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.

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

The above and themes of study, in-depth, read, think, homework, writing, same, focus, independent, assignment, notes, and involved accounted for the top 24 key words on Q12.

62.2% overall response rate*
3.8k # of overall respondents*

26 courses with 100% response rate
371 # of courses evaluated
In Their Words…

This class is more demanding than my non-UConn courses. It requires me to think about historical events and people from all different views, it requires me to understand the historical significance of events, and how one event leads to another by reading lots of text and taking notes several times a week.

The tests were harder, there were higher expectations and a larger workload.

The pace is faster, since we cover much more content. Because of the same reason we are also assessed a lot more often. We have chapter tests, lab quizzes, and UConn exams.

I feel that the UConn course really went in depth into the topics, and moreover the teaching method felt more efficient than what I've experienced so far. The teaching method made it very clear to me and very easy to learn.

This course was more organized and stayed on track to what we were supposed to learn whereas other classes are constantly changing work with a new schedule almost every couple weeks.

There was a lot more information to take in at once which made it easy to get confused at time if you weren’t focused. While that can be said for non-UConn courses, the UConn courses incorporated a lot of thinking outside the box to come to even begun to come to a conclusion.

This was by far one of the most challenging courses I’ve ever taken. My non ECE classes were nothing like this and it did not prepare me for this.

It was more engaging and caused more thinking and effort in and out of the classroom.

These course was very different from my non-UConn courses. The topics were very well organized and planned out, and the schedule was followed very well. Once the information was taught, you were expected to understand it on you own because the class would no longer repeat it. The pace the class was taught was much faster than my other courses, but surprisingly I never felt as if I was falling behind.

It required a lot more attention and practice than others. I had to establish when and where to use certain formulas and put effort into figuring it out.

It’s a university course and you must pay attention to all details and take detailed notes. You are expected to know pretty much everything you were taught in class no matter how early or late you were.

This course was much more demanding in work and was much more prestigious. A lot was expected out of us.

It was a lot more rigorous, in terms of workload and expectations. However I enjoyed the challenge.

I received a UConn syllabus (separate from that of my high school syllabus) for my UConn course.

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

47% Yes
8% No
45% Not sure

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