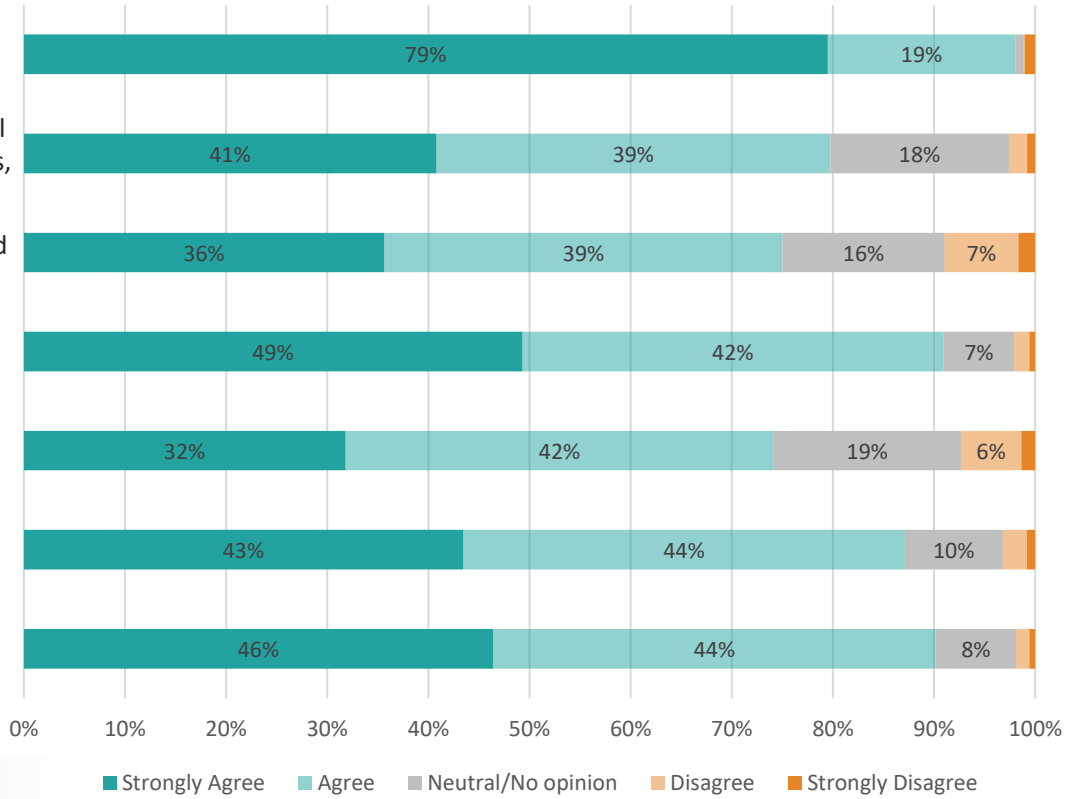


1. It was made clear to me that this was a University course.
2. I feel that the syllabus was a clear & useful tool for understanding the class objectives, grading standards, & required readings.
3. UConn grading procedures were explained to me.
4. Now that the course has ended, I feel the course met 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.

workload	faster	pace	hard	learning
test	time	challenge	difficult	think
rigor	college	same	in-depth	understand

41.9%

Likert response rate

4.3k

of overall respondents

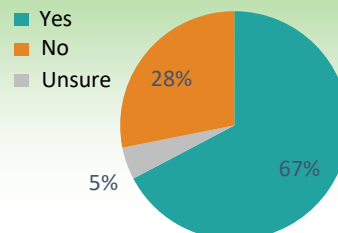
17

courses with 100% response rate

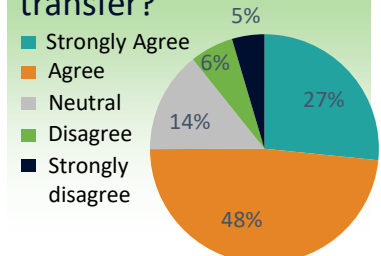
539

of courses evaluated

Received syllabus?



Understand credit transfer?



In Their Words...

“ Rather than learning primarily through activities with teachers giving a base outline of the topic beforehand, we take notes in class on lectures, read the textbook, and study online resources in order to achieve proficiency.”

“ I felt this speech prepared me more for college-level courses than my other classes, as it was fast-paced and had real-world topics.”

“ The course was slightly more difficult, but it pushed me to learn more efficiently. I enjoyed how the course was taught and felt I got more out of the class when compared to my regular class.”

“ It moved a lot faster, and there was a lot less guidance throughout the semester.”

“ More concepts, higher difficulty, more interesting.”

“ This course had more quizzes than my other ones and there wasn't as much time to review—we learned new information every day.”

“ New topics that aren't usually talked about.”

“ This course felt more cumulative than many other courses.”

“ It help us see and understand the way they grade in college and the college credit without going on campus.”

“ It required a greater time commitment and consistent daily work. It also emphasized deeper thinking and reflection.”

“ It was more hands on, easy to understand, not repetitive, challenging in a good way.”

“ The course material was different and used teamwork and fun case studies instead of long pages of work.”

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

