

GatorEvals Individual Instructor Aggregated Report

Step 1: Select Project

1. We choose the naming convention of our reports starting with the Term and then title of the report.
 - a. Fall 2020 Individual Instructor Aggregated Report

Step 2: Define Report Settings

1. Project Title – University of Florida GatorEvals – Fall 2020
 - a. Report Type – Individual
 - b. Merge Subjects – this report aggregates all sections of 1 course, taught by the same instructor. Typically an instructor might teach APK2001C and might have 5 sections, this report will aggregate all data of those 5 sections into 1 report. If they teach APK3000, none of that data will appear in this report. Our “Subject Catalog” is the Course Subject (APK2001C), and the Display Name (Cross Listed Common Name) is the Course Name – Applied Kinesiology.
 - c. We chose not to select “Include Original Subject Names” because if an instructor is teaching more than X number of sections, all of those section numbers will appear and it just makes the title of the report look terrible.

Step 2: Define Report Settings

Project Title University of Florida GatorEvals – Fall 2020

Report Type

☐ Rollover

☒ Individual

☐ Group by

Courses

Name

☒ Distributed

☒ Breakdown by Secondary Subject

☐ Export

☒ Automatic Update

☐ Update static viewers automatically from project group definition

☒ Merge Subjects

Based on

SUBJECT_CATALOG

Display Name

CROSS_LISTED_COMMON

Indicates Master

☐ Include original subject names

Step 3: Info (Content)

1. Header – this includes the piping for the Instructor and Course Name.
2. Remarks – this is the message we chose to include on the reports along with an image of Century Tower.

Info	Content	Filters	Subjects	Viewers	Access	Distribution	Language	Publish
Content	Options							
Project Title	University of Florida GatorEvals – Fall 2020							
Report Title	Fall 2020 Individual Instructor Aggregated Report							en ★
Individual Report Title	Fall 2020 Individual Instructor Aggregated Report							en ★
Report Description	Aggregated Report							en
Tags	Add							
Category	2020							▼
Subcategory	Fall							▼
Header	Individual Instructor Aggregated Report for [SSNAME] [CSFN] [CSLN]							en
Footer	Copyright University of Florida							en
Remarks	<p>INTRODUCTION</p> <p>Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction and maximize learning to meet the mission of the university. This report contains the results gathered through the new GatorEvals system. Students were invited to share their feedback on the teaching and course material. We invite every faculty member to examine the analysis in the report and utilize the resources provided in the report. Thank you for your continued great work!</p> <p>Chris Hass, Ph.D.&nbsp;Associate Provost for Academic and Faculty Affairs&nbsp;</p> <p></p>							en
Prepared by	John Jordin							en <input checked="" type="checkbox"/> Hide Prepared by

INTRODUCTION

Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction and maximize learning to meet the mission of the university. This report contains the results gathered through the new GatorEvals system. Students were invited to share their feedback on the teaching and course material. We invite every faculty member to examine the analysis in the report and utilize the resources provided in the report. Thank you for your continued great work!

Chris Hass, Ph.D.
Associate Provost for Academic and Faculty Affairs



3. We chose to not include report blocks with “No Results” – this is critical for us, as we have a number of report blocks for our other questionnaires in our Health Science Colleges. By making sure this box is checked, anyone not in those colleges will not have to see any of that information and be confused.

Report Type

☐ Roll Over

☒ Individual

☐ Group by

☒ Distributed

☒ Breakdown by Secondary Subject

☐ Export

☒ Automatic Update

☐ Update static viewers automatically from project group definition

☒ Merge Subjects

Based on

Display Name

Indicates Master

☐ Include original subject names

Options

☐ Apply Report Logs

☒ Hide report blocks with no results

☒ In Score blocks, do not display norm items that have no data

☐ Display table of contents (not available in printed version)

☐ Do not display the report cover page

☐ Hide the Courses invited count and response count on the cover page

☐ Hide the Instructors invited count and response count on the cover page

☐ Display page numbering

☐ Display report in landscape

Decimal Places for Scores

Decimal Places for Percentages

Audience

☒ Private

☐ Public

☐ None

Step 4: Info (Options)

1. Threshold Minimums – we chose in this report to have at least 1 response. There has been a lot of debate to making the threshold somewhere between 5-10+ depending on the course. However, we have a large number of courses with enrollments fewer than 5 that have to be evaluated for accreditation purposes. Additionally, any changes must be approved by the Faculty Senate and their respective committees and councils.
2. Active – Saved – in prior terms we included “Active - Saved” responses. We felt that if a student completed most of the questionnaire that the instructor would want to see that data. However, our Promotion & Tenure (OPT) system only includes fully submitted responses. We were getting emails from faculty wondering why their data was different in the Blue reports v. their OPT tables. Sometimes very significantly when the class size was small. There were discussions at the policy levels and they decided to only include submitted responses in Blue reports.

Report Options

Threshold Minimums

☒ Responses

1

☐ Invitations

☐ Response Percentage

%

Included Responses

☒ Active - Submitted

☐ Active - Saved

☐ Deleted - Submitted

☐ Deleted - Saved

Available Languages

Select Available Languages

Base Language

☒ English

Step 5: Content (Blocks)

1. Student Self-Evaluation Questions

Report Block List

	Index	Title	Type	
<input type="checkbox"/>	1	Student Self-Evaluation Questions	Section	Section Title
<input type="checkbox"/>	2	Why did you take this course?	Multiple Selection	Frequency
<input type="checkbox"/>	3	How would you rate your own participation (completed readings, assignments, etc.) in this course?	Single Selection	Frequency

Question:

Why did you take this course?

☒ Frequency

☐ Scale Distribution

☒ Display Chart

☒ Response Count

☒ Response Percentage

Display in Percentage ▾

☐ Total Respondents

Presentation

☒ Color Chart

☒ Hatch Chart

Full Width Chart ▾

8 charts per page ▾

☐ Display Table

☒ Response Count

☒ Response Percentage

☒ Total Respondents

Question:
How would you rate your own participation (completed readings, assignments, etc.) in this course?

☐ Cross Tabulate To Demographic Field ▾

Rater Group Students ▾

Rater Field First Name ▾

Display Options ☒ Display Overall

Display
☒ 1st Scale ☐ 2nd Scale ☐ Dual Scale ☐ Comments ☒ Block items appear on separate pages

Frequency

☒ Display Chart

☐ Display Score Value ☒ Response Count ☒ Response Percentage Display in Percentage ▾

Presentation

☒ Color Chart ☒ Hatch Chart Full Width Chart ▾ 8 charts per page ▾

☐ Display Table

☒ Display Score Value ☒ Response Count ☒ Response Percentage

☐ Display Statistics

☐ Invited Count ☒ Response Count ☐ Response Ratio ☒ Mean ☒ Mode ☐ Sum Total

☒ Median Median ▾ ☐ Semi-Interquartile Range Median ▾

☒ Standard Deviation ☒ Standard Error (base on SD)

☒ Population Standard Deviation ☒ Standard Error (base on PSD)

☐ Percentile 50 ▾ th Percentile ▾

☐ Aggregate Frequency

Primary Scale	Very low	Low	Moderate	High	Very High	
Index						Caption
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aggregate Frequency 1 en ★

2. Main Instructor Evaluation Sections

<input type="checkbox"/>	4	Comparative Evaluation Results	Section	Section Title
<input type="checkbox"/>	5	University Core Instructor Evaluation Questions - Comparative Scores	Single Selection Table	Score
<input type="checkbox"/>	6	University Core Course Evaluation Questions - Comparative Scores	Single Selection Table	Score
<input type="checkbox"/>	7	Aggregate Evaluation Results	Section	Section Title
<input type="checkbox"/>	8	University Core Instructor Evaluation Questions - Aggregate Chart	Single Selection Table	Scale Distribution
<input type="checkbox"/>	9	University Core Course Evaluation Questions - Aggregate Chart	Single Selection Table	Scale Distribution
<input type="checkbox"/>	10	Percentages Evaluation Results	Section	Section Title
<input type="checkbox"/>	11	University Core Instructor Evaluation Questions	Single Selection Table	Spreadsheet
<input type="checkbox"/>	12	University Core Course Evaluation Questions	Single Selection Table	Spreadsheet

a. Comparative Evaluation Scores

Question:

University Core Instructor Evaluation Questions

☐ Cross Tabulate To Demographic Field

Rater Group Students

Rater Field First Name

Display Options ☐ Display Overall

Display

☒ 1st Scale ☐ 2nd Scale ☐ Dual Scale ☐ Comments ☐ Block items appear on separate pages

Score

☐ Display Chart ☒ Display Table

Display Statistics

☐ Response Count ☒ Mean ☐ Standard Deviation ☒ Median Interpolated Median ☐ Min/Max

Presentation

5 Columns per Table 2 tables per page

Additional Settings

☒ Display Overall

Category Summary Caption Overall en

☐ Gap Scale1 - Scale2

☐ Distinguish between standard and reverse-scale questions

Standard Questions Caption en

Reverse-scale Questions Caption en

Group Element Selection

Available Elements

Department Average (Norm Across Responses)

Comments (Breakdown by Rater Group)

>>

<<

Applied Elements

Your Score (Average)

DPT Mean (Norm Across Responses)

College Average (Norm Across Responses)

University Average (Norm Across Responses) (RGB:52,239,219)

b. Aggregate Charts

Block Title

[QTitle] - Aggregate Chart

Block Description

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".

☐ Top Horizontal Separator Small Space

☐ Hidden by Default (visible when trigger activated)

Question:

University Core Instructor Evaluation Questions

☐ Cross Tabulate To Demographic Field

Rater Group Students

Rater Field First Name

Display Options ☒ Display Overall

Display

☒ 1st Scale

☐ 2nd Scale

☐ Dual Scale

☐ Comments

☒ Block items appear on separate pages

Scale Distribution

☒ Display Chart

☐ Display Table

☒ Show Question Title

☐ Show Question Mean

☐ Show Additional Item Mean

☐ Show NPS

Chart Caption

Presentation

☒ Color Chart

☒ Hatch Chart

Bar Height

3 rows high

1 charts per page

Additional Settings

☒ Exclude N/A

Aggregate Scale Settings

Primary Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NOT MY INSTRUCTOR	
							<div>AddRemove</div>
Index							Caption
<input type="checkbox"/> 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div>Disagreeen★</div>
<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div>Neutraleen★</div>
<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div>Agreeeen★</div>

Aggregate Rows Settings

Additional Items

Index	Caption
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Group Element Selection

Available Elements

Department Average (Norm Across Responses)

College Average (Norm Across Responses)

University Average (Norm Across Responses)

DPT Mean (Norm Across Responses)

>>

<<

Add All

Applied Elements

c. Percentages Evaluation

Question:

University Core Instructor Evaluation Questions

Display

☒ 1st Scale ☐ 2nd Scale

First column label

First column CSS

☒ Overall of breakdowns

☐ Single table layout

☐ Overall of questions

Please select items to display in the report

	Item	Header	Mouseover Text	Sort Order	CSS
<input type="checkbox"/>	Frequency Percentage(1)	<center>Strongly	Frequency Percentage(Strongly Dis		
<input type="checkbox"/>	Frequency Percentage(2)	<center>Disagree	Frequency Percentage(Disagree)		
<input type="checkbox"/>	Frequency Percentage(3)	<center>Neutral	Frequency Percentage(Neutral)		
<input type="checkbox"/>	Frequency Percentage(4)	<center>Agree	Frequency Percentage(Agree)		
<input type="checkbox"/>	Frequency Percentage(5)	<center>Strongly	Frequency Percentage(Strongly Agr		
<input type="checkbox"/>	Response Count	<center>Count	Response Count		
<input type="checkbox"/>	Mean	<center>Mean	Mean		background-color: #add8e6
<input type="checkbox"/>	Median	Median	Median		background-color: #ffefd5
<input type="checkbox"/>	Standard Deviation (SD)	<center>SD	Standard Deviation (SD)		background-color: #e9967a

Item: Demographic Field Courses Object ID: Format: @Field

Add Merge Remove

Please select a group element

Available Elements

- Department Average (Norm Across Responses)
- College Average (Norm Across Responses)
- University Average (Norm Across Responses)
- DPT Mean (Norm Across Responses)

Applied Elements

Add All

3. Free Response Section

<input type="checkbox"/>	14	Free Response Section	Section	Section Title
<input type="checkbox"/>	15	Please identify the instructor's strengths that contributed to your learning in the course.	Comments	Comments
<input type="checkbox"/>	16	Please identify the instructor's strengths that contributed to your learning in the course.	Comments	Frequency
<input type="checkbox"/>	17	What additional constructive feedback can you offer the instructor that might help improve the course?	Comments	Comments
<input type="checkbox"/>	18	What additional constructive feedback can you offer the instructor that might help improve the course?	Comments	Frequency
<input type="checkbox"/>	19	What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?	Comments	Comments
<input type="checkbox"/>	20	What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?	Comments	Frequency
<input type="checkbox"/>	21	Please identify the topics and/or skills you learned in the course that you believe will have the highest application for future courses or professional growth.	Comments	Comments
<input type="checkbox"/>	22	Please identify the topics and/or skills you learned in the course that you believe will have the highest application for future courses or professional growth.	Comments	Frequency

- a. Comments – for the comment section we created a trigger on each of the free response questions whereby a ‘word cloud’ or the ‘frequency’ tables would only display if there were 10 or more comments. Otherwise the text analytics and attributes are rather unhelpful.

Block Details

Block Title**Block Description**☐ Top Horizontal Separator ☐ Hidden by Default (visible when trigger activated)☐ Minimum response threshold (This threshold is applied to the number of responses to the questi

Message to display when threshold is not met

Question:☐ Identify Primary/Secondary Subjects in Comments☐ Identify Rater in Comments☐ Breakdown by Rater GroupsSelect Rater Group Element ★

Only breakdown group could be applied for Comment block.

Trigger List

Results: 1 - 5 of 5 Item(s)

<input type="checkbox"/>	Index	
<input type="checkbox"/>	1	Comment Response Threshold for Theme Cloud Instructor 1
<input type="checkbox"/>	2	Comment Response Threshold for Theme Cloud Instructor 2
<input type="checkbox"/>	3	Comment Response Threshold for Theme Cloud Course1
<input type="checkbox"/>	4	Comment Response Threshold for Theme Cloud Course 2
<input type="checkbox"/>	5	Comment Response Threshold for Theme Cloud Instructor UNV-LEC

Trigger Creation

Trigger Creation

Trigger Name ★

Trigger Condition Type Courses Field ▼

Courses Filter

Add New Filter

(

)

And

Or

Not

Filter Condition

☐ Please identify the instructor's strengths that contributed to your learning in the course. response count is Greater than or equal to 10

b. Comments – Frequency

Block Title

[Q'title]

Block Description

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

☐ Top Horizontal Separator
 Small Space

☒ Hidden by Default (visible when trigger activated)

Question Title

What additional constructive feedback can you offer the instructor that might help improve the course?

Text Analytics - Frequency

Dictionary

Teaching and Learning - American English

★

Category

ATTRIBUTES - T&L

Display Settings

Display Options

☐ Chart
 ☒ Table
 ☐ Theme Cloud

Display Top

5

Overall Value

Color Scheme

Positive/Negative

Presentation

☐ Hatch Chart

Scale

☐ 100%
 ☒ Dynamic

4. Supplemental Questions (Lab and Online)		
Supplemental Questions (Online)	Single Selection Table	Frequency
Supplemental Questions (Lab)	Single Selection Table	Frequency

Question:

Supplemental Questions (Online)

☐ Cross Tabulate To Demographic Field

Rater Group Students

Rater Field First Name

Display Options ☒ Display Overall

Display

☒ 1st Scale ☐ 2nd Scale ☐ Dual Scale ☐ Comments ☐ Block items appear on separate pages

Frequency

☒ Display Chart

☐ Display Score Value ☒ Response Count ☒ Response Percentage Display in Percentage

Presentation

☒ Color Chart ☒ Hatch Chart Half Width Chart 8 charts per page

☐ Display Table

☒ Display Score Value ☒ Response Count ☒ Response Percentage

☒ Display Statistics

☐ Invited Count ☐ Response Count ☐ Response Ratio ☒ Mean ☐ Mode ☐ Sum Total

☐ Median Median ☐ Semi-Interquartile Range Median

☒ Standard Deviation ☐ Standard Error (base on SD)

☐ Population Standard Deviation ☐ Standard Error (base on PSD)

☐ Percentile 50 th Percentile

☐ Aggregate Frequency

Primary Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Index						Caption
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aggregate Frequency 1 en ★

Step 6: Filters (Subject)

1. Our College of Law operates on a different academic calendar from the rest of campus, so we do not include them in this report, but copy a version of this report and distribute it on different time frame than the rest of campus.

Subject Filter

Add New Filter () And Or Not

☐ Not

☐ Courses.COLLEGE Contains Law

Step 7: Viewers (Dynamic Viewers)

1. We enabled Dynamic Viewers which are our Department Chairs, Deans, and Department Administrators

The screenshot shows the 'Viewers' tab in a system interface. The top navigation bar includes 'Info', 'Content', 'Filters', 'Subjects', 'Viewers' (selected), 'Access', 'Distribution', 'Language', and 'Publish'. Below the navigation bar, there are links for 'Static Viewers', 'Dynamic Viewers' (selected), and 'Static Viewers Export / Import'. The main section is titled 'Dynamic Group Connections' and contains two rows: 'Department Admin' and 'Deans'. Each row has a toggle switch set to 'Connected' and a checkbox for 'Receive notification emails'. Below this, there is a 'Dynamic Viewers List' section with a 'Get Latest' button.

Step 8: Distribution

1. We distribute reports 10 days after the course end date. We used to have it at a specific date at the end of the term. However, we have a number of modular courses that end throughout the semester and the faculty and their departments need those reports, so we made a compromise.

The screenshot shows the 'Distribution' settings interface. On the left, there is a sidebar with links for 'Start Date', 'End Date', 'Email Settings', and 'Options'. The 'Start Date' section is active and shows three options: 'Start Date' (selected), 'Fixed Start Date', and 'Hour / Minute Setting'. The 'Start Date' option is configured with a radio button, a '+ 10' days from 'Courses(Project)' dropdown, and a 'COURSE_END_DATE' dropdown. There is an 'Apply' button next to it. The 'Fixed Start Date' option is also visible with a radio button and a date input field. The 'Hour / Minute Setting' section has a radio button and a time input field. A 'Clear Date' button is located at the bottom.