



UNIVERSITY OF LA VERNE

**Course Evaluation Analysis:  
Assessing Learning Climate in the classroom**

**For**

**College of Arts and Sciences  
College of Business and Public Management  
College of Education and Organizational Leadership**

**2011**

**Submitted on:** March 28, 2011

**Prepared by:**

Danielle Bryce, M.S.,  
PsyD student at the University of La Verne

**Supported by:**

James Schirmer, M.S.,  
Senior Research Analyst

**Supervised by:**

Aghop Der-Karabetian, Ph.D.  
Associate VP for University Assessment

# Executive Summary

## Purpose

The purpose of this analysis of course evaluations is to provide faculty a global perspective of the classroom-learning climate in the Colleges of Arts and Science (CAS), Business and Public Management (CBPM), and Education and Organizational Leadership (CEOL) by examining perceptions and experiences of undergraduate and graduate students. It is intended to provide a perspective couched within each college and level in general rather than program specific information.

## Method

The course evaluations from the Fall 2010 were used for this study. Altogether students evaluated a total of 1206 courses. Using SPSS software 117 specialty courses (Labs, Fieldwork, Practicum) were filtered out from the sample, and another 194 courses were filtered out for having fewer than 3 responses. This provided a total of 895 regular courses with at least 3 or more student respondents from which to sample. SPSS software was used to randomly select 20 courses from six subgroups of courses, with a total sample size of 120 course evaluations. The six subgroups were CAS undergraduate and graduate courses, CBPM undergraduate and graduate courses, and CEOL graduate and undergraduate courses. A sample of 20 courses from each group is adequate for qualitative analysis, even though some groups are oversampled. This should not present an issue since no comparative analysis across group is intended. The findings should be considered in the context of each college and level.

The following five general categories were used to group the responses:

1. Positive personal teacher characteristics
2. Positive course structure and presentation characteristics
3. Negative personal teacher characteristics
4. Negative course structure and presentation characteristics
5. Suggestions for improving instruction or course characteristics

Within each of the categories, a variety of themes were identified, which were used to capture and organize student comments. Responses to the quantitative items as well as the open-ended items were analyzed for each subgroup.

The mean percentage response rates in the randomly sampled courses for CAS and CBPM were generally comparable to the total response rate of the 895 courses used from the Fall 2010 semester, which was 55.39%, and the mean enrollment was 17.76. The response rates for CEOL were noticeably higher (Response rates and enrollments for each subgroup sample are provided in the text below).

## Findings

Multiple regression analysis predicting average course rating showed that the strongest predictors were items that dealt with environment conducive to learning, teaching techniques, instructor accessibility and respect for diversity among students. Class GPA was not a predictor.

For the undergraduate courses in the **College of Arts and Sciences**, a total of 374 thematic responses were identified, and five percent of the grand total of thematic responses was negative, 59 percent was positive, and 36 percent reflected suggestions. Within the same college among graduate courses, 482 thematic responses were coded. Of these, five percent reflected negative themes, 62 percent were positive, and 32 percent pertained to suggestions.

Among undergraduate students in the **College of Business and Public Management**, 357 thematic responses were coded. Negative themes made up three percent of the total. Sixty-nine percent coded responses were positive. The students' suggestions reflected 27 percent of the total. For the graduate students in this college, there were 325 thematic responses. Of these, two percent were negative, 68 percent were positive, and 30 percent referred to suggestions for improvement.

For undergraduate students in the **College of Education and Organizational Leadership**, 431 thematic responses were identified, with three percent reflecting negative themes, 71 percent were positive, and 26 percent were suggestions. The responses by graduate students this college yielded 289 thematic responses. Nine percent of the coded responses were negative, 67 percent were positive, and 23 percent responses pertained to suggestions.

**Overall**, the three colleges received positive feedback from students in the Fall 2010 evaluations. Undergraduate and graduate students seem to be fairly satisfied with the classroom environment and the learning experience. A consistent positive theme across all three colleges and levels was that professors were respectful of diversity among students.

The most frequent comments regarding **suggestions for change and improvement** in all three colleges and at both levels was "not make any changes," although suggestions for improvement were made. Relatively higher frequency of suggestions for improvement included (a) teaching more material and staying on topic, (b) having clearer expectations and providing quicker feedback, and (c) using greater variety in teaching techniques and methods. Specific suggestions for improvement vary somewhat among colleges, and should be considered in the context of each college and level.

### **Action Recommendations**

- a. Deans share the report with faculty in their college to generate conversation about good practices.
- b. Examine the data further comparing responses in courses taught by part-time and full-time faculty, and by faculty rank, to identify mentoring needs.

## Purpose

The purpose of this analysis of course evaluations is to provide faculty a global perspective of the classroom-learning climate in the Colleges of Arts and Science (CAS), Business and Public Management (CBPM), and Education and Organizational Leadership (CEOL) by examining perceptions and experiences of undergraduate and graduate students. It is intended to provide a perspective couched within each college and level in general rather than program specific information.

## Method

The University of La Verne course evaluations are completed online through students' personal MyLaVerne accounts and all responses are stored in the La Verne Banner system. Microsoft Access is used to extract course evaluation data from Banner as well as generate reports to faculty and administration.

The course evaluations from the Fall 2010 were used for this study. Altogether students evaluated a total of 1206 courses. Using SPSS software 117 specialty courses (Labs, Fieldwork, Practicum) were filtered out from the sample, and another 194 courses were filtered out for having fewer than 3 responses. This provided a total of 895 regular courses with at least 3 or more student respondents from which to sample. To ensure that all colleges (College of Arts and Sciences, College of Education and Organizational Leadership, and the College of Business and Public management) and all degree levels (undergraduate and graduate) were represented, the Office of University Assessment and Institutional Research decided that a random sample of 20 course evaluation reports from each of the groups be evaluated. SPSS software was used to randomly select the 20 courses from each of the 6 stratified groups, with a total sample size of 120 course evaluations. Table 1 below shows the breakdown of the number of courses available for sampling from each level for each college. A sample of 20 courses from each group is adequate for qualitative analysis, even though some groups are oversampled. This should not present an issue since no comparative analysis across group is intended. The findings should be considered in the context of each group.

Table 1

The total number of courses from which the 20 courses were selected randomly from each college and level at the University of La Verne

	Undergraduate	Graduate
1. College of Arts and Sciences	404	31
2. College of Business and Public Management	144	127
3. College of Education and Organizational Leadership	108	81

---

Responses to the four open-ended questions were used for the qualitative analysis. Due to the large volume of responses, every other student's comment was selected for inclusion from each question across all courses. The following five general categories were used to group the responses:

1. Positive personal teacher characteristics
2. Positive course structure and presentation characteristics
3. Negative personal teacher characteristics
4. Negative course structure and presentation characteristics
5. Suggestions for improving instruction or course characteristics

Within each of the categories, a variety of themes were identified, which were used to capture and organize student comments. One comment by a student could include one or more themes. Therefore, frequencies and percentages represent number of thematic responses rather than number of students. To best ensure inter-rater reliability, two independent judges reviewed all the responses from one college to agree upon the coding procedure and its application.

The mean percentage response rates in the randomly sampled courses for CAS and CBPM were generally comparable to the total response rate of the 895 courses used from the Fall 2010 semester, which was 55.39%, and the mean enrollment was 17.76. The response rates for CEOL were noticeably higher. Historically, the overall response rate at La Verne tends to be around 50%, which is better than the 20%-40% return rates other universities tend to report for on-line evaluations. The mean enrollments and response rates for the selected courses for this study were as follow:

	Mean Enrollments	Mean % Response Rate
<b>CAS</b>		
Undergraduate	19.15	48.74%
Graduate	16.45	59.22%
<b>CBPM</b>		
Undergraduate	17.65	49.23%
Graduate	18.05	54.10%
<b>CEOL</b>		
Undergraduate	12.95	74.05%
Graduate	13.65	63.10%

In the total sample of 120 courses the response rate was uncorrelated with the mean evaluation score ( $r = .14$ ) or the class GPA ( $r = .11$ ). But a significant weak correlation existed between class GPA and mean class rating ( $r = .25, P < .009$ ).

The table below shows the results of the multiple regression analysis of the quantitative items and class GPA predicting the overall mean rating of the course. Item number 10, “Overall, the instructor was effective in this course,” was not included in the regression analysis because it was correlated very highly with the mean rating of the class ( $r = .95$ ). Significance levels less than .05 indicate items that do not predict the average course rating. As may be noted the strongest predictors (Higher Beta value = stronger predictor) of average course ratings were items that dealt with environment conducive to learning, teaching techniques, instructor accessibility and respect for diversity among students.

Items (Number of Courses = 120)	Beta	t-value	Significance level
(Constant)	–	2.87	.005
1. The course material helped Me achieve the course objectives	.015	2.67	.79
2. The course assignments helped Me achieve the course objectives	.109	1.77	.080
3. The instructor’s teaching Techniques helped me learn the Subject matter	.261	2.99	.004
4. The instructor was respectful Of diversity among students	.137	3.20	.002
5. The class environment was Conducive to my learning	.306	3.77	< .001
6. The instructor supported and Encouraged student questions And discussion, in class or online	-.043	.80	.427
7. Feedback on my coursework Was provided in a timely manner	.110	2.06	.042
8. Feedback on my coursework Was helpful	.035	.531	.597
9. The instructor was accessible, Either in person, by telephone, or Online channels	.188	4.33	< .001
<b>Class GPA</b>	.042	1.34	.185

Adjusted R Square = .91

The statistics in the tables below reflect two types of data. There are three tables (Tables 2, 15, & 28) that present the averages and standard deviations of both undergraduate and graduate students' responses to the Likert-type questions about courses and the associated instructors. The ratings were made on a 4-point scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree). A copy of the survey may be found in Appendix A.

The second type of table, of which there are a total of 36, illustrates the frequency and percentage of thematic responses within each category, as well as how it related to the grand total for the group. The tables that reflect **suggestions** for improvement (Category #5) should receive special attention for potential actions.

## Findings

For the undergraduate courses in the College of Arts and Sciences, a total of 374 thematic responses were identified, and five percent of the grand total of thematic responses was negative, 59 percent was positive, and 36 percent reflected suggestions. Within the same college among graduate courses, 482 thematic responses were coded. Of these, five percent reflected negative themes, 62 percent were positive, and 32 percent pertained to suggestions.

Among undergraduate students in the College of Business and Public Management, 357 thematic responses were coded. Negative themes made up three percent of the total. Sixty-nine percent were positive. The students' suggestions reflected 27 percent of the total. For the graduate students in this college, there were 325 thematic responses. Of these, two percent were negative, 68 percent were positive, and 30 percent referred to suggestions for improvement.

Finally, for undergraduate students in the College of Education and Organizational Leadership, 431 thematic responses were identified, with three percent reflecting negative themes, 71 percent were positive, and 26 percent were suggestions. The responses by graduate students this college yielded 289 thematic responses. Nine percent of the coded responses were negative, 67 percent were positive, and 23 percent of responses pertained to suggestions.

### **College of Arts and Sciences (Tables 2 through 14)**

- Table 2, presenting the mean responses to the quantitative questions, shows that students from undergraduate and graduate programs perceived their instructors to be respectful of student diversity above all. The mean scores were all between 3 and 4, indicating overall satisfaction with the instructor and the course structure. However, in relative terms undergraduate students tended to be least satisfied with their instructors' methods helping them learn the subject matter. Graduate students tended to be least satisfied with their instructors' level of student' discussion and prompt feedback.

### **Undergraduate Qualitative Responses**

- Table 3 illustrates non-specific responses by undergraduate students that were positive or negative, with the vast majority reflecting positive themes.

- Table 4 demonstrates undergraduates' identification of positive professor attributes. The theme of "effective teaching techniques" was the most frequent theme.
- Table 5 illustrates undergraduate student's appreciation of a course's helpful assignments or activities above other positive course attributes.
- Table 6 presents the finding that undergraduate students identified few negative instructor characteristics.
- Table 7 shows undergraduate students' perceptions of negative course aspects, which constituted only three percent of the total. The most frequent was the theme of "irrelevant course material."
- Table 8 highlights that the most frequent suggestion by undergraduate students for change was greater diversity in teaching methods followed by no change needed.

### **Graduate Qualitative Responses**

- Table 9 reflects the general themes for graduate students, and all the non-specific themes were of a positive nature.
- Table 10 illustrates that over half of positive themes about professors' characteristics were that they had good communication skills with effective teaching methods in graduate courses.
- Per Table 11, almost a quarter of the responses regarding positive course attributes highlighted graduate students' perceptions of assignments as helpful.
- Table 12 reflects negative themes regarding teacher characteristics in graduate courses, and these comprised only one percent of the total themes.
- As seen in Table 13, graduate students' greatest concern regarding course structure pertained to poor scheduling, having too many classes cancelled, or feeling that the allotted time was too short.
- Table 14 shows that graduate students most suggested that professors and courses utilize a broader range of teaching techniques, such as more group work or the use of Blackboard.

### **College of Business and Public Management (Tables 15 through 27)**

- Table 15 reflects the quantitative responses from undergraduate and graduate students. Both levels rated the professors' respect for diversity among students as the statement reflected the greatest level of satisfaction. The mean scores were all between 3 and 4, indicating overall satisfaction with the instructor and the course structure. However, in relative terms undergraduate students tended to give the lowest rating to a statement reflecting the utility of feedback. The lowest relative rating for graduate students was speed with which feedback was received.

### **Undergraduate Qualitative Responses**

- As seen in Table 16, there were far more positive non-specific statements among undergraduate students than negative statements.
- Table 17 shows that undergraduate students most commented on professors' positive characteristics of having good communication and effective teaching techniques.
- Regarding positive course structure, Table 18 illustrates that undergraduate students most commented on their appreciation for student and class involvement.



- Undergraduate students had few negative comments about their professors' characteristics (Table 19).
- Per Table 20, the few negative comments undergraduates had about course structure pertained to the work expectation being overly rigorous in amount or evaluation.
- Undergraduate responders most suggested that no changes be made in terms of professors or course structure, although suggestions for improvement are made (Table 21).

### **Graduate Qualitative Responses**

- Among graduate students, no negative general themes were identified (Table 22).
- Table 23 illustrates that graduate students most frequently commented on their instructors' high level of knowledge, professionalism, preparedness, and high standards, in terms of positive teacher characteristics.
- Table 24 highlighted that the student and class involvement was most frequently mentioned by graduate students when asked about course structure.
- Although constituting only two thematic responses, graduate students commented on professors' unprofessional comments and speaking too quickly for international students (Table 25).
- Table 26 highlights the negative themes about graduate course structure, with concerns about inadequate classroom facilities being the most frequent.
- No changes were suggested most frequently for the professors or courses at the graduate level, although suggestions for improvement are made (Table 27).

### **College of Education and Organizational Leadership (Tables 28 through 40)**

- Table 28 reflects the average scores of Likert-type statements answered by undergraduate and graduate students. Undergraduate students were most satisfied with the respect professors showed to issues of diversity. Graduate students were most satisfied with the instructors' encouragement of their questions and comments. The mean scores were all between 3 and 4, indicating overall satisfaction with the instructor and the course structure. However, in relative terms undergraduate students tended to give the lowest rating to helpfulness of course material, and graduate students gave the lowest rating to timely feedback.

### **Undergraduate Qualitative Responses**

- As illustrated in Table 29, the strong majority of non-specific comments were positive among undergraduate students.
- The most frequent theme regarding positive teacher characteristics among undergraduate students were the instructors' effective teaching methods (Table 30).
- Table 31 highlights the highest occurring positive course theme by undergraduates was that courses were productive, in that they learned the material.
- Few than one percent of the undergraduate comments pertained to negative teacher characteristics (Table 32).
- Table 33 illustrates the few negative comments about undergraduate course structure, with the majority pertaining to courses needing further clarification and organization.
- Undergraduate students most often commented that the courses need not change, although suggestions for improvement are made.

(Table 34).

### **Graduate Qualitative Responses**

- Table 35 demonstrates that three-fourths of the non-specific comments by graduate students were positive.
- Graduate students most frequently commented that their professors' teaching methods were effective (Table 36).
- The most frequent positive course comment pertained to the graduate students learning the course material (Table 37).
- Although it reflects only one percent of the overall graduate comments, students most frequently commented on poor time management as professors' area of weakness (Table 38).
- Table 39 shows that graduate students' most frequent negative comment about course structure was that courses felt disorganized.
- As seen in Table 40, graduate students most often suggested that the college make no changes to the courses or professors, although suggestions for improvement are made.

### **Summary**

**Overall**, the three colleges received positive feedback from students in the Fall 2010 evaluations. Undergraduate and graduate students seem to be fairly satisfied with the classroom environment and their learning experience. A consistent positive theme across all three colleges and levels was that professors were respectful of diversity among students.

The most frequent comments regarding **suggestions for change and improvement** in all three colleges and at both levels was "not make any changes," although suggestions for improvement were made. Relatively higher frequency of suggestions for improvement included (a) teaching more material and staying on topic, (b) having clearer expectations and providing quicker feedback, and (c) using greater variety in teaching techniques and methods. Specific suggestions for improvement vary somewhat among colleges, and should be considered in the context of each college and level.

### **Action Recommendations**

- a. Deans share the report with faculty in their college to generate conversation about good practices.
- b. Examine the data further comparing responses in courses taught by part-time and full-time faculty, and by faculty rank, to identify mentoring needs.

Table 2

Means for the ten quantitative evaluations of the instructors and courses in **undergraduate and graduates** courses in **College of Arts and Sciences** at the University of La Verne

	Undergraduate	Graduate
1. The course material helped Me achieve the course objectives	3.47 (0.29)	3.58 (0.25)
2. The course assignments helped Me achieve the course objectives	3.43 (0.29)	3.56 (0.32)
3. The instructor's teaching Techniques helped me learn the Subject matter	3.36 (0.39)	3.52 (0.37)
4. The instructor was respectful Of diversity among students	3.70 (0.16)	3.64 (0.27)
5. The class environment was Conducive to my learning	3.50 (0.24)	3.53 (0.32)
6. The instructor supported and Encouraged student questions And discussion, in class or online	3.55 (0.25)	3.62 (0.31)
7. Feedback on my coursework Was provided in a timely manner	3.45 (0.36)	3.44 (0.43)
8. Feedback on my coursework Was helpful	3.41 (0.39)	3.44 (0.43)
9. The instructor was accessible, Either in person, by telephone, or Online channels	3.50 (0.35)	3.44 (0.78)
10. Overall, the instructor was Effective in this course	3.49 (0.34)	3.60 (0.38)
Overall Course Mean	3.49 (0.34)	3.55 (0.28)
Mean Number of Students enrolled	19.15	16.45

Mean Evaluation Response Rate                      48.74%                      59.22%

*Note.* Items were rated on a four-point scale, where 1= Strongly Disagree and 4 = Strongly Agree.

Table 3

Percentage of general, non-specific **positive** and **negative statements** in the evaluations of courses in the **College of Arts and Sciences, undergraduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CAS Undergraduate themes
1. Negative	1	5	<1
2. Positive	19	95	5
Total	20	100	5

*Note.* The majority of non-specific statements were positive.

Table 4

Percentage of **positive** themes related to personal **teacher characteristics** in the evaluations of courses taught by the faculty in **College of Arts and Sciences, undergraduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CAS undergraduate themes
1. Caring, positive, Approachable, available Helpful, respectful, patient	24	22	6
2. Enthusiastic, motivating Dedicated, encouraging, Funny, inspirational, passionate	19	20	5
3. Knowledgeable, professional, Prepared, high standards Real-world knowledge	17	16	4
4. Good communication skills, Effective teaching techniques	31	29	8
5. Good personalized attention, Quick feedback	25	23	6
<b>Total</b>	<b>106</b>	<b>100</b>	<b>29</b>

*Note.* The most reported positive theme related to the personal characteristics of professors was that they had good communication skills and effective teaching methods.

Table 5

Percentage of **positive** themes related to **course structure** and presentation in the evaluations of courses taught by the faculty in the **College of Arts and Sciences, undergraduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CAS undergraduate themes
1. Helpful assignments/ Activities	31	35	8
2. Well organized/Class Time used well	11	12	3
3. Interesting subject matter	4	4	1
4. Student and class Involvement/learning From peers	5	6	1
5. Effective resources	7	8	2
6. Relevant or applied Material	9	10	2
7. Productive-learned content	10	11	3
8. Productive-learned skills	10	11	3
9. Relaxed atmosphere	2	2	<1
10. The instructor	1	1	<1
<b>Total</b>	<b>90</b>	<b>100</b>	<b>23</b>

*Note.* The most reported positive themes pertaining to course structure and presentation were the helpful assignments and activities.

Table 6

Percentage of **negative** themes related to **personal teacher characteristics** in the evaluations of courses taught by the faculty in the **College of Arts and Sciences, undergraduate level**, at the University of La Verne.

	N of thematic responses	%	% of Grand total of CAS undergraduate themes
1. Poor communication skills (Did not respond to email or Gave unhelpful feedback)	2	40	<1
2. Poor time management (Disorganized, tangential)	2	40	< 1
3. Limited variety of Teaching techniques	1	10	<1
Total	5	100	1

*Note.* Few negative professor characteristics were identified.

Table 7

Percentage of **negative** themes related to **course structure** and presentation in the evaluations of courses taught by the faculty in the **College of Arts and Sciences, undergraduate** level, at the University of La Verne.

	N of thematic responses	%	% of Grand total of CAS undergraduate themes
1. Inappropriate or unhelpful Assignments	1	8	< 1
2. Poor organized, Need further clarification	2	15	< 1
3. Lack of student involvement	1	8	< 1
4. Overly rigorous course work Or harsh grading, too much Weight on some assignments	2	15	< 1
5. Irrelevant course material Insufficient class activities	3	24	<1
6. Subject matter not interesting	1	8	< 1
7. Inadequate facilities	1	8	< 1
8. Time slot too short	1	8	< 1
9. Did not learn content/skills	1	8	< 1
Total	13	100	3

*Note.* The most reported negative theme pertaining to course structure and presentation was that the course work often included irrelevant material, but this category reflects a small percentage of the total comments.



Table 8

Percentage of **suggestions** related to improving the **course structure** and in the **College of Arts and Sciences, undergraduate level**, at the University of La Verne.

	N of thematic responses	%	% of Grand total of CAS graduate themes
1. Teach more material/more Relevant content, stay on topic, Use textbook, fewer personal stories	16	12	4
2. Greater diversity in teaching, More group work, less busy work, Use Blackboard	24	18	6
3. More student involvement	5	4	1
4. Clearer expectations from Instructor, quicker feedback, Consistent standards	11	8	3
5. Longer breaks	1	<1	<1
6. More classes	1	<1	<1
7. Allow more time for Assignments/tests/papers, Spread work across semester	5	4	1
8. Hold students accountable For presented material and Professional behavior	3	2	<1
9. More up-to-date/cheaper Resources (e.g. books)	6	4	2
10. More activities applying Academics to professional world	2	1	<1

11. Use time more efficiently, Be more organized	13	10	3
12. Slower pace, clearer Explanations, more examples	9	7	2
13. Teach to the test	2	1	<1
14. Class is great! No change	21	16	6
15. Require less work	5	4	
16. More opportunity to Earn points	1	<1	<1
17. Assign a new professor	3	2	<1
18. Hire professor on full-time	2	1	<1
<b>Total</b>	<b>132</b>	<b>100</b>	<b>35</b>

---

*Note.* The most suggestions pertained to a desire to have more diverse teaching methods in a course.

Table 9

Percentage of general, non-specific **positive** and **negative statements** in the evaluations of courses in the **College of Arts and Sciences, graduate level**, at the University of La Verne

	N of thematic responses	%	% of Grand total of CAS graduate themes
1. Negative	0	0	0
2. Positive	24	100	5
Total	24	100	5

*Note.* There were no general negative themes.

Table 10

Percentage of **positive** themes related to personal teacher characteristics in the evaluations of courses taught by the faculty in **College of Arts and Sciences, graduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CAS graduate themes
1. Caring, positive, Approachable, available Helpful, respectful, patient	19	13	4
2. Enthusiastic, motivating Dedicated, encouraging, Funny, inspirational, passionate	25	17	5
3. Knowledgeable, professional, Prepared, high standards Real-world knowledge	29	19	6
4. Good communication skills, Effective teaching techniques	53	35	11
5. Good personalized attention, Quick feedback	25	16	5
<b>Total</b>	<b>151</b>	<b>100</b>	<b>31</b>

*Note.* The most reported positive theme related to the personal characteristics of professors was that they had good communication skills and effective teaching methods.

Table 11

Percentage of **positive** themes related to **course structure** and presentation in the evaluations of courses taught by the faculty in the **College of Arts and Sciences, graduate** level, at the University of La Verne.

	N of thematic responses	%	% of Grand total of CAS graduate themes
1. Helpful assignments/ Activities	30	23	6
2. Well organized/Class Time used well	7	5	1
3. Interesting subject matter	2	1	<1
4. Student and class Involvement/learning From peers	19	15	4
5. Effective resources	17	13	4
6. Relevant or applied Material	13	10	3
7. Productive-learned content	10	7	2
8. Productive-learned skills	10	7	2
9. Relaxed and safe Atmosphere	13	9	3
Total	126	100	26

*Note.* The most reported positive themes pertaining to course structure and presentation were the helpful assignments and activities.

Table 12

Percentage of **negative** themes related to personal **teacher characteristics** in the evaluations of courses taught by the faculty in the **College of Arts and Sciences, graduate level**, at the University of La Verne.

	N of thematic responses	%	% of Grand total of CAS graduate themes
1. Poor communication skills (Did not respond to email or Gave unhelpful feedback)	3	37	<1
2. Unprofessional comments	3	37	<1
3. Limited variety of Teaching techniques	1	13	<1
4. Unenthusiastic	1	13	<1
Total	8	100	1

*Note.* Few negative professor characteristics were identified.

Table 13

Percentage of **negative** themes related to **course structure** and presentation in the evaluations of courses taught by the faculty in the **College of Arts and Sciences, graduate level**, at the University of La Verne.

	N of thematic responses	%	% of Grand total of CAS graduate themes
1. Inappropriate or unhelpful Assignments	1	5	< 1
2. Overly rigorous course work Or harsh grading, too much Weight on some assignments	3	15	< 1
5. Irrelevant course material Insufficient class activities	3	15	<1
6. Subject matter not interesting	2	11	< 1
7. Poor scheduling, timing, Too many classes missed, Time slot too short	7	39	< 1
8. Other students	1	5	< 1
9. Did not learn content/skills	1	5	< 1
<b>Total</b>	<b>18</b>	<b>100</b>	<b>4</b>

*Note.* The most reported negative theme pertaining to course structure and presentation was that the course's scheduling was not adequate for everyone, but this category reflects a small percentage of the total comments.

Table 14

Percentage of **suggestions** related to improving the **course structure** and teaching in the **College of Arts and Sciences, graduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CAS graduate themes
1. Teach more material/more Relevant content, stay on topic, Use textbook, fewer personal stories	16	10	3
2. Greater diversity in teaching, More group work, less busy work, Use Blackboard	22	14	4
3. More student involvement	9	6	2
4. Clearer expectations from Instructor, quicker feedback, Consistent standards	15	10	3
5. Less lecture/class time	3	2	<1
6. More classes, faster pace	6	10	1
7. Allow more time for Assignments/tests/papers, Spread work across semester	7	5	1
8. Provide Powerpoint slides	4	2	<1
9. More up-to-date/cheaper Resources (e.g. books)	5	3	1
10. Create greater link between Class activities/readings/tests	4	2	<1
11. Use time more efficiently,	6	3	1



Be more organized

12. Slower pace, clearer Explanations, more examples	10	9.	2
13. Teach to the test	7	5	1
14. Class is great! No change	14	9	3
15. Require less work	14	9	3
16. Be more approachable/ Available	8	5	2
17. Provide class earlier in Curriculum	2	1	<1
18. Keep current professor	1	<1	<1
Total	155	100	32

---

*Note.* The most suggestions pertained to a desire to have more diverse teaching methods in a course.

Table 15

Means for the ten quantitative evaluations of the instructors and courses **in undergraduate and graduates** courses in **College of Business and Public Management** at the University of La Verne

	Undergraduate	Graduate
1. The course material helped Me achieve the course objectives	3.50 (0.43)	3.60 (0.22)
2. The course assignments helped Me achieve the course objectives	3.47 (0.43)	3.60 (0.25)
3. The instructor's teaching Techniques helped me learn the Subject matter	3.39 (0.55)	3.55 (0.28)
4. The instructor was respectful Of diversity among students	3.69 (0.32)	3.74 (0.27)
5. The class environment was Conducive to my learning	3.51 (0.50)	3.63 (0.28)
6. The instructor supported and Encouraged student questions And discussion, in class or online	3.62 (0.46)	3.73 (0.23)
7. Feedback on my coursework Was provided in a timely manner	3.42 (0.57)	3.46 (0.37)
8. Feedback on my coursework Was helpful	3.38 (0.57)	3.50 (0.25)
9. The instructor was accessible, Either in person, by telephone, or Online channels	3.58 (0.48)	3.67 (0.29)
10. Overall, the instructor was Effective in this course	3.50 (0.52)	3.65 (0.26)
Overall Course Mean	3.51 (0.46)	3.61 (0.22)
Number of Students enrolled	17.65	18.05

Evaluation Response Rate 49.23% 54.10%

---

*Note.* Items were rated on a four-point scale, where 1= Strongly Disagree and 4 = Strongly Agree.

Table 16

Percentage of general, non-specific **positive** and **negative statements** in the evaluations of courses in the **College of Business and Public Management, undergraduate** level, at the University of La Verne

---

	N of thematic responses	%	% of Grand total of CBPM undergraduate themes
1. Negative	2	6	<1
2. Positive	32	94	9
Total	34	100	10

---

*Note.* The majority of non-specific statements were positive.

Table 17

Percentage of **positive** themes related to personal **teacher characteristics** in the evaluations of courses taught by the faculty in the **College of Business and Public Management, undergraduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CBPM undergraduate themes
1. Caring, positive, Approachable, available Helpful, respectful, patient	19	16	5
2. Enthusiastic, motivating Dedicated, encouraging, Funny, inspirational, passionate	20	17	6
3. Knowledgeable, professional, Prepared, high standards Real-world knowledge	23	19	6
4. Good communication skills, Effective teaching techniques	35	29	9
5. Good personalized attention, Quick feedback	23	19	6
<b>Total</b>	<b>120</b>	<b>100</b>	<b>33</b>

*Note.* The most reported positive theme related to the personal characteristics of professors was that they had good communication skills and effective teaching methods.

Table 18

Percentage of **positive** themes related to **course structure** and presentation in the evaluations of courses taught by the faculty in the **College of Business and Public Management, undergraduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CBPM undergraduate themes
1. Helpful assignments/ Activities	18	16	5
2. Well organized/Class Time used well	10	10	3
3. Interesting subject matter	4	4	1
4. Student and class Involvement/learning From peers	21	22	5
5. Effective resources	5	5	1
6. Relevant or applied Material	6	6	2
7. Productive-learned content	19	20	5
8. Productive-learned skills	12	12	3
9. Relaxed atmosphere	2	2	<1
Total	97	100	27

*Note.* The most reported positive themes pertaining to course opportunities for student involvement and students learning from their peers.

Table 19

Percentage of **negative** themes related to personal **teacher characteristics** in the evaluations of courses taught by the faculty in the **College of Business and Public Management, undergraduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CBPM undergraduate themes
1. Critical, unapproachable, Biased	3	100	<1
Total	3	100	<1

*Note.* Few negative professor characteristics were identified.

Table 20

Percentage of **negative** themes related to **course structure** and presentation in the evaluations of courses taught by the faculty in the **College of Business and Public Management, undergraduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CBPM undergraduate themes
1. Dull resources	1	16	< 1
2. Overly rigorous course work Or harsh grading, too much Weight on some assignments	4	67	1
3. Subject matter not interesting	1	16	< 1
<b>Total</b>	<b>6</b>	<b>100</b>	<b>2</b>

*Note.* The most reported negative theme pertaining to course structure and presentation was that the course work seen as overly rigorous or unfairly evaluated, but this category reflects a small percentage of the total comments.

Table 21

Percentage of **suggestions** related to improving the **course structure** and in the **College of Business and Public Management, undergraduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CBPM undergraduate themes
1. Teach more material/more Relevant content, stay on topic, Use textbook, fewer personal stories	13	13	3
2. Greater diversity in teaching, More group work, less busy work, Use Blackboard	15	15	4
3. More student involvement	2	2	<1
4. Clearer expectations from Instructor, quicker feedback, Consistent standards	7	7	2
5. Encourage note-taking	1	1	<1
6. Do not run over Scheduled class time	1	1	<1
7. Allow more time for Assignments/tests/papers	2	2	<1
8. Hold students accountable For presented material and Professional behavior	1	1	<1
9. Cheaper/shorter textbook, Use Blackboard	3	3	<1
10. More activities applying Academics to professional world	5	5	1
11. Use time more efficiently, Be more organized	2	2	<1



12. Slower pace, clearer Explanations, more examples	4	4	1
13. Teach to the test	1	1	<1
14. Class is great! No change	30	31	8
15. Require less work	3	3	<1
16. More opportunity to Earn points	3	3	<1
17. Make it face-to-face Class, rather than online	2	2	<1
18. Greater link among readings, Activities, tests	2	2	<1
Total	97	100	27

---

*Note.* Most suggestions highlighted that the courses and professors were strong as they were and did not require changes.

Table 22

Percentage of general, **non-specific positive** and **negative statements** in the evaluations of courses in the **College of Business and Public Management, graduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CBPM graduate themes
1. Negative	0	0	0
2. Positive	24	100	7
Total	24	100	7

*Note.* There were no general negative themes.

Table 23

Percentage of **positive** themes related to personal **teacher characteristics** in the evaluations of courses taught by the faculty in **College of Business and Public Management, graduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CBPM graduate themes
1. Caring, positive, Approachable, available Helpful, respectful, patient	16	14	5
2. Enthusiastic, motivating Dedicated, encouraging, Funny, inspirational, passionate	14	13	4
3. Knowledgeable, professional, Prepared, high standards Real-world knowledge	29	26	9
4. Good communication skills, Effective teaching techniques	40	36	12
5. Good personalized attention, Quick feedback	12	10	4
<b>Total</b>	<b>111</b>	<b>100</b>	<b>34</b>

*Note.* The most reported positive theme related to the personal characteristics of professors was that they had good communication skills and effective teaching methods.

Table 24

Percentage of **positive** themes related to **course structure** and presentation in the evaluations of courses taught by the faculty in the **College of Business and Public Management, graduate** level, at the University of La Verne.

	N of thematic responses	%	% of Grand total of CBPM graduate themes
1. Helpful assignments/ Activities	20	27	6
2. Well organized/Class Time used well	8	9	2
3. Interesting subject matter	2	2	<1
4. Student and class Involvement/learning From peers	21	24	6
5. Effective resources (E.g., guest speakers)	11	12	3
6. Relevant or applied Material	4	4	1
7. Productive-learned content	12	14	4
8. Productive-learned skills	5	5	1
9. Relaxed and safe Atmosphere	1	1	<1
10. Finishing the course	2	2	<1
Total	86	100	26

*Note.* The most reported positive themes pertaining to course structure and presentation were the opportunities for student involvement and for the students to learn from their classmates.

Table 25

Percentage of **negative** themes related to personal **teacher characteristics** in the evaluations of courses taught by the faculty in the **College of Business and Public Management, graduate level**, at the University of La Verne

	N of thematic responses	%	% of Grand total of CBPM graduate themes
1. Unprofessional comments	1	50	<1
2. Spoke to quickly for International students to Understand	1	50	<1
Total	2	100	<1

*Note.* Few negative professor characteristics were identified.

Table 26

Percentage of **negative** themes related to **course structure** and presentation in the evaluations of courses taught by the faculty in the College of **Business and Public Management, graduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CBPM graduate themes
1. Inadequate facilities (I.e., need more space, lab-top Plug-ins)	3	60	1
2. Disorganized class structure	1	20	<1
3. Dull resources	1	20	<1
<b>Total</b>	<b>5</b>	<b>100</b>	<b>2</b>

*Note.* The most reported negative theme pertaining to course structure and presentation was that the rooms offered were inadequate, but this category reflects a small percentage of the total comments.

Table 27

Percentage of **suggestions** related to improving the **course structure** and teaching in the College of **Business and Public Management, graduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CBPM graduate themes
1. Teach more material/more Relevant content, stay on topic, Fewer personal stories	6	6	2
2. Greater diversity in teaching, More group work, less busy work, Use Blackboard	14	14	4
3. More student involvement	4	4	1
4. Clearer expectations from Instructor, quicker feedback, Be less critical grammatically	17	18	5
5. Meet consistently	4	4	1
6. Allow more time for Assignments/tests/papers	2	2	<1
7. More up-to-date/cheaper Resources (e.g. books, access to Internet during class)	5	5	2
8. Create greater link between Class activities/readings/tests	4	4	1
9. Use time more efficiently, Be more organized	2	2	<1
10. Slower pace, clearer Explanations, more examples	1	1	<1
11. Class is great! No change	20	21	6

12. Require less work	5	5	1
13. Provide more point-Earning opportunities	1	1	<1
14. Provide class earlier in Curriculum, material too Advanced	4	4	1
15. Hold students accountable For professional behavior, English proficiency	5	5	1
Total	97	100	30

---

*Note.* Most suggestions state that no changes are needed, as the courses are already strong.



Table 28

Means for the ten quantitative evaluations of the instructors and courses in **undergraduate and graduates** courses in College of **Education and Organizational Leadership** at the University of La Verne

	Undergraduate	Graduate
1. The course material helped Me achieve the course objectives	3.56 (0.28)	3.55 (0.42)
2. The course assignments helped Me achieve the course objectives	3.60 (0.25)	3.55 (0.37)
3. The instructor's teaching Techniques helped me learn the Subject matter	3.60 (0.33)	3.49 (0.46)
4. The instructor was respectful Of diversity among students	3.81 (0.25)	3.68 (0.31)
5. The class environment was Conducive to my learning	3.69 (0.30)	3.55 (0.48)
6. The instructor supported and Encouraged student questions And discussion, in class or online	3.76 (0.22)	3.73 (0.30)
7. Feedback on my coursework Was provided in a timely manner	3.65 (0.24)	3.47 (0.45)
8. Feedback on my coursework Was helpful	3.62 (0.25)	3.56 (0.30)
9. The instructor was accessible, Either in person, by telephone, or online channels	3.73 (0.22)	3.67 (0.30)
10. Overall, the instructor was Effective in this course	3.71 (0.28)	3.60 (0.36)
Overall Course Mean	3.68 (0.22)	3.59 (0.32)
Number of Students enrolled	12.95	13.65

Evaluation Response Rate	74.05%	63.10%
--------------------------	--------	--------

*Note.* Items were rated on a four-point scale, where 1= Strongly Disagree and 4 = Strongly Agree.

Table 29

Percentage of general, non-specific **positive** and **negative statements** in the evaluations of courses in the **College of Education and Organizational Leadership, undergraduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CEOL undergraduate themes
1. Negative	3	6	<1
2. Positive	44	94	10
Total	47	100	10

*Note.* The majority of non-specific statements were positive.

Table 30

Percentage of **positive** themes related to personal **teacher characteristics** in the evaluations of courses taught by the faculty in **College of Education and Organizational Leadership, undergraduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CEOL undergraduate themes
1. Caring, positive, Approachable, available Helpful, respectful, patient	31	21	7
2. Enthusiastic, motivating Dedicated, encouraging, Funny, inspirational, passionate	19	13	4
3. Knowledgeable, professional, Prepared, high standards Real-world knowledge	27	18.	6
4. Good communication skills, Effective teaching techniques	48	33	11
5. Good personalized attention, Quick feedback	21	14	5
<b>Total</b>	<b>146</b>	<b>100</b>	<b>33</b>

*Note.* The most reported positive theme related to the personal characteristics of professors was that they had good communication skills and effective teaching methods.

Table 31

Percentage of **positive** themes related to **course structure** and presentation in the evaluations of courses taught by the faculty in the **College of Education and Organizational Leadership, undergraduate** level, at the University of La Verne.

	N of thematic responses	% of Grand total of CEOL undergraduate themes	
		%	
1. Helpful assignments/ Activities	26	22	6
2. Well organized/Class Time used well	14	12	3
3. Interesting subject matter	6	5	1
4. Student and class Involvement/learning From peers	11	9	1
5. Effective resources	4	3	1
6. Relevant or applied Material	5	4	1
7. Productive-learned content	34	29	8
8. Productive-learned skills	10	9	2
9. Relaxed atmosphere	5	4	1
10. Finishing the course	2	2	<1
<b>Total</b>	<b>117</b>	<b>100</b>	<b>27</b>

*Note.* The most reported positive themes pertaining to the course reflected that the students felt they had learned the course content.

Table 32

Percentage of **negative** themes related to personal **teacher characteristics** in the evaluations of courses taught by the faculty in the College of **Education and Organizational Leadership, undergraduate** level, at the University of La Verne

		% of Grand total of CEOL undergraduate themes	
N of thematic responses		%	
1. Critical, unprofessional, Biased	2	50	<1
2. Unclear teaching techniques	1	25	<1
3. Unenthusiastic	1	25	<1
Total	4	100	<1

*Note.* Few negative professor characteristics were identified.

Table 33

Percentage of **negative** themes related to **course structure** and presentation in the evaluations of courses taught by the faculty in the **College of Education and Organizational Leadership, undergraduate** level, at the University of La Verne

		% of Grand total of CEOL undergraduate themes	
N of thematic responses		%	
1. Dull resources	1	16	<1
2. Overly rigorous course work Or harsh grading, too much Weight on some assignments	1	16	<1
3. Poorly organized, Needed further clarification	3	50	<1
4. Unhelpful assignments	1	16	<1
<b>Total</b>	<b>6</b>	<b>100</b>	<b>1</b>

*Note.* The most reported negative theme pertaining to poorly organized courses with unclear expectations, but this category reflects a small percentage of the total comments.

Table 34

Percentage of **suggestions** related to improving the **course structure** and in the **College of Education and Organizational Leadership, undergraduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CEOL undergraduate themes
1. Teach more material/more Relevant content, stay on topic, Use textbook, fewer personal stories	10	9	2
2. Greater diversity in teaching, More group work, less busy work, Use Blackboard	11	10	2.
3. Clearer expectations from Instructor, quicker feedback, Consistent standards	9	8	2
4. Allow more time for Assignments/tests/papers	6	5	1
5. Faster pace, fewer breaks, More classes	4	4	1
6. Cheaper/different textbook	6	5	1
7. More activities applying Academics to professional world	2	2	<1
8. Use time more efficiently, Be more organized	8	7	2
9. Slower pace, clearer Expectations, louder voice	4	4	1

10. Teach to the test	1	1	<1
11. Class is great! No change	41	37	9.
12. Require less work	3	2	<1
13. Make course required	4	4	1
14. Make it face-to-face Class, rather than online	2	2	<1
<b>Total</b>	<b>111</b>	<b>100</b>	<b>25</b>

---

*Note.* Most suggestions highlighted that the courses and professors were strong as they were and did not require changes.



Table 35

Percentage of general, non-specific **positive** and **negative statements** in the evaluations of courses in the **College of Education and Organizational Leadership, graduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CEOL graduate themes
1. Negative	5	23	1
2. Positive	16	76	6
Total	21	100	7

*Note.* The majority of the non-specific themes were positive.

Table 36

Percentage of **positive** themes related to personal **teacher characteristics** in the evaluations of courses taught by the faculty in **College of Education and Organizational Leadership, graduate level**, at the University of La Verne

	N of thematic responses	%	% of Grand total of CEOL graduate themes
1. Caring, positive, Approachable, available Helpful, respectful, patient	15	16	5
2. Enthusiastic, motivating Dedicated, encouraging, Funny, inspirational, passionate	11	11	3
3. Knowledgeable, professional, Prepared, high standards Real-world knowledge	23	24	8
4. Good communication skills, Effective teaching techniques	33	34	11
5. Good personalized attention, Quick feedback	14	15	5
<b>Total</b>	<b>96</b>	<b>100</b>	<b>33</b>

*Note.* The most reported positive theme related to the personal characteristics of professors was that they had good communication skills and effective teaching methods.

Table 37

Percentage of **positive** themes related to **course structure** and presentation in the evaluations of courses taught by the faculty in the **College of Education and Organizational Leadership, graduate** level, at the University of La Verne.

	N of thematic responses	%	% of Grand total of CEOL graduate themes
1. Helpful assignments/ Activities	17	20	6
2. Well organized/Class Time used well	7	8	2
3. Interesting subject matter	1	1	<1
4. Student and class Involvement/learning From peers	10	12	3
5. Effective resources (E.g., guest speakers)	12	14	4
6. Relevant or applied Material	5	6	2
7. Productive-learned content	23	27	8
8. Productive-learned skills	5	6	2
9. Relaxed and safe Atmosphere	4	5	1
Total	84	100	29

*Note.* The most reported positive theme pertaining to course structure and presentation was the students report that they learned the content taught in the course.

Table 38

Percentage of **negative** themes related to personal **teacher characteristics** in the evaluations of courses taught by the faculty in **the College of Education and Organizational Leadership, graduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CEOL graduate themes
1. Unprofessional comments, Critical	1	20	<1
2. Unclear teaching techniques	1	20	<1
3. Poor time management	3	60	1
Total	5	100	1

*Note.* Few negative professor characteristics were identified.

Table 39

Percentage of **negative** themes related to **course structure** and presentation in the evaluations of courses taught by the faculty in the **College of Education and Organizational Leadership, graduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand Total of CEOL graduate themes
1. Unhelpful assignments	2	13	<1
2. Disorganized class structure	6	37	2
3. Dull resources	2	13	<1
4. Overly rigorous work, Harsh grading	1	6	<1
5. Irrelevant course material	2	13	<1
6. Other students	3	18	1
Total	16	100	5

*Note.* The most reported negative theme pertaining to course structure and presentation was that the courses were insufficiently disorganized or the expectations needed further clarification.

Table 40

Percentage of **suggestions** related to improving the **course structure and teaching** in the **College of Education and Organizational Leadership, graduate** level, at the University of La Verne

	N of thematic responses	%	% of Grand total of CEOL graduate themes
1. Teach more material/more Relevant content, stay on topic, Use the textbook if it's required	10	15	3
2. Greater diversity in teaching, More group work, less busy work, Use Blackboard	4	6	1
3. More student involvement	1	1	<1
4. Clearer expectations from Instructor, quicker feedback, Treat all the students the same	11	16	4
5. Less class time	1	1	<1
6. Allow more time for Assignments, spread Work evenly across term	3	4	1
7. More up-to-date/cheaper Resources	5	5	2
8. Create greater link among Class activities/readings/tests	1	1	<1
9. Use time more efficiently, Be more organized	7	10	2
10. Slower pace, clearer Explanations, more examples	1	1	<1

11. Class is great! No change	20	21	6
12. Require less work, Don't use textbook	2	3	<1
13. Provide more point- Earning opportunities	1	1	<1
14. Provide class earlier in Curriculum, Give special Credential for the course	2	3	<1
15. Hold students accountable For professional behavior	1	1	<1
16. Establish a strong link Between material and "real world"	1	1	<1
17. Assign a new professor	1	1	<1
18. Faster pace, more classes	3	4	1
Total	67	100	23

---

*Note.* Most suggestions state that no changes are needed, as the courses are already strong.

## Appendix A

### University of La Verne Course Evaluation Form

#### **Instructor, Course and Facilities Evaluation**

Student opinions are an integral part of the process of assuring the quality of instruction and academic offerings at the University of La Verne. Your professor, department chair, and dean will receive this information in summary form, **BUT ONLY AFTER FINAL GRADES ARE SUBMITTED**. This evaluation is completely anonymous. Thank you for completing it.

Instructor: _____ Course #: _____	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
<b>Instructional Materials</b>					
1. The course materials helped me achieve the course objectives.	1	2	3	4	N/A
2. The course assignments helped me achieve the course objectives.	1	2	3	4	N/A
<b>Teaching Techniques</b>					
3. The instructor's teaching techniques helped me learn the subject matter.	1	2	3	4	N/A
<b>Learning Environment</b>					
4. The instructor was respectful of diversity among students.	1	2	3	4	N/A
5. The class environment was conducive to my learning.	1	2	3	4	
6. The instructor supported and encouraged student questions and discussion, in class or online.	1	2	3	4	N/A
<b>Feedback and Evaluation</b>					
7. Feedback on my coursework was provided in a timely manner.	1	2	3	4	N/A
8. Feedback on my coursework was helpful.	1	2	3	4	N/A
9. The instructor was accessible, either in person, by telephone or through online communication channels.	1	2	3	4	N/A
<b>Overall</b>					
10. Overall, the instructor was effective in this course.	1	2	3	4	N/A

#### **Comments about the Instructor**

11. What were the instructor's most satisfactory teaching attributes?



12. What could the instructor do to improve his/her teaching effectiveness?

**Comments about the Course**

13. What were the most satisfactory aspects of this course?

14. How could this course be improved?

**Periodic Institutional Effectiveness Questions**—One-time only questions that WILL NOT be included with the Instructor’s scores.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
<b>Resources</b>					
A. There were adequate library research resources (e.g. databases, librarian help, class sessions, etc.) Comments: _____ _____	1	2	3	4	N/A
B. There was adequate support available from the Learning Enhancement Center (e.g. tutoring, writing assistance, etc.) Comments: _____ _____	1	2	3	4	N/A
<b>Online Class Sessions</b>					
C. The Blackboard help desk provided adequate support for utilizing the online platform. Comments: _____ _____	1	2	3	4	N/A
D. My online instructor was either able to assist me with technical support, or could direct me to adequate help. Comments: _____ _____	1	2	3	4	N/A
<b>Resources</b>					
E. The physical classroom environment was comfortable and conducive to helping me learn. Comments: _____ _____	1	2	3	4	N/A