



Eva@KIT

FAQs from the short survey student evaluation of teaching

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Dear KIT students,

as part of the [Eval@KIT Projects](#) launched in December 2024 to revise the student evaluation of teaching (SET), a short survey was conducted from the end of April to the end of June 2025.

The results were published at the beginning of July and can be viewed on the [project homepage](#).

In a next step, we would now like to address aspects that were repeatedly mentioned by students in the [open comments \(FAQ\)](#).

Further questions and comments can be sent to the project team at evalkit@sts.kit.edu.

Content

Overview of the project modules:

- **Slide 4**

FAQs concerning the current project module for revising the questionnaires (Eval@KIT – Questionnaires):

- **Slide 5**

FAQs that may concern future (follow-up) project components for revising the processes (Eval@KIT – Process):

- **Slide 6 to 11**

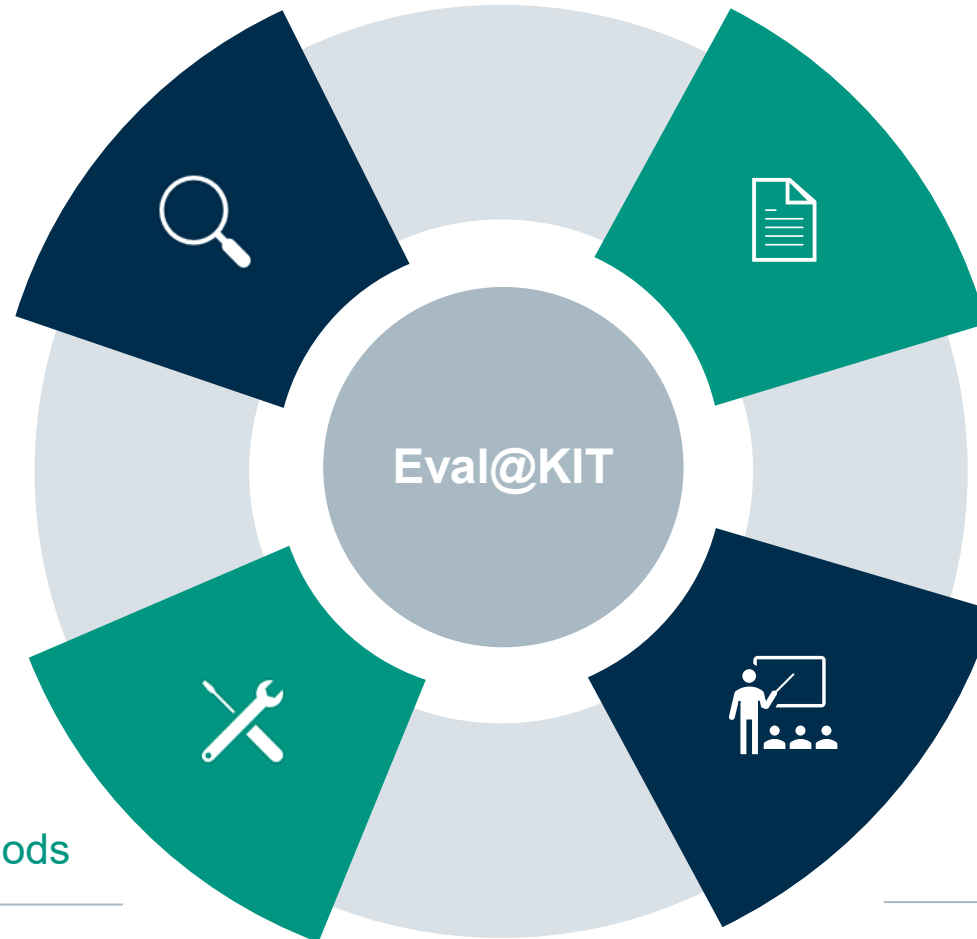
Overview of the project components

Eval@KIT – Analysis

Analysis of student evaluation of Teaching

Eval@KIT – Methods

Expansion of the evaluation methods



Eval@KIT – Questionnaires

Revision of the questionnaires

Eval@KIT – Process

Analysing the process sequences

FAQ - Revision of the questionnaires

Topics: Scope of the questionnaire, wording and suitability of the questions



- The questionnaire is too long. Can't you make it shorter?
- There are unnecessary questions in the questionnaire. Can these questions be removed?
- Some questions in the questionnaire are unclear. Could these questions be phrased more precisely?
- There are questions in the questionnaire that are not relevant to the course content. Can these questions be removed?



- As part of the project module for revising the questionnaires, we will shorten the questionnaires used to so far and formulate the questions more precisely in terms of content.
- A concept was developed for this purpose, and the opinions of deans of studies and students were gathered in workshops.
- On this basis, there are plans to create a short, standardised and mandatory questionnaire (general section). In addition, the KIT departments will add further questionnaire modules (special section) depending on the purpose, e.g. on aspects of teaching quality.

FAQs – Analysing the process sequences

Topics: Method of implementation, access to student evaluation of teaching



- The student evaluation of teaching (SET) only takes place on a specific date during the course. Students who are not present on this date cannot participate. Is it possible to enable these students to participate in the SET, e.g. by creating further opportunities for participation outside of the course?



- The evaluation regulations §6 (7) in the version dated 24 May 2012 specify a period for implementation. The lecturer decides on the further details (e.g. online or in writing, exact time).
- We fundamentally support the aim of enabling as many students as possible to participate in the evaluation (SET) of their course.
- In future, we aim to improve participation rates and opportunities, e.g. through consultations with teaching staff and KIT departments, projects to strengthen student participation. (currently: [BESSEr@KIT](#)), review of the adjustment of the evaluation period and/or evaluation options outside the course.

FAQs – Analysing the process sequences

Topic: Date of implementation



- The timing of the SET is too late in the semester. Couldn't the SET be held earlier so that lecturers still have the opportunity to make changes?
- The timing of the SET is too early in the semester. The overall quality of a course cannot be assessed at that point. Could the SET be held later or after the examinations so that students can evaluate the entire course and also the examination?



- According to §6 (10) of the evaluation regulations in their version dated 24 May 2012, the SET should take place in the second half of the course. The lecturer determines the exact time of the SET.
- Depending on what you want to achieve, different times have different pros and cons. There's no one perfect time.
- For more info, check out the next slide.

FAQs – Analysing the process sequences

Topic: Date of implementation



- Experience shows that scheduling an evaluation after the examinations leads to lower participation rates. Furthermore, the SET serves to evaluate a single course, whereas the examination covers an entire module, which may consist of several courses, meaning that the SET would not be suitable for this purpose. Unfortunately, evaluations at multiple points in time are currently not feasible due to capacity constraints.
- However, the project will also examine the extent to which a separate option for exam evaluation can be made available in future. This is primarily to evaluate the connection between learning objectives, teaching/learning activities and examination methods (keyword: constructive alignment).

FAQs – Analysing the process sequences

Topic: Publication of results



- It would be desirable to be able to view the results of individual teachers' SET, e.g. so that students can select elective courses based on teaching quality. Could the results of individual teachers be published?



- Under data protection law, the results of individual teachers cannot be published without their consent.
- The aggregated results of the last semesters at the level of individual KIT-departments and teaching units can be viewed on the Quality Management Sharepoint: [Results of the KIT departments' teaching evaluation and reports on the surveys on studying and teaching.](#)

FAQs – Analysing the process sequences

Topic: Feedback on the results



- The results of the SET are rarely or never discussed by the lecturer with the students. Some lecturers do not take the results seriously or ignore them altogether. Could lecturers be obliged to give students feedback or a statement on the results of the SET?



- According to § 13 of the evaluation regulations in their version dated 24 May 2012, the results of the SET should be presented and discussed by the lecturer concerned in a timely manner during the current semester.
- Transparent handling and constructive discussion of the results of the SET is highly desirable, but cannot be demanded or controlled by the Quality Management Department on behalf of the lecturers.
- We intend to encourage lecturers to provide students with regular and transparent feedback on the results of their own courses by offering support (e.g. on feedback methods) and a useful range of questionnaires.

FAQs – Analysing the process sequences

Topic: Consequences of the results



- The results of the SET do not lead to improvements in teaching quality, nor do they have any consequences for the lecturer. Could poor SET results have consequences for the lecturer concerned? This would increase the pressure to improve the quality of one's own course.



- KIT and its various institutions — such as the Executive Board and KIT departments—are committed to providing high-quality education and continuously improving the quality of teaching.
- As part of the follow-up process, any unusual LQI values are discussed with the lecturers concerned. In special cases, the Executive Board may also be involved.
- In the future, we aim to encourage lecturers to critically reflect on their teaching by introducing effective tools - such as surveys on teaching quality and opportunities for didactic training. The goal is to help them consider constructive student feedback and use it to improve their courses.“*

Further information

Further information and updates about the Eval@KIT project can be found on the [project homepage](#).

The current version of the evaluation regulations is available [here](#). These regulations are currently being revised.

The summarized results of the student evaluation of teaching are available on the [Quality Management SharePoint](#).