

Tarleton Course Evaluations

The survey tool is a web-enabled, paperless evaluation system designed to make the evaluation process easy-to-use and convenient. Paper evaluation forms will not be distributed. The online evaluation can be completed from any internet connected computer, on or off campus.

The evaluation's start and end dates will be published prior to the first day the evaluation is open. Each evaluation will be available 24/7 for your convenience.

Once you have completed the course evaluation AND your instructor has posted your official grade, you will be able to view your grade for the course.

If you experience any problems accessing the survey for your course please contact the Computer Help Desk at 254-968-9885 (helpdesk@tarleton.edu).

Below is a step-by-step guide to evaluate your course. NOTE: If you are accustomed to checking your grades through the final grade or transcript screens, you will need to first complete the evaluation as outlined below. Once your grade is posted the evaluation link will overlay the grade on both the transcript and final grade screen until the end date.

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One. Logon to myGateway (<https://gateway01.tarleton.edu/cp/home/displaylogin>)

The screenshot shows a web browser window displaying the Tarleton State University myGateway login page. The browser's address bar shows the URL <https://gateway01.tarleton.edu/cp/home/displaylogin>. The page features a purple header with the Tarleton State University logo and navigation links. The main content area is divided into several sections:

- myGateway**: A sidebar on the left containing contact information for Registration Help (registrar@tarleton.edu, 254-968-9419) and General Registration Information (helpdesk@tarleton.edu, 254-968-9885).
- WELCOME TO myGateway!**: A central header for the login section.
- SECURE ACCESS LOGIN**: A form with fields for Gateway ID and Password, and Login/Cancel buttons.
- YOUR PLACE FOR RESOURCES!**: A list of links to various services: Announcements, E-mail, Blackboard, Registration, Student Records, Financial Aid, TAMUS Single Sign On, and RSS Feeds.
- TECHNICAL SUPPORT**: A section with links for Usernames and Password Set-ups.

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Two. Click on the *Student* Tab

Select the Student Tab

The screenshot shows the Tarleton State University myGATEWAY@TARLETON portal. The browser is Windows Internet Explorer. The address bar shows the URL: http://gateway01.tarleton.edu/render.userLayoutRootNode.uP?uP_root=root. The page features a navigation menu with tabs for Home, Tutorial, Student, and Employee. A red arrow points from a box labeled "Select the Student Tab" to the Student tab. The page content includes several widgets: "CAMPUS ANNOUNCEMENTS" with a contest announcement, "EMPLOYEE QUICKLINKS" with a list of links like "Banner Tools" and "Campus Maps", "PERSONAL ANNOUNCEMENTS" with a photo contest notice, "WEATHER.COM - STEPHENVILLE" showing a 70°F forecast for Stephenville, TX, "RESOURCES" with links to "Duck Trax" and "Texan Bill Pay", and "BOOKMARKS" with links to "Centra" and "Digital Measures". The status bar at the bottom indicates "Done, but with errors on page."

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Three. Click 'Duck Trax'

Click Duck Trax

The screenshot shows the myGATEWAY@TARLETON portal in a Windows Internet Explorer browser. The browser's address bar shows the URL: http://gateway01.tarleton.edu/tag.8e459fe2c5fce113.render.userLayoutRootNode.uP?uP_root=root&uP_sparam=activeTr. The page header includes the myGATEWAY@TARLETON logo and the tagline "...your place for resources". Below the header, there are navigation tabs for Home, Tutorial, Student, and Employee. The Student tab is selected. The main content area is divided into several sections: REGISTRATION TOOLS, ACADEMIC PROFILE, STUDENT GRADES, BANNER SELF SERVICE, and STUDENT MEETINGS. The BANNER SELF SERVICE section contains a link labeled "Duck Trax". A red arrow points from a text box labeled "Click Duck Trax" to this link. The right sidebar contains a "Tarleton State University Upcoming Events Calendar" with a list of events. The bottom of the page shows the Windows taskbar with the Internet Explorer icon and a 100% zoom level.

REGISTRATION TOOLS

- Registration Status
- Look Up Classes
- Add or Drop Classes
- Change Class Options

ACADEMIC PROFILE

Primary

Class Standing: Graduate
Effective Term: Spring 2005
Level: Graduate
Campus: Stephenville
College: Education
Program: Education - MED
Major: Curriculum and Instruction

STUDENT GRADES

No Data Found

Select Another Term Go

BANNER SELF SERVICE

- Duck Trax

STUDENT MEETINGS

Tarleton State University Upcoming Events Calendar

- Tarleton Alumni Ambassadors-Bi-Monthly Meetings (every other Tuesday)
- Tarleton Professional Educators-Monthly Student Meetings
- Alumni Ambassadors Meeting
- Alpha Phi Sigma Meeting
- TSU Plowboys- Organizational Meetings
- Interfraternity Council- Weekly Meetings
- Alpha Gamma Delta- Meetings
- FarmHouse Fraternity- General Assembly Meeting

FUNDRAISERS

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Four. Click 'Online Services and Financial Aid'

The screenshot shows the myGATEWAY@TARLETON portal interface. A red arrow points from a callout box to the 'Online Services & Financial Aid' link in the Banner Self-Service menu.

Callout Box: Click Online Services and Financial Aid

Portal Header: myGATEWAY@TARLETON ...your place for resources

Navigation: Home Tutorial Student Employee

REGISTRATION TOOLS: Registration Status, Look Up Classes, Add or Drop Classes, Change Class Options

ACADEMIC PROFILE: Primary, Class Standing: Graduate, Effective Term: Spring 2005, Level: Graduate, Campus: Stephenville, College: Education, Program: Education - MED, Major: Curriculum and Instruction

STUDENT GRADES: No Data Found

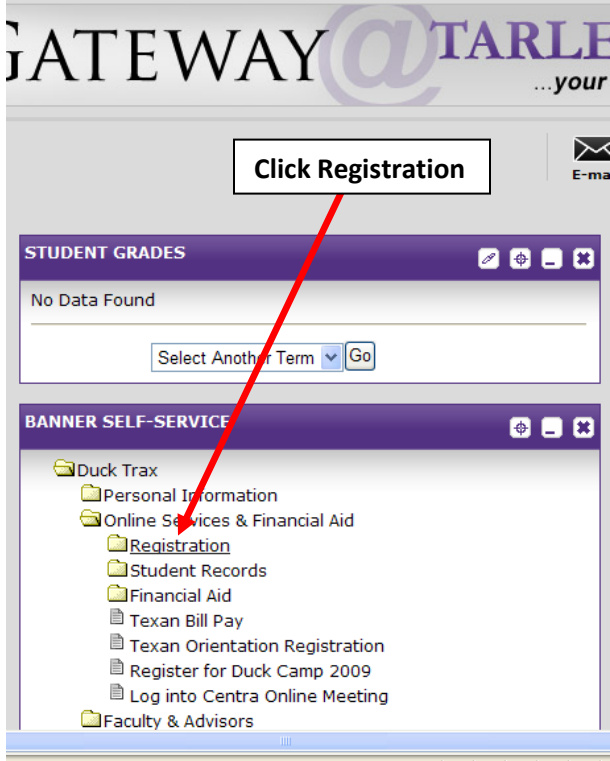
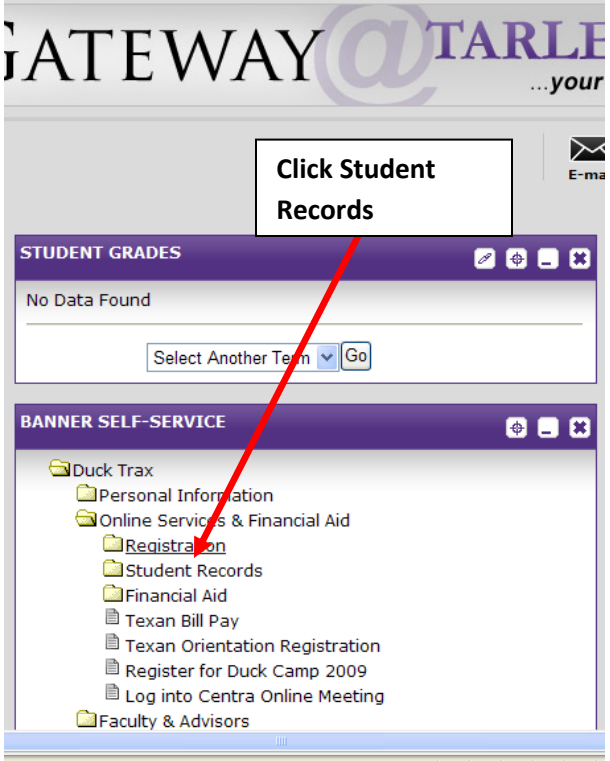
BANNER SELF-SERVICE: Duck Trax, Personal Information, **Online Services & Financial Aid**, Faculty & Advisors, Texan Bill Pay

STUDENT MEETINGS: Tarleton State University Upcoming Events Calendar, Tarleton Alumni Ambassadors-Bi-Monthly Meetings (every other Tuesday), Tarleton Professional Educators-Monthly Student Meetings, Alumni Ambassadors Meeting, Alpha Phi Sigma Meeting, TSU Plowboys- Organizational Meetings, Interfraternity Council- Weekly Meetings, Alpha Gamma Delta- Meetings, FarmHouse Fraternity- General Assembly Meeting

FUNDRAISERS:

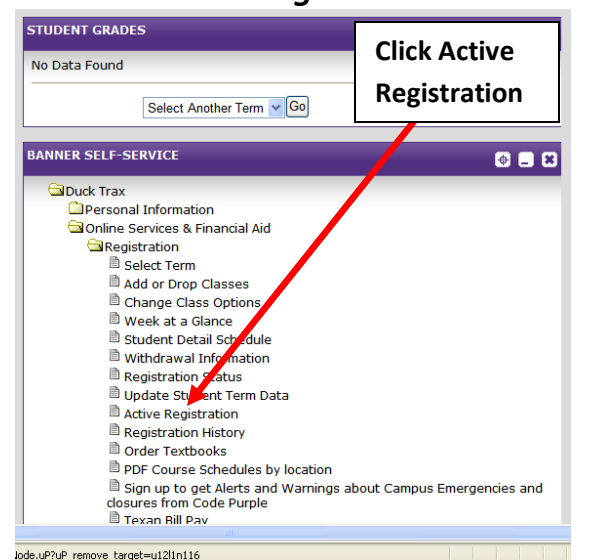
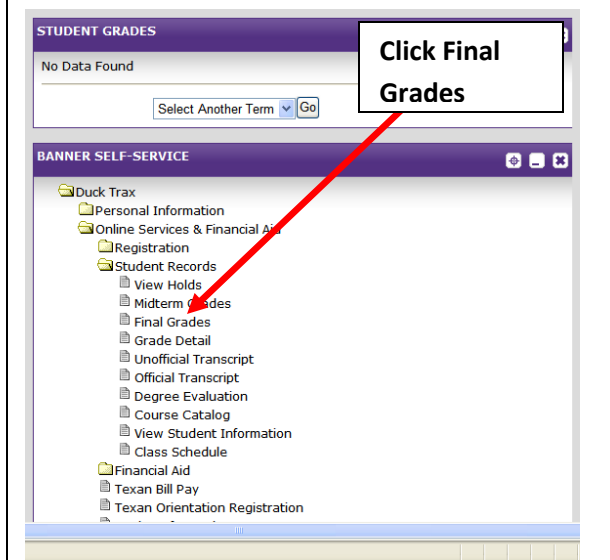
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Five.

<i>If your grade has NOT been posted</i>	<i>If your grade HAS been posted</i>
<p data-bbox="142 310 480 344">Click on 'Registration'</p>  <p data-bbox="375 491 626 541">Click Registration</p> <p data-bbox="164 590 326 615">STUDENT GRADES</p> <p data-bbox="172 638 297 659">No Data Found</p> <p data-bbox="293 695 513 720">Select Another Term <input type="button" value="Go"/></p> <p data-bbox="164 758 370 783">BANNER SELF-SERVICE</p> <ul data-bbox="191 806 529 1079" style="list-style-type: none">Duck Trax<ul style="list-style-type: none">Personal InformationOnline Services & Financial Aid<ul style="list-style-type: none">RegistrationStudent RecordsFinancial AidTexan Bill PayTexan Orientation RegistrationRegister for Duck Camp 2009Log into Centra Online MeetingFaculty & Advisors	<p data-bbox="802 310 1203 344">Click on 'Student Records'</p>  <p data-bbox="1057 491 1235 575">Click Student Records</p> <p data-bbox="821 590 984 615">STUDENT GRADES</p> <p data-bbox="829 638 954 659">No Data Found</p> <p data-bbox="956 695 1175 720">Select Another Term <input type="button" value="Go"/></p> <p data-bbox="821 758 1027 783">BANNER SELF-SERVICE</p> <ul data-bbox="849 806 1187 1079" style="list-style-type: none">Duck Trax<ul style="list-style-type: none">Personal InformationOnline Services & Financial Aid<ul style="list-style-type: none">Student RecordsRegistrationFinancial AidTexan Bill PayTexan Orientation RegistrationRegister for Duck Camp 2009Log into Centra Online MeetingFaculty & Advisors

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Six.

<i>If your grade has NOT been posted</i>	<i>If your grade HAS been posted</i>
<p data-bbox="228 296 829 338">Click on 'Active Registration'</p>  <p>The screenshot shows the Banner Self-Service menu. A red arrow points from a text box labeled "Click Active Registration" to the "Active Registration" option in the menu. The menu items include: Duck Trax, Personal Information, Online Services & Financial Aid, Registration, Select Term, Add or Drop Classes, Change Class Options, Week at a Glance, Student Detail Schedule, Withdrawal Information, Registration Status, Update Student Term Data, Active Registration, Registration History, Order Textbooks, PDF Course Schedules by location, Sign up to get Alerts and Warnings about Campus Emergencies and closures from Code Purple, and Texan Bill Pay.</p>	<p data-bbox="829 296 1435 338">Click on 'Final Grades'</p>  <p>The screenshot shows the Banner Self-Service menu. A red arrow points from a text box labeled "Click Final Grades" to the "Final Grades" option in the menu. The menu items include: Duck Trax, Personal Information, Online Services & Financial Aid, Registration, Student Records, View Holds, Midterm Grades, Final Grades, Grade Detail, Unofficial Transcript, Official Transcript, Degree Evaluation, Course Catalog, View Student Information, Class Schedule, Financial Aid, Texan Bill Pay, and Texan Orientation Registration.</p>

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Seven. Click on 'Evaluate Professor link'

<i>If your grade has NOT been posted</i>	<i>If your grade HAS been posted</i>																					
<p>Dev Musical Exp - MUSC 315 - 010</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;">Click Evaluate Professor</div> <p>Fall 2009 80793 Web Registered Apr 06, 2009 Lecture Face-to-face Stephenville Evaluate Vicky V. Johnson</p> <p>Campus Course Evaluation</p> <p>Choral Tech - MUSC 335 - 010</p> <p>Associated Term Fall 2009 CRN 80797 Status Web Registered Apr 06, 2009 Schedule Type Lecture Instructional Method Face-to-face Campus Stephenville Course Evaluation</p> <p>Ensemble: Chamber Choir - MUSC 401 - 040</p> <p>Associated Term Fall 2009 CRN 80835 Status Web Registered Apr 06, 2009 Schedule Type Private Lesson Instructional Method Face-to-face Campus Stephenville Course Evaluation</p>	<p>Student Information</p> <p>Current Program Bachelor of Music</p> <p>Level: Undergraduate Program: Liberal & Fine Arts - BM Admit Term: Spring 2006 Admit Type: New Transfer (no TSU credit) Catalog Term: Fall 2005 College: Liberal & Fine Arts Campus: Stephenville Major and Department: Music, Fine Arts and Communications Academic Standing: Good Standing</p> <p>Undergraduate Course work</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>CRN</th> <th>Subject</th> <th>Course</th> <th>Section</th> <th>Course Title</th> <th>Campus</th> <th>Final Grade</th> </tr> </thead> <tbody> <tr> <td>60783</td> <td>BIOL</td> <td>120</td> <td>010</td> <td>General Biology</td> <td>Stephenville</td> <td>Evaluate Vicky V. Johnson</td> </tr> <tr> <td>60694</td> <td>RDG</td> <td>351</td> <td>410</td> <td>Content Area Reading</td> <td>Stephenville</td> <td>A</td> </tr> </tbody> </table>	CRN	Subject	Course	Section	Course Title	Campus	Final Grade	60783	BIOL	120	010	General Biology	Stephenville	Evaluate Vicky V. Johnson	60694	RDG	351	410	Content Area Reading	Stephenville	A
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Eight. Fill out the Evaluation & Click *'Submit Evaluation'* at the bottom

Instructor/Course Evaluation - profile@prod - Windows Internet Explorer

http://web02.tarleton.edu/pls/orbit_PROD/orbit.Sho

File Edit View Favorites Tools Help

★ Favorites Instructor/Course Evaluation - profile@prod

Instructor/Course Evaluation

For each of the following items, choose the response that most closely matches your rating.

Section I: The Instructor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Course expectations/learning outcomes were clearly communicated at the beginning of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My instructor created a classroom atmosphere that was productive/conducive to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My instructor seemed to present the course material in an organized manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Whenever possible, my instructor utilized a student-centered approach in teaching the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My instructor encouraged all students to take advantage of additional assistance outside the classroom (office hours, email, etc).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. By providing helpful feedback on assignments/tests, my instructor encouraged me to actively participate in the learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The course examinations were aligned with the content of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I would take another course with this instructor, if possible, or recommend this instructor to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section I: The Instructor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. My instructor seemed to be very knowledgeable about the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Whenever possible, my instructor taught the course in a way that stimulated my critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Whenever possible, my instructor provided real world examples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My instructor was enthusiastic about the subject matter of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My instructor set high standards that challenged me in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My instructor demonstrated respect for individual differences (e.g. gender, race, religion, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I perceive that my knowledge/skills in this content field have improved as a result of this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I recommend this instructor for a teaching excellence award.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section II: The Student					
17. Reason for taking course:	<input type="text"/>				
18. Expected grade in this course:	<input type="text"/>				
19. Average number of hours spent on weekly homework assignments for this course:	<input type="text"/>				
Section III: Open-Ended Comments					
20. Comment on aspects of the course or teaching style that have been most valuable to your overall learning experience.	<input type="text"/>				
21. Suggest how the instructor might improve this course or teaching procedure.	<input type="text"/>				
22. Use the additional space to clarify any of your responses or to discuss issues not covered by the rating system.	<input type="text"/>				