        |           |
| 7 Utilise des exemples favorisant la compréhension ... | 0                 | 1 | 8  | 23 | 32 | 0 | 97%    | 3%        |
| 8 Sait susciter l'intérêt des étudiants ...            | 0                 | 4 | 8  | 20 | 32 | 0 | 88%    | 13%       |
| 9 Explique de façon claire et structurée               | 0                 | 0 | 9  | 23 | 32 | 0 | 100%   | 0%        |
| 10 Utilise le tableau de façon lisible et ordonnée     | 0                 | 2 | 7  | 23 | 32 | 0 | 94%    | 6%        |
| 11 Réponses aux questions sont précises                | 0                 | 3 | 11 | 18 | 32 | 0 | 91%    | 9%        |
| 14 Maîtrise la matière du cours                        | 0                 | 0 | 5  | 27 | 32 | 0 | 100%   | 0%        |
| 15 Enrichit par culture scientifique, expérience, ...  | 0                 | 2 | 8  | 22 | 32 | 0 | 94%    | 6%        |
| 12 Respecte les étudiants                              | 0                 | 2 | 5  | 25 | 32 | 0 | 94%    | 6%        |
| 13 Encourage à poser des questions ...                 | 0                 | 1 | 11 | 20 | 32 | 0 | 97%    | 3%        |



Évaluation des apprentissages

|   | Fréquences brutes |   |    |    | N  | x | Accord | Désaccord |
|---|-------------------|---|----|----|----|---|--------|-----------|
|   | - -               | - | +  | +  |    |   |        |           |
| 17 Questions d'examens sur des aspects importants ... | 3                 | 5 | 16 | 8  | 32 | 0 | 75%    | 25%       |
| 18 Critères de correction communiqués clairement ...  | 5                 | 9 | 12 | 6  | 32 | 0 | 56%    | 44%       |
| 19 Corrections sans délai excessif                    | 2                 | 1 | 8  | 20 | 31 | 0 | 90%    | 10%       |
| 20 Commentaires après chaque évaluation ...           | 2                 | 8 | 10 | 10 | 30 | 1 | 67%    | 33%       |

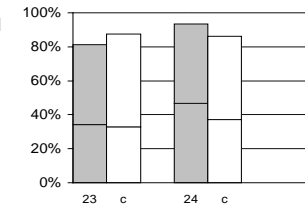


Appréciation générale

|  |   |   |    |    |    |   |     |    |
|--|---|---|----|----|----|---|-----|----|
| 22 Je suis satisfait de mes apprentissages ... | 1 | 1 | 12 | 18 | 32 | 0 | 94% | 6% |
|--|---|---|----|----|----|---|-----|----|

Conditions matérielles

|   | Fréquences brutes |   |    |    | N  | x | Accord | Désaccord |
|---|-------------------|---|----|----|----|---|--------|-----------|
|   | - -               | - | +  | +  |    |   |        |           |
| 23 Locaux adéquats                                  | 0                 | 6 | 11 | 15 | 32 | 0 | 81%    | 19%       |
| 24 Équipements, matériels et logiciels utilisés ... | 0                 | 2 | 14 | 14 | 30 | 0 | 93%    | 7%        |



**H**

2001-05-16

**I**

Signature du conseiller pédagogique : \_\_\_\_\_

## EXPLANATORY SHEET

### Teaching evaluation report

#### **A** 6.2.1.1.1.1 Identification

- Of the professor.
- Of the course number and title.
- Of the section number (if appropriate).

#### **B** Respondents

- Mention of the number of respondents compared to the number of registered students.
- Respondent rate identified as a percentage.
- If the questionnaire response rate is below 50%, the reliability of the results is reduced.

#### **C** Type of questionnaire

- Type of questionnaire used.
- Other types of questionnaires may be used: project course questionnaire, laboratory session questionnaire, etc.

#### **D** Semester

- Semester in which the course is being evaluated (A: fall, H: winter, E: summer).

#### **E** Questionnaire statements

- The questionnaire statements are taken up and classed by category.
- For space reasons, the statement is shortened.

#### **F** Results in numbers

- The four first columns post the gross frequencies of the respondents.
- The **symbols** - -, -, + and + +, at the top of the columns, correspond to the scale of questionnaire responses: totally disagree with the statement (- -), mostly disagree (-), mostly agree (+) and totally agree with the statement (+ +).
- The **N** signifies the number of valid responses for each statement; if less than 50% of the students respond to a statement, no graph appears.
- The **x** signifies the number of students who did not know what answer to give.  
If the total of **N** + **x** is different from the number of respondents, that means a certain number of students found that the **statement** did not apply to the situation observed; as directed in the questionnaire instructions, they chose not to answer.
- **Agreement:** this column tracks the percentage of all students who responded (+) or (+ +).
- **Disagreement:** this column tracks the percentage of all students who responded (-) or (- -).

#### **G** Graphic presentation of the results

- A bar diagram shows the results at the centre of the report page; the X axis shows the statement numbers and the Y axis shows the percentage of students who agree with each statement (+ and + +).
- For each set of columns, **the first dark grey column** shows the individual results for the evaluated professor, for each statement: numbers 1, 2, 3, etc. **The second column, in white**, shows the results of the “c” line of comparison to which the professor’s individual results are compared. Depending on the course being evaluated, a professor can be compared:
  - To all common teachings;
  - To all the 2<sup>nd</sup>-, 3<sup>rd</sup>- and 4<sup>th</sup>-year courses in the program in question;
  - To all SSH courses;
  - To all graduate courses.
- In the example cited on the back, the evaluated course is compared to 37 other courses ( $n=37$ ) in the same program; 908 respondents ( $nr=908$ ) evaluated those courses.
- In each column appears a light horizontal line; this line separates the number of respondents who answered “mostly agree” (+) and “totally agree” (+ +) with the statement.

#### **H** 6.2.1.1.1.1 Date

- Date on which the report was produced.

#### **I** Academic advisor’s signature

- Signature of the academic advisor from the BAP who verified the results, handed the report to the professor, and offered to meet with him or her to analyze the report results.

===== *Example of a summary report*

**NOTE:** A new summary report format is in development.

Bureau d'appui pédagogique

## RAPPORT SYNTHÈSE DES ÉVALUATIONS DE L'ENSEIGNEMENT

(Date)

de

Nom \_\_\_\_\_  
Professeur(e)

Génie \_\_\_\_\_

### Liste des cours évalués

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Nombre total  
de prestations évaluées : 5

Période : hiver \_\_\_\_\_ à automne \_\_\_\_\_

Monsieur / Madame \_\_\_\_\_  
 Professeur(e) \_\_\_\_\_  
 Génie \_\_\_\_\_

Rapport synthèse des évaluations de l'enseignement  
 Date \_\_\_\_\_

**Évaluation par les étudiants de la prestation d'enseignement**

|                       |              |                |                |              |                |
|-----------------------|--------------|----------------|----------------|--------------|----------------|
| <b>Sigle du cours</b> | _____        |                | _____          | _____        | _____          |
| <b>répondants n =</b> | <b>33</b>    | <b>33</b>      | <b>33</b>      | <b>33</b>    | <b>33</b>      |
| <b>%</b>              | <b>61</b>    | <b>77</b>      | <b>47</b>      | <b>78</b>    | <b>57</b>      |
| <b>Trimestres</b>     | <b>Hiver</b> | <b>Automne</b> | <b>Automne</b> | <b>Hiver</b> | <b>Automne</b> |

**Évaluation du professeur**

|                              |            |            |            |            |            |
|------------------------------|------------|------------|------------|------------|------------|
| Compétence                   | 8.9        | 9.7        | 9.8        | 9.4        | 9.3        |
| Organisation / structure     | 8.2        | 9.3        | 9.0        | 8.8        | 8.2        |
| Habilités de communication   | 7.6        | 9.1        | 8.8        | 8.4        | 7.7        |
| Relations avec les étudiants | 9.2        | 9.6        | 9.5        | 9.0        | 9.3        |
| <b>Résultat global</b>       | <b>8.2</b> | <b>9.3</b> | <b>9.1</b> | <b>8.7</b> | <b>8.3</b> |

**Évaluation du cours**

|                          |            |            |            |            |            |
|--------------------------|------------|------------|------------|------------|------------|
| Pertinence               | 8.2        | 8.6        | 9.5        | 7.3        | 5.6        |
| Organisation / structure | 7.8        | 9.0        | 9.0        | 8.3        | 5.9        |
| Mécanismes d'évaluation  | 8.3        | 8.8        | 9.1        | 8.4        | 5.2        |
| Matériel didactique      | 5.2        | 6.0        | 9.4        | 4.1        | 4.2        |
| <b>Résultat global</b>   | <b>7.5</b> | <b>8.3</b> | <b>9.2</b> | <b>7.9</b> | <b>5.2</b> |
| <b>Travaux pratiques</b> | <b>8.4</b> | <b>9.0</b> | <b>8.5</b> | <b>8.8</b> | <b>4.9</b> |

**Analyse du conseiller pédagogique**

Monsieur / Madame,

Vous ...

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Signature : \_\_\_\_\_  
Conseiller pédagogique  
Conseillère pédagogique

\_\_\_\_\_ Date

Signature : \_\_\_\_\_  
Nom du professeur(e)  
Professeur(e)

\_\_\_\_\_ Date



==== *Example of an overall report*

Rapport d'ensemble

**A** Programme de génie ( n= 18 ) **B**  
Automne 2001 à Hiver 2002

| C<br>Code | D  |      | E<br>Organisation, structure de l'enseignement |    |    |    |    |          |     |     |    | Compétences pédagogiques |    |     |     |     |     |     | Évaluation |     |     |     | App. gén. | Assistance, cond. mat. |    |    |   |
|-----------|----|------|--|----|----|----|----|----------|-----|-----|----|--------------------------|----|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----------|------------------------|----|----|---|
|           | N  | T/R  | Q1   | Q2 | Q3 | Q4 | Q5 | Q6       | Q16 | Q21 | Q7 | Q8                       | Q9 | Q10 | Q11 | Q14 | Q15 | Q12 | Q13        | Q17 | Q18 | Q19 | Q20       | Q22                    | Q1 | Q2 |   |
| 1         | 23 | 85%  | *  | *  | *  | □  | *  | *        | *   | *   | *  | *                        | *  | *   | *   | *   | *   | *   | *          | *   | *   | *   | *         | *                      | *  | *  | * |
| 2         | 18 | 82%  | *  | *  | *  | *  | *  | *        | *   | *   | *  | *                        | *  | *   | *   | *   | *   | *   | *          | *   | *   | *   | *         | *                      | *  | *  | * |
| 3         | 15 | 65%  | *  | □  | *  | *  | *  | *        | *   | *   | *  | *                        | □  | *   | *   | *   | *   | *   | *          | *   | *   | *   | *         | *                      | *  | *  | * |
| 4         | 16 | 84%  | *  | *  | *  | *  | *  | *        | *   | *   | *  | *                        | *  | *   | *   | *   | *   | *   | *          | *   | *   | *   | *         | *                      | *  | *  | * |
| 5         | 18 | 100% | *  | *  | *  | *  | *  | *        | *   | *   | *  | *                        | *  | *   | *   | *   | *   | *   | *          | *   | *   | *   | *         | *                      | *  | *  | * |
| 6         | 8  | 67%  | *  | *  | *  | *  | *  | *        | *   | *   | *  | *                        | *  | *   | *   | *   | *   | *   | *          | *   | *   | *   | □         | *                      | *  | *  | * |
| 7         | 6  | 100% | *  | *  | *  | *  | *  | <b>F</b> | *   | *   | *  | *                        | *  | *   | *   | *   | *   | *   | *          | *   | *   | *   | *         | *                      | *  | *  | * |
| 8         | 3  | 60%  | *  | *  | *  | □  | *  | *        | *   | ■   | *  | *                        | □  | *   | □   | *   | *   | *   | *          | *   | *   | *   | □         | *                      | *  | *  | * |
| 9         | 36 | 71%  | *  | *  | *  | *  | *  | □        | □   | *   | *  | *                        | *  | *   | *   | *   | *   | *   | *          | *   | *   | *   | *         | *                      | *  | *  | * |
| 10        | 36 | 77%  | *  | *  | *  | *  | *  | *        | *   | *   | *  | *                        | *  | *   | *   | *   | *   | *   | *          | *   | *   | *   | *         | *                      | *  | □  | * |
| 11        | 25 | 78%  | *  | *  | *  | *  | *  | *        | *   | *   | *  | *                        | *  | *   | *   | *   | *   | *   | *          | *   | *   | *   | □         | *                      | *  | *  | * |
| 12        | 32 | 91%  | *  | *  | *  | *  | *  | *        | *   | *   | *  | *                        | *  | *   | *   | *   | *   | *   | *          | *   | *   | *   | *         | *                      | □  | *  | * |
| 13        | 22 | 81%  | *  | *  | *  | *  | *  | *        | *   | *   | *  | *                        | *  | *   | *   | *   | *   | *   | *          | *   | *   | *   | *         | *                      | *  | *  | * |
| 14        | 23 | 88%  | *  | *  | *  | *  | *  | *        | *   | *   | *  | *                        | *  | *   | *   | *   | *   | *   | *          | *   | *   | *   | *         | *                      | *  | *  | * |
| 15        | 16 | 62%  | *  | *  | *  | *  | *  | *        | *   | *   | *  | *                        | *  | *   | *   | *   | *   | *   | *          | *   | *   | *   | *         | *                      | *  | *  | * |
| 16        | 15 | 54%  | □  | ■  | ■  | ■  | □  | □        | □   | □   | □  | ■                        | ■  | ■   | ■   | *   | *   | *   | *          | *   | *   | ■   | ■         | ■                      | ■  | *  | * |
| 17        | 30 | 94%  | *  | *  | ■  | *  | □  | ■        | *   | *   | *  | *                        | □  | *   | *   | *   | *   | *   | *          | *   | *   | *   | *         | □                      | *  | *  | * |
| 18        | 11 | 73%  | *  | *  | □  | *  | *  | *        | *   | ■   | □  | *                        | *  | □   | □   | *   | *   | *   | *          | *   | *   | *   | □         | *                      | *  | *  | * |

Explications

- A** Identification
  - Du programme ou de l'ensemble des cours concernés.
  - De la période de temps couverte par le rapport d'ensemble (ex. : *Automne 2001 à Hiver 2002*).
- B** Nombre de cours
  - Indique le nombre de cours de l'ensemble qui fait l'objet du rapport. Dans l'exemple, le rapport porte sur 18 cours ou sections de cours (  $n= 18$  ).
- C** Code
  - Chaque chiffre représente un cours ou une section de cours.

- D** Répondants
  - (  $N$  ) = Mention du nombre de répondants.
  - (  $T/R$  ) = Taux de répondants par rapport aux nombres d'étudiants inscrits.
- E** Catégories et numéros des énoncés
  - Les catégories du questionnaire *Cours magistraux*, telles qu'elles apparaissent dans un rapport individuel d'évaluation de l'enseignement (ex : *Compétences pédagogiques*).
  - $Q1, Q2 \dots$  Réfèrent aux énoncés du questionnaire *Cours magistraux*.

- F** Symboles représentant le pourcentage d'accord
  - Pour chaque question, un symbole représente le taux d'accord à la question, c'est-à-dire le pourcentage des répondants qui ont répondu *plutôt d'accord avec l'énoncé* et ceux qui ont répondu *tout à fait d'accord avec l'énoncé*.
    - ( \*) Si le taux d'accord est supérieur ou égal à 70 %
    - ( □ ) Si le taux d'accord se situe entre 50 et 69 %
    - ( v ) Si le taux d'accord est plus petit que 50 %
 Aucun symbole n'apparaît si moins de 50 % des répondants ont répondu à un énoncé.

Rapport d'ensemble

Programme de génie ( n= 18 )  
Automne 2001 à Hiver 2002

| Code | Q1- Le plan de cours a été présenté |   |    |    |     |      |   | Q2- Chaque période de classe est bien préparée |   |    |    |    | Q3- Les directives pour réaliser les devoirs... sont claires |      |   |    |   | Q4- Réponses aux questions en dehors des heures ... |    |    |      |      |    |    |   |   |    |    |      |      |    |    |
|------|-------------------------------------|---|----|----|-----|------|---|--|---|----|----|----|--|------|---|----|---|---|----|----|------|------|----|----|---|---|----|----|------|------|----|----|
|      | J                                   |   |    |    | L   |      |   | M  |   |    |    |    |  |      |   |    |   |   |    |    |      |      |    |    |   |   |    |    |      |      |    |    |
|      | 1                                   | 2 | 3  | 4  | D   | A    | n | 1  | 2 | 3  | 4  | D  | A  | n    | 1 | 2  | 3 | 4   | D  | A  | n    | 1    | 2  | 3  | 4 | D | A  | n  |      |      |    |    |
| 1    | 0                                   | 1 | 1  | 21 | 4%  | 96%  | * | 23   | 0 | 1  | 6  | 16 | 4%   | 96%  | * | 23 | 0 | 3   | 9  | 11 | 13%  | 87%  | *  | 23 | 5 | 4 | 6  | 3  | 50%  | 50%  | □  | 18 |
| 2    | 0                                   | 0 | 6  | 11 | 0%  | 100% | * | 17   | 0 | 0  | 7  | 11 | 0%   | 100% | * | 18 | 0 | 2   | 9  | 7  | 11%  | 89%  | *  | 18 | 0 | 1 | 7  | 8  | 6%   | 94%  | *  | 16 |
| 3    | 0                                   | 0 | 4  | 11 | 0%  | 100% | * | 15   | 0 | 7  | 5  | 3  | 47%  | 53%  | □ | 15 | 0 | 2   | 6  | 7  | 13%  | 87%  | *  | 15 | 0 | 4 | 4  | 7  | 27%  | 73%  | *  | 15 |
| 4    | 0                                   | 0 | 1  | 15 | 0%  | 100% | * | 16   | 0 | 0  | 0  | 16 | 0%   | 100% | * | 16 | 0 | 1   | 6  | 9  | 6%   | 94%  | *  | 16 | 0 | 0 | 3  | 10 | 0%   | 100% | *  | 13 |
| 5    | 0                                   | 0 | 4  | 14 | 0%  | 100% | * | 18   | 0 | 0  | 0  | 18 | 0%   | 100% | * | 18 | 0 | 0   | 2  | 16 | 0%   | 100% | *  | 17 | 0 | 0 | 2  | 13 | 0%   | 100% | *  | 15 |
| 6    | 0                                   | 1 | 2  | 5  | 13% | 88%  | * | 8  | 0 | 0  | 3  | 5  | 0%   | 100% | * | 8  | 0 | 2   | 4  | 2  | 25%  | 75%  | *  | 8  | 0 | 0 | 2  | 3  | 0%   | 100% | *  | 5  |
| 7    | 0                                   | 0 | 1  | 3  | 0%  | 100% | * | 4  | 0 | 0  | 1  | 5  | 0%   | 100% | * | 6  | 0 | 1   | 5  | 0  | 17%  | 83%  | *  | 6  | 0 | 0 | 3  | 3  | 0%   | 100% | *  | 6  |
| 8    | 0                                   | 0 | 0  | 3  | 0%  | 100% | * | 3  | 0 | 0  | 0  | 3  | 0%   | 100% | * | 3  | 0 | 0   | 2  | 1  | 0%   | 100% | *  | 3  | 0 | 1 | 0  | 2  | 33%  | 67%  | □  | 3  |
| 9    | 0                                   | 5 | 9  | 21 | 14% | 86%  | * | 35   | 1 | 1  | 4  | 30 | 6%   | 94%  | * | 36 | 0 | 3   | 14 | 1  | 8%   | 92%  | *  | 35 | 0 | 2 | 7  | 23 | 6%   | 94%  | *  | 32 |
| 10   | 0                                   | 0 | 2  | 33 | 0%  | 100% | * | 35   | 0 | 0  | 2  | 34 | 0%   | 100% | * | 36 | 0 | 0   | 11 | 2  | 6%   | 94%  | *  | 35 | 0 | 0 | 5  | 27 | 0%   | 100% | *  | 32 |
| 11   | 0                                   | 0 | 3  | 22 | 0%  | 100% | * | 25   | 0 | 0  | 2  | 23 | 0%   | 100% | * | 25 | 0 | 1   | 1  | 18 | 4%   | 96%  | *  | 25 | 0 | 0 | 2  | 22 | 0%   | 100% | *  | 24 |
| 12   | 0                                   | 0 | 4  | 27 | 0%  | 100% | * | 31   | 0 | 0  | 4  | 28 | 0%   | 100% | * | 32 | 0 | 9   | 1  | 0% | 100% | *    | 29 | 0  | 1 | 3 | 27 | 3% | 97%  | *    | 31 |    |
| 13   | 0                                   | 0 | 0  | 22 | 0%  | 100% | * | 22   | 0 | 0  | 0  | 22 | 0%   | 100% | * | 22 | 0 | 0   | 17 | 0% | 100% | *    | 22 | 0  | 0 | 6 | 15 | 0% | 100% | *    | 21 |    |
| 14   | 0                                   | 0 | 5  | 18 | 0%  | 100% | * | 23   | 0 | 0  | 2  | 21 | 0%   | 100% | * | 23 | 0 | 0   | 5  | 18 | 0%   | 100% | *  | 23 | 1 | 0 | 9  | 12 | 5%   | 95%  | *  | 22 |
| 15   | 0                                   | 0 | 5  | 11 | 0%  | 100% | * | 16   | 0 | 1  | 8  | 7  | 6%   | 94%  | * | 16 | 0 | 3   | 8  | 5  | 19%  | 81%  | *  | 16 | 0 | 1 | 5  | 10 | 6%   | 94%  | *  | 16 |
| 16   | 1                                   | 4 | 9  | 1  | 33% | 67%  | □ | 15   | 0 | 11 | 2  | 2  | 73%  | 27%  | ■ | 15 | 0 | 11  | 2  | 2  | 73%  | 27%  | ■  | 15 | 1 | 8 | 4  | 1  | 64%  | 36%  | ■  | 14 |
| 17   | 1                                   | 6 | 16 | 6  | 24% | 76%  | * | 29   | 0 | 4  | 14 | 12 | 13%  | 87%  | * | 30 | 4 | 15  | 8  | 3  | 63%  | 37%  | ■  | 30 | 0 | 1 | 5  | 23 | 3%   | 97%  | *  | 29 |
| 18   | 1                                   | 2 | 3  | 4  | 30% | 70%  | * | 10   | 0 | 1  | 5  | 5  | 9%   | 91%  | * | 11 | 0 | 4   | 6  | 1  | 36%  | 64%  | □  | 11 | 0 | 1 | 1  | 9  | 9%   | 91%  | *  | 11 |

6.2.1.1.1.1 Explications

- I** Numéros et énoncés du questionnaire
  - Numéro de l'énoncé et formulation abrégée de celui-ci.
- J** Échelle de réponses du questionnaire
  - 1 si vous êtes **tout à fait en désaccord** avec l'énoncé
  - 2 si vous êtes **plutôt en désaccord** avec l'énoncé
  - 3 si vous êtes **plutôt d'accord** avec l'énoncé
  - 4 si vous êtes **tout à fait d'accord** avec l'énoncé

- K** Fréquences brutes
  - Les quatre colonnes affichent les fréquences brutes des répondants pour chaque point de l'échelle de réponses.
- L** Désaccord
  - D = Cette colonne regroupe en pourcentage tous les étudiants qui ont répondu **tout à fait en désaccord** et **plutôt en désaccord**.
- M** Accord
  - A = Cette colonne regroupe en pourcentage tous les étudiants qui ont répondu **plutôt d'accord** et **tout à fait d'accord**.

# Appendix 5

===== *Some internal operating rules for the BAP with regard to producing individual reports*

## **Some internal operating rules for the Bureau d'appui pédagogique (BAP) with regard to producing individual reports**

The BAP is in charge of producing teaching evaluation reports according to the following procedure:

1. Once the envelope containing the completed questionnaires is submitted to the BAP, a secretary verifies that the students answered using the response scale provided, and eliminates blank copies.
  2. The questionnaires are then sent in small batches, as they arrive, to a firm specializing in data entry and bound by contract to provide full confidentiality and 99.9% accuracy via double data entry.
  3. The part of the questionnaire reserved for student comments is then cut out and put aside.
  4. In parallel, we produce individual reports, taking care to respect the rules of access to evaluation results set out in the Policy on Teaching Evaluation, Improvement and Development.
  5. An academic advisor verifies each report, analyzes the results, and eliminates student comments that are sexist, racist, mean-spirited, violent and so forth (this describes a maximum of three or four comments per semester out of thousands of comments).
  6. The academic advisor then sends the results to each teacher and offers to meet with them to analyze the results together.
  7. As needed, a copy of the evaluation and the contextual variables sheet usually filled out by the teacher (blue sheet) are then sent to the director of the department concerned.
- The BAP produces on average 325 teaching evaluation reports for the fall semester, about 200 reports for the winter semester, and about 25 for the summer semester.
  - Every semester, the set of operations for the teaching evaluation process described above are carried out in six weeks or less. For example, for the fall semester, the process is completed over the two last weeks of December and the four first weeks of January.
  - The BAP processes questionnaires for Polytechnique professors as a priority.
  - The BAP also produces, upon request, special questionnaires for particular teaching situations. These questionnaires are the last ones compiled because they require special processing that is sometimes time-consuming and that could slow down the overall processing of the teaching evaluation results. However, a special or urgent request on the part of a teacher may lead the BAP to revise its timetable.
  - The teaching evaluation reports are submitted to professors and instructors at the very end of the semester, after the correction of exams and projects. However, those who have an urgent need for their results (for a promotion, probation, making major changes to a course, hiring, etc.) simply need to tell the BAP, which will deal with these cases diligently.
  - Since the winter of 1994, Polytechnique has allowed the BAP to keep an electronic copy of the teaching evaluation results for the benefit of professors who may lose reports. All results from prior to 1994 have been destroyed.