

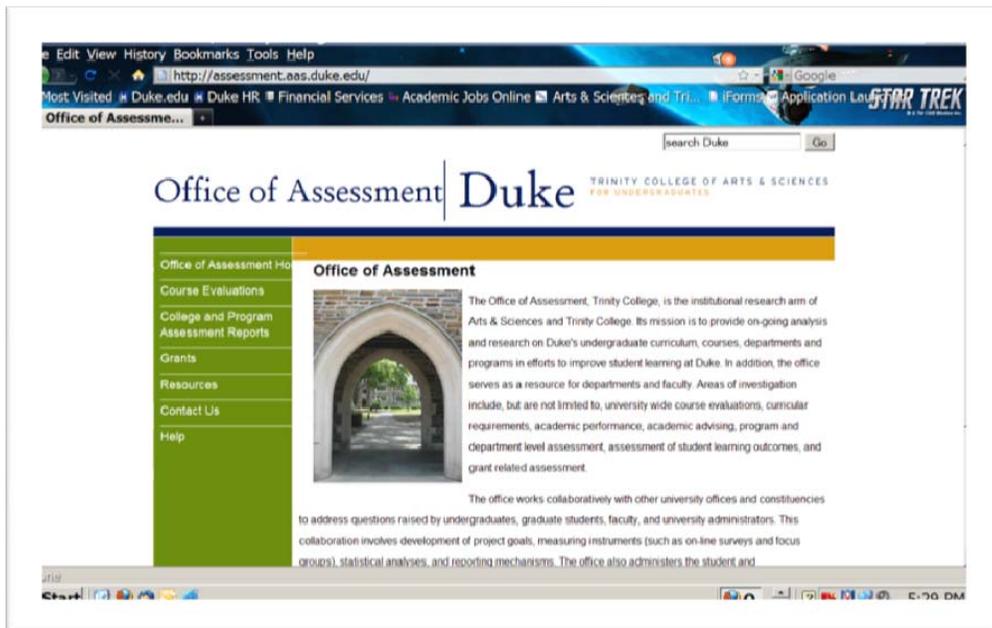
**8. Candidate's Teaching Record, which should be provided for faculty review and discussion:**

a. A tabular summary of teacher course evaluations indicating:

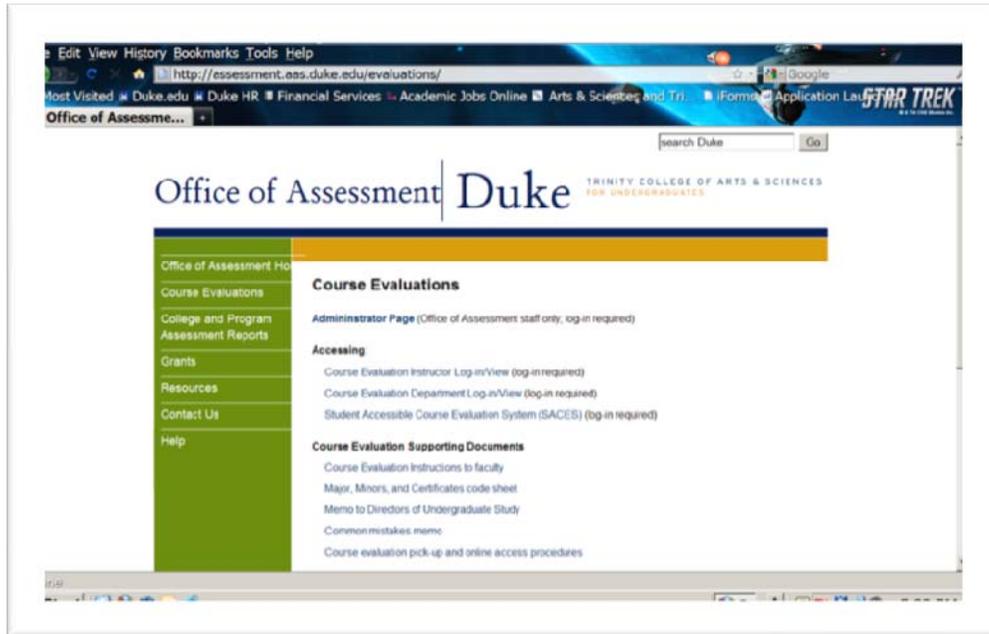
1. For EACH course the faculty member has taught at Duke:
  - Course number, title, semester, and year
  - Number of students enrolled
  - Number of evaluations received
  - Individual scores for: overall course rating (Question 1) and overall instructor rating (Question 2)
  - Individual **average** score for "level of demand" (Questions 3 & 4) (the amount of effort students expended and the difficulty of the subject matter)
2. DEPARTMENTAL averages to date for all UNDERGRADUATE courses (000-199) for:
  - Overall course rating (Question 1)
  - Overall instructor rating (Question 2)
  - Level of demand (Questions 3 & 4)
3. DEPARTMENTAL averages to date for all GRADUATE courses (200 and above) for:
  - Overall course rating (Question 1)
  - Overall instructor rating (Question 2)
  - Level of demand (Questions 3 & 4)

To get these scores:

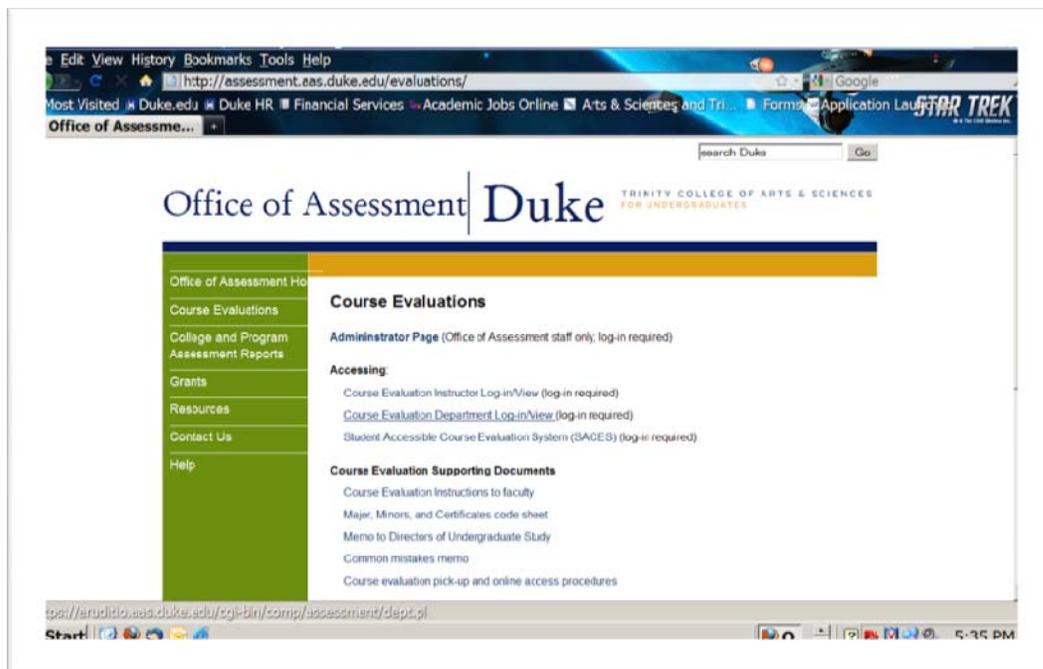
- 1) Go to the online assessment information pages: <http://assessment.aas.duke.edu/>



2) Select “Course Evaluations” from the menu on the left (in green)



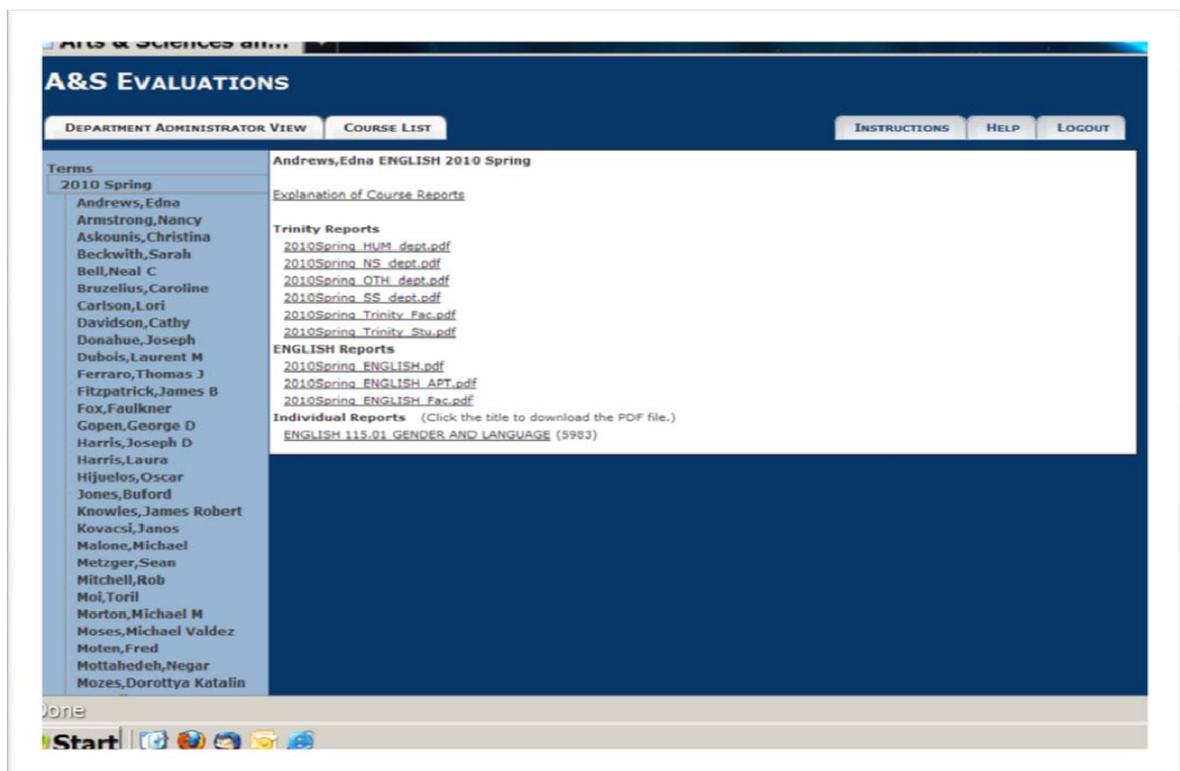
3) Select “Course Evaluation Department Log-in View” under “Accessing”



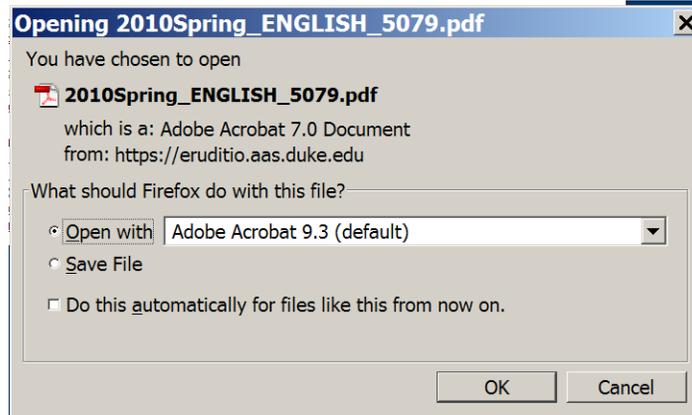
- 4) Log in using your Net ID and password. (NOTE: you MUST have viewing rights for the evaluations. Normally the DUS, DUSA, and Department Business Manager are granted access, but it varies from department to department. If you don't have access to the information, contact the Assessment Office.)



- 5) Once you've logged in, you should see a screen with a list of the teaching faculty in your department (on the left side of the screen) and the reports menu for the last semester.



- 6) To get the information for an INDIVIDUAL FACULTY MEMBER (for Item 1), select that person from the list on the left side of the screen. Then look under "Individual Reports." The course or courses taught by that faculty member during the last semester will appear there. Select the course listed. (When there are multiple courses listed, you must select one at a time.) You should see a message box (like the one below) asking you to either open or save the Adobe (pdf) file.



- 7) Open the file (click "OK")
- 8) You should now see the report with the faculty scores.

2010Spring_ENGLISH_5079.pdf - Adobe Reader												
File Edit View Document Tools Window Help												
Course 5079 Department: ENGLISH												
Spring 2010												
Number of students for which this course fulfills a requirement towards:												
Maj/Min/ Cert. General Studies Elective Other TOTAL Class Size: SMALL												
0 5 6 3 14												
Mean scores for students taking course for the purpose of:												
Maj/Min/ Cert. General Studies Elective Other OVERALL 1 2 3 4 5 N/A												
Overall Appraisal: 1- Very Poor 2- Poor 3- Adequate 4- Good 5- Excellent	Q1: The quality of this course	N/A	4.40	4.33	5.00	4.46	0	1	0	4	8	
	Q2: The quality of the instruction (inst. 1)	N/A	4.40	4.33	5.00	4.46	0	1	0	4	8	
	The quality of the instruction (inst. 2)	N/A	N/A	5.00	5.00	5.00	0	0	0	0	3	
	The quality of the instruction (inst. 3)	N/A	N/A	N/A	5.00	5.00	0	0	0	0	1	
Course Characteristics: 1- Very Low 2- Low 3- Moderate 4- High 5- Very High	Q3: Amount of effort/work	N/A	3.60	3.33	5.00	3.79	0	0	7	3	4	
	Q4: Difficulty of the subject matter	N/A	3.20	2.33	5.00	3.08	1	4	3	3	2	
	Q5: Intellectual stimulation	N/A	3.60	4.00	5.00	4.00	0	0	5	3	5	
	Q6: Instructor was enthusiastic about the course (inst. 1)	N/A	4.60	4.83	5.00	4.79	0	0	0	3	11	
Course Dynamics: 1- Very Low 2- Low 3- Moderate 4- High 5- Very High	Instructor was enthusiastic about the course (inst. 2)	N/A	N/A	N/A	5.00	5.00	0	0	0	0	1	
	Instructor was enthusiastic about the course (inst. 3)	N/A	N/A	N/A	5.00	5.00	0	0	0	0	1	
	Instructor was enthusiastic about the course (inst. 4)	N/A	N/A	N/A	5.00	5.00	0	0	0	0	1	
	Q7: Instructor was accessible outside of class (inst. 1)	N/A	4.20	4.33	5.00	4.43	0	0	2	4	8	
	Instructor was accessible outside of class (inst. 2)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Instructor was accessible outside of class (inst. 3)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Instructor was accessible outside of class (inst. 4)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Q8: Participation in class discussion was encouraged	N/A	4.80	4.83	5.00	4.86	0	0	0	2	12	
Appraisal of progress: 1- Not at All 2- A Little 3- Moderately 4- Highly 5- Very Highly	Q9: Course requirements/expectations were clear	N/A	3.20	3.67	5.00	3.79	1	1	3	4	5	
	Q10: Feedback on examinations/papers/performance was valuable	N/A	4.40	4.50	5.00	4.57	0	0	1	4	9	
	Q11: Methods of evaluating student work were fair and appropriate	N/A	3.80	4.17	5.00	4.21	1	0	2	3	8	
	Q12: Gaining factual knowledge	N/A	2.50	3.20	5.00	3.44	8	I	0	3	1	3
	Q13: Understanding fundamental concepts and principles	N/A	3.33	3.50	5.00	3.73	6	E	0	1	4	3
	Q14: Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem	N/A	4.00	3.40	5.00	3.89	4	E	1	0	2	2
	Q15: Learning to analyze ideas, arguments, and points of view	N/A	3.67	3.00	5.00	3.73	6	E	0	1	5	1
	Q16: Learning to synthesize and integrate knowledge	N/A	3.50	4.00	5.00	4.13	2	E	0	0	3	1
SACES Opt-in Status: 1 = 0 to 1 hrs/wk 2 = 1 to 2 hrs/wk 3 = 3 to 4 hrs/wk 4 = 5 to 6 hrs/wk 5 = 7 or more hrs/wk	Q17: Learning to conduct inquiry through methods of the field	N/A	N/A	3.00	5.00	3.80	5	I	1	0	1	0
	Q18: Learning to evaluate the merits of ideas and competing claims	N/A	3.00	2.50	5.00	3.29	9	I	1	1	2	1
	Q19: Developing skills in oral expression	N/A	3.33	4.20	5.00	4.10	3	E	0	0	3	3
	Q20: Developing writing skills	N/A	4.80	5.00	5.00	4.92	1	E	0	0	0	1
Global Opt-in	How much time do you spend on this course outside of class?	MEAN SCORE	2.00	2.50	2.5	2.31	4	0	10	2	1	
	MEAN RESPONSE	N/A	1 to 3 hrs/wk	3 to 5 hrs/wk	3 to 5 hrs/wk	1 to 3 hrs/wk	6 or more hrs/wk					

\* M = Minor or No Importance; I = Important; E = Essential

9) All you need are the OVERALL scores for Question 1 (quality of the **course**), Question 2 (quality of the **instruction** – which refers to the faculty), and Questions 3 and 4 (which combined, give you the “**level of demand**” on the students). NOTE: Question 2 may contain several scores. Use the score for INSTRUCTOR 1. (If a course was team-taught or had a Teaching Apprentice, the scores for those instructors are indicated as Instructor 2, 3, and 4). You will need to get the average for Questions 3 and 4. Simply add the OVERALL score for both questions, then divide the sum by 2. This will give you the average score. Don’t forget that you will need to select previous semesters to see all the course evaluation reports for a particular faculty member. To do this, simply select a different semester from the top of the faculty list.

10) To get the DEPARTMENTAL averages (for Items 2 & 3), look under the DEPARTMENTAL section of the report. There are 3 options:

The FIRST one (2010spring ENGLISH.pdf): gives you the departmental scores for ALL the questions.

Department: ENGLISH																			
Spring 2010	Number of students taking courses that fulfill Maj/Min requirements for:					General Studies					Frequency Rating for Overall Mean		Small Classes (1-19)	Medium Classes (20-49)	Large Classes (50+)				
	617	224	268	308	1908	Elective	Other	Other	Other	Other	1	2	3	4	5	N/A	40	18	8
	Mean scores for students taking courses that fulfill Maj/Min requirements for:					General Studies					OVERALL		Mean	Mean	Mean				
<b>Overall Appraisal:</b> 1-Very Poor 2-Poor 3-Adequate 4-Good 5-Excellent	<b>Q1: The quality of this course</b>	4.34	4.18	4.37	4.48	4.35	8	29	125	471	662						4.40	4.29	4.26
	<b>Q2: The quality of the instruction</b>	4.55	4.37	4.52	4.63	4.53	5	23	88	337	822						4.58	4.48	4.52
<b>Course Characteristics:</b> 1-Very Low 2-Low 3-Moderate 4-High 5-Very High	<b>Q3: Amount of effort/work</b>	3.54	3.32	3.32	3.46	3.44	28	153	527	392	191						3.78	3.40	3.13
	<b>Q4: Difficulty of the subject matter</b>	3.39	3.09	3.09	3.30	3.26	41	190	573	367	118						3.52	3.37	2.90
	<b>Q5: Intellectual stimulation</b>	4.21	4.00	4.09	4.22	4.15	11	54	211	459	549						4.43	4.20	3.84
	<b>Q6: Instructor was enthusiastic about the course</b>	4.82	4.77	4.80	4.83	4.81	2	2	32	171	1090						4.82	4.83	4.77
	<b>Q7: Instructor was accessible outside of class</b>	4.36	4.35	4.41	4.44	4.39	6	24	162	351	713						4.48	4.29	4.37
<b>Course Dynamics:</b> 1-Very Low 2-Low 3-Moderate 4-High 5-Very High	<b>Q8: Participation in class discussion was encouraged</b>	4.21	4.16	4.20	4.21	4.20	50	74	178	247	733						4.67	4.20	3.73
	<b>Q9: Course requirements/expectations were clear</b>	4.28	4.05	4.17	4.27	4.22	18	70	168	382	636						4.30	4.07	4.25
	<b>Q10: Feedback on examinations/papers/ performance was valuable</b>	4.10	3.80	4.03	4.03	4.02	28	102	235	361	545						4.36	3.94	3.74
	<b>Q11: Methods of evaluating student work were fair and appropriate</b>	4.29	4.01	4.26	4.24	4.22	19	52	182	382	625						4.41	4.18	4.08
	<b>Q12: Gaining factual knowledge</b>	4.09	3.70	3.85	4.08	3.98	9	84	244	436	410	97					3.90	4.02	4.00
	<b>Q13: Understanding fundamental concepts and principles</b>	4.17	3.77	3.99	4.18	4.07	9	61	219	431	445	106					4.18	4.05	3.98
	<b>Q14: Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem</b>	4.18	3.73	4.02	4.06	4.04	18	55	226	324	434	217					4.27	4.03	3.82
<b>Appraisal of progress:</b> 1-Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable	<b>Q15: Learning to analyze ideas, arguments and points of view</b>	4.32	4.02	4.03	4.27	4.20	9	48	189	375	543	106					4.34	4.24	4.03
	<b>Q16: Learning to synthesize and integrate knowledge</b>	4.23	3.83	4.01	4.19	4.11	9	51	205	381	457	185					4.25	4.16	3.94
	<b>Q17: Learning to conduct inquiry through methods of the field</b>	4.01	3.60	3.90	4.04	3.93	31	65	161	245	323	440					4.11	4.00	3.66
	<b>Q18: Learning to evaluate the merits of ideas and competing claims</b>	4.16	3.81	3.97	4.19	4.07	11	60	198	342	426	225					4.24	4.08	3.91
	<b>Q19: Developing skills in oral expression</b>	3.67	3.43	3.54	3.65	3.60	57	110	196	234	248	424					3.98	3.66	3.03
	<b>Q20: Developing writing skills</b>	4.15	4.00	4.21	4.08	4.12	19	67	195	356	526	95					4.40	4.21	3.65
<b>Amount of Time:</b> 1 = 0 to 1 hrs/wk 2 = 1 to 2 hrs/wk 3 = 3 to 5 hrs/wk 4 = 6 or more hrs/wk	<b>How much time do you spend on this course outside of class?</b>	2.38	2.20	2.30	2.35	2.33	123	680	360	86							2.53	2.37	2.09
	<b>MEAN SCORE</b>																		
	<b>MEAN RESPONSE</b>	1 to 3 hrs/wk											3 to 5 hrs/wk	1 to 3 hrs/wk	1 to 3 hrs/wk				

You might want to look at this report because it lets you see how the scores vary for majors and non majors and for small classes to large ones. Also, there might be another question, such as “Question 5: Intellectual stimulation” that your department would like to include on the tabular summary. You CAN

use this report to get the departmental averages. Just look for the OVERALL score for Question 1 (quality of the **course**) and Question 2 (quality of the **instruction** – which refers to the faculty). However, you will need to average the OVERALL scores for Questions 3 and 4. These two questions refer to the “level of demand” on the students. Simply add the two scores together, then divide the sum by 2 to get the average. Plug these scores into your Tabular Summary.

The SECOND option (the one that ends with “**APT**”): is the only report you really need. It gives you the scores for Questions 1, 2, and the combined score for Questions 3 & 4. You can plug those numbers into your Tabular Summary.

The screenshot shows a PDF document titled "10Spring\_ENGLISH\_APT.pdf" in Adobe Reader. The document contains a table with the following data:

ENGLISH	N = 57    N = 5	
	course level	
	0 to 199	> 200
Q1. The quality of this course	4.35	4.56
Q2. The quality of instruction	4.52	4.69
Q3 & Q4. Amount of effort/Difficulty of subject matter	3.33	4.13

Final tip: If you use Excel to create your Tabular Summary, then once you’ve plugged in all the individual faculty scores, you can make Excel do the averaging.