

First draft course evaluation form

Dear Colleagues,

Please find below a first draft of a revised course evaluation form for undergraduate classes.

I am sending this document for comments and suggestions to members of the Council of Chairs and Executive Committee.

The document is the result of the work with the faculty members of the Assessment Task Force (Ruth Corran, Brian Schiff, Michael Stoepel, Charles Talcott, Albert Wu) and takes into account the input we have received from Scott and from students. We intend now to gather feedback from the two faculty committees, integrate this feedback and submit the document to the CE and the whole faculty for further comments.

Two main objectives have guided the task force work: to create a course evaluation form that is better adapted to each individual course and to encourage students to reflect on their learning within the course.

The form is organized in three parts. The first two parts will remain the same for all courses, the third part will address the course and the program(s) learning outcomes (as defined in the syllabus and in the program assessment) and will therefore be different for different courses.

Many of the questions in the first and second part of this draft form are very similar to the questions in the current evaluation form. They have been rephrased to avoid ambiguity and to make sure that they query students on their own personal experience (e.g. we no longer ask students to judge whether the “Appropriateness of assignments and evaluations” is poor, fair, ..., excellent, but we ask whether the student agrees that “Assignments and evaluations appropriately challenged me”.) We have tried to use a language that is compelling for students. Each question will have an associated comment box so that students will have the opportunity to give further feedback.

Endnotes in the form below highlight questions still open.

We need to move on to a digital format because the current data collection system not only requires a significant effort to digitize the data but also does not allow us to use the data for analysis, we cannot study data over time, nor we can explore possible correlations (e.g. is there a relation between classroom space and the atmosphere in the class? Or between perceived fairness in grading and number of assignments completed by the students?) Further, in the future, we would like to provide faculty with summary information from their course evaluations directly on the Faculty Activity Reports so to make it easier for faculty to provide comments. Finally, we aim at creating summaries for chairs directly available in the Departmental Reports templates so that these can be studied, together with all other assessment information to analyze the achievement of learning outcomes and generate action plans for the department. We are still trying to decide what is the best manner to take the evaluations online and whether, for example, students should still be given the opportunity to complete the evaluations in class, and how this could happen. All input on this matter is also welcome along with comments on the questions.

In order to create this new course evaluation form we have looked at practices at other universities and studied some of the vast literature available on the subject. For those interested, a selection of the best material we have found is available on the assessment web site at <https://www.aup.edu/about/strategic-planning/assessment//reference-documents#EvaluationsAndReporting>

The assessment task force and I look forward to receiving your feedback.

Thank you very much,

Claudia

The American University of Paris
Course Evaluation Form (Draft 1)

Dear Student,

Your opinion/insights/feedback matter! We at AUP value feedback, especially your feedback on your learning and our teaching. This questionnaire is designed for the continuous improvement of the quality of our shared educational experience.

Your responses are confidential and your anonymity is assured. It is only after final grades have been submitted that a summary of the results are made available to the faculty member, the department chair, and the Dean. Any identifying information is removed from this report. Thank-you for your important feedback.¹

Course Title

Semester / Year

Course Number & Section

Professor's Name

PART 1²

Course taken as Select (Gen Ed requirement, Gen Ed Elective, Major requirement, Major Elective, Minor requirement, Minor elective, Elective, don't know)

What was most valuable about this course to you?

Looking back on the course, what will you remember? Please elaborate

What would you say to other students considering taking this course?

What did the professor do well to help you learn?

What suggestions would you make to the professor to improve future learning experiences in the course?

PART 2³

YOU AND THE COURSE	Agree ⁴	Somewhat agree	Neutral	Somewhat disagree	Disagree
The course stimulated my thinking					
I found the subject and topic covered in the course interesting					
The course inspired me to want to learn more about the subject / discipline					
I was motivated by the course to participate and work hard					
I completed all of the assignments					
I found learning from and collaborating with my peers to be an important part of this course					
The atmosphere in the class was conducive to learning					

ABOUT THE COURSE	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree
Assignments and evaluations appropriately challenged me					
Expectations for assignments were clear (including procedures and deadlines)					
The professor's feedback on my work was helpful					
I felt that my work was assessed fairly across assignments/quizzes/exams					
The professor's feedback on my work was timely					
The course materials (text book, notes, website etc.) enhanced my understanding of the subject					
Where applicable: I understand how this course contributes to my major					

ABOUT THE TEACHING	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree
I appreciated the professor's interest in and enthusiasm for subject matter					
I felt that the professor used class time effectively					
I could see the connection between what we did in class and what was outlined in the syllabus					
I felt that the professor communicated clearly and effectively					
The professor helped me to understand difficult concepts					
I found that the professor facilitated class discussion effectively					
The professor's responses to questions in class were helpful to me					
The professor was accessible and available for consultation when I needed it					
Where applicable: I felt that the professor creatively used the diversity of perspectives and cultures in the classroom as part of their teaching approach ⁵					

LEARNING SUPPORT	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree
The classroom space and facilities were suitable for the activities of the course					
I had appropriate access to materials (e.g. books, software) needed for the course					
Where applicable, ARC resources (e.g. writing lab, peer tutoring) helped me to learn in this course					

Where applicable, the library, its resources and or staff have helped me to learn in this course					
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PART 3

This section will be customized for each course and will ask questions about the clarity and achievement of the learning outcomes of the course (as they are specified on the syllabus) and about the course contribution to the achievement of the learning outcomes of a program (major, gen. ed). Obviously this will report students' perception of the above.

I understand the learning outcomes of this course:

	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree
LO1					
LO2					
...					

This course achieves the following learning outcomes:

	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree
LO1					
LO2					
...					

For the program learning outcomes (major(s), general education):

To which extent you feel that this course has contributed to the achievement of the following learning outcomes:

LO1	This course is essential for the achievement of the LO	This course has somehow contributed to the achievement of the LO	This course has not contributed to the achievement of the LO
LO2	This course is essential for the achievement of the LO	This course has somehow contributed to the achievement of the LO	This course has not contributed to the achievement of the LO
...			

Additional comments or suggestions?

Thank you!

¹ Students commented on the fact that this sentence sounds very contractual and that we should make sure that students understand how important course evaluations are.

² Students suggested to move this part at the end; shall we?

³ Each question will also have the option "not applicable" and a comment box.

⁴ Should we use instead the scale: Strongly agree, agree, neutral, disagree, strongly disagree?

⁵ Students in the focus group indicated that this question is not clear.