

**Student Evaluation of Courses:
Kicking and Screaming into the 21st Century**

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Introduction

The problem this project addresses is how to gather meaningful and manageable student feedback on courses. Such information is an essential

dimension of what Stephen Brookfield identifies as four critically reflective lenses through which we should see our work: our autobiography, our colleagues' experiences, the theoretical literature, and our students' eyes (1995, 30). This paper evaluates one case study in organizational change: the shift from a crude paper and pencil course evaluation form to a web-based survey based on a new framework organized around Chickering and Gamson's *Seven Principles for Good Practice in Undergraduate Education* (1987). Thus, there are two dimensions of this innovation—the technology for collecting the data and the foundation of the questions posed by faculty to students.

Based on a conceptual model grounded in the literature on effective evaluation (see Kaufman 2002; Cashin 1995; Centra 1993), a course evaluation form was piloted in approximately 90 course sections in between December 3-17, 2004. The pilot *process* offers the opportunity to revise the survey instrument, engage faculty in the development phase, and test and refine the technical infrastructure of on-line delivery. The *plan* for the evaluation project offers the opportunity for more complete analysis of meaningful data, more efficient and manageable processing of information, and timely access to findings.

The problem our campus is trying to solve is one shared with many institutions. How do we collect and use student course feedback in a way that is reasonably efficient and demonstrably effective for improving teaching and learning? Most of us hardly need be reminded that course evaluation is a sensitive topic among faculty and students; few topics generate more passionate response and there is good reason to be thoughtful about how such data is collected and used. Yet, we

live in an age when an unwillingness to look long and hard at what we do and how well we do it could result in losing control over our work.

Our immediate problem at Augsburg was an more than decade old form (that we all agreed at the time of adoption would be temporary) tabulated by hand by a student worker for every course every term. The form (see appendix) is probably an exemplar of how to adopt a form that threatens few and ought to frustrate many. Sporadic attempts at revision through subcommittee work of our Faculty Senate were well-intentioned, but had resulted in no change. Thus, when (co-author) Pike became Director of the Center for Teaching and Learning in 2003, revision of the course evaluation form became a teaching and learning improvement project.

The Process

Richard Bolman and Terrance Deal write in their book *Reframing Organizations* that four frames are helpful when looking at any organizational decision making process: structural, political, human resource, and cultural (1991, 11-19). Using this conceptualization as a heuristic for planning has proved to be very useful.¹ First, course evaluation forms and systems, most familiarly, are structural challenges. How will the system be arranged? When, where and how will they be administered? What items will be on the forms? When will we be able to see the data? But second, course evaluation is also a political issue: who “owns” the data? Who has the power to see the findings? Who is supposed to respond to the

¹ Thanks to Tom Morgan of Augsburg College and to The Collaboration for the Advancement of College Teaching and Learning (Saint Paul MN) for an introduction (many years ago) to this helpful model.

findings? Who has the power to determine which items are included? Third, as a human resource issue, questions emerge such as: how will the forms be tabulated and shared? How much work is it? What should faculty be expected to do with the data in terms of additional processing for departmental assessment and formal review? How efficient is the system and with what payoff? Finally, course evaluation is also a sensitive cultural issue: what do these forms symbolize or mean? Do they challenge academic freedom? Are they tools of destruction or construction?

In light of these considerations, the process for actually making real progress on our campus began as follows. A small group of 7 faculty and staff were invited to work during the summer over 3 days of intensive (2 hour to half-day long) meetings for which they were paid a modest stipend. The Center for Teaching and Learning (CTL) Director (after checking in with the relevant powers that be) both invited specific individuals for a range of strategic reasons *and* put out a public call for volunteers; in addition, consideration of who on the staff was important to this process (Dean's Office and IT) led to inviting in individuals at various stages of the work. This working group was intentionally designed not to be a representative committee, but rather to be a group of colleagues eager to examine possibilities for real change.

This working group then began the process of determining how to proceed in developing a new course evaluation form and system. The main components of the work were to be evidence or research based in our decisions (see references)

and to apply the frames of analysis to our work.² As a result, two major decisions were made: that on-line or web based forms had tremendous advantages and some key hurdles; and, basing the form on Chickering and Gamson's *7 Principles for Good Practice* (1987) allowed for us to design a form that would work for traditional day courses, adult, graduate and on-line programs.³ We decided to design a common form (see appendix B) that would cut across all courses, yet would allow for programs and individuals to design a customized section as well. In previous iterations, our paper forms had no option for customization hence much nonproductive debate was spent on wordsmithing by people with no survey construction expertise.

Following our drafting of a new form (several members of the committee had expertise in item development which helped in selecting from existing options), the working group went out to divide and conquer—making contact with numerous individuals to explain what was emerging. The Director engaged in work to show and tell in many venues, including faculty and department and division chairs meetings. In Fall 2004, approximately 25 individual faculty members volunteered to pilot the new form with the blessing of the Academic Dean who assured them that this piloting would be seen as a good thing, not a deviation from the current (and unhelpful) form. 90 sections were piloted and much was learned.

² Groundwork in literature review was done by the Director prior to the first meeting and additional items were brought in by team members. For details or questions on strategy contact Pike directly.

³ Thanks also go to the Syracuse University Center for Support of Teaching and Learning. Their work was a significant boost. And they should be praised for their forward looking system and data base. See <http://cstl.syr.edu>

Taking the new form from the work group, two IT staff with expertise in deploying web-based surveys and evaluations in the academic departments they supported began to look at the feasibility of creating a system to automate the process. It became quickly clear that the time and resources to create a completely automated system with the proper controls over data access, effective visual representation of data, and customization of form items were beyond the scope of available staff. The focus then turned to making a system that worked for the pilot with the assumption that a complete package would be purchased for a long-term solution.

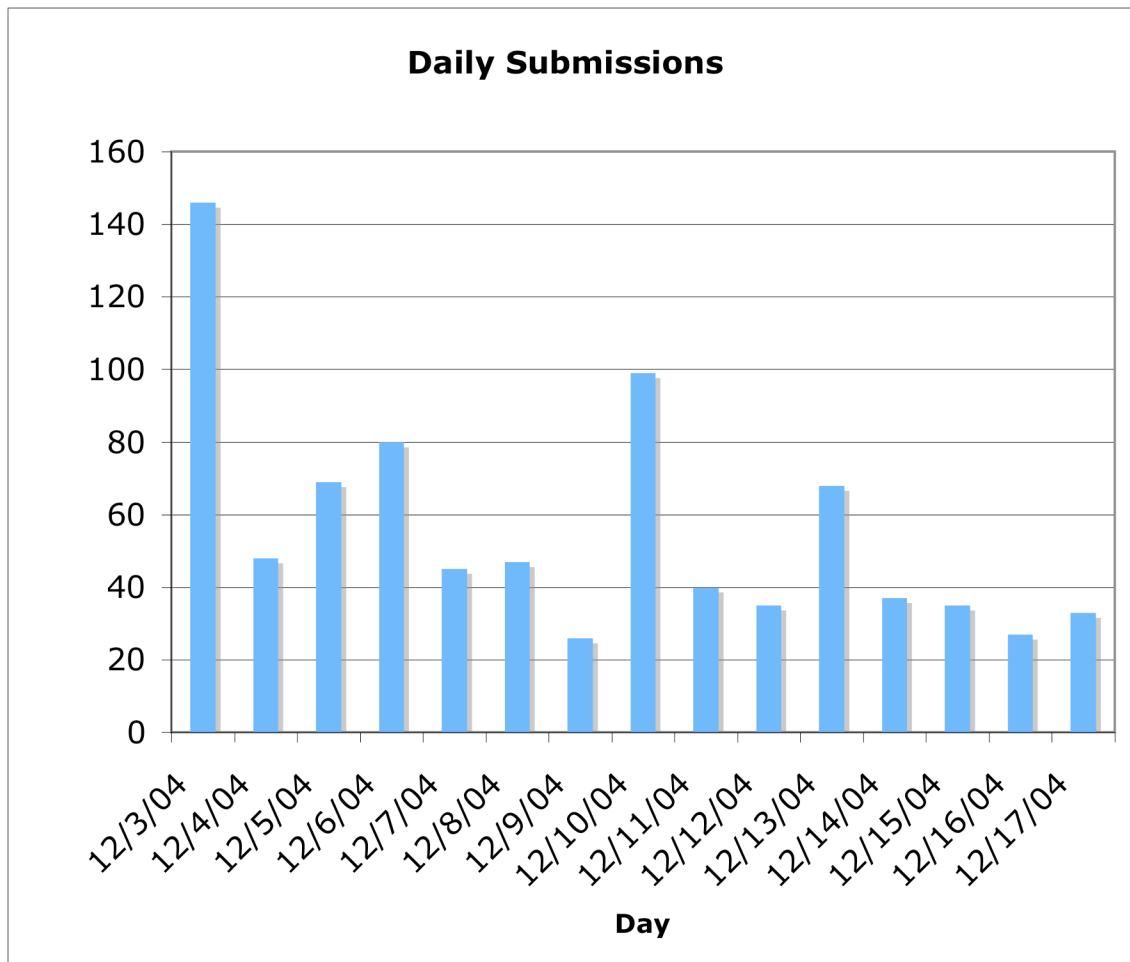
Each student taking each evaluation would be considered a unique object. That is, Jane Doe taking her evaluation for English 101 is different from Jane Doe taking her evaluation for Math 101. This results in 1461 potential individual evaluation objects that could be processed. A unique and random token composed of letters and numbers was generated for each evaluation object. The tokens were used to guarantee uniqueness of evaluations. An email was generated customized with the person's name and course title and sent on the start of the 2 week evaluation period. That email also contained a web address that included the token given to that individual evaluation object. Once the student clicks on the web address the token is checked to see if it has been spent. If not spent, access is granted to the evaluation. The token is not spent until the evaluation is submitted. This allowed students to read the evaluation, reflect, and return to it later if they did not have time to complete it. Once the evaluation is submitted and the token spent the student cannot return to that

course evaluation. After one week, or halfway through the pilot, a custom reminder email was sent to those who had not yet completed an evaluation. After the two-week period was over access to the evaluations was closed to everyone. See the technical appendix for more details.

The raw data was accessible to IT staff (co-author) on the web by using a password. This data was downloaded to text files. Using an Excel template developed before the pilot began, the raw data files were pasted in. The majority of the data was numerical so calculations and graphs were automatic. However the open-ended questions required some formatting adjustment for readability. This process took approximately 12 hours for all evaluations. The individual faculty reports were printed as a courtesy and distributed before meeting with them.

After collecting the data from the Fall semester pilot, the two principles (authors) held a series of open conversations where faculty participants were able to respond to the data and direct us toward what they need in terms of how results are communicated. We learned that everyone saw this tool as an improvement over the current form and that there was some common sense of what we would need in a dissemination tool: clear graphics, base numbers, normed results, and continued emphasis on learning how to interpret findings—patterns of data over time. This form is based on the understanding that certain kinds of information are formative and should be collected in other ways.

The Data



The response pattern of students was tracked to see if the use of an email reminder would affect the response pattern. The graph of student responses follows the expected pattern (Mason). The largest daily responses occur immediately with the first email, Friday December 3, and on the day of the second email, Friday December 10. The next three largest days are the two Mondays after the reminder emails and the first Sunday. Using periodic email reminders we hope to increase the student response rate in future pilots above the 57% rate for this pilot. The raw data can be found in the Data Appendix.

Three global course questions were used on the form with different 5 point likert scales. Question 17 used a scale of 1 = “a little” and 5 = “a great deal.” Questions 18 and 19 used a scale of 1 = “poor” and 5 = “excellent.” Below are the means and standard deviations across the entire sample.

Global Questions	Mean	Standard Deviation
17. Overall, in this course, I learned	3.887	1.099
18. Overall, I rate this instructor as	4.205	1.001
19. Overall, I rate this course as	3.876	1.083

Note that while the mean scores do not vary significantly, they tell us some things—for instance students are more likely to be positive toward the person than the learning or the course. Notice too the standard deviations are relatively large and a 3 versus 5 is telling. By looking at *the distribution of scores* and comparing to relevant groups, individual faculty members should be able to identify areas of relative strength and weakness.

The first 16 questions focused on particular aspects of the course linked to the 7 Principles: student learning (questions 1-5), teaching practice (6-13) and course elements (14-16). All 16 of these questions used the same 5 point Likert scale of 1 = “strongly disagree,” 2 = “disagree,” 3 = “neutral,” 4 = “agree,” and 5 = “strongly agree.” Below are the means and standard deviations across the entire sample.

Question	Mean	Standard Deviation
1. I learned to apply principles / theories / approaches from this course to different problems or examples.	4.184	0.912
2. I found this class intellectually challenging.	4.11	0.999
3. I learned from the contributions of other students.	3.943	0.991

4. I contributed appropriately to other students' learning.	3.937	0.868
5. I tried to relate what I learned in this course to my own experiences.	4.274	0.867
6. The instructor seemed well prepared for each class.	4.454	0.821
7. The instructor used class time well.	4.204	1.002
8. The instructor clearly defined the students responsibilities in this course.	4.211	0.999
9. The instructor related theories and concepts to practical issues.	4.332	0.909
10. The instructor treated students with respect.	4.628	0.749
11. The instructor encouraged students to participate in this class.	4.537	0.788
12. The instructor was available to students outside of class (e-mail, office hours, Blackboard as appropriate).	4.482	0.783
13. The instructor communicated high expectations for students in this course.	4.327	0.867
14. My final grade in this course was based on a variety of assignments and other assessments.	4.14	0.964
15. The instructor provided helpful feedback on my work.	4.03	1.031
16. The instructor provided prompt feedback on my work.	4.084	1.012

The same issues of interpretation noted with the global items apply here and thus will significantly drive our decision for a dissemination package.

The final 4 questions of the form were more open ended and an example response is available in the appendix. Such open ended responses can provide a helpful complement to the quantitative items and we have already discussed giving an “explain” *option* with those items.

To reiterate, these summary numbers taken alone are of limited use and are not the ultimate goal. They provide a basis for more helpful interpretation as relative scores normed against other groups. We should expect an overall

negatively skewed distribution (more subjects doing well rather than poorly) but the relative differences along with open-ended responses should provide us with what we need. We should pay close attention to questions with means near 4 and standard deviations of 1. Such a relationship implies a strong distribution between 3 (neutral) and 5 (strongly agree). We have also already discussed changing the anchors of the scale (see new form).

Conclusion: Lessons Learned So Far

Our purpose in this paper is to identify ideas that could be helpful to other institutions engaging in the process of course evaluation system change. We make no pretense of finding a magic bullet, but are certainly hopeful that we have engaged a project that will result in better understanding of how well we served students. In that spirit, the following items are offered:

- **Process *and* substance matter.** Keep in mind that both the process through which the change evolves and the product or change itself matter. We found, for example, that using Bolman and Deal's frames helped to anticipate issues in the change process, influenced the decisions we made and provided a foundation for understanding stakeholder's reactions to and legitimate concerns about course evaluation.
- **Evidence based decision making can be particularly helpful in such a political arena.** We found it very helpful to be able to engage in conversation with issues and individuals with the tools to respond with data. One of the clear advantages of using the 7 principles, for instance, is that it can help terminate conversations about what matters in course evaluation. Faculty have many personally held ideas about what course feedback tells us--some of it idiosyncratic and some of it not. These ideas should be heard and respectfully acknowledged. But some of them are wrong. For instance, if someone says they want to know if students are male or female because they think that variable influences patterns of response, OK. But the data show that generally, gender is *not* an

independent variable that matters. Things such as “required course or not” or expected grade in the course (not actual one) *do* matter. These are the items that are on the common form. However, the capacity to customize a section of the form means that we don’t have to argue about the gender question. If individuals really care about that, he and she can put it on the “part 2” or customized section. This section also has great potential in our current liberal education curriculum reform and assessment work. It will allow us to ask items related to specific student learning outcomes in areas of the curriculum and to *have* those data for certain courses. It also allows for different kinds of data in lab courses, adult learner programs etc. Lastly, the effort to design with the best data at the moment, rather than by negotiation over individual items and squeaky wheel preferences (political frame), means that we can also respond to the identification of areas of weakness with some support for how to improve in those areas. The issue is not so much “here is where you are deficient...but, rather, this isn’t working and here is how you can address the problem.” By the same token, the items on the common form *are not* negotiable. The literature says that prompt feedback from faculty contributes to learning. So if a faculty member argues that routinely taking a month to get back papers doesn’t matter, we’re not going to have this fight. As a general practice it *does* matter and the literature is clear about this; the colleague will have to solve the problem another way.

- **In house design of software should be carefully considered.** Some campuses have spent significant resources designing in house systems to

manage the course evaluation. The appropriateness of this will depend on organizational size, stage of development in assessment expertise, the particulars of your organizational environment and your resources. What cuts across those issues is getting some sense from faculty as to what they would like to see in the dissemination and what is possible.

- **The benefits of web based -- reduced labor overhead, timely feedback of results, convenience for students, and potential for multiple levels of data analysis (see McGourty, Scoles & Thorpe 2002) outweigh the inefficiencies of paper and pencil.** This is our general finding, acknowledging that there are likely some exceptions related to the items identified in the section above. The capacity for better information both qualitatively and quantitatively, the ease and efficiency of analysis and dissemination once the system is up and running, and the opportunity for meaningfully normed and interpreted data outweigh the challenges of response rate, which appears to be the main downside of online forms. No system is perfect.
- **Organizational change such as this will probably take a year to 18 months.** Working with faculty and staff and making the conversation about teaching and learning improvement, while acknowledging the reality of use of data for personnel purposes as well can be balanced effectively. The assumption is that course evaluation, feedback from students, is not something we can or should abandon. Thus, an effective

way to get the information from that lens (while not ignoring the other 2 which Brookfield highlights⁴) is important.

Conclusion

Our findings in this innovation are encouraging: there is a perception among pilot users of benefit gained; there is a much more efficient and accessible system of data; there is more information; our items are research based not politically derived. The main challenges are response rate (and the trade-off between sample size and quality of data) and educating faculty about how to interpret the data in a meaningful way so that the next step—how to engage in faculty development to improve—can be taken.

Good luck to us all.

⁴ One might suggest that our assessment of teaching in higher education relies too heavily on self-reflection (necessary but not sufficient) and course surveys. We have a million good excuses for lack of peer review and too often ignore what the literature offers. Good social science will tell us that looking for patterns of data across all four lenses is the strongest position to hold.

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Current form

Please respond to the following items with regard to your experience in this class. This instructor and others (e.g. department chairs and faculty committees) to assess this course will use the information on this form to assess this course.

1. Regarding the class session: Please comment on the following.

- a. The use of class time:
- b. The teaching methods used:
- c. The manner in which the material is presented:

2. Regarding the coursework between class session: Please comment on the following.

- a. The assignments given:
- b. Your ability to get help if you need it:
- c. Accessibility to the resources you need (e.g. lab materials, computer terminals, etc.):

3. What is your overall evaluation of the instructor's teaching of this course?

(Circle one)

Excellent

Good

Fair

Poor

4. What is your overall evaluation of the course? (Circle one)

Excellent

Good

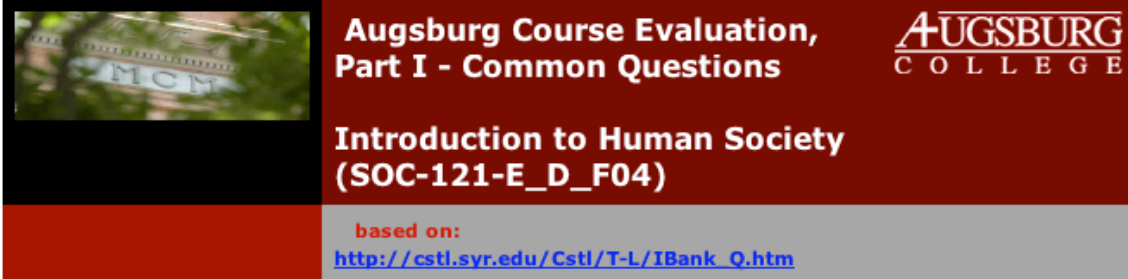
Fair

Poor

5. Other comments or suggestions:

Pilot form

This form was presented as a single web page but has been broken up into sections for easier reading in this paper.



**Augsburg Course Evaluation,
Part I - Common Questions**

**Introduction to Human Society
(SOC-121-E_D_F04)**

based on:
http://cstl.syr.edu/Cstl/T-L/IBank_Q.htm

General Instructions: The purpose of this form is to obtain important information from students concerning the instructor of this course, the course itself, and instructional materials.

This evaluation is important. It is used by instructors for improving or validating their teaching methods and for gaining feedback on course content. Evaluations are also used by departments for development, promotions, and retention decisions for instructors. The aggregated information from these surveys will go anonymously to the Academic Dean, Chris Kimball, the faculty member's department chair, and the faculty member **AFTER COURSE GRADES ARE SUBMITTED**. An individual faculty member has no way to determine which students gave which responses unless you choose to reveal yourself in the open ended questions.

The form is broken into 5 sections with 23 questions total. The first 19 are scaled questions and the last 4 are open-ended. Please take adequate time in answering all the questions. When you click on the "Send responses" button your answers will be recorded anonymously. The survey software cannot process the " & ; characters. Please avoid using them in your comments.

Thank you for taking the time to do this and help Augsberg fulfill its mission of providing a high quality education. Your input matters.

Course ID:

I. Student Learning

	strongly disagree	disagree	neutral	agree	strongly agree	n/a
1. I learned to apply principles / theories / approaches from this course to different problems or examples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I found this class intellectually challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I learned from the contributions of other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I contributed appropriately to other students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I tried to relate what I learned in this course to my own experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. Teaching Practice

	strongly disagree	disagree	neutral	agree	strongly agree	n/a
6. The instructor seemed well prepared for each class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor used class time well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor clearly defined the students responsibilities in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor related theories and concepts to practical issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor treated students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor encouraged students to participate in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The instructor was available to students outside of class (e-mail, office hours, Blackboard as appropriate).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The instructor communicated high expectations for students in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. Course Elements

	strongly disagree	disagree	neutral	agree	strongly agree	n/a
14. My final grade in this course was based on a variety of assignments and other assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The instructor provided helpful feedback on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The instructor provided prompt feedback on my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IV. Overall (Global) Questions

17. Overall, in this course, I learned **little** **a great deal**

18. Overall, I rate this instructor as **poor** **excellent**

19. Overall, I rate this course as **poor** **excellent**

V. Open-Ended Questions

The survey software cannot process " & ; characters. Please avoid using them in your comments.

20. Which aspects of this course were most valuable to your overall learning experience?

21. Which aspects of this course were least valuable to your overall learning experience?

22. Is this course required for you?

If yes, it is required for

23. What grade did you expect to receive in this course.

Technical Appendix

Survey software used

Mod_survey by Joel Palmius in Ostersund, Sweden. This open-source module for the Apache web server takes an XML survey file and generates an XHTML web page survey form. The data is then stored in a web-accessible password-protected format. There is no visual representation of the data. Only the raw results are available.

Website: <http://gathering.itm.mh.se/modsurvey/index.php>

Example email sent to students

Subject: Course Evaluation (BIO-101-A_D_F04)
Hello Jill,

As you have been informed by your instructor, your course, Human Biology (BIO-101-A_D_F04), is participating in a pilot of a new course evaluation form. This form both has new questions and a new way of delivery, online.

Use the link below to take the evaluation. You may take each evaluation once so be sure to have adequate time to take it when you click on the link. Please take advantage of the large window of time to respond to give some thought to your responses. The link will work from December 3 through December 17. Once you click on the link you will need to take the evaluation at that time. You may also copy/paste the link into a web browser if your email program does not allow you to click on it.

http://academics.augsburg.edu/it/crseval/getCrsEval?courseid=BIO-101-A_D_F04&token=jfV45Lfdsiv5fA

The college appreciates your participation in this new evaluation form. It will provide instructors with better feedback on their teaching. Your response is anonymous to the instructor and they will not see the results until after grades are submitted.

If you run into any technical problems with this pilot, please contact Scott Krajewski at 612-330-1471 or krajewsk@augburg.edu.

Token processing explanation

The logic for processing the tokens embedded in the URLs was coded in the python programming language and executed from within a Zope web application server. Both are freely available online. The URL from the example email above,

http://academics.augsburg.edu/it/crseval/getCrsEval?courseid=BIO-101-A_D_F04&token=jfV45Lfdsiv5fA

contains both the course identifier, or courseid (courseid=BIO-101-A_D_F04) and the token (token=jfV45Lfdsiv5fA). This courseid uniquely identifies the Biology 101 course, section A, in the day program, in the fall 2004 term. The python script simply took the courseid and token from the URL and looked up in database table to see if that combination existed. If it did exist, then the person had not taken the evaluation and they would be allowed to see the evaluation form. Otherwise they had taken the evaluation and an error page would be displayed.

Upon submittal of the evaluation form another python script first checks to make sure a courseid and token are submitted with the form, then checks to see if they are valid, then removes or “spends” the token, and finally records the evaluation data. This process can, of course, be programmed in any web-enabled language.

Thanks to Robert Bill of the Augsburg IT department for his work in creating this process.

Websites:

Python: <http://www.python.org/>

Zope: <http://www.zope.org>

Browser testing

In deploying web-based evaluations it is important to both understand the web browsers available to students on campus and the ones likely to be found at home. Because mod_survey creates XHTML 1.0 strict web pages, the assumption was that students would be using a 5.0 or newer browser. Older browsers might produce a strange-looking page. Because all the campus computers had the most current browsers, this was not seen as a major problem. It is vital to test the web evaluations on several different computers running different operating systems (MacOS and Windows) and different web browsers (Internet Explorer, Netscape, Mozilla, Safari, and FireFox). Because both IT staff involved in the project used non-Microsoft Windows computers, the evaluations were not adequately tested on Internet Explorer 6. Upon deployment of the evaluations it was quickly found that Internet Explorer 6 would not display the form. This was quickly corrected.

Data Appendix

Evaluation Daily Responses

Day	Submissions
12/3/04	146
12/4/04	48
12/5/04	69
12/6/04	80
12/7/04	45
12/8/04	47
12/9/04	26
12/10/04	99
12/11/04	40
12/12/04	35
12/13/04	68
12/14/04	37
12/15/04	35
12/16/04	27
12/17/04	33
Total	835
Percentage	57.15%

Individual Course Response Rates

Title	Courseid	Resp	enroll	response
Design	ART-102-Z_D_F04	8	16	50%
Design for New Media I	ART-215-A_D_F04	8	12	67%
Graphic Design I	ART-225-A_D_F04	10	13	77%
Design for New Media II	ART-315-A_D_F04	1	1	100%
Graphic Design II	ART-330-A_D_F04	2	3	67%
Augsburg Freshman Seminar	AUG-101-U_D_F04	9	16	56%
Human Biology	BIO-101-A_D_F04	20	44	45%
Biochemistry	BIO-369-A_D_F04	9	15	60%
Organic Chemistry	CHM-351-A_D_F04	14	23	61%
Public Speaking	COM-111-A_D_F04	12	20	60%
Public Speaking	COM-111-A_W_F04	8	19	42%
Public Speaking	COM-111-B_D_F04	5	9	56%
Public Speaking	COM-111-C_D_F04	15	20	75%
Forensics Practicum	COM-188-A_D_F04	1	11	9%
Introduction to 16mm Film	COM-216-A_D_F04	3	6	50%
Business and Professional Speaking	COM-321-A_D_F04	7	15	47%
Intercultural Communication	COM-329-A_D_F04	13	22	59%
Studio Production	COM-343-A_D_F04	14	17	82%

Argumentation	COM-351-A_D_F04	16	24	67%
Persuasion	COM-352-A_W_F04	10	16	63%
The Special Needs Learner/Field Exp	EDC-410-A_D_F04	12	22	55%
K-6 Methods: Health	EED-311-A_D_F04	2	7	29%
K-6 Methods:Reading	EED-320-A_W_F04	14	17	82%
K-6 Methods:Reading	EED-520-A_G_F04	6	6	100%
Developmental Writing	ENG-101-D_D_F04	7	9	78%
Developmental Writing	ENG-101-D_W_F04	4	7	57%
Effective Writing	ENG-111-U_D_F04	10	16	63%
Writing for Business/Professions	ENG-223-A_D_F04	7	12	58%
Writing for Business/Professions	ENG-223-A_W_F04	0	10	0%
British Lit: 17th & 18th Centuries	ENG-336-A_D_F04	9	13	69%
Creative Non-Fict:Adv.Expository Wr	ENG-445-A_D_F04	5	8	63%
Creative Non-Fict:Adv.Expository Wr	ENG-445-A_W_F04	2	3	67%
Cooperative Education *	GST-009-A_D_F04	1	5	20%
Cooperative Education *	GST-009-A_W_F04	1	1	100%
Critical Thinking	GST-100-A_D_F04	14	28	50%
Critical Thinking	GST-100-B_D_F04	15	26	58%
The Beginning of Western Culture	HIS-101-A_W_F04	9	24	38%
The Beginning of Western Culture	HIS-101-F_D_F04	7	11	64%
Ancient Egypt and Classical Greece	HIS-360-A_D_F04	14	25	56%
The Social Scientist	HON-250-A_D_F04	19	25	76%
A Critical Look at Miracles	HON-300-B_D_F04	14	17	82%
Fitness for Life	HPE-101-A_D_F04	12	18	67%
Personal & Community Health	HPE-110-A_D_F04	10	21	48%
Chemical Dependency Education	HPE-115-A_W_F04	11	20	55%
School Health Curriculum	HPE-320-A_D_F04	5	26	19%
Admin/Supervson/Schl Health Program	HPE-410-A_D_F04	6	24	25%
Current Health Issues	HPE-450-A_D_F04	7	23	30%
Building Working Relationships	INS-325-A_D_F04	18	23	78%
Applied Algebra	MAT-105-C_D_F04	17	26	65%
Discrete Mathematical Structures	MAT-271-A_D_F04	19	28	68%
Abstract Algebra	MAT-314-A_D_F04	8	8	100%
Beginning Norwegian I	NOR-111-A_D_F04	9	11	82%
Beginning Norwegian I	NOR-111-A_W_F04	4	4	100%
Trends and Issues in Nursing	NUR-330-A_W_F04	7	9	78%
Trends and Issues in Nursing	NUR-330-U_I_F04	10	10	100%
Transcultural Health Care	NUR-500-A_G_F04	6	11	55%
Transcultural Health Care	NUR-500-R_R_F04	8	12	67%
Graduate Field Project Mod	NUR-525-L_G_F04	0	1	0%
Philosophy:Descartes/Nietzsche	PHI-343-A_D_F04	2	6	33%
Principles of Psychology	PSY-105-E_D_F04	20	25	80%
Principles of Psychology	PSY-105-T_D_F04	16	25	64%
Abnormal Psychology	PSY-262-A_W_F04	7	8	88%
Res	PSY-315-A_D_F04	11	13	85%

Meth:Design,Procedre&AnalysisII				
Biopsychology	PSY-355-A_D_F04	6	13	46%
Psychology Laboratory	PSY-360-A_W_F04	0	0	0%
ChristianVocatn&SearchForMeanin g I	REL-100-H_D_F04	16	24	67%
ChristianVocatn&SearchForMeanin g II	REL-200-D_D_F04	21	25	84%
ChristianVocatn&SearchForMeanin g II	REL-200-E_D_F04	21	25	84%
Interpreting the Old Testament	REL-301-A_D_F04	10	21	48%
Interpreting the Old Testament	REL-301-A_W_F04	2	5	40%
Denominations & Religious Groups	REL-353-A_D_F04	13	23	57%
Introduction to Human Society	SOC-121-A_D_F04	12	28	43%
Introduction to Human Society	SOC-121-A_W_F04	6	13	46%
Introduction to Human Society	SOC-121-D_D_F04	15	26	58%
Introduction to Human Society	SOC-121-E_D_F04	15	26	58%
Introduction to Human Society	SOC-121-M_D_F04	12	23	52%
Introduction to Human Society	SOC-121-U_D_F04	13	19	68%
Work&Society:Servitude to Vocation	SOC-222-A_D_F04	6	16	38%
Family Systems:Cross-Cultural Persp	SOC-231-A_D_F04	19	30	63%
Race, Class and Gender	SOC-265-A_D_F04	17	20	85%
Race, Class and Gender	SOC-265-A_W_F04	4	13	31%
Organizational Theory	SOC-349-A_D_F04	18	22	82%
Statistical Analysis	SOC-362-A_D_F04	20	30	67%
Social Psychology	SOC-375-A_D_F04	11	15	73%
Sociological Theory	SOC-485-A_D_F04	10	13	77%
TCHNG:Emotnal&BehavioralDisabili ties	SPE-400-A_W_F04	0	2	0%
TCHNG:Emotnal&BehavioralDisabili ties	SPE-500-A_G_F04	13	22	59%
Humans Developing	SWK-260-A_D_F04	13	18	72%
Introduction to 16mm Film	THR-216-A_D_F04	5	13	38%

Open and non-likert questions and answers from Introduction to Human Society

V. Open-Ended Questions

20. Which aspects of this course were most valuable to your overall learning experience?

I think just broadening my view on certain issues of the world. A lot of the things I learned will be useful to me later on.

Writing papers and e-credits relating topics we were learning in class to our everyday lives was really helpful in understanding the theories and concepts. I also liked the way new concepts were introduced and the examples Diane used to make them understandable.

The lectures that Diane gave, taught be so much. Sociology is now not a subject that I know very little about. I also can apply sociological terms to different events in my life and can help me be a better person.

This course was taught very well and I feel I got almost as much out of the class as possible from Professor Pike

Just about everything from the terms of words, to most of the reading to the lectures. I really enjoyed this course and the way the professor taught it.

The variety of chosen articles that were read and studied. The essays we wrote in relation to analysis and application of course terms/concept/theories

I have learned so much from this course. I feel that i will be able to use this knowledge in the future in my other classes as well as in my life experiences. I enjoyed learning in a variety of ways, including: class discussion, lecture notes, videos, projects, essays and exams.

I had never taken a sociology course before, so pretty much everything I learned about sociology was new to me.

I learned more in this class then I ever learned in any other class I have taken. The book also helped a lot to understand the concepts.

Because of the way Dr. Pike structured her exams and the review sheet she made for each exam, I learned a great deal by studying for her exams. Because she provided information in a number of ways, and because she organized the information she presented (by lecture and by assigned readings) by topic, I had to synthesize information in order to prepare for her exams.

I learned a lot from the different concepts. I do not think I learned very much from the videos but it was a nice change of pace. THE ecredits and essays helped me to include things I have learned. I enjoyed essay 5. I like the readings but i was better at doing the reading when we actually had to turn the questions in. class discussions and

I learned sociological concepts and their applications to everyday life.

21. Which aspects of this course were least valuable to your overall learning experience?

The theories that we seemed to concentrate so hard on like funcionalism I don't think should have been stressed so much.

A lot of the articles at the beginning of the reader were really difficult to understand at the beginning of the course.

Some assignments seemed like busy work

Some of the reading and the work was a little tedious. The IDA project I really didnt favor to much at all.

One aspect that I do not feel was as valuable to me were a few of the videos. Most of them were related and applied to what we were learning, but a few were difficult

to understand and interpret-perhaps more class discussion following the videos would help. Also, a few of the readings we did were very difficult to understand and apply. Class discussion definitely helps to interpret more clearly.

Ecredits.

none

Though I'm interested in what others have to say, the small-group discussions in which I participated didn't improve my grasp of the subject at hand.

The questions assigned to the readings, I learned my just reading the questions.

22. Is this course required for you?

12=yes 1=no

If yes, it is required for

2=major 0=minor 9=AugCore

23. What grade did you expect in this course.

2.5

2.5

2.5

3

3

3

3.5

3.5

3.5

3.5

4

4

4