Goals for today’s meeting

• Data collection
  → Review the SISS-based evaluation questionnaires
  → Explain the responsibilities of the departmental staff
  → Explain the responsibilities of faculty and students

• Reporting
  → Brief summary of updates to Tableau reports

• Q & A
Course Evaluations:

PART 1: EVALUATION OF COURSE AND INSTRUCTION

Trinity College -- Student Evaluation Form

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course has helped you progress with the learning objectives of the Duke curriculum. Please respond to each item with the indicated code.

Please make use of the comment boxes provided as necessary to your comments particularly volume. As of your responses will be kept confidential and will be reported in aggregate form only. If you have questions concerning any of the items in this survey please contact the Office of Assessment, Trinity College (assessment@duke.edu). If you are having technical problems with this survey please contact the Help Desk at 614-2300.

Overall Appraisal

Give an overall rating for the quality of this course, (e.g., content, structure, approach, educational value).

- Very Poor  - Poor  - Adequate  - Good  - Excellent

Give an overall rating for quality of the instructor, (e.g., presentation, knowledge, fairness, responsiveness).

- Very Poor  - Poor  - Adequate  - Good  - Excellent

Overall, how much did you learn in this course?

- Very Little  - A Little  - Moderate Amount  - Quite a Bit  - A Great Deal

How would you characterize the workload in this course?

- Very Light  - Light  - Moderate  - Heavy  - Very Heavy

Would you recommend this course to other students?

- No  - Yes
Course Evaluation Reports:
Student questionnaire: Questions asked

• Overall course quality; recommendation for other students

• Course dynamics or characteristics

• Ratings for instructor 1
  ➢ New for spring 2014: Global rating for instructor 1

• Ratings for instructor 2, if applicable
  ➢ New for spring 2014: Global rating for instructor 2

• Trinity College learning objectives

• Sets of questions pertaining to the learning outcomes of the different Modes of Inquiry, as applicable

• Student self-evaluation, including time spent outside of class

• Written comments
Student questionnaire (ACES)
# Student questionnaire (ACES)

## PART 1: EVALUATION OF COURSE AND INSTRUCTION

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Please make use of the comment boxes provided as faculty find your comments particularly valuable. All of your responses will be kept confidential and will be reported in aggregate form only. If you have questions concerning any of the items in this survey please contact the Office of Assessment, Trinity College (assessment@duke.edu). If you are having technical problems with this survey please contact the Help Desk at 684-2200.

**Overall Appraisal**

Give an overall rating for the quality of this course. (e.g., content, structure, approach, educational value).

- Very Poor
- Poor
- Adequate
- Good
- Excellent

Give an overall rating for quality of the instructor. (e.g., presentation, knowledge, fairness, responsiveness).

- Very Poor
- Poor
- Adequate
- Good
- Excellent

Overall, how much did you learn in this course?
Student questionnaire (ACES)

Student Course Evaluation Form

PART 1 - Continued...

Instructor Effectiveness (quality of instruction)
If this course only has one instructor, please evaluate the instructor listed below. If this course has multiple instructors, choose one instructor from the list below to evaluate:

Maria Wise

Please rate the overall quality of instruction from this instructor.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Please tell us how much you agree or disagree with the following statements about your instructor.

The instructor had a thorough knowledge of the subject matter.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

The instructor was enthusiastic about the course.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

The instructor explained material clearly and in a way that enhanced my understanding.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

The instructor was well prepared.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

The instructor provided timely and helpful feedback on my work and performance in the course.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

The instructor was willing to meet and help students outside of class.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

The instructor fostered a positive class dynamic and atmosphere conducive to learning.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

If this course has multiple instructors, would you like to evaluate another instructor?

Yes
Student questionnaire (ACES)

If this course has multiple instructors, would you like to evaluate another instructor?

- Yes

Choose another instructor you wish to evaluate. You may not choose the same instructor as above.

- Maria Wince

Please rate the overall quality of instruction from this instructor.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Thank you, now please tell us how much you agree or disagree with the following statements about your video instructor:

1. The instructor had a thorough knowledge of the subject matter.

   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

2. The instructor was enthusiastic about the course.

   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

3. The instructor explained material clearly and in a way that enhanced my understanding.

   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

4. The instructor was well prepared.

   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

5. The instructor provided timely and helpful feedback on my work and performance in the course.

   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

6. The instructor was willing to meet and help students outside of class.

   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

7. The instructor fostered a positive class dynamic and atmosphere conducive to learning.

   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

Please provide constructive comments or add to any or all of the above (quality of instruction).
Instructor questionnaire: Questions asked

• SACES opt-in or opt-out (required)
• Expected time spent outside of class
• Importance of the Trinity College learning objectives

(Instructional technology questions were removed in summer 2013)
Instructor questionnaire

(c) Office of Assessment, Trinity College, Duke University (2014)
Instructor questionnaire

Manage Course Evaluations

**Academic Career**: Undergrad

**Term**: 2013 Summer Term 2

**Class Nbr**: 1911

**Subject**: ARTHIST

**Catalog Nbr**: 102D

**Intro to History of Art**

**Questionnaire ID**: CETRIN022

**Course Evaluation Begin Date**: 06/29/2013

**Course Evaluation End Date**: 08/08/2013

[save] [cancel] [View Sample Student Evaluation]
Instructor questionnaire

Trinity College -- Instructor Course Description Form

What is the average weekly out of class work time for students in this course?

Please select your SACES opt-in status. If you wish to leave public comments for this course or for all courses, globally, please visit SACES comments.

Please characterize the following student learning objectives in terms of importance to this course:

Gaining factual knowledge
- Essential
- Important
- Minor or No importance

Understanding fundamental concepts and principles
- Essential
- Important
- Minor or No importance

Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem:
- Essential
- Important
Important dates

March 5\textsuperscript{th}
Course list available to DUS assistants for review

\textarrowright March 21\textsuperscript{st} \textarrowleft
Reviewed, updated, corrected course list returned to Office of Assessment.

\textbf{Warning}: The March 21\textsuperscript{st} deadline is firm and inflexible. Any courses not included on the March 21\textsuperscript{st} list will be excluded from the evaluation process.

We will not add courses to the SISS-based system late in the term, or edit the courses already submitted.
Important dates, continued

Undergraduate course evaluation period
   Monday 4/14 through Sunday 4/27 (11:59 pm)

Graduate course evaluation period
   Monday 4/7 through Sunday 4/27 (11:59 pm)

Study abroad courses evaluation period
   Monday 4/14 through Friday 5/16 (11:59 pm)

Initial reports available online
   Week of May 12th (tentative)
DUSA responsibilities

• Review, correct, and/or confirm the Spring 2014 course list. Return the completed version to the Office of Assessment no later than March 21st (no exceptions).

• Look over the instructional and support documents available at assessment.aas.duke.edu/evaluations/

• Communicate to faculty information about the course evaluation process. Share our suggestions for issuing evaluations. Inform faculty of the Duke firewall and the possibility of needing VPN.

• Access and review reports at the end of the term, per your internal procedures. Communicate to faculty access instructions.

• *****Early Ending Courses*****
Combined Section ID – Crosslisted courses highlighted green

Verify Instructor Information – Changes must be made with the Registrar as well as OATC.

- Catalog Number
- 4 or 5 digit class number – SISS upload based on this variable
- Section
DUSA responsibilities

Up-to-date documents, resources, and links are available at assessment.aas.duke.edu/evaluations
Tableau Software

Web-based

Secure and confidential

Dynamic visualization

Features and updates for spring 2014
• Sort and filter reports by instructor name.
• Faculty can print single-page report PDF more easily. (Also available to departmental users.)
• New, simplified grid of evaluation averages, by course and instructor. Includes APT-required “measure of demand”. Easy to export to Excel.
• Users’ guide has specific instructions for completing required APT forms.

Tableau information sessions planned for late spring and summer 2014
tableau.oit.duke.edu

Users’ guide is now in HTML. See http://assessment.aas.duke.edu/Tableau_CE_users_guide.htm

Use your net ID and passcode
Please refer to the Users’ Guide disseminated to departmental staff by email, and on assessment.aas.duke.edu/evaluations.

The Duke firewall

Faculty and staff who need evaluation reports right away, but plan to be away from campus (that is, outside the Duke network), must set up VPN in advance.

Visit oit.duke.edu, and search for VPN.
What to expect for summer 2014?
In summary

• Dates
  → March 21\textsuperscript{st}: Firm deadline for submitting changes to the course list.
  → April 14\textsuperscript{th}: Evaluations open for undergraduate courses.
  → Week of May 12\textsuperscript{th}: Tentative date for published reports. Additional information sessions about Tableau will be available following the publication of reports.

• Return rate monitor added to faculty center
  • Encourage faculty to check return rates and complete instructor form

• Quality of Instruction questions added

• Tableau updates for APT

• Please review the memoranda and instructional guides available at assessment.aas.duke.edu/evaluations.

• Please discuss the course evaluation process with your faculty.
For help

Technical problems accessing the course evaluation questionnaires in SISS/ACES/STORM, contact the OIT Help Desk at 919-684-2200, option 2.

General questions about the development or use of course evaluations, contact the Office of Assessment, Trinity College, at assessment@duke.edu or 919-668-1617.

Technical questions about the use of Tableau, contact the Office of Assessment, Trinity College, at assessment@duke.edu or 919-668-1617.