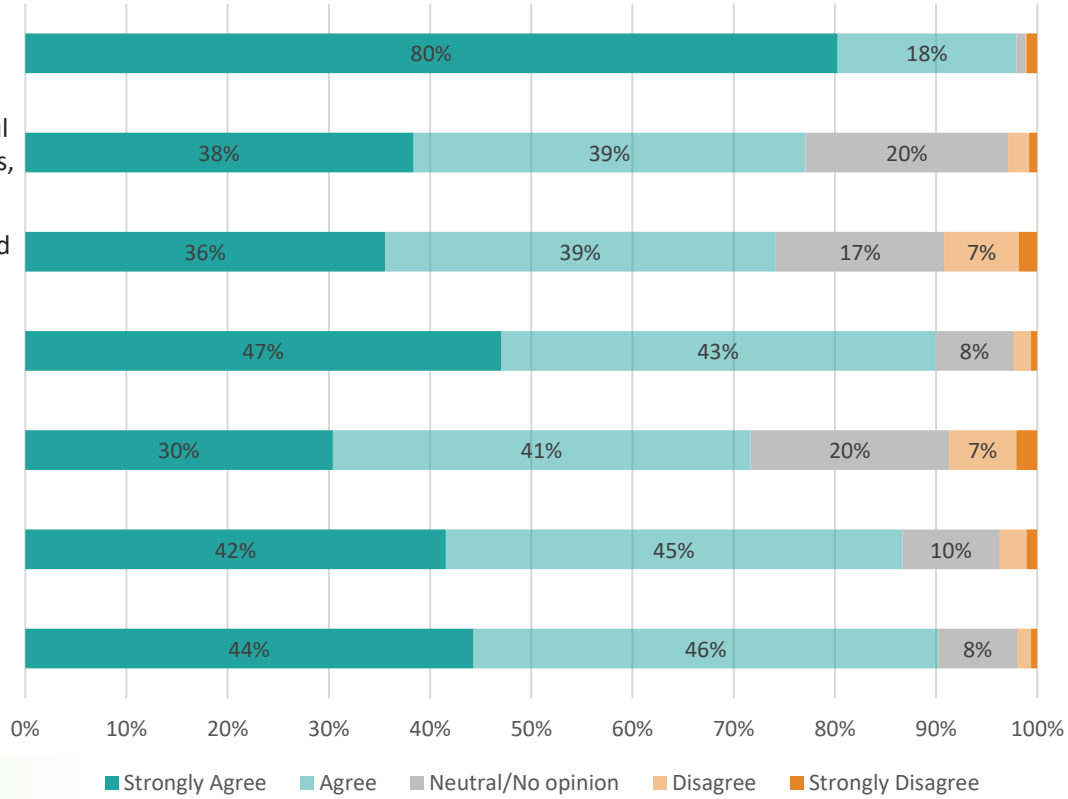
UCONN | UNIVERSITY OF CONNECTICUT
EARLY COLLEGE EXPERIENCE

ECE Course Evaluation Results – Fall 2024

Eval collection period: 1.2.25 – 1.31.25

1. It was made clear to me that this was a University course.
2. I feel that the syllabus was a clear & useful tool for understanding the class objectives, grading standards, & required readings.
3. UConn grading procedures were explained to me.
4. Now that the course has ended, I feel the course met the objectives of the class.
5. I feel that my previous high school classes adequately prepared me for the course.
6. I feel that the assigned readings, texts, & assignments were helpful to facilitate learning.
7. I feel that the topics of this course were presented in a sequence that facilitated learning.

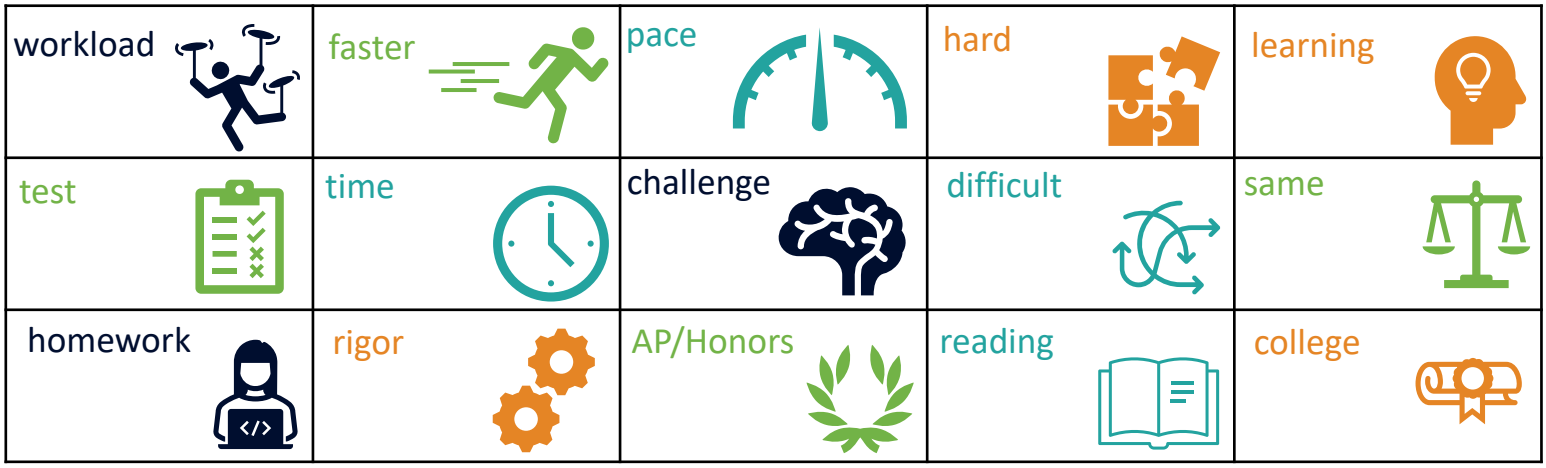


course-specific questions

As these 4 questions are course-specific, detailed results will be addressed in evaluations sent to instructors

8. What was the most difficult topic? Please explain.
9. Which topic received too much class time? Please explain.
10. Which topic received too little class time? Please explain.
11. If you could suggest an additional topic to add to the syllabus, what would it be?

12. How did this course differ from your non-UConn courses? Please explain.



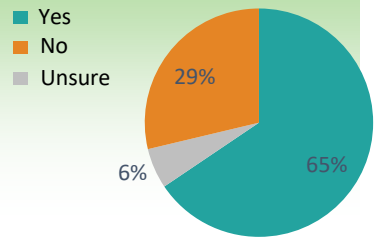
48.7%
Likert response rate

4.6k
# of overall respondents

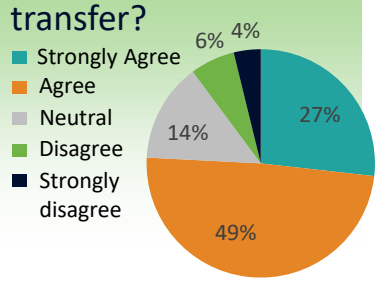
11
courses with 100% response rate

485
# of courses evaluated

Received syllabus?



Understand credit transfer?



In Their Words…

"It challenged me and provided me with a syllabus for my unit assignments. This allowed me to organize my information and thrive in a challenging environment."

"It required the student to have a strong opinion and helped me with my ability to research and cite my sources correctly."

"This course moved a lot faster, you had to have a lot more responsibility to study, and it was one of the few textbook classes that still remain in the school, which I believe is a sad thing as textbook classes can be really valuable."

"Way more involved and interactive. I really like it there is no slacking off, not too hard or easy, and the teacher is great and very helpful."

"People were more motivated to complete the work"

"It is way harder, you need to actually put a lot of effort to it so you can learn and get a good grade. Not just show up to class."

"It was slightly difficult but it is also a college credit class which makes sense for it's difficulty"

"We did more class discussions and interactive learning, which I enjoyed"

"This course went more in depth and used college level writing standards"

"It was held to higher standards and the workload was a lot greater."

"It goes into more depth and topics are more aligned with each other. You can definitely see the theme between all the things we studied."

"It had more independent work and more was expected from us outside of school"

Course Evaluations – Best Practices

- Instructors set aside time for students to complete the course evaluations
- School/ Instructor informs students that surveys are emailed to the email address that they used to register
- Instructors create a college culture in their UConn classes

Student feedback has been used to help clarify grading policies and other course design issues

UCONN | UNIVERSITY OF CONNECTICUT
EARLY COLLEGE EXPERIENCE

Please contact Carissa.Rutkauskas@UConn.edu for additional information