Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
witels	(0) 0 0 0 0	Fall Spring	0–1 hr/week 1–3 hrs/week	1st	(i) (i) (i) (ii) (ii) (ii) (ii) (iii) (iii	(i) (i)	0 0	() () () () () () () () () ()
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Do not use pens with ink that soaks through the paper.	(5) 5 5 5 5 (6) 6, 6 6 6 6	This Course	Fulfills A: :/Cert. Requirement	4th	5 5 (6 6	(5) 5 (6) 6.	(5) 5 (6 6	(5) 5 (6) 6
Make no stray marks on this form.	(a) 8 8 8 8 8		College Requirement	Grad	(7) 7 (8) 8	(7) 7 (8) 8	7 7 8 8	7 7
CORRECT MARK:	9 9 9 9 9	Licetive		Other	(9) 9	9 9	(9 9	9 9
The purposes of this survey include the fassist student's selection of courses; and each item using the indicated code. Please	i) to help you assess he make use of the spac	ow this course help e provided for com	s you progress with the le	arning objective ly value these.	es of the Duk	e curriculur	ion decisio n. Please re	ns; 3) to espond to
Overall Appraisal:	1–Very Poor	2-Poor	3–Adequate	_	Good		xcellent	
2. 1 2 3 4 The	quality of this co quality of the inst quality of the inst	truction. (Inst.1) truction. (Inst.2)	$(1 \qquad (2) \qquad (3)$	(4) (5) Th	e quality o	f the inst	ruction. (Inst.4)
Comments: (e.g., strong and weather was he w	why the	Led and to	wed. The ghas so of ability to o	lity at 16 Sestitute	and d	rester	lousle	ns.
	the next items, ch -Very Low	naracterize this 2–Low	course using the fol 3–Moderate		: High	5-Ve	ery High	
4. 1 2 3 5 Di	nount of effort/wo fficulty of the sub tellectual stimula	ject matter.						
Comments: (e.g., amount and type I thought we we My Studying of a	e of thinking you	did, usefulness of	of readings and assign	ments)	Ku de	toil	1	
the Studeny of a	lototh	fage 125 W	le Cobern M	e Jell.				

Course Dynamics: On the next items, characterize this course/instructor using the following code:
1-Very Low 2-Low 3-Moderate 4-High 5-Very High 6. 1 2 3 4 Instructor was enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 7. 1 2 3 4 Instructor was accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.2) 8. 1 2 3 4 Participation in class discussion was encouraged. 9. 1 2 3 4 Feedback on examinations/papers/performance was valuable. 10. 1 2 3 4 Methods of evaluating student work were fair and appropriate.
Comments: (e.g., clarity and organization of course, student/instructor interaction)
Experiments of discussions and were there-feel both was wanys hefter.
•
Appraisal of Progress: How much did this course contribute to your progress on the following learning objectives? Use N/A if the learning objective was not relevant to this course. 1-Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable 12. 1 2 3 5 N/A Gaining factual knowledge. 13. 1 2 3 6 N/A Understanding fundamental concepts and principles. 14. 1 2 3 4 Concepts, principles, or theories to a specific situation or problem. 15. 1 2 3 4 Concepts, principles, or theories to a specific situation or problem. 16. 1 2 3 4 Concepts, principles, or theories to a specific situation or problem. 17. 1 2 3 4 Concepts, principles, or theories to a specific situation or problem. 18. 1 2 3 4 Concepts, principles, or theories to a specific situation or problem. 19. 1 2 3 4 Concepts, principles, or theories to a specific situation or problem. 19. 1 2 3 4 Concepts, principles, or theories to a specific situation or problem. 19. 1 2 3 4 Concepts, principles, or theories to a specific situation or problem. 19. 1 2 3 4 Concepts, principles, or theories to a specific situation or problem. 19. 1 2 3 4 Concepts, principles, or theories to a specific situation or problem. 19. 1 2 3 4 Concepts, principles, or theories to a specific situation or problem. 19. 1 2 3 4 Concepts, principles, or theories to a specific situation or problem. 19. 1 2 3 4 Concepts, principles, or theories to a specific situation or problem. 19. 1 2 3 4 Concepts, principles, or theories to a specific situation or problem. 19. 1 2 3 4 Concepts and principles. 19. 1 2 3 4 Concepts and principles. 19. 1 2 3 4 Concepts and principles. 10. 1 2 3 4 Concepts and principles. 11. 1 2 3 4 Concepts and principles. 12. 1 2 3 4 Concepts and principles. 13. 1 2 3 4 Concepts and principles. 14. 1 2 3 4 Concepts and principles. 15. 1 2 3 4 Concepts and principles. 16. 1 2 3 4 Concepts and principles. 17. 1 2 3 5 Concepts and principles. 18. 1 2 3 4 Concepts and principles. 19. 1 2 3 4 Concepts and principles. 19. 1 2 3 4 C
Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge) The lower was sometizebody belood in flety respective and the perspective to maly 2e may so uses my class where class and radies s then appropriately.
Additional Comments/Suggestions:

Instructor Name	, ,	_	oui			1	Out of Clas Work Time			Second Major	Minor	Cert.
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Marking Instructions	(<u>1</u>) (2	1 2	1 2		1 2		Sum I 3–5 hrs/weel	c 2nd	(1, 1 (2) 2)	(1) (1 (2) (2)	(1) 1. (2) 2,	1) 1· 2, 2
Use a No. 2 pencil or blue or black ink pen only.	(3) (4)	3	3	3	3		o i majweet	3rd	3 3	(3) 3, (4) (4	3 3 4 4	3 3 4 4
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Make no stray marks on this form.	(7)	7	7	7	7		Curriculum/College Requirem	1 1	1 7 7	(7) 7	7 7	7, 7
CORRECT MARK:	(8) 9	9	9	8 9	8 9		Elective	Othe	er (8) 8 ·	(8) 8. (9) 9	(8 8 (9 9	(8 8 (9) 9
The purposes of this survey include the fassist student's selection of courses; and a cach item using the indicated code. Please	í) to h	elp	yοι	ı as	sess	ho	w this course helps you progress with	the learning obj	ectives of the Dul	orm promot ke curriculur	ion decisio n. Please re	ns; 3) to espond to
Overall Appraisal:			ou y Po			rall	appraisal of the course/instr	ructor using the	he following o		xcellent	

The quality of the instruction. (Inst.1) 2 3 4 5 The quality of the instruction. (Inst.3)

(2) (3) (4)

5 The quality of the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

Both Dr. coims and Will withely were very holpful and excessible during and ofter class in regards to assignments. The course rovered a good variety of topics and prespectives.

5 The quality of the instruction. (Inst.2)

Course				On the next items,	characterize this o	ourse using the follow	ing code:	
Characteristics:		ĬCS:	1-Very Low	2 –Low	3–Moderate	4 –High	5–Very High	
	2	3		5 Amount of effort/v 5 Difficulty of the su 6 Intellectual stimul	bject matter.			

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments) I really enjoyed the theoretical thinking and found it vay challenging

Course Dynamics: On the next items, characterize this course/instructor using the following code: 1-Very Low 2-Low 3-Moderate 4-High 5-Very High 6. 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 7. 1 2 3 4 5 Instructor was accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4) 7. 1 2 3 4 5 Instructor was accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4) 8. 1 2 3 4 6 Participation in class discussion was encouraged. 9. 1 2 3 4 6 Course requirements/expectations were clear. 10. 1 2 3 4 6 Methods of evaluating student work were fair and appropriate. Comments: (e.g., clarity and organization of course, student/instructor interaction)	
Appraisal How much did this course contribute to your progress on the following learning objectives? of Progress: 1-Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable	
12 1 2 3 4 5 5 N/A Gaining factual knowledge. N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. N/A Learning to analyze ideas, arguments, and points of view. N/A Learning to synthesize and integrate knowledge. N/A Learning to conduct inquiry through methods of the field. N/A Learning to evaluate the merits of ideas and competing claims. N/A Learning to evaluate the merits of ideas and competing claims. N/A Developing skills in oral expression. N/A Developing writing skills. N/A Developing writing skills.	
Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)	
Additional Comments/Suggestions:	

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
The state of the s		O Fall	○ 0–1 hr/week	1st				
Marking Instructions	1 1 1 1 1 2 2 2 2 2	Spring Sum I Sum II	1–3 hrs/week 3–5 hrs/week 6+ hrs/week	2nd	(1) (1) (2) (2)	0 0 1 1 2 2	0 0 1 1 2 2	0 0 1 1 2 2
Use a No. 2 pencil or blue or black ink pen only.	3 (3) (3) (3) (3) (4) (4) (4) (4)	This Course		3rd	3 3	3 3 4 4	3 3	(3) (3 (4) (4)
 Do not use pens with ink that soaks through the paper. Make no stray marks on this form. 	(5) (5) (5) (5) (6) (6) (6) (6) (7) (7) (7) (7)	○ Major/Mino	or/Cert. Requirement	4th Grad	(5) (5) (6) (6) (7) 7	(5) (5) (6) (6) (7) (7)	5 5 6 6 7 7	5 5 6 6 7 7
CORRECT MARK:	8 8 8 8 8	© Elective	Woonege Requirement	Other	8 8 9 9	8 8.	8 8 9 9	8 8 9 9
The purposes of this survey include the for assist student's selection of courses; and 4 each item using the indicated code. Please Overall Appraisals	to help you assess ho make use of the space	w this course hel provided for con	ps you progress with the lanents, as faculty particulation the course/instructory	earning objectives arly value these. or using the fo	of the Duk	e curriculu	m. Please re	espond to
1. 1 2 3 5 The 2. 1 2 7 4 5 The	quality of this cou quality of the instr quality of the instr k points of course a	urse. ruction. (Inst.1 ruction. (Inst.2	(a) (1) (2) (3) (b) (1) (2) (3)	(4) (5) The (4) (5) The	e quality of	of the inst	ruction. (
	Good sometimes	ideas too m	and discount	ussion				
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Characteristics: 1	the next items, cha -Very Low nount of effort/wo	2-Low	s course using the fo 3–Moderate	llowing code: 4–H	igh	5–V€	ery High	
	fficulty of the subjutellectual stimulati							
Comments: (e.g., amount and typ	e of thinking you d	lid, usefulness	of readings and assig	nments)				

6. 1 2 4 5 Instructor was ent 1 2 3 4 5 Instructor was ent 7. 1 2 3 4 6 Instructor was acc 1 2 3 4 5 Instructor was acc 8. 1 2 3 4 6 Participation in c 9. 1 2 3 6 5 Course requirem 10. 1 2 3 4 6 Methods of evaluation	thusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4)	
Of Progress: Use N/A if 1-Not a 12. 1	Gaining factual knowledge. Understanding fundamental concepts and principles. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. Learning to analyze ideas, arguments, and points of view. Learning to synthesize and integrate knowledge. Learning to conduct inquiry through methods of the field. Learning to evaluate the merits of ideas and competing claims.	le
	Developing writing skills. ge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)	

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Withels Wharking Unstructions "Use a No. 2 pencil or blue or	(a) 0 0 0 0 0 (b) (c) 1 1 1 1 1 (c) 2 2 2 2 2 (d) 3 3 3 3 3 3	Fall Spring Sum I Sum II	0-1 hr/week 1-3 hrs/week 3-5 hrs/week 6+ hrs/week	1st 2nd 3rd	(1) (1) (2) (2) (3) 3	0 0 1 1 2 2 3 3	① (0 (1) 1 (2) 2 (3) 3	① 0 1 1 2 2 3 3
black ink pen only. Do not use pens with ink that soaks through the paper. Make no stray marks on this form. CORRECT MARK:	(4) 4 4 4 4 (5) 5 5 5 5 (6) 6 6 6 6 (7) 7 7 7 7 (8) 8 8 8 8		Fulfills A: //Cert. Requirement College Requirement	4th Grad	(4) 4 5 5 (6) 6 (7) 7 (8) 8	(4) (4) (5) 5 (6) 6) (7) 7 (8) 8	(4) (4) (5) 5 (6) 6 (7) 7 (8) 8	(4) (4) (5) 5 (6) 6 7 7 (8) 8
The purposes of this survey include the assist student's selection of courses; and each item using the indicated code. Pleas	4) to help you assess how se make use of the space Reflect your overall	w this course helps provided for comm I appraisal of t	s you progress with the le nents, as faculty particular he course/instructor	arning objective ly value these. using the fo	of the Duk	e curricului	m. Please re	
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1701 1 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	the next items, cha 1–Very Low	eracterize this	course using the fol 3–Moderate	· · · · · · · · · · · · · · · · · · ·	ligh	5-Ve	ery High	
4. 1 2 3 @ 5 D	mount of effort/wor ifficulty of the subje ntellectual stimulation	ect matter.						
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Correct Draw and an analysis of the payt items sharestories this source/instructor union the following sode:	1 E
Course Dynamics: On the next items, characterize this course/instructor using the following code: 1-Very Low 2-Low 3-Moderate 4-High 5-Very High	
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Comments: (e.g., clarity and organization of course, student/instructor interaction)	
Appraisal How much did this course contribute to your progress on the following learning objectives? Of Progress: Use N/A if the learning objective was not relevant to this course. 1-Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable	
Gaining factual knowledge. Understanding fundamental concepts and principles. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. Learning to analyze ideas, arguments, and points of view. Learning to synthesize and integrate knowledge. Learning to conduct inquiry through methods of the field. Learning to evaluate the merits of ideas and competing claims. Developing skills in oral expression. Developing writing skills.	
Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)	
Additional Comments/Suggestions:	

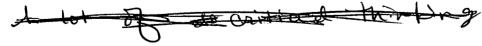
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Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
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CORRECT MARK:	9 9 9 9 9	Licetive		Other	9 9	9 9	(9, 19	9 9
The purposes of this survey include the assist student's selection of courses; and each item using the indicated code. Pleas	4) to help you assess he	ow this course hel	ps you progress with the	learning objectives				
Overall Appraisal:	Reflect your overa 1-Very Poor	ll appraisal of 2–Poor	the course/instruct 3-Adequa	-	llowing c		xcellent	
2. 1 2 3 4 • The	e quality of this co e quality of the inst e quality of the inst	ruction. (Inst.1			e quality o			
Comments: (e.g., strong and wea	nk points of course	and instructor)	urse g & c	ssues	vai	sed		
- Weak ! .	7							

Course	On the next items,	characterize this o	ourse using the follow	ing code:	
Characteristics:	1-Very Low	2-Low	3-Moderate	4–High	5–Very High

3. 1 4. 1 Amount of effort/work. Difficulty of the subject matter.

2 5. 1 Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)



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	ents/expectations were clear.	אלייה בינים פיים	NO) on the co	· U1
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ı	⊢Very Low 2–Low 3–Moderate 4–High 5–Very High		HAMMANE (CO. C.C.)	тисс
•	the next items, characterize this course/instructor using the following code:	.nO •ລາ	se Dynami	### (

unnicy	Conese	Studen	it Course E	vaiuaiio	II FOI	1111		
Instructor Name	Course tor Name Number		Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Will Withels	0 0 0 0	Fall	0–1 hr/week 1–3 hrs/week	1st		(i) 0	O •	0 0
Marking Instructions	(1) 1 1 1 1 (2 2 2 2 2 2	Spring Sum I Sum II	3–5 hrs/week 6+ hrs/week	2nd	(1 1 · (2 · 2 ·	① 1 ② 2	(1) 1 (2) 2,	1 1 2 2
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Make no stray marks on this form. CORRECT MARK:	7 7.77 7 7 8 8 8 8 8 8	Curriculum Elective	n/College Requirement	Grad	(7) 7 (8) 8	(7) 7 (8) 8	7 7 8 8	7 7 8 8
The purposes of this survey include the fo	9 9 9 9 9	your instructor w	gith feedback about the	Other Other	9 9 se: 2) to info	(9) 9 Orm promot	g g ion decisio	(9) 9 ns: 3) to
assist student's selection of courses; and 4 each item using the indicated code. Please) to help you assess ho	w this course help	ps you progress with the	learning objectives				
Overall Appraisal:	eflect your overall 1–Very Poor	l appraisal of 2–Poor	the course/instruct 3-Adequa		llowing o		xcellent	
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Comm	ents: (e.g., s	strong an	d weak points of	course and instruc	ctor)		

Course On the next items, characterize this course using the following code: Characteristics: 1-Very Low 3-Moderate 4-High 5-Very High 2-Low 5 Amount of effort/work. 3. 1 Difficulty of the subject matter. 4. 1 0 Intellectual stimulation. **5.** 1

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

Course Dynamics: On the next items, characterize this course/instructor using the following code: 1-Very Low 2-Low 3-Moderate 4-High 5-Very High 6. 1 2 6 0 5 Instructor was enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4) 8. 1 2 3 4 6 Participation in class discussion was encouraged. 9. 1 2 3 6 5 Course requirements/expectations were clear. 10. 1 2 3 6 5 Feedback on examinations/papers/performance was valuable. 11. 1 2 6 1 5 Methods of evaluating student work were fair and appropriate. Comments: (e.g., clarity and organization of course, student/instructor interaction)	
Appraisal of Progress: How much did this course contribute to your progress on the following learning objectives? Use N/A if the learning objective was not relevant to this course. 1-Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicab 12. 1 2 3 4 6 NA Gaining factual knowledge. 13. 1 2 3 4 6 NA Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. 15. 1 2 3 4 6 NA Learning to analyze ideas, arguments, and points of view. 16. 1 2 3 4 6 NA Learning to synthesize and integrate knowledge. 17. 1 2 6 4 5 NA Learning to conduct inquiry through methods of the field.	e
18. 1 2 3 4 6 N/A Learning to evaluate the merits of ideas and competing claims. 19. 1 2 6 4 5 N/A Developing skills in oral expression.	1
20. 1 2 3 4 Developing writing skills. Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)	
Additional Comments/Suggestions:	

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Fall Spring Sum I Sum II	0–1 hr/week 1–3 hrs/week 3–5 hrs/week 6+ hrs/week	1st 2nd	00	(0) (0) (1) (1) (2) (2)	00	0 0 1 1 2 2 2
	This Course Fulfills A: Major/Minor/Cert. Requirement Curriculum/College Requirement Elective de your instructor with feedback about the qua how this course helps you progress with the lea		earning objectives of the D		3 3 4 4 5 5 6 6 7 7 8 8 8 9 9 corm promotor	3 3 4 4 6 5 5 6 6 6 7 7 7 8 8 8 9 9 sion decision	3 3 4 4 4 5 5 5 6 6 6 7 7 8 8 8 9 9 cons; 3) t	
Overall Appraisal: 1. 1 2 3 4 9 The 2. 1 2 3 4 9 The	teflect your overal 1–Very Poor quality of this cou quality of the instr quality of the instr	2–Poor arse. ruction. (Inst.1)	ane course/instructors 3-Adequare 1 2 3 1 2 3	te 4-0	Good e quality (
	5							
Characteristics: 1 3. 1 2 0 4 5 An 4. 1 2 3 0 5 Di	-Very Low nount of effort/wo fficulty of the subj tellectual stimulati	2–Low rk. ect matter. on.	ourse using the fo 3-Moderate f readings and assig	4-1	High	5–Ve	ery High	

		8	*			H
Course Dyn	amics:	On the next items, characterize this				-
7. 1 2 3 4 5 1 2 3 4 5 1 2 3 4 6 8. 1 2 3 4 6 9. 1 2 3 4 6 10. 1 2 3 4 6	Instructor was Instructor was Instructor was Instructor was Participation Course requ Feedback on	1–Very Low s enthusiastic about the course. (Inst.1) s enthusiastic about the course. (Inst.2) s accessible outside of class. (Inst.2) a in class discussion was encouraged. irements/expectations were clear. a examinations/papers/performance vevaluating student work were fair an	1 2 3 4 5 Instructo 1 2 3 4 5 Instructo 1 2 3 4 5 Instructo 1 2 3 4 5 Instructo 1 2 3 4 5 Instructo 1 1 2 3 4 5 Instructo vas valuable.	or was enthusiastic ab or was accessible outs	pout the course. (Inst.3) pout the course. (Inst.4) side of class. (Inst.3)	
		ganization of course, student/instructo				
	•		. micraction,			
Appraisal of Progress 12. 1 ② 3 13. 1 2 3 14. 1 2 3	Use N. 1-N	MA Learning to apply knowledge, contains to provide the serving objective was not a se	relevant to this course. erately 4–Highly oncepts and principles.	5–Very Highly	N/A–Not Applicable	
5. 1 2 3	4 (5)	NA Learning to analyze ideas, argu	ments, and points of view		don of problem.	
[6. 1 2 3 [7. 1 2 3	5	Learning to synthesize and into		eld.		
8. 1 2 3 9. 1 2 3	6	N/A Learning to evaluate the merits	of ideas and competing			
20. 1 2 3	4 5	Developing skills in oral expression Developing writing skills.	ssion.			
Comments: (e.g	., specific know	rledge, skills, etc. acquired, new apprec	iation of/outlook on previo	ous knowledge)		
-	942 ° 1 • 0			,		
						1

Additional Comments/Suggestions:

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.		
Will Wittels		○ Fall	○ 0–1 hr/week	O 1st						
Marking Instructions	0 0 0 0 0 0 1 1 1 1 1 2 2 2 2 2 2	Spring Sum I Sum II	 1–3 hrs/week 3–5 hrs/week 6+ hrs/week 	3 2nd	0 0 1 1 2 2	0 0 1 1 2 2 2	0 0 1 1 2 2	0 0 1 1 2 2		
Use a No. 2 pencil or blue or black ink pen only.	3 3 3 3 3 4 4 4 4 4	This Course		O 3rd	3 3 4 4	3 3	3 3 4 4	3 3		
Do not use pens with ink that soaks through the paper.	5 5 5 5 5 6 6 6 6 6 7 7 7 7 7	Major/Minor	:/Cert. Requirement	4thGrad	5 5 6 6 7 7	5 5 6 6 7 7	5 5 6 6 7 7	5 5 6 6 7 7		
Make no stray marks on this form. CORRECT MARK:	88888	Elective	College Requirement	Other	8899	8899	8899	8 8 9 9		
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) t assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond t each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these. Reflect your overall appraisal of the course/instructor using the following code:										
Overall Appraisal:	1–Very Poor	2-Poor	3–Adequa				xcellent			
2. 1 2 3 4 2 The c	quality of this cou quality of the instr quality of the instr	ruction. (Inst.1)				of the instr of the instr				
Comments: (e.g., strong and weak	points of course a	and instructor)	escal to a real entire	promise se	N Section		611			
Section r										
Sometimes	I wis	hed	me coul	d ha	ve	con	HINU	ed		
more discu	ssion	from	n lect	ure	Sin	ce	it			
usually see	emed	+0 (get cu	+ 04-	+,0					
la Berne										
Common										
01	ne next items, cha Very Low	aracterize this 2–Low	course using the fo 3–Moderate	llowing code: 4–Hi	gh	5-Ve	ry High			
4. 1 2 (a) 4 (5) Diff	ount of effort/wo iculty of the subj llectual stimulati	ect matter.								
Comments: (e.g., amount and type			of readings and assign	nments)						

Course Dynamics:	On the next items, characterize this course/instructor using the following code: 1-Very Low 2-Low 3-Moderate 4-High 5-Very High
1 2 3 4 5 Instructor wa 7. 1 2 3 4 5 Instructor wa 8. 1 2 3 4 5 Participation 9. 1 2 3 4 Course requ 10. 1 2 3 4 Feedback or	s enthusiastic about the course. (Inst.1) s enthusiastic about the course. (Inst.2) s accessible outside of class. (Inst.1) s accessible outside of class. (Inst.2) in in class discussion was encouraged. Instructor was enthusiastic about the course. (Inst.4) in examinations/papers/performance was valuable. evaluating student work were fair and appropriate.
Comments: (e.g., clarity and or Always w really help	riganization of course, student/instructor interaction) Silling to meet outside class— Oful.
	en ante en la companya del companya del companya de la companya de
of Decourage. Use N	much did this course contribute to your progress on the following learning objectives? I/A if the learning objective was not relevant to this course. Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable
12. 1 🕲 3 4 5	Gaining factual knowledge.
13. 1 2 6 4 5	Understanding fundamental concepts and principles.
14. 1 2 3 4	Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. 1 2 3 4	Learning to analyze ideas, arguments, and points of view.
16. 1 2 3 4 0 17. 1 2 3 4 0	Learning to synthesize and integrate knowledge.
18. 1 2 3 4 0	Learning to conduct inquiry through methods of the field. Learning to evaluate the merits of ideas and competing claims.
19. 🐞 2 3 4 5	Developing skills in oral expression.
	Developing writing skills.
Comments: (e.g., specific know	vledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)
Additional Comments/Suggest	ions:

On the next items, characterize this course/instructor using the following code:

Instructor Name	Course Number	Out of Class Term Work Time:		Student Year	First Major	Second Major	Minor	Cert.
		Fall	0-1 hr/week	1st	0 0			
		Spring	1–3 hrs/week			(0) (0)	0 0	(0) (0)
Marking Instructions	(1) 1 1 1 1	/ ⊃ Sum I	3–5 hrs/week	2nd	(1, 1)	<u>(i)</u> 1	1.	1) 1
	2 2 2 2 2	Sum II	6+ hrs/week	1	(Ž) 2.	(2) 2	(2) 2,	2 2
Use a No. 2 pencil or blue or	(3) 3 3 3 3 3, 3, a			3rd	(3) 3	(3) 3,	(3) 3	(3. 3
black ink pen only.	(4) 4 4 4 4		_ 1011	-	(4) 4	(4) 4	(4) (4	4) 4
Do not use pens with ink that	(5) 5 5 5 5	This Cours	e Fulfills A:	4th	5 5	<u>(š</u>) 5	<u>(5)</u> 5	<u>(5)</u> 5
soaks through the paper.	(6) 6, 6, 6, 6	Major/Mir	or/Cert. Requirement		6 6	6 6	6 6	6 6
Make no stray marks on this form.	(7) (7, (7, 7) (7)		m/College Requirement	Grad	(2) 7	(7) 7	7 7	7 7
CORRECT MARK:	(8) 8 8 8 8	Elective			8 8	(8) 8	⁷ 8 8	(8, 8
CORRECT WARK:	9 9 9 9 9			Other	9 9	୍9̂` 9	9 9	9 9
The purposes of this survey include the f	ollowing: 1) to provide	vour instructor	with feedback about the a	mality of the cour	e 2) to info	orm promot	ion decisic	ne 3) to

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 helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

Reflect your overall appraisal of the course/instructor using the following code:

Over	Overall Appraisal:		1-Very Poor	2 –Poor	3 –Adequate			4–Good	5-Excellent	
1. 1	2	3	4	5 The quality of this co	urse.					
2. 1	2	3	4	5 The quality of the inst	ruction. (Inst.1)	1) 2	, <u>3</u>	4	5 The quality of	f the instruction. (Inst.3)
(1	2	(3)	4	5 The quality of the inst	ruction. (Inst.2)	(1 2) (3)	$\{\overline{4}\}$	5 The quality of	the instruction. (Inst.4)

Comments: (e.g., strong and weak points of course and instructor)

Good stuff - topics may need a little tweeking but all dall convo was enroyed

Cour					On the next items,	the next items, characterize this course using the following code:								
Characteristics:					1-Very Low	2-Low	3–Moderate	4 –High	5-Very High					
3. 1														
4. 1. 5. 1			4	5	Difficulty of the su Intellectual stimul									

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

critical + hinking

Course Dynamics: On the next items, characterize this course/instr	
•	 4-High 5-Very High Instructor was enthusiastic about the course. (Inst.3)
1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 1 2 3 4	5 Instructor was enthusiastic about the course. (Inst.4)
	5 Instructor was accessible outside of class. (Inst.3)
8. 1 2 3 4 5 Instructor was accessible outside of class. (Inst.2) 1 2 3 4 5 Participation in class discussion was encouraged.	5 Instructor was accessible outside of class. (Inst.4)
9. 1 2 3 4 (5) Course requirements/expectations were clear.	
0. 1 2 (7) 4 5 Feedback on examinations/papers/performance was valuable.	
1. 1 2 3 Methods of evaluating student work were fair and appropriate	2.
Comments: (e.g., clarity and organization of course, student/instructor interaction)	
n/3	
1,12	
Appraisal How much did this course contribute to your progress of	on the following learning objectives?
Use N/A if the learning objective was not relevant to the	iis course.
	1–Highly 5–Very Highly N/A–Not Applicable
2. 1 2 3 4 5 N/A Gaining factual knowledge. 3. 1 2 3 4 5 N/A Understanding fundamental concepts and p	principles
4. 1 2 3 (4) 5 N/A Learning to apply knowledge, concepts, principal states of the stat	bles, or theories to a specific situation or problem.
5. 1 2 3 4 5 NA Learning to analyze ideas, arguments, and p 6. 1 2 3 4 5 NA Learning to synthesize and integrate knowledge.	points of view.
7. 1 2 3 4 6 N/A Learning to conduct inquiry through method 8. 1 2 3 (4) 5 N/A Learning to evaluate the merits of ideas and	
9. 1 2 3 , 4 5 NA Developing skills in oral expression.	competing claims.
0. 1 2 3 4 Developing writing skills.	
Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outle	and an availage language of
Comments. (e.g., specific knowledge, skins, etc. acquired, new appreciation of/outle	bok on previous knowleage)
\bigcap	
11/0/	

quick to lespond to

Additional Comments/Suggestions:

Instructor Name	Course Number Term		Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Will	0 0 0 0 0	O Fall	0-1 hr/week	1st	0 0	0 0	0 0	0 0
Warking Instructions	1 1 1 1 1 2 2 2 2 2	Sum I Sum II	 1–3 hrs/week 3–5 hrs/week 6+ hrs/week 	O 2nd	1 1	1 1 2 2	1 1 2 2	1 1
Use a No. 2 pencil or blue or black ink pen only.	3 3 3 3 3 4 4 4 4 4			O 3rd	3 3	3 3 4 4	3 3 4 4	3 3 4 4
Do not use pens with ink that soaks through the paper.	5 5 5 5 6 6 6 6 6		r/Cert. Requirement	○ 4th	5 5 6 6	5 5 6 6	5 5 6 6	5 5
Make no stray marks on this form. CORRECT MARK:	77777	Curriculum/ Elective	/College Requirement	Other	7 7 8 8 9 9	7 7 8 8 9 9	7 7 8 8 9 9	7 7 8 8 8 9 9
2. 1 2 3 6 5 The	onversation	and instructor) when it s	1 2 3	4 5 The	e quality of quality of estrior.	of the inst	ruction. (Inst.4)
Course	he next items ch	paracterize this	course using the fo	allowing code:				
	-Very Low	2-Low	3–Moderate	4–H	ligh	5-Ve	ry High	
4. 1 2 3 6 5 Dif	ount of effort/wo ficulty of the sub ellectual stimula	ject matter.						
Comments: (e.g., amount and type Difficult - to-unders interesting	e of thinking you Hand wrst	did, usefulness of ings and	of readings and assig complex ess	nments) says, bu	t mac	le th	is clo	755

Course Dynamics:	On the next items, characterize this course/instructor using the following code:
1 2 3 4 5 Instructor wa 7. 1 2 3 4 6 Instructor wa 7. 1 2 3 4 5 Instructor wa 8. 1 2 3 6 5 Participation 9. 1 2 6 4 5 Course requ 10. 1 2 0 4 5 Feedback on	1-Very Low 2-Low 3-Moderate 4-High 5-Very High senthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.3) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4) 1
I got a few snarky HORRIBLY inapprop views on writings prompt did not co	rganization of course, student/instructor interaction) I comments on my essays (asking "Batman? Really?" seems or iake among other things) and got docked for not sharing his in essays or not going in a direction he wanted even if the all for it.
of Drogresse. Use N	much did this course contribute to your progress on the following learning objectives? I/A if the learning objective was not relevant to this course. Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable
12. 1 2 3 4 2 13. 1 2 3 4 5 14. 1 2 3 4 5 15. 1 2 3 4 5 17. 1 2 3 4 5 18. 1 2 3 4 5 19	Gaining factual knowledge. Understanding fundamental concepts and principles. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. Learning to analyze ideas, arguments, and points of view. Learning to synthesize and integrate knowledge. Learning to conduct inquiry through methods of the field. Learning to evaluate the merits of ideas and competing claims. Developing skills in oral expression. Developing writing skills.
Awesome section!	vledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)
Additional Comments/Suggest Overall, awesome,	iust don't be so vitriolic/biased in grading?

Trankly	Conege	Studen	nt Course Ev	valuatio	n ror	1111		
Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
	0 0 0 0	Fall Spring	0–1 hr/week 1–3 hrs/week	1st	0 0	0 0	(i) 0	0 0
Marking Instructions	(1) 1 1 1 1 (2 2 2 2 2 2	Sum I Sum II	3–5 hrs/week 6+ hrs/week	2nd	(1 1 1 2 2)	① (1) ② (2)	① 1 ② 2	1) 1, 2, 2
Use a No. 2 pencil or blue or black ink pen only.	(3) 3/13/3/3/3/ (4) 4/4/4/4/4/	This Course	Fulfils A	3rd	(3) 3 (4) 4	(3) 3, (4) 4	(3) (3) (4) (4)	(3 . 3 (4) · 4
Do not use pens with ink that soaks through the paper.	(5) 5 5 5 5 (6) 6, 6, 6, 6,	Major/Min	or/Cert. Requirement	4th	5 5 6 6	(5) 5 (6) 6.	(5) 5 (6) 6	(5) 5 (6) 6
Make no stray marks on this form.CORRECT MARK:	(7) (7) (7) (7) (8) 8 8 8 8 8 (9) 9 9 9 9	Curriculur Elective	n/College Requirement	Grad Other	(7) 7 (8) 8 (9) 9.	(7) 7 (8) 8 (9) 9	7 7 8 8 9 9	7 7 (8 8 (9) 9
The purposes of this survey include the for assist student's selection of courses; and 4 each item using the indicated code. Please Overall Appraisal:	ollowing: 1) to provide (i) to help you assess how make use of the space	w this course he provided for cor	lps you progress with the lenders, as faculty particulate the course/instructo	nality of the course earning objectives orly value these. r using the fo	e; 2) to info	orm promot e curriculur ode:	ion decisio	ons; 3) to
1. 1 2 3 4 1 The 2. 1 2 3 4 1 The	quality of this cou quality of the instru quality of the instru	rse. action. (Inst.)	1) (1) <u>2</u> (<u>3</u>)	(4) (5) The	e quality o	of the instr	ruction. (
Comments: (e.g., strong and weal	k points of course a	nd instructor)	1			_		
Very patient	+ bring	Sup	great c	quest	74	S .		
نوريو بر الاست	the next items, cha	racterize thi	s course using the fol	llowing code:	iah	5-Ve	ry High	
3. 1 2 3 4 6 Am 4. 1 2 3 6 5 Did	-very Low nount of effort/wor fficulty of the subje tellectual stimulation	k. ect matter.	>-iviouerate	4- 11	ıyıı	5−ve	y nign	
Comments: (e.g., amount and typ	e of thinking you di	d, usefulness	of readings and assign	nments)				

Loved section. Maje me think alot both in + outside the classitation,

Course Dynamics: On the next items, characterize this course/instructor using the following code:
1-Very Low 2-Low 3-Moderate 4-High 5-Very High 6. 1 2 3 5 Instructor was enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.3) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4) 7. 1 2 3 4 6 Instructor was accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.2) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4) 8. 1 2 3 4 6 Participation in class discussion was encouraged. 9. 1 2 3 4 6 Course requirements/expectations were clear. 10. 1 2 3 4 6 Methods of evaluating student work were fair and appropriate.
Comments: (e.g., clarity and organization of course, student/instructor interaction)
-CIEar+Organized
-clear+organized -very approachable
Appraisal Of Progress: How much did this course contribute to your progress on the following learning objectives? Use N/A if the learning objective was not relevant to this course. 1-Not at All 2-A little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable

Additional Comments/Suggestions:

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
				11 -11/62				
		O Fall	0-1 hr/week	() 1st				
		Spring Sum I	1–3 hrs/week 3–5 hrs/week	2nd	0 0	0 0	0 0	00
Marking Instructions	2 2 2 2 2	Sum II	6+ hrs/week	ZIIG	2 2	2 2	2 2	2, 2
Use a No. 2 pencil or blue or	3 3 3 3 3	O dam ii	O 1 mo,week	3rd	3 3	3 3	3 3	(3)(3)
black ink pen only.	4 4 4 4 4	This Course	Enlette A.		4 4	4 4	4 4	4 (4)
Do not use pens with ink that	5 5 5 5 5			4th	5 5	5 5	5 5	5 5
soaks through the paper.	(6) (6) (6) (6)		Cert. Requirement	Grad	6 6 7 7	6 6 7 7	6 6	(6) (6) (7) (7)
Make no stray marks on this form.	(7) (7) (7) (7) (8) (8) (8) (8) (8)	Elective	College Requirement	Grau	8 8	8 8	8 8	8 8
CORRECT MARK:	9 9 9 9 9	Licetive		Other	9 9	9 9	(9 (9)	9 9
Overall Appraisal: 1. 1 2 3 0 5 The	4) to help you assess he make use of the space	ow this course help provided for com II appraisal of t 2-Poor urse.	os you progress with the le ments, as faculty particula the course/instructo 3–Adequat	earning objective rly value these. r using the for e 4–0	s of the Duk	e curriculur ode: 5–E	m. Please re	espond to
	e quality of the instr				e quality o			
Course	the next items ch	aracterize this	course using the fol	lowing code		r,		
off - a - a	1–Very Low	2-Low	3–Moderate		ligh	5-Ve	ry High	
3. 1 2 3 6 5 At 4. 1 2 3 6 5 D	mount of effort/wo ifficulty of the subj itellectual stimulat	ork. ject matter.					,	
Comments: (e.g., amount and ty	oe of thinking you o	did, usefulness o	of readings and assign	nments)				

7. 1 2 3 4 5 Instru 7. 1 2 3 4 5 Instru 1 2 3 4 5 Instru 8. 1 2 3 4 6 Partic 9. 1 2 3 4 Cour 10. 1 2 3 6 5 Feed	On the next items, characterize this course/instructor using the following code: 1-Very Low 2-Low 3-Moderate 4-High 5-Very High actor was enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.3) actor was enthusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4) actor was accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) actor was accessible outside of class. (Inst.2) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) actor was accessible outside of class. (Inst.2) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4) actor was
Comments: (e.g., clarit	y and organization of course, student/instructor interaction)
Appraisal of Progress:	How much did this course contribute to your progress on the following learning objectives? Use N/A if the learning objective was not relevant to this course.
12. 1 2 3 4 14. 1 2 3 4 15. 1 2 3 4 16. 1 2 3 4 17. 1 2 3 4 18. 1 2 3 4 19. 1 2 3 4 20. 1 2 3 4	1-Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable Gaining factual knowledge. Understanding fundamental concepts and principles. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. Learning to analyze ideas, arguments, and points of view. Learning to synthesize and integrate knowledge. Learning to conduct inquiry through methods of the field. Learning to evaluate the merits of ideas and competing claims. Developing skills in oral expression. Developing writing skills.
Comments: (e.g., specif	fic knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)
Additional Comments/S	Suggestions:

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Wittels		Fall Spring	0–1 hr/week 1–3 hrs/week	1st		(i) (i)		0 0
Marking Instructions	(1) 1 1 1 1 (2 2 2 2 2 2	Sum I	3–5 hrs/week 6+ hrs/week	2nd	(<u>1</u> 1 (<u>2</u>) 2 .	(1) · 1 · · · (2) · 2 · · ·	① 1 ② 2	1 1 2 2
Use a No. 2 pencil or blue or black ink pen only.	(3) 3 3 3 3 3 (4) 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4			3rd	(3) 3 (4) 4	(3) 3, (4) 4	(3) (3 (4) (4)	(3 3 (4) 4
Do not use pens with ink that soaks through the paper.	(5) 5 5 5 5 (6) 6 6 6 6	This Course Fu	ert. Requirement	4th	5 5 6 6	(5) 5 (6) 6	. (5) (5 (6) (6	(5) 5 (6) 6
Make no stray marks on this form.	7 7, 7 7 7		ollege Requirement	Grad	(7) 7	(7) 7.	7 ,7	7 - 7
CORRECT MARK:	8 8 8 8 8	Elective		Other	(8) 8 (9) 9	8) 8. (9) 9	(9 9) (9 9)	(8 8 (9) 9
The assessed of this assessed include the	fallandas 1) es acadale	:	. foodbaala abassa aha as	سييمم مطوعم بحنامي	n 2) en inf		ion doninio	ma. 2\ •c

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 helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

Overall Appraisal:		l:	1–Very Poor	2-Poor	3–Adequate				4–Good	5–Excellent		
1. 1	2	3	4	5	The quality of this course.							
2. 1	2	3	4	5	The quality of the instruction.	(Inst.1)	(1)	2	3	4	5 The quality of	the instruction. (Inst.3
(1	2	3	4	- 5	The quality of the instruction.	(Inst.2)	(1	2	. 3	(4)	5 The quality of	the instruction. (Inst.4
1			_	and	weak points of course and inst	ructor)	<u> </u>				• •	

- Very ofen-minded and willing to entertain maniquestions and topics of discussion - Will does a great job of being unbiased and encourages discourse/debate in section whenever

Cour	-				On the next items, characterize this course using the following code:								
Characteristics:					1-Very Low	2-Low	3–Moderate	4 –High	5-Very High				
3. 1	2	3	4	5	Amount of effort/w	ork.							
4. 1			4			Difficulty of the subject matter.							
5. 1	2	3	4	5	Intellectual stimula	ation.							

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

-The course is designed great, and I think the survey approach is recursivel

	•
Course Dynamics: On the next items, characterize this 1-Very Low 2-Low	course/instructor using the following code: 3-Moderate 4-High 5-Very High
6. 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 7. 1 2 3 4 5 Instructor was accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.2) 8. 1 2 3 4 5 Participation in class discussion was encouraged. 9. 1 2 3 4 5 Course requirements/expectations were clear. 10. 1 2 3 4 5 Methods of evaluating student work were fair and	1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.3) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4) vas valuable. I appropriate.
Comments: (e.g., clarity and organization of course, student/instructor	· Indonesia - N
-B+L will and Dr. Gr and are knowledgeable of -Great team!	of the naterial
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Of Progress. Use N/A if the learning objective was not re	ur progress on the following learning objectives? elevant to this course.
2 / Little 3 Wood	erately 4–Highly 5–Very Highly N/A–Not Applicable
12. 1 2 3 4 5 N/A Gaining factual knowledge. 13. 1 2 3 4 5 N/A Understanding fundamental cor	ncents and principles
	cepts, principles, or theories to a specific situation or problem.
15. 1 2 3 4 5 NA Learning to analyze ideas, argur	
16. 1 2 3 4 5 N/A Learning to synthesize and integrated to the state of the synthesize and integrated to the synthesize and the synthes	
17. 1 2 3 4 5 NA Learning to conduct inquiry thr	
18. 1 2 3 4 5 NA Learning to evaluate the merits	
19. 1 2 3 4 5 NA Developing skills in oral express	
20. 1 2 3 4 5 NA Developing writing skills.	
Comments: (e.g., specific knowledge, skills, etc. acquired, new apprecia	
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of ethical questions	

Additional Comments/Suggestions:

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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 helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these. Reflect your overall appraisal of the course/instructor using the following code: 1-Very Poor 2-Poor 3-Adequate 4-Good 5-Excellent										
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Course Dynamics:	On the next items, characterize this course/instructor using the following code: 1-Very Low 2-Low 3-Moderate 4-High 5-Very High
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Comments: (e.g., clarity and or	ganization of course, student/instructor interaction)
of Progress. Use N/	nuch did this course contribute to your progress on the following learning objectives? (A if the learning objective was not relevant to this course. lot at All 2–A Little 3–Moderately 4–Highly 5–Very Highly N/A–Not Applicable
2. 1 2 3 4 0 3 4 6 4. 1 2 3 4 6 6. 1 2 3 4 6 7. 1 2 3 4 6	Gaining factual knowledge. Understanding fundamental concepts and principles. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. Learning to analyze ideas, arguments, and points of view. Learning to synthesize and integrate knowledge. Learning to conduct inquiry through methods of the field. Learning to evaluate the merits of ideas and competing claims. Developing skills in oral expression. Developing writing skills.
	Developing writing skills. ledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)
Additional Comments/Suggesti	ons:

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Will Wittels. Warking Instructions Use a No. 2 pencil or blue or black ink pen only. Do not use pens with ink that soaks through the paper. Make no stray marks on this form CORRECT MARK: The purposes of this survey include the assist student's selection of courses; at each item using the indicated code. Ployerall Appraisal. 1. 1 2 3 4 5 7 Comments: (e.g., strong and we strong a leading the courses) Comments: (e.g., strong and we strong a leading the course)	os you progress with the liments, as faculty particular the course/instructo 3-Adequat 1 2 3 1 2 3	earning objectives arly value these. or using the found the set of the set o	llowing cood	e curricului	m. Please re Excellent ruction. (Inst.3)		
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On the next items, characterize this course/instructor using the following code:

Course Dynamics:

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Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
WILL WITTELS *Use a No. 2 pencil or blue or black ink pen only. *Do not use pens with ink that soaks through the paper. *Make no stray marks on this form. *CORRECT MARK: ** The purposes of this survey include the form assist student's selection of courses; and 4 each item using the indicated code. Please **Overall Appraisal:** 1. 1 2 3	0 0 0 0 0 0 1 1 1 1 1 1 1 2 2 2 2 2 2 2	Fall Spring Sum I Sum II This Course Major/Minor Curriculum Elective e your instructor wow this course help provided for communication of the provided for communication of th	0–1 hr/week X 1–3 hrs/week 3–5 hrs/week 6+ hrs/week Fulfills A: College Requirement Syou progress with the lements, as faculty particular the course/instructo 3–Adequation 1 2 3 1 2 3	2nd 2nd 3rd 4th Grad Other uality of the course earning objectives ourly value these. or using the foll 4 -Go 4 5 The 4 5 The	3 3 0 0 1 1 2 2	0 0 0 1 1 2 2 3 3 3 4 4 4 5 5 6 6 6 7 7 8 8 8 9 9 9 corm promote curriculum to the curriculum to the curriculum to the instance of the instanc	0 0 0 1 1 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 8 8 8 9 9 9 stion decision. Please reserved.	0 0 0 1 1 1 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 9 9 ons; 3) to expond to
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Cour	se D	vnar	nics	3:	On t	he next item	s, characterize	this course/ir	structor u	sing the foll	owing cod	le:	
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16. 1	2	X	4	5			synthesize and						
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18. 1	2	3	×	5			evaluate the me		nd compo	eting claims.			
19. 🕦	2	3	4	5	×	Developing :	skills in oral exp	pression.					
20. 1	2	X	4	5	NA	Developing	writing skills.						
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Addit	ional C	omme	nts/Si	uggesti	ons:								

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Use a No. 2 pencil or blue or black ink pen only. Do not use pens with ink that soaks through the paper. Make no stray marks on this form. CORRECT MARK: The purposes of this survey include the form assist student's selection of courses; and 4 each item using the indicated code. Please Overall Appraisal:	0 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 2 2	Fall Spring Sum I Sum II This Course Major/Minor Curriculum/ Elective your instructor w w this course help provided for command for comm	0–1 hr/week 1–3 hrs/week 3–5 hrs/week 6+ hrs/week Fulfills A: //Cert. Requirement College Requirement	1st 2nd 3rd 4th Grad Other uality of the countering objective arrly value these.	0 0 1 1 1 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 se; 2) to infect s of the Duk	0 0 1 1 2 2 3 3 3 4 4 4 5 5 6 6 6 7 7 8 8 8 9 9 9 orm promote curriculum code:	0 0 0 1 1 1 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 8 8 8 9 9 9 stion decision	0 0 0 1 1 1 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 9 ons; 3) to
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0. 1	(2)	3	0	5	NA	Developing writing skills.				
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Additio	onal Co	omme	nts/S	uggest	ions					
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Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
CON Lancaster Warking Instructions Use a No. 2 pencil or blue or black ink pen only. Do not use pens with ink that soaks through the paper. Make no stray marks on this form. CORRECT MARK: The purposes of this survey include the foassist student's selection of courses; and 4 each item using the indicated code. Please Overall Appraisal: R Overall Appraisal: 1. 1 2 3 4 5 The 2. 1 2 3 4 6 The	Number 0 0 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8 8 8 8 8 9 9 9 9 bllowing: 1) to provide to help you assess ho make use of the space	Fall Spring Sum I Sum II This Course Major/Minor Curriculum/ Elective your instructor way this course help provided for community appraisal of to 2-Poor arse. Tuction. (Inst.1)	Work Time: 0–1 hr/week 1–3 hrs/week 3–5 hrs/week 6+ hrs/week Fulfills A: College Requirement College Requirement ith feedback about the question you progress with the lements, as faculty particular the course/instructor 3–Adequar	Year 1st 2nd 3rd 4th Grad Other uality of the cours earning objectives arly value these. r using the forte 4-G 4 5 The	Major 0 0 1 1 1 2 2 3 3 3 4 4 4 6 5 5 6 6 6 7 7 8 8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	Major 0 0 1 1 2 2 3 3 3 4 4 5 5 6 6 6 7 7 8 8 8 9 9 orm promote curriculum	0 0 0 1 1 2 2 3 3 3 4 4 4 5 5 6 6 6 7 7 8 8 8 9 9 9 cion decision. Please reserved.	0 0 0 1 1 2 2 3 3 3 4 4 4 5 5 6 6 6 7 7 8 8 8 9 9 9 ons; 3) t respond t
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Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Use a No. 2 pencil or blue or black ink pen only. Do not use pens with ink that soaks through the paper. Make no stray marks on this form. CORRECT MARK: The purposes of this survey include the foassist student's selection of courses; and 4 each item using the indicated code. Please Overall Appraisal: 1. 1 2 3 4 The	0 0 0 0 0 0 0 1 1 1 1 1 1 1 2 2 2 2 2 2	Fall Spring Sum I Sum II This Course Major/Minor Curriculum, Elective your instructor wow this course help provided for com l appraisal of the provided for com 2-Poor urse.	0–1 hr/week 1–3 hrs/week 3–5 hrs/week 6+ hrs/week Fulfills A: r/Cert. Requirement /College Requirement rith feedback about the quos you progress with the lements, as faculty particula the course/instructor 3–Adequat	1st 2nd 3rd 4th Grad Other ality of the coursearning objectives rly value these. r using the folice 4–G	0 0 0 1 1 2 2 3 3 3 4 4 4 5 5 6 6 6 7 7 8 8 8 9 9 9 e; 2) to info of the Duk	0 0 0 1 1 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 8 8 8 9 9 9 orm promote curriculur	0 0 0 1 1 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 8 8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	0 0 0 1 1 1 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 8 8 8 9 9 9 espond to
1 2 3 4 5 The Comments: (e.g., strong and weak GREA + instructions	quality of the instr	and instructor)				of the instr	ruction. (Inst.4)
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4. 1 2 3 4 Ø Did	nount of effort/wo fficulty of the subj cellectual stimulati	ect matter.						
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Course Dynamics:	On the next items, characte	rize this course/instructor	r using the follo	wing code: 5–Very High	
7. 1 2 3 4 9 Instructor was 1 2 3 4 5 Instructor was 8. 1 2 3 4 7 Participation 9. 1 2 3 4 6 Course requ	s enthusiastic about the course. s enthusiastic about the course. s accessible outside of class. (Ins s accessible outside of class. (Ins in class discussion was enco irements/expectations were of	(Inst.1) 1 2 3 4 5 I (Inst.2) 1 2 3 4 5 I t.1) 1 2 3 4 5 I t.2) 1 2 3 4 5 I uraged. clear.	Instructor was ent Instructor was ent Instructor was acc	husiastic about the course. (husiastic about the course. (essible outside of class. (Insessible outside of class. (Ins	(Inst.4) t.3)
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Comments. (e.g., clarity and or	ganization of course, student/i	nstructor interaction)			
				6	
u deservoi autorio di la cipio	god or the control	Security of the second		ar e	
of Drogresse. Use N	much did this course contribu /A if the learning objective w lot at All 2–A Little		urse.		icable
12. 1 2 3 4	Gaining factual knowle		No. April	MASH HAD	
13. 1 2 3 4 1 -14. 1 2 3 4 1 -15		ental concepts and princi edge, concepts, principles, o		ecific situation or problem.	
15. 1 2 3 4	MA Learning to analyze ide	as, arguments, and points	s of view.		
16. 1 2 3 4 0		and integrate knowledge.			
17. 1 2 3 4 8 18. 1 2 3 4 9		quiry through methods of merits of ideas and com			
19. 1 2 3 4	Developing skills in ora		ipeting ciains.		
20. 1 2 3 4	Developing writing skil	1			
Comments: (e.g., specific know	ledge, skills, etc. acquired, nev	appreciation of/outlook o	on previous know	ledge)	
1-1-1	His king 5	bille			
C Fitical	thinking S	-1.2			
				0	
+ them		4.54.57			

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Additional Comments/Suggestions:

Great Class. Loved it

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert
Mittels; Will Warking Instructions Use a No. 2 pencil or blue or black ink pen only. Do not use pens with ink that soaks through the paper. Make no stray marks on this form. CORRECT MARK:	Number 0 0 0 0 0 0 1 1 1 1 1 2 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 7 8 8 8 8 8 9 9 9 9 9	Fall Spring Sum I Sum II This Course Major/Mino	0–1 hr/week 1–3 hrs/week 3–5 hrs/week 6+ hrs/week	Year 1st 2nd 3rd 4th Grad Other	Major 0 0 1 1 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 8 8 8 9 9	0 0 0 1 1 2 2 3 3 3 4 4 5 5 6 6 6 7 7 8 8 8 9 9	0 0 0 1 1 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9	0 0 0 1 1 1 2 2 3 3 3 4 4 4 5 5 6 6 6 7 7 7 8 8 8 9 9 9
The purposes of this survey include the for assist student's selection of courses; and 4 each item using the indicated code. Please	to help you assess ho make use of the space	ow this course hel provided for con	ps you progress with the l nments, as faculty particula	earning objectives arly value these.	s of the Duk	e curriculu		
Overall Appraisal:	eflect your overal 1-Very Poor	I appraisal of 2-Poor	the course/instructo 3-Adequa	A CONTRACTOR OF THE PROPERTY OF THE PERSON O	llowing o		excellent	
2. 1 2 3 4 The 1 2 3 4 5 The Comments: (e.g., strong and weal Our discussion an ethics c learning come Will is a well fair (very en	Section Section of This garding of the garding	ruction. (Inst.1 ruction. (Inst.2 and instructor) The graph of the gr	re extrematest p.	ely vo	duality of hughi eleg ledo	of the inst of the inst ble - ts - vent	clh	(Inst.4)
Characteristics: 1	-Very Low	2-Low	3–Moderate	4–H		5-Ve	ery High	
4. 1 2 3 4 5 Did	nount of effort/wo fficulty of the subj cellectual stimulati	ect matter.						
Comments: (e.g., amount and typ	e of thinking you d	lid, usefulness	of readings and assig	nments)				

	1						
Cou	rse D	ynaı	mics	S:			course/instructor using the following code:
6 0	100					-Very Low 2-Low	3–Moderate 4–High 5–Very High
						nusiastic about the course. (Inst.1)	1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.3)
						nusiastic about the course. (Inst.2)	1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4)
						essible outside of class. (Inst.1)	1 2 3 4 5 Instructor was accessible outside of class. (Inst.3)
						essible outside of class. (Inst.2)	1 2 3 4 5 Instructor was accessible outside of class. (Inst.4)
						lass discussion was encouraged. ents/expectations were clear.	
						minations/papers/performance w	ras valuable
						ating student work were fair and	
				or or or	- ruru	and student work were fair and	appropriate.
Con	nments:	(e.g., c	clarity	and or	ganiz	ation of course, student/instructor	r interaction)
4							
100							
An	prais	al		Hown	nuch	did this course contribute to you	ur progress on the following learning objectives?
	Progr			Use N	/A if	the learning objective was not re	elevant to this course.
		Coo.		1-1	lot at		erately 4–Highly 5–Very Highly N/A–Not Applicable
2. 1		3	4	5	N/A	Gaining factual knowledge.	
3. 1		3	4	5	N/A	Understanding fundamental cor	ncepts and principles.
4. 1		3	4	5	N/A		cepts, principles, or theories to a specific situation or problem.
5. 1		3	4	5	N/A	Learning to analyze ideas, argun	
6. 1		3	4	5	N/A	Learning to synthesize and integ	
7. 1		3	4	5	N/A	Learning to conduct inquiry thr	
8. 1		3	4	5		Learning to evaluate the merits	
9. 1		(3)	(4)	(5)		Developing skills in oral express	sion.
0. 1	2	3	4	5	N/A	Developing writing skills.	
Con	ments:	(ens	necifi	c know	ledae	skills etc acquired new apprecia	ation of/outlook on previous knowledge)
		(9., -	p			, sams, etc. acquired, new apprecie	ation on outlook on previous knowledge,
					-		
Add	itional C	omme	ents/Si	uggesti	ons:		

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert
Overall Appraisal: 1. 1 2 3 4 The 2. 1 2 3 4 The	4) to help you assess he make use of the space Reflect your overa 1-Very Poor e quality of this coe quality of the instruction	Curriculum Elective e your instructor vow this course hele provided for com Il appraisal of 2-Poor urse. ruction. (Inst.1 ruction. (Inst.2) and instructor)	with feedback about the question progress with the laments, as faculty particular the course/instructors—Adequar	earning objectives arly value these. or using the fote 4–G 4 5 The 5 The	of the Duk llowing o ood e quality o	ode: 5-E of the insti	m. Please re Excellent ruction. (ruction. ((Inst.3)
Characteristics: 1 3. 1 2 4 4 5 Ar 4. 1 2 9 4 5 Di	nount of effort/wo fficulty of the subj tellectual stimulat	2-Low ork. ject matter. ion.	course using the fo 3-Moderate of readings and assign fficult by ed from	4-H			Firm	

Course Dynamics:	On the next items, characterize this course/instructor using the following code: 1-Very Low 2-Low 3-Moderate 4-High 5-Very High
1 2 3 4 5 Instructor was 7. 1 2 3 4 5 Instructor was 1 2 3 4 5 Instructor was 8. 1 2 3 4 5 Participation 9. 1 2 3 4 5 Course requi 10. 1 2 3 4 5 Feedback on	s enthusiastic about the course. (Inst.1) s enthusiastic about the course. (Inst.2) s accessible outside of class. (Inst.1) s accessible outside of class. (Inst.2) in class discussion was encouraged. irements/expectations were clear. examinations/papers/performance was valuable. evaluating student work were fair and appropriate.
Comments to a state of the	
	ganization of course, student/instructor interaction)
Very enthu	siastic. Exicted about teaching subject matter
and a service production residence	
STANDARD STANDARD SECTION	
of Dromesco. Use N.	nuch did this course contribute to your progress on the following learning objectives? /A if the learning objective was not relevant to this course. Iot at All 2–A Little 3–Moderately 4–Highly 5–Very Highly N/A–Not Applicable
12. 1 2 3 4 5	Gaining factual knowledge.
13. 1 2 3 4 5	Understanding fundamental concepts and principles.
14. 1 2 3 4 5	Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. 1 2 3 4 5 16. 1 2 3 4 5	Learning to analyze ideas, arguments, and points of view.
16. 1 2 3 4 5 17. 1 2 3 4 5	Learning to synthesize and integrate knowledge. Learning to conduct inquiry through methods of the field.
18. 1 2 3 4 5	Learning to evaluate the merits of ideas and competing claims.
19. 1 2 3 4 5	Developing skills in oral expression.
-/-	Developing writing skills.
	ledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)
Additional Comments/Suggesti	ons:

Trinity	College	Studen	t Course E	valuatio	n For	m		
Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Wittels		O Fall	∅ 0–1 hr/week	1 st	49			
Marking Instructions	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Sum I Sum II	1–3 hrs/week 3–5 hrs/week 6+ hrs/week	O 2nd	0 0 1 1 2 2	0 0 1 1 2 2 2	0 0 1 1 2 2	0 0 1 1 2 2
Use a No. 2 pencil or blue or black ink pen only.	3 3 3 3 3 3 4 4 4 4 4			O 3rd	3 3	3 3	3 3	3 3 4 4
Do not use pens with ink that soaks through the paper.	5 5 5 5 5	This Course	Fulfills A:	O 4th	5 5	5 5 6 6	5 5 6 6	5 5
Make no stray marks on this form.	77777		/College Requirement	○ Grad	7 7	77	77	7 7
CORRECT MARK:	99999			Other	9 0	99	9 9	9 9
The purposes of this survey include the for assist student's selection of courses; and 4 each item using the indicated code. Please	i) to help you assess ho	ow this course help	ps you progress with the l	learning objectives				
Overall Appraisal:	teflect your overal 1–Very Poor	l appraisal of 2–Poor	the course/instructo 3–Adequa		llowing o		excellent	
2. 1 2 3 4 @ The	quality of this cou quality of the instr quality of the instr	ruction. (Inst.1				of the instr of the instr		
Comments: (e.g., strong and wea			educat	Iona] /	6 6			
					90			
Trible Mark								
C1	the next items, cha –Very Low	aracterize this 2–Low	course using the fo 3–Moderate	llowing code: 4–H		5-Ve	ry High	
	nount of effort/wo fficulty of the subj							

Difficulty of the subject natellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

Cour	se D	yna	mic	s:			, characterize this				
6. ① (2 3 4 2 3 4 2 3 4 2 3 4 2 3 4 2 3 4 2 3 4 2 3 4		Instructions	ctor was ctor was ctor was ctor was ipation se requi oack on ods of e	enthe access access in cla reme exame valua	usiastic about the sible outside of sible outside of assible outside of ass discussion ents/expectation inations/paperating student v		1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 was valuable. d appropriate.	Instructor was en Instructor was ac	thusiastic al cessible out	High cout the course. (Inst.3) cout the course. (Inst.4) side of class. (Inst.3) side of class. (Inst.4)
of P	raisa rogr	ess:	4	Use N/ 1-N	A if to lot at	the learning ol All 2–A L Gaining factua	al knowledge.	our progress on the relevant to this co erately 4–Hig	ghly 5–Very	rning objec / Highly	tives? N/A–Not Applicable
3. 1	2	3	4	8			g fundamental co ply knowledge, co			necific situa	tion or problem
5. 1	(2)	(3)	4	Ö			nalyze ideas, argu			peeme orean	don or problem.
6. 1	2	(3)	4	6			nthesize and inte				
7. 1	2	3	4	0			onduct inquiry th				
8. 1	2	3	4	•			valuate the merits				
9. 1	2	3	4	6			kills in oral expre		1 8		
0. 1	2	(3)	4	0	N/A	Developing w	riting skills.				
Comm	nents: ((e.g., :	specifi	ic know	ledge	, skills, etc. acq	uired, new appred	iation of/outlook	on previous know	vledge)	
Addit	ional C	Comm	ents/S	iuggesti	ions:						

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
		Fall	0-1 hr/week	1st	0 0	(O) O		
Marking Instructions	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Spring Sum I Sum II	1–3 hrs/week 3–5 hrs/week 6+ hrs/week	2nd	0 / 0 (1, 1) (2) 2,	(0) 0 (1) 1 . (2) 2	① 0 ① 1 ② 2	① 0 1 1 2 2
Use a No. 2 pencil or blue or black ink pen only.	(3) 3 3 3 3 3 . (4) 4 4 4 4			3rd	③ 3 ④ 4	3 3 4 4	(3) 3 (4) 4	(3 3 (4) 4
Do not use pens with ink that soaks through the paper.	(5) 5 5 5 5 (6) 6, 6, 6 6		e Fulfills A: or/Cert. Requirement	4th	5 5 (6 6	5 5 6 6	(5) 5 (6) 6	(5) 5 (6) 6
Make no stray marks on this form.	(7) (7, (7, 7, (7,	1 ' '	m/College Requirement	Grad	(7) 7	(7) 7	7 7	7 7
CORRECT MARK:	8 8 8 8 8 9 9 9 9 9	Elective		Other	(8) 8 (9) 9	8 8. 9 9	8 8 9 9	(8 8 (9) 9
m								•

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 helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

Comments: (e.g., strong and weak points of course and instructor)
- sametimes we get too eff topic in section

```
Course On the next items, characterize this course using the following code:

Characteristics: 1-Very Low 2-Low 3-Moderate 4-High
```

- 3. 1 2 Amount of effort/work.
- 4. 1 2 3 Difficulty of the subject matter.
- 5. 1 2 3 🔈 5 Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

- the last section were of the course (Fences, Death of a Salesman, etc.) was most interesting

5-Very High

- good amount of reading

```
On the next items, characterize this course/instructor using the following code:
 Course Dynamics:
                                    1-Very Low
                                                       2-Low
                                                                       3-Moderate
                                                                                            4-High
                                                                                                          5-Very High
 6. 1 2 3 • Instructor was enthusiastic about the course. (Inst.1)
                                                                        1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.3)
       <sup>2</sup> <sup>3</sup> • Instructor was enthusiastic about the course. (Inst.2)
                                                                             3 4 5 Instructor was enthusiastic about the course. (Inst.4)
             • Instructor was accessible outside of class. (Inst.1)
                                                                          <sup>2</sup> <sup>3</sup> <sup>4</sup> <sup>5</sup> Instructor was accessible outside of class. (Inst.3)
       2 3 4 • Instructor was accessible outside of class. (Inst.2)
                                                                       1 2 3 4 5 Instructor was accessible outside of class. (Inst.4)
 8. 1 2 3 @ 5 Participation in class discussion was encouraged.
 9. 1 2 3 4  Course requirements/expectations were clear.
 10. 1 2 3 6 5 Feedback on examinations/papers/performance was valuable.
 11. 1 2 3 & Methods of evaluating student work were fair and appropriate.
   Comments: (e.g., clarity and organization of course, student/instructor interaction)
    - more comments on papers
  Appraisal
                         How much did this course contribute to your progress on the following learning objectives?
                         Use N/A if the learning objective was not relevant to this course.
  of Progress:
                            1-Not at All
                                              2-A Little
                                                              3-Moderately
                                                                                 4-Highly
                                                                                                5-Very Highly
                                                                                                                   N/A-Not Applicable
12. 1
                                 N/A
                                     Gaining factual knowledge.
                                 N/A Understanding fundamental concepts and principles.
                           (B)
                                 N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
                           0
                                 NA Learning to analyze ideas, arguments, and points of view.
                           Ø
16. 1
                                 N/A Learning to synthesize and integrate knowledge.
                           3
                                 N/A Learning to conduct inquiry through methods of the field.
18. 1
                                 N/A Learning to evaluate the merits of ideas and competing claims.
19. 1
                                 NA Developing skills in oral expression.
20. 1
                                 NA Developing writing skills.
  Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)
  Additional Comments/Suggestions:
```

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Will withles	00000	Fall Spring	0–1 hr/week 1–3 hrs/week	1st	0 0	(i) 0	0 0	0 0
Marking Instructions	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Sum I Sum II	3–5 hrs/week 6+ hrs/week	2nd	(1, 1, (2) 2.	(1) 1 (2) 2	(1) 1 (2) 2	1 1
Use a No. 2 pencil or blue or black ink pen only.	(a) 3 3 3 3 3 (a) (b) 4 4 4 4 4			3rd	(3) 3 (4) 4	(3) 3	(3) 3 (4) 4	(3 ,3 (4) 4
Do not use pens with ink that soaks through the paper.	(5) 5 5 5 5 (6) 6 6 6 6	This Course I	Fulfills A: Cert. Requirement	4th	5 5 6 6	(4) 4 (5) 5 (6) 6	5 5 6 6	(5) 5 (6) 6
Make no stray marks on this form CORRECT MARK:	1. (7) (7, (7, 7, (7)) (8) (8) (8) (8) (8) (8) (9) (9) (9) (9)	Curriculum/C Elective	College Requirement	Grad Other	(7) 7 (8) 8 (9) 9	(7) 7 (8) 8 (9) 9	7 7 8 8 9 9	7 7 (8 8 (9) 9
assist student's selection of courses; an each item using the indicated code. Ple	nd 4) to help you assess ho ease make use of the space	ow this course helps provided for comm	s you progress with the l nents, as faculty particula	learning objective arly value these.	s of the Duk	e curriculur		
The purposes of this survey include the assist student's selection of courses; and each item using the indicated code. Ple	nd 4) to help you assess ho	ow this course helps provided for comm	s you progress with the l nents, as faculty particula	learning objective arly value these. or using the fo	s of the Duk	code:		

Coun	-		_		On the next items, characterize this course using the following code:								
Char	acte	TĬSÜ	ics:		1-Very Low	2-Low	3–Moderate	4 –High	5–Very Higi				
3. 1	2	3		5	Amount of effort/v	vork.							
4. 1	2	3	Ğ	5	Difficulty of the su	bject matter.							
5. 1	2	3	(D)	5	Intellectual stimul	ation.							

Course Dynamics:	On the next items, characterize this course/instructor using the following code: 1-Very Low 2-Low 3-Moderate 4-High 5-Very High
6. 1 2 3 4 @ Instructor wa	1–Very Low 2–Low 3–Moderate 4–High 5–Very High is enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.3)
1 2 3 4 5 Instructor wa	is enthusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4)
	is accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3)
1 2 3 4 5 Instructor wa	is accessible outside of class. (Inst.2) 1 /2 3 4 5 Instructor was accessible outside of class. (Inst.4)
9 1 2 3 6 5 Course requ	n in class discussion was encouraged. pirements/expectations were clear.
10. 1 2 3 4 ② Feedback or	n examinations/papers/performance was valuable.
11. 1 2 3 9 5 Methods of	evaluating student work were fair and appropriate.
Comments: (e.g., clarity and o	rganization of course, student/instructor interaction)
of Progress: Use N	much did this course contribute to your progress on the following learning objectives? I/A if the learning objective was not relevant to this course. Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable
12. 1 2 3 🚳 5	NA Gaining factual knowledge.
13. 1 2 3 4 5 14. 1 2 3 4 6	WA Understanding fundamental concepts and principles. NA Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
15. 1 2 3 4 6	Learning to analyze ideas, arguments, and points of view.
16. 1 2 3 4 3	NA Learning to synthesize and integrate knowledge.
17. 1 2 3 9 5	N/A Learning to conduct inquiry through methods of the field.
18. 1 2 3 4 9	NA Learning to evaluate the merits of ideas and competing claims.
19. 1 2 (b) 4 5	NA Developing skills in oral expression.
20. 1 2 3 🚯 5	NA Developing writing skills.
Comments: (e.g., specific know	vledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)
Additional Comments/Suggest	tions:
Additional Comments/Suggest	.10115.
1	

200			1653					No. of	
Cours	e Dyna	mics:		On the next items, 1-Very Low	characterize this 2-Low	course/instruct	tor using the follo 4–High	wing code: 5–Very Hig	ah.
6. 10	3 4 📤 1	Instruct	or was	enthusiastic about the					it the course. (Inst.3)
				enthusiastic about the					it the course. (Inst.4)
				accessible outside of			Instructor was acc		
				accessible outside of			Instructor was acc		
				in class discussion v					
				rements/expectation					
				examinations/paper					
11. 1 2	3 4 Ø l	Method	is of e	valuating student w	ork were fair and	d appropriate.			
Comme	ents: (e.g., (clarity a	and org	ganization of course,	student/instructo	r interaction)			
									a advise was as
Table W.									complies instant or
									the suggest as the
									TO SECURE
								1 6 140.	
Appr				nuch did this course				ning objectiv	es?
of Pr	ogress:			A if the learning ob ot at All 2-A Li		erately 4–H	lighly 5–Very	Highly I	N/A-Not Applicable
12. 1	2 3	4	•	NA Gaining factua	l knowledge.				
13. 1	2 3	4	0		g fundamental co				
14. 1	2 3	4					s, or theories to a sp	ecific situation	n or problem.
15. 1	2 3	4			alyze ideas, argu				
16. 1	2 3	4	•		nthesize and inte				
17. 1	2 3	4	8		nduct inquiry the				
18. 1	2 3	4		NA Learning to eva			ompeting claims.		
19. 1 20. 1	2 3	4		NA Developing wr		551011.			
20.				Developing wi	itilig skills.	ration literature		MAR Emiseria	
Comme	ents: (e.g., s	specific	knowl	edge, skills, etc. acqu	iired, new appreci	ation of/outlook	c on previous know	ledge)	
Additio	nal Comme	ents/Su	ggesti	ons:					

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major Minor	Cert
1. 1 2 3 4 The 2. 1 2 3 4 The 1 2 3 4 5 The Comments: (e.g., strong and wear	to help you assess how make use of the space t	your instructor we will appraisal of to 2-Poor curse. Fuction. (Inst.1) ruction. (Inst.2)	/Cert. Requirement College Requirement ith feedback about the q s you progress with the l ments, as faculty particula the course/instructo 3-Adequa	earning objective arly value these. or using the fote 4–6 4 5 The	s of the Duk Ilowing cood	te curriculum. Please re	(Inst.3)
Characteristics: 1 3. 1 2 3 4 An 4. 1 2 3 4 Di	–Very Low nount of effort/wo fficulty of the subj tellectual stimulati	2–Low rk. ect matter. ion.	course using the fo 3–Moderate	4-⊦	ligh	5–Very High	

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Use a No. 2 pencil or blue or black ink pen only. Do not use pens with ink that soaks through the paper. Make no stray marks on this form. CORRECT MARK: The purposes of this survey include the assist student's selection of courses; and each item using the indicated code. Pleas	4) to help you assess ho	Curriculum/ Elective your instructor w whis course help	/Cert. Requirement College Requirement ith feedback about the questions you progress with the le	earning objective				
1. 1 2 3 4 5 The 2. 1 2 3 4 5 The	Reflect your overal 1–Very Poor e quality of this cou e quality of the instr	2-Poor urse. ruction. (Inst.1)		e 4-0	ollowing of Good e quality of e quality of	5–E of the instr		
Comments: (e.g., strong and wea	k points of course a	and instructor)		processors of the control of the con				
0.01	the next items, cha I–Very Low	aracterize this 2-Low	course using the fol 3–Moderate		ligh	5-Ve	ry High	
4. 1 2 3 4 5 Di	mount of effort/wo ifficulty of the subj tellectual stimulati	ect matter.						
Comments: (e.g., amount and type	oe of thinking you d	lid, usefulness c	of readings and assign	nments)			mod and	

Cours	se Dy	ynar	nics	S:		the next items, characterize this -Very Low 2-Low	course/instructor using t 3-Moderate 4-H		
7. 1 2 1 2 8. 1 2 9. 1 2		5 In 5 In 5 In 7 P 7 C	nstruc nstruc nstruc artici Cours	ctor was ctor was ctor was ipation se requ	s enth s acce s acce in cl ireme	usiastic about the course. (Inst.1) usiastic about the course. (Inst.2) ssible outside of class. (Inst.1) ssible outside of class. (Inst.2) ass discussion was encouraged. ents/expectations were clear. ninations/papers/performance w	1 2 3 4 5 Instructo 1 2 3 4 5 Instructo 1 2 3 4 5 Instructo 1 2 3 4 5 Instructo 1 2 3 4 5 Instructo	r was enthusiastic a r was enthusiastic a r was accessible out	bout the course. (Inst.3) bout the course. (Inst.4) side of class. (Inst.3)
						ating student work were fair and			
Comm	ents: (e.g., cl	larity	and or	ganiz	ation of course, student/instructor	rinteraction)	an s	COLUMN TO THE MARKET TO THE MA
Appi of Pi			on.	Use N	/A if	did this course contribute to yo the learning objective was not r	elevant to this course.		
or Fi	2 (2)	3	(4)	1-1	Not at	All 2–A Little 3–Mode Gaining factual knowledge.	erately 4–Highly	5-Very Highly	N/A-Not Applicable
. 1	2	3	4	5	N/A	Understanding fundamental co			
. 1	2	3	4	5	NA	Learning to apply knowledge, cor			ation or problem.
. 1	2	3	4	5	N/A	Learning to analyze ideas, argu-		V.	
. 1	2	3	4	5		Learning to synthesize and inte		ld	
. 1	2	3	4	5		Learning to conduct inquiry the Learning to evaluate the merits			
. 1	2	3	4	5		Developing skills in oral expres		ciaiiis.	
						Developing writing skills.	31011.		
Comm	ents: (e.g., s	pecifi	ic know	vledge	e, skills, etc. acquired, new appreci	ation of/outlook on previo	us knowledge)	
Additi	onal C	omme	nts/S	Suggest	tions:				
				33-3					

Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
Marking Instructions * Use a No. 2 pencil or blue or	0 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3	Fall Spring Sum I Sum II	0–1 hr/week 1–3 hrs/week 3–5 hrs/week 6+ hrs/week	1st 2nd 3rd	0 0 0 1 1 2 2 3 3 3	0 0 1 1 2 2 3 3 3	0 0 1 1 2 2 3 3 3	0 0 1 1 2 2 3 3 3
 black ink pen only. Do not use pens with ink that soaks through the paper. Make no stray marks on this form. CORRECT MARK: 	4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8 8 8 8 8 9 9 9 9 9		Fulfills A: r/Cert. Requirement College Requirement	4th Grad Other	4 4 5 5 5 6 6 6 7 7 8 8 8 9 9	4 4 5 5 6 6 7 7 8 8 9 9	4 4 5 5 6 6 7 7 8 8 9 9	4 4 5 5 6 6 7 7 8 8 9 9
The purposes of this survey include the for assist student's selection of courses; and 4 each item using the indicated code. Please) to help you assess ho make use of the space	w this course help provided for com	os you progress with the le	earning objective rly value these.	s of the Duk	e curricului	tion decision m. Please re	ns; 3) to espond to
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Comments: (e.g., strong and weal				in attention of the control of the c				
01	the next items, cha -Very Low	racterize this 2–Low	course using the fol 3–Moderate		ligh	5-Ve	ery High	
4. 1 2 3 4 5 Dif	nount of effort/wor fficulty of the subject ellectual stimulation	ect matter.						
Comments: (e.g., amount and typ	e of thinking you d	id, usefulness o	of readings and assign	nments)				

Cor	ırse	Dyn	ami	CS:		the next items, of	characterize this	course/instructo 3-Moderate	r using the foll 4-High	owing code 5–Very	
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Coi	mmen	ts: (e.g.	, clari	ty and	organi	zation of course, s	student/instructo	r interaction)			The control of the co
-	pra Pro	isal gress	S:	Use		the learning obj	ective was not r	ur progress on the	urse.	arning objec	tives? N/A–Not Applicable
12.			(4		N/A	Gaining factual		arting	ing 5 ver	y mgmy	Terra Not Applicable
13.			4		N/A			ncepts and princ	inles		
14.					N/A			cepts, principles,		enecific situat	tion or problem
15.					N/A			ments, and point		specific situa	don or problem.
16.					N/A			grate knowledge			
17.					N/A			rough methods o			
18.			(4		N/A			of ideas and con			
19.			(4		N/A		lls in oral expres		ipeting cianns.		
20.						Developing wri					
Cor	mmen	ts: (e.g.	, spec	ific kno	owledg	e, skills, etc. acqui	ired, new appreci	ation of/outlook o	on previous know	wledge)	Seas Seas Seas Seas Seas Seas Seas Seas
Add	dition	al Comi	ments	s/Sugge	stions:						

Instructor Course Description Form Instructor Instructor Name Course Number Number Term What is the expected average weekly out of O Fall class work time for students in this course? Marking Instructions Spring 0 to 1 hr/week • Use a No. 2 pencil or blue or O Sum I black ink pen only. 1 to 3 hrs/week Do not use pens with ink that O Sum II soaks through the paper. ○ 3 to 5 hrs/week

Please select your SACES opt-in status (required). If you wish to leave public comments for this course or for all courses, globally, please visit http://trinity.duke.edu/survey. I would like ALL of my course evaluation results (present, future) made available to students. I would like he evaluation results for this specific course made available to students. I do not want the evaluation results for this specific course made available to students. I please characterize the following student learning objectives in terms of importance to this course: SCALE: M = Minor or No Importance, I = Important, E = Essential Gaining factual knowledge. Understanding fundamental concepts and principles. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. Learning to analyze ideas, arguments, and points of view. Learning to synthesize and integrate knowledge. Learning to conduct inquiry through methods of the field. Learning to conduct inquiry through methods of the field. Learning to evaluate the merits of ideas and competing claims. Developing skills in oral expression. Developing skills in oral expression. Developing skills in oral expression. Developing writing skills. Which of the following information technology applications or skills do you expect your students to use? You may select entire categories and/or individual sub-categories therein. Audio and/or visual Recording offware (e.g., flip cameras, camcorders) Recording software (e.g., flip cameras, camcorders) Recording software (e.g., Facebook, Twitter) Web conferencing (e.g., Skype, Adobe Connect) Course website Data analysis Spracalsheets or databases Statistical applications (e.g., SPSS, JMP, R) Numerical computing environments (e.g., Malab) Qualitative data analysis (e.g., Nivo) Personal media players (e.g., Google Dors) Presentation applications (e.g., Google Forms, SurveyMonkey) Web development and publishing HTML, Java, CSS Blogs Wikis Graphic design applications Cother platfor	CORRECT MARK: (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	6 or more hrs/week
SCALE: M = Minor or No Importance, I = Important, E = Essential	course or for all courses, globally, please visit h I would like ALL of my course evaluation res I would like the evaluation results for this sp	http://trinity.duke.edu/survey. sults (present, future) made available to students. pecific course made available to students.
1. Gaining factual knowledge. 2. Understanding fundamental concepts and principles. 3. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. 4. Learning to analyze ideas, arguments, and points of view. 5. Learning to synthesize and integrate knowledge. 6. Learning to conduct inquiry through methods of the field. 7. Learning to evaluate the merits of ideas and competing claims. 8. Developing skills in oral expression. 9. Developing skills in oral expression. 9. Developing mirting skills. 2. Which of the following information technology applications or skills do you expect your students to use? You may select entire categories and/or individual sub-categories therein. Audio and/or visual Recording devices (e.g., flip cameras, camcorders) Recording software (e.g., Wimba, Audacity) Media production and/or editing (e.g., iMovie) Communications applications Real-time chat (e.g., ICQ, IM) Social networking sites (e.g., Facebook, Twitter) Web conferencing (e.g., Skype, Adobe Connect) Course website Data analysis Spreadsheets or databases Statistical applications (e.g., Skype, Adobe Connect) Data analysis Spreadsheets or databases Statistical applications (e.g., NVivo) Presentation applications (e.g., Google Forms, SurveyMonkey) Web development and publishing HTML, Java, CSS Blogs Wikis Other platforms (e.g., Google Sites, WordPress) Programming (computer)		
You may select entire categories and/or individual sub-categories therein. Audio and/or visual Recording devices (e.g., flip cameras, camcorders) Recording software (e.g., Wimba, Audacity) Media production and/or editing (e.g., iMovie) Communications applications Email Discussion boards Real-time chat (e.g., ICQ, IM) Social networking sites (e.g., Facebook, Twitter) Web conferencing (e.g., Skype, Adobe Connect) Course website Data analysis Spreadsheets or databases Statistical applications (e.g., SPSS, JMP, R) Numerical computing environments (e.g., Matlab) Qualitative data analysis (e.g., NVivo) Personal response system ("clickers") Learning Management System (e.g., Blackboard) Library and/or internet research Mapping applications (e.g., ArcGIS, Google Maps) Note-taking and/or bibliographic applications (e.g., Zotero, EndNote, Evernote, Delicious) Online file storage and/or editing (e.g., Google Docs) Presentation applications (e.g., Google Forms, SurveyMonkey) Web development and publishing HTML, Java, CSS Blogs Programming (computer) Programming (computer)	Gaining factual knowledge. Gaining factual knowledge. Gaining factual knowledge. Gaining factual knowledge. Learning fundamental concepts and integrate to analyze ideas, arguments, for analyze ideas, for	s and principles. ts, principles, or theories to a specific situation or problem. and points of view. knowledge. methods of the field.
Recording devices (e.g., flip cameras, camcorders) Recording software (e.g., Wimba, Audacity) Media production and/or editing (e.g., iMovie) Communications applications Email Discussion boards Real-time chat (e.g., ICQ, IM) Social networking sites (e.g., Facebook, Twitter) Web conferencing (e.g., Skype, Adobe Connect) Course website Data analysis Spreadsheets or databases Statistical applications (e.g., SPSS, JMP, R) Numerical computing environments (e.g., Matlab) Qualitative data analysis (e.g., Nivo) Personal media players (e.g., iPod) Personal response system ("clickers") Learning Management System (e.g., Blackboard) Library and/or internet research Mapping applications (e.g., ArcGIS, Google Maps) Note-taking and/or bibliographic applications (e.g., Zotero, EndNote, Evernote, Delicious) Online file storage and/or editing (e.g., Google Docs) Presentation applications (e.g., FowerPoint, Keynote) Survey software (e.g., Google Forms, SurveyMonkey) Web development and publishing HTML, Java, CSS Blogs Wikis Other platforms (e.g., Google Sites, WordPress) Programming (computer)	2. Which of the following information technology You may select entire categories and/or individual su	applications or skills do you expect your students to use? ub-categories therein.
Graphic design applications Other platforms (e.g., Google Sites, WordPress) 2-D (e.g., Photoshop, Illustrator) Programming (computer)	Audio and/or visual Recording devices (e.g., flip cameras, camcorders) Recording software (e.g., Wimba, Audacity) Media production and/or editing (e.g., iMovie) Communications applications Email Discussion boards Real-time chat (e.g., ICQ, IM) Social networking sites (e.g., Facebook, Twitter) Web conferencing (e.g., Skype, Adobe Connect) Course website Data analysis Spreadsheets or databases Statistical applications (e.g., SPSS, JMP, R) Numerical computing environments (e.g., Matlab) Qualitative data analysis (e.g., NVivo)	Hand-held mobile devices eReaders (e.g., Kindle) Smartphones (e.g., BlackBerry, iPhone) Personal media players (e.g., iPod) Personal response system ("clickers") Learning Management System (e.g., Blackboard) Library and/or internet research Mapping applications (e.g., ArcGIS, Google Maps) Note-taking and/or bibliographic applications (e.g., Zotero, EndNote, Evernote, Delicious) Online file storage and/or editing (e.g., Google Docs) Presentation applications (e.g., PowerPoint, Keynote) Survey software (e.g., Google Forms, SurveyMonkey) Web development and publishing HTML, Java, CSS Blogs
	Graphic design applications	Other platforms (e.g., Google Sites, WordPress)

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Other (to submit a description, see http://trinity.duke.edu/survey)

Course Evaluation Instructions to Faculty Spring 2012

Dear Colleagues:

The purpose of this memo is to review your part in the course evaluation process. We want to thank you for helping us gather this necessary and useful information. In addition to this letter of instruction and a new list of student major/minor/certificate codes, this envelope contains enough <u>student evaluation forms</u> for the class, plus one <u>Instructor Course Description Form</u>. The completed instructor form should be included with the completed student forms, and all forms should be returned to your DUS in the same envelope in which they were delivered to you.

Please note:

- (1) Starting back in Spring 2008, faculty are required to indicate their opt-in / opt-out status on the Instructor Course Description Form. Evaluation data for instructors who select global opt-in or course-specific opt-in will be displayed on ACES and STORM. This Instructor Course Description Form is your only opportunity to indicate your SACES designation. You can make comments about course evaluation data, available through http://trinity.duke.edu/survey. This URL is also listed on the Instructor Course Description Form. If you had opted-in globally in the past, your DUS assistant should have pre-coded this section of the Instructor Course Description Form. If no selection is indicated, please select your SACES preference at this time.
- (2) The <u>Course Number</u> is *not* the catalog number for the class. It is a unique 4 or 5 digit university code that is written in bold and underlined on the label on the outside of the envelope that your evaluation forms came in. Please inform students of the 4 or 5 digit number printed on the top of the envelope label; this is the number that they should bubble in the Course Number box on the front of the student evaluation form. This number is also used on the faculty form. On both forms, enter this 4 or 5 digit number starting in the first column on the evaluation form and do not add any "zeros" to the beginning or end of the original course number.
- (3) The <u>Major/Minor/Certificate code numbers</u> are listed on a handout included with your evaluation packet. The purpose of this document is to provide students the necessary major/minor/certificate codes required on the evaluation form. Please circulate the sheet(s) among your class members and be sure to inform them that there have been some minor changes to the form.
- (4) <u>Instructor number</u>: If you are the only instructor in the course you are, by default, <u>Instructor 1</u>. If the course is team taught, do not issue student evaluation forms for each instructor in the class; the student evaluation form can accommodate responses for up to four instructors. The label on the blue envelope indicates which instructors are recorded as Instructor 1 and Instructor 2 according to the registrar's course list. If there are third or fourth instructors, you should designate them as you see fit, instruct students whom to evaluate as Instructor 3 and/or Instructor 4, and communicate those designations back to your DUS assistant.

Please also remind students:

- to use only pencil or blue or black ink when completing the form. If a student uses anything other than pencil or blue or black ink, his or her evaluation cannot be scanned.
- to complete both sides of the form.
- to utilize the areas left for comments.
- not to fold, staple, rip or otherwise deface the evaluation form.

As in the past, faculty should not review student evaluation forms at any time in this process. You should designate a student to collect and return the completed forms to the DUS office promptly after class. Please remember to visit the Trinity College course evaluation website to view current and past evaluation reports:

http://assessment.aas.duke.edu/evaluations/. We will inform DUS assistants as soon as reports are available online. Please check with your DUS assistant for updates. We appreciate your efforts and cooperation in this valuable assessment process.

Regards,

Matt Serra, Ph.D. Director of Assessment, Trinity College Duke University

Duke University Majors, Minors, Certificates and Associated Code Numbers

Please find the area that you have chosen to major, minor, or receive a certificate in and place that code number in the appropriate box on the evaluation form. If you are undecided or undeclared (49) or a graduate student (51) please use that code number.

Major/Minor	Code
African & African-American Studies	1
Arts History	2
Art History/Visual Arts Combined	4
Asian & Middle Eastern Studies (formerly AALL)	5
Biology	7
Biomedical Engineering	43
Biophysics	57
Canadian Studies	8
Chemistry	9
Civil and Environmental Engineering	44
Classical Languages (Greek, Latin)	21
Classical Civilization (Classical Archeology)	10
Computational Biology and Bioinformatics	97
Computer Science	12
Cultural Anthropology	13
Dance	52
Earth and Ocean Sciences	15
Economics (including Finance minor)	16
Education	89
Electrical and Computer Engineering	45
Engineering Engineering	42
English	17
Environmental Sciences	19
Environmental Sciences and Policy	18
Evolutionary Anthropology (formerly BAA)	6
French	36
German	20
	22
History Interdepartmental Major	48
International Comparative Studies	11
Italian	37
Linguistics	24
Literature	25
Mathematics	26
Mechanical Engineering	46
Medieval and Renaissance Studies	27
Music	28
Neuroscience	94
Other Major or Minor	50
Philosophy	29
Photography	98
Physics	30
Political Science	31
Program II	47
Psychology	32
Public Policy Studies	33
Religion	34
Russian	99
Slavic & Eurasian Studies (Turkish; formerly SLL)	39
Sociology	5000
	40
Spanish Statistical Science (ISDS)	38
Statistical Science (ISDS)	53
Theater Studies	14
Undecided or Undeclared	49
Visual Arts	3
Visual Studies or Visual Media Studies (VMS)	96
Women's Studies	

Certificate Codes	Code
Arts of the Moving Image (formerly FVD)	63
Children in Contemporary Society	78
Documentary Studies	61
East Asian Studies	55
Energy and the Environment	91
Genome Sciences and Policy	90
Global Health	79
Health Policy	64
Human Development	65
Information Science & Info Studies (ISIS)	66
Islamic Studies	54
Jewish Studies	67
Latin American Studies	68
Latino Studies in the Global South	95
Marine Science and Conservation Leadership	92
Markets and Management Studies	69
Modeling Biological Systems	93
Other Certificate	75
Policy Journalism and Media Studies	72
Politics, Philosophy, Economics (PPE)	76
South Asian Studies	56
Study in Ethics	80
Study of Sexualities	74

Graduate School	
Graduate Student (MA, MS, PhD)	51

Nicholas School Professional Masters Program	
Coastal Environmental Management (MEM-CEM)	81
Ecosystems Science and Conservation (MEM-ESC)	82
Energy and Environment (MEM-EE)	83
Environmental Economics and Policy (EEP)	84
Environmental Health and Security (MEM-EHS)	85
Global Environmental Change (MEM-GEC)	86
Water and Air Resources (MEM-WAR)	87
Forest Resource Management (MF-FRM)	88

Trimity	College	Studen	t Course Ev	valuatio	n For	m		
Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert
* Use a No. 2 pencil or blue or black ink pen only. * Do not use pens with ink that soaks through the paper. * Make no stray marks on this form. * CORRECT MARK:	0 0 0 0 0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 1		0–1 hr/week 1–3 hrs/week 3–5 hrs/week 6+ hrs/week Fulfills A: r/Cert. Requirement /College Requirement	1st 2nd 3rd 4th Grad Other	0 0 (1) 1 (2) 2 (3) 3 (4) 4 (5) 5 (6) 6 (7) 7 (8) 8 (9) 9	(0) 0 (1) 1 (2) 2 (3) 3 (4) 4 (5) 5 (6) 6 (7) 7 (8) 8 (9) 9	0 0 0 1 1 2 2 3 3 3 4 5 5 6 6 6 7 7 8 8 8 9 9	0 0 1 1 2 2 3 3 3 4 4 5 5 6 6 6 7 7 8 8 8 9 9 9
The purposes of this survey include the for assist student's selection of courses; and 4 each item using the indicated code. Please	4) to help you assess he make use of the spaceReflect your overal	ow this course hel e provided for con III appraisal of	ps you progress with the language of the langu	earning objective arly value these. or using the fo	s of the Duk sllowing o	code:	m. Please r	espond (
2. 1 2 3 4 5 The	1-Very Poor e quality of this co e quality of the inst e quality of the inst	ruction. (Inst.1		(4) (5) Th		of the inst of the inst		(Inst.3)
Comments: (e.g., strong and wea	k points of course	and instructor)						
~ M	the next items, ch	naracterize this	s course using the fo	_	: High	5-Ve	ery High	

Amount of effort/work.Difficulty of the subject matter.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

Intellectual stimulation.

4. 1

5. 1

6.	On the next items, characterize this course/instructor using the following code: 1-Very Low 2-Low 3-Moderate 4-High 5-Very High Instructor was enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2)	nst.4)
8. 9. 10.	2 3 4 5 Instructor was accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.2) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.2) 2 3 4 5 Instructor was accessible outside of class. (Inst.2) 2 3 4 5 Instructor was accessible outside of class. (Inst.2) 3 4 5 Course requirements/expectations were clear. 2 3 4 5 Feedback on examinations/papers/performance was valuable. 3 4 5 Methods of evaluating student work were fair and appropriate.	.3)
F	nents: (e.g., clarity and organization of course, student/instructor interaction)	
	Taisal How much did this course contribute to your progress on the following learning objectives? Use N/A if the learning objective was not relevant to this course.	
0	rogress: Use N/A if the learning objective was not relevant to this course. 1–Not at All 2–A Little 3–Moderately 4–Highly 5–Very Highly N/A–Not Applic	able
12.	2 3 4 5 N/A Gaining factual knowledge.	
13.	² ³ ⁴ ⁵ N/A Understanding fundamental concepts and principles.	
14.	² ³ ⁴ ⁵ N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.	1
15.	2 3 4 5 NA Learning to analyze ideas, arguments, and points of view.	
16.	2 3 4 5 N/A Learning to synthesize and integrate knowledge.	
17.	2 4 5 NA Learning to conduct inquiry through methods of the field.	
18.	2 3 4 5 NA Learning to evaluate the merits of ideas and competing claims.	1
19.	2 3 4 5 NA Developing skills in oral expression.	,
20.	2 3 4 5 N/A Developing writing skills.	
Ca	ents: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)	
Ad	onal Comments/Suggestions:	

Tri i	nity College	Studer	nt Course Ev	aluatio	n For	m		
Instructor Name	Course Number	Term	Out of Class Work Time:	Student Year	First Major	Second Major	Minor	Cert.
* Use a No. 2 pencil or blue or black ink pen only. * Do not use pens with ink the soaks through the paper. * Make no stray marks on this CORRECT MARK:	2 2 2 2 2 2 3 3 3 3 3 3 3 4 4 4 4 4 4 4		0–1 hr/week 1–3 hrs/week 3–5 hrs/week 6+ hrs/week Fulfills A: or/Cert. Requirement /College Requirement	1st 2nd 3rd 4th Grad Other	(a) (b) (c) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d	(a) (b) (c) (c) (d) (d) (d) (d) (d) (d) (d) (d) (d) (d	0 0 0 1 1 2 2 3 3 3 4 4 4 5 5 5 6 6 7 7 7 8 8 8 9 9 9	0 0 1 1 2 2 3 3 3 4 4 4 5 5 5 6 6 7 7 7 8 8 8 9 9
The purposes of this survey inclusives assist student's selection of cours each item using the indicated code.	es; and 4) to help you assess h le. Please make use of the space Reflect your overa	ow this course hel e provided for con	ps you progress with the le	earning objectives rly value these.	of the Duk	e curricului	ion decisio n. Please re	ns; 3) to espond to
1. 1 2 3 4 2. 1 2 3 4 1 2 3 4	 1-Very Poor The quality of this co The quality of the inst The quality of the inst 	ruction. (Inst.1) (1) (2) (3)	4) 5) The		5-E of the instr of the instr		
Comments: (e.g., strong ar	nd weak points of course	and instructor)						
Course Characteristics:	On the next items, ch		-	_	·	P. V.		
	1-Very Low	2-Low	3–Moderate	4H	ıgn	5 -V6	ry High	

	dwe					On the next items,	characterize this c	ourse using the follow	ing code:	
Characteristics:				ics:		1-Very Low	2-Low	3-Moderate	4–High	5-Very High
3.	1	2	3	4	5	Amount of effort/	vork.			
4.	1	2	3	4	5	Difficulty of the su	bject matter.			
5.	1	2	3	4	5	Intellectual stimul	ation.			
						· · · · · · · · · · · · · · · · · · ·	·			

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

1 2 3 4 7. 1 2 3 4 1 2 3 4 3. 1 2 3 4 9. 1 2 3 4 0. 1 2 3 4	 Instructor was Instructor was Participatio Course requ Feedback on 	1-Very Low 2-Low 3-Moderate 4-High 5-Very High as enthusiastic about the course. (Inst.1) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.2) as enthusiastic about the course. (Inst.2) 1 2 3 4 5 Instructor was enthusiastic about the course. (Inst.4) as accessible outside of class. (Inst.1) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.3) as accessible outside of class. (Inst.2) 1 2 3 4 5 Instructor was accessible outside of class. (Inst.4) an in class discussion was encouraged. uirements/expectations were clear. an examinations/papers/performance was valuable. Evaluating student work were fair and appropriate.
Comments: (e.	j., clarity and o	organization of course, student/instructor interaction)
Appraisal of Progres	Use N	much did this course contribute to your progress on the following learning objectives? N/A if the learning objective was not relevant to this course. Not at All 2-A Little 3-Moderately 4-Highly 5-Very Highly N/A-Not Applicable
. 1 2	3 4 5 3 4 5 3 4 5 3 4 5	N/A Gaining factual knowledge. N/A Understanding fundamental concepts and principles. N/A Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem. N/A Learning to analyze ideas, arguments, and points of view. N/A Learning to synthesize and integrate knowledge.
. 1 2 : :	3 4 5 3 4 5 3 4 5 3 4 5	Learning to conduct inquiry through methods of the field. N/A Learning to evaluate the merits of ideas and competing claims. N/A Developing skills in oral expression. N/A Developing writing skills.
Comments: (e.g	, specific knov	wledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)