1. It was made clear to me that this was a University course.
2. I feel that the syllabus was a clear and useful tool for understanding the class objectives, grading standards, and 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, and assignments were helpful to facilitate learning.
7. I feel that the topics of this course were presented in a sequence that facilitated learning.
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?
   *As these 4 questions are course-specific, detailed results will be addressed in evaluations sent to instructors (mid-March)*

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

*Completion rate through Q4. Completion rate through Q12=37.8%*

The above and themes of study, similar, AP/honors, college, independent, think, writing, in-depth, assignment, notes, involved, and focus accounted for the top 24 key words on Q12.
**In Their Words...**

<table>
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<tr>
<th>A lot more independent reading, which is to be expected in a college course.</th>
<th>Differed in the sense that this was more independent work and learning versus the instructor always telling you what to do and how to do it. There was more freedom in this course.</th>
<th>High school classes were focused a lot on vocabulary and grammar. This course encourages the student to apply what they know about the subject and speak about it on the spot.</th>
<th>Even though I had an idea of what this course was like, the nature of this course actually surprised me since it was very different from courses like AP and honors. MATH 1131 is a university course, so I expected it to be very rigorous. The 1131 exam contained multiple choice and Free Response Questions that required me to justify my answer choice. So, only an answer choice will not suffice. This means that the student actually needs to know his/her calculus. In contrast, the multiple choice on all AP did not require justifications. In other words, the MATH 1131 UCONN ECE course does reflect the intensity of the curriculum in many colleges and universities, and it offers students a chance to actually realize that &quot;Hey, this course actually does require a lot of hard work, and I can't fake it anymore&quot;.</th>
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<td>I feel like the expectations and topics are more clear. The syllabus gives some kind of structure.</td>
<td>It has a lot more responsibility, and shows how much time and effort you putting into knowing your topics.</td>
<td>I felt a significant difference in the rigor. How the class is weighted plays a larger part in the overall grade and because of this I became very much more dedicated to my education.</td>
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<td>Honestly UConn and AP tend to be of similar difficulty, so the main difference is practicality. AP tends to be more concept based, whereas UConn is practical.</td>
<td>I think this differed from other courses because of partly the workload and I think it is preparing us for the next level after high school. We didn't really allow any late work which was good because I don't think that will be unacceptable in college and the grading was strict which I think is getting us ready for after we graduate high school.</td>
<td>Instead of giving me something with a certain answer and asks me to memorize it, this course is more about teaching me a way of thinking, finding logic and making connections.</td>
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<td>I felt that this class was treated more like a college level class than my non-UConn courses. The responsibility was placed entirely on the student and you are expected to know what you're supposed to do.</td>
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**Course Evaluations – Best Practices**

- Set aside time for students to complete the course evaluations
- Inform your students that surveys are emailed to the email address that they used to register
- Student feedback has been used to help clarify grading policies and other course design issues
- Create a college culture in your UConn classes

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