# Nicholls State University
## Fall 2019 Student Instructional Report

| Faculty: | Castille/Christopher | | Course Enrollment: | 23 |
|---|---|---|---|---|
| College: | BA | Department: MNMK | Evaluations Processed: | 20 |
| Course: | MNGT 475 2T (82026) | | | |

| Num | 5-Very Effec | | 4-Effective | | 3-Mod Effec | | 2-Some Ineff | | 1-Ineffective | | 0-N/A | | No Resp | | Mean | | | | Standard Deviation | | | | %ile | QuestionDescription |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | Class | Dept | Col | Univ | Class | Dept | Col | Univ | | |
| **A. Course Organization and Planning** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 15 | 75% | 5 | 25% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4.75 | 4.27 | 4.33 | 4.41 | 0.44 | 1.01 | 0.92 | 0.89 | 74 | Expl of Requirements |
| 2 | 15 | 75% | 5 | 25% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4.75 | 4.34 | 4.40 | 4.47 | 0.44 | 1.02 | 0.89 | 0.84 | 71 | Prep for Class |
| 3 | 16 | 80% | 4 | 20% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4.80 | 4.36 | 4.40 | 4.47 | 0.41 | 0.99 | 0.91 | 0.86 | 74 | Command of Subj |
| 4 | 14 | 70% | 4 | 20% | 2 | 10% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4.60 | 4.13 | 4.29 | 4.42 | 0.68 | 1.23 | 1.05 | 0.93 | 56 | Use of Class Time |
| 5 | 14 | 70% | 5 | 25% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 4.60 | 4.16 | 4.23 | 4.35 | 0.75 | 1.18 | 1.07 | 1.00 | 57 | Sum Important Pts |
| | | | | | | | *Weighted Average for* A. Course Organization and Planning | | | | | | **4.70** | | | | | | | | | | | |
| **B. Communication** | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 11 | 55% | 8 | 40% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 4.45 | 4.23 | 4.28 | 4.38 | 0.76 | 1.12 | 1.03 | 0.96 | 42 | Presentations |
| 7 | 19 | 95% | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4.95 | 4.67 | 4.65 | 4.69 | 0.22 | 0.70 | 0.72 | 0.68 | 81 | Command of Lang |
| 8 | 14 | 70% | 4 | 20% | 1 | 5% | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 4.55 | 4.32 | 4.34 | 4.44 | 0.83 | 1.01 | 0.95 | 0.88 | 46 | Use of Examples |
| 9 | 16 | 80% | 3 | 15% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 4.70 | 4.20 | 4.29 | 4.36 | 0.73 | 1.09 | 0.99 | 0.93 | 75 | Challenging Probs |
| 10 | 16 | 80% | 3 | 15% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 4.70 | 4.47 | 4.47 | 4.53 | 0.73 | 0.92 | 0.86 | 0.84 | 51 | Enthusiasm |
| | | | | | | | *Weighted Average for* B. Communication | | | | | | **4.67** | | | | | | | | | | | |
| **C. Faculty/Student Interaction** | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 16 | 80% | 4 | 20% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4.80 | 4.32 | 4.42 | 4.48 | 0.41 | 1.12 | 0.95 | 0.91 | 68 | Helpfulness |
| 12 | 15 | 75% | 4 | 20% | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4.70 | 4.48 | 4.54 | 4.59 | 0.57 | 0.93 | 0.83 | 0.80 | 44 | Respect for Stds |
| 13 | 17 | 85% | 3 | 15% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4.85 | 4.34 | 4.42 | 4.47 | 0.37 | 1.04 | 0.93 | 0.90 | 79 | Concern-Progress |
| 14 | 14 | 70% | 6 | 30% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4.70 | 4.27 | 4.37 | 4.44 | 0.47 | 1.07 | 0.96 | 0.93 | 63 | Avail for Extra Help |
| 15 | 15 | 75% | 3 | 15% | 2 | 10% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4.65 | 4.44 | 4.49 | 4.54 | 0.67 | 0.99 | 0.89 | 0.85 | 44 | Listen to Std Ideas |
| | | | | | | | *Weighted Average for* C. Faculty/Student Interaction | | | | | | **4.74** | | | | | | | | | | | |
| **D. Assignment, Exams and Grading** | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | 13 | 65% | 6 | 30% | 0 | 0% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 4.50 | 4.31 | 4.41 | 4.46 | 0.95 | 1.04 | 0.91 | 0.89 | 42 | Inform How Graded |
| 17 | 8 | 40% | 8 | 40% | 3 | 15% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 4.10 | 4.10 | 4.19 | 4.31 | 1.02 | 1.20 | 1.06 | 1.00 | 25 | Clarity of Exam |
| 18 | 13 | 65% | 5 | 25% | 2 | 10% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4.55 | 4.20 | 4.33 | 4.43 | 0.69 | 1.15 | 0.98 | 0.92 | 46 | Exam Coverage |
| 19 | 18 | 90% | 1 | 5% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 4.80 | 4.13 | 4.22 | 4.33 | 0.70 | 1.15 | 1.05 | 0.99 | 81 | Comments on Work |
| 20 | 9 | 45% | 4 | 20% | 3 | 15% | 1 | 5% | 0 | 0% | 3 | 15% | 0 | 0% | 4.24 | 4.07 | 4.17 | 4.30 | 0.97 | 1.17 | 1.08 | 1.01 | 36 | Quality of Text |
| 21 | 11 | 55% | 7 | 35% | 0 | 0% | 1 | 5% | 1 | 5% | 0 | 0% | 0 | 0% | 4.30 | 4.07 | 4.21 | 4.33 | 1.08 | 1.23 | 1.09 | 1.01 | 33 | Assignment Helpful |
| | | | | | | | *Weighted Average for* D. Assignment, Exams and Grading | | | | | | **4.42** | | | | | | | | | | | |
| **E. Supplementary Instruction Methods** | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | 17 | 85% | 2 | 10% | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 4.80 | 4.21 | 4.25 | 4.35 | 0.52 | 1.06 | 0.98 | 0.92 | 85 | Small Group Discus |
| 23 | 8 | 40% | 9 | 45% | 2 | 10% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 4.15 | 4.13 | 4.16 | 4.29 | 0.99 | 1.04 | 1.00 | 0.96 | 30 | Term Paper/Project |
| 24 | 5 | 25% | 2 | 10% | 2 | 10% | 0 | 0% | 0 | 0% | 11 | 55% | 0 | 0% | 4.33 | 4.17 | 4.23 | 4.37 | 0.87 | 1.10 | 1.01 | 0.95 | 43 | Lab Exercises |
| 25 | 11 | 55% | 5 | 25% | 2 | 10% | 1 | 5% | 1 | 5% | 0 | 0% | 0 | 0% | 4.20 | 4.10 | 4.21 | 4.32 | 1.15 | 1.13 | 1.05 | 0.97 | 34 | Group Projects |
| 26 | 5 | 25% | 3 | 15% | 1 | 5% | 1 | 5% | 0 | 0% | 10 | 50% | 0 | 0% | 4.20 | 4.11 | 4.22 | 4.34 | 1.03 | 1.17 | 1.06 | 0.98 | 36 | Case Studies, ... |
| 27 | 4 | 20% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 15 | 75% | 0 | 0% | 4.60 | 4.23 | 4.28 | 4.36 | 0.89 | 1.04 | 0.99 | 0.97 | 65 | Course Journals |
| 28 | 13 | 65% | 4 | 20% | 2 | 10% | 0 | 0% | 0 | 0% | 1 | 5% | 0 | 0% | 4.58 | 4.28 | 4.35 | 4.41 | 0.69 | 1.00 | 0.93 | 0.90 | 59 | Use of Computers |
| | | | | | | | *Weighted Average for* E. Supplementary Instruction Methods | | | | | | **4.41** | | | | | | | | | | | |

# Nicholls State University

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**Faculty:** Castille/Christopher  
**College:** BA  **Department:** MNMK  
**Course:** MNGT 475 2T  (82026)  
**Course Enrollment:** 23  
**Evaluations Processed:** 20

### F. Course Outcomes

| Num | 5-Much More | | 4-More | | 3-Same | | 2-Less | | 1-Much Less | | 0-N/A | | No Resp | | Mean Class | Dept | Col | Univ | SD Class | Dept | Col | Univ | %ile | QuestionDescription |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 29 | 4 | 20% | 9 | 45% | 5 | 25% | 1 | 5% | 1 | 5% | 0 | 0% | 0 | 0% | 3.70 | 3.61 | 3.69 | 3.84 | 1.03 | 1.11 | 1.06 | 1.08 | 36 | Learning Increased |
| 30 | 5 | 25% | 9 | 45% | 4 | 20% | 1 | 5% | 1 | 5% | 0 | 0% | 0 | 0% | 3.80 | 3.64 | 3.71 | 3.86 | 1.06 | 1.05 | 1.02 | 1.04 | 41 | Achieved Objectives |
| 31 | 7 | 35% | 6 | 30% | 4 | 20% | 1 | 5% | 2 | 10% | 0 | 0% | 0 | 0% | 3.75 | 3.59 | 3.56 | 3.74 | 1.29 | 1.17 | 1.17 | 1.18 | 48 | Interest in Subject |
| 32 | 9 | 45% | 3 | 15% | 5 | 25% | 1 | 5% | 2 | 10% | 0 | 0% | 0 | 0% | 3.80 | 3.66 | 3.70 | 3.88 | 1.36 | 1.13 | 1.08 | 1.07 | 40 | Think Independently |
| 33 | 8 | 40% | 7 | 35% | 3 | 15% | 0 | 0% | 2 | 10% | 0 | 0% | 0 | 0% | 3.95 | 3.68 | 3.74 | 3.90 | 1.23 | 1.11 | 1.08 | 1.09 | 45 | Actively Involved |

**Weighted Average for F. Course Outcomes: 3.80**

| Num | 5-Much More | | 4-More | | 3-Same | | 2-Less | | 1-Much Less | | 0-N/A | | No Resp | | Mean Class | Dept | Col | Univ | SD Class | Dept | Col | Univ | %ile | QuestionDescription |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 34 | 5 | 25% | 11 | 55% | 3 | 15% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 3.95 | 3.73 | 3.78 | 3.91 | 0.94 | 0.90 | 0.95 | 1.04 | 55 | Effort Put In |
| 35 | 5 | 25% | 7 | 35% | 7 | 35% | 0 | 0% | 1 | 5% | 0 | 0% | 0 | 0% | 3.75 | 3.63 | 3.69 | 3.85 | 1.02 | 0.86 | 0.92 | 0.99 | 44 | Prepared for Class |
| 36 | 8 | 40% | 7 | 35% | 3 | 15% | 1 | 5% | 1 | 5% | 0 | 0% | 0 | 0% | 4.00 | 3.67 | 3.77 | 3.86 | 1.12 | 0.95 | 1.01 | 1.12 | 62 | Challenged by Crs |

| Num | 5-Very Diff | | 4-Some Diff | | 3-About Right | | 2-Some Elem | | 1-Very Elem | | No Resp | | Mean Class | Dept | Col | Univ | SD Class | Dept | Col | Univ | %ile | QuestionDescription |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 37 | 0 | 0% | 13 | 65% | 7 | 35% | 0 | 0% | 0 | 0% | 0 | 0% | 3.65 | 3.40 | 3.43 | 3.39 | 0.49 | 0.66 | 0.72 | 0.79 | | Level of Difficulty |

| Num | 5-Much Heav | | 4-Heavier | | 3-About Same | | 2-Lighter | | 1-Much Light | | No Resp | | Mean Class | Dept | Col | Univ | SD Class | Dept | Col | Univ | %ile | QuestionDescription |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 38 | 2 | 10% | 11 | 55% | 7 | 35% | 0 | 0% | 0 | 0% | 0 | 0% | 3.75 | 3.25 | 3.24 | 3.20 | 0.64 | 0.73 | 0.75 | 0.87 | | Work Load |

| Num | 5-Very Fast | | 4-Some Fast | | 3-About Right | | 2-Some Slow | | 1-Very Slow | | No Resp | | Mean Class | Dept | Col | Univ | SD Class | Dept | Col | Univ | %ile | QuestionDescription |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 39 | 1 | 5% | 4 | 20% | 15 | 75% | 0 | 0% | 0 | 0% | 0 | 0% | 3.30 | 3.21 | 3.27 | 3.29 | 0.57 | 0.66 | 0.63 | 0.67 | | Pace of Course |

| Num | 5-Very Effec | | 4-Effective | | 3-Mod Effec | | 2-Some Ineff | | 1-Ineffective | | 0-N/A | | No Resp | | Mean Class | Dept | Col | Univ | SD Class | Dept | Col | Univ | %ile | QuestionDescription |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 40 | 10 | 50% | 7 | 35% | 2 | 10% | 1 | 5% | 0 | 0% | 0 | 0% | 0 | 0% | 4.30 | 3.90 | 3.93 | 4.07 | 0.86 | 1.12 | 1.04 | 0.97 | 62 | Quality of Instruct |

| Num | 1-Maj/Minor | | 2-College Req | | 3-Elective | | 4-Other | | No Resp | | Mean Class | Dept | Col | Univ | SD Class | Dept | Col | Univ | %ile | QuestionDescription |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 41 | 17 | 85% | 2 | 10% | 1 | 5% | 0 | 0% | 0 | 0% | 1.20 | 1.31 | 1.28 | 1.42 | 0.52 | 0.67 | 0.62 | 0.69 | | Description of Crs |

| Num | 1-Freshman | | 2-Sophomore | | 3-Junior | | 4-Senior | | 5-Graduate | | 6-Other | | No Resp | | Mean Class | Dept | Col | Univ | SD Class | Dept | Col | Univ | %ile | QuestionDescription |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 42 | 0 | 0% | 0 | 0% | 0 | 0% | 19 | 95% | 0 | 0% | 1 | 5% | 0 | 0% | 4.10 | 3.74 | 3.08 | 2.43 | 0.45 | 0.69 | 1.06 | 1.22 | | Class Level |

| Num | 1-Better Engl | | 2-Better Other | | 3-Equal | | No Resp | | Mean Class | Dept | Col | Univ | SD Class | Dept | Col | Univ | %ile | QuestionDescription |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 43 | 20 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 1.00 | 1.05 | 1.06 | 1.05 | 0.00 | 0.27 | 0.30 | 0.30 | | Comm in English |

| Num | 1-Female | | 2-Male | | No Resp | | Mean Class | Dept | Col | Univ | SD Class | Dept | Col | Univ | %ile | QuestionDescription |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 44 | 18 | 95% | 1 | 5% | 1 | 5% | 1.05 | 1.51 | 1.52 | 1.34 | 0.23 | 0.50 | 0.50 | 0.47 | | Gender |

| Num | 1-A | | 2-A- | | 3-B+ | | 4-B | | 5-B- | | 6-C | | 7-Below C | | No Resp | | Mean Class | Dept | Col | Univ | SD Class | Dept | Col | Univ | %ile | QuestionDescription |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 45 | 2 | 10% | 2 | 10% | 7 | 35% | 7 | 35% | 0 | 0% | 2 | 10% | 0 | 0% | 0 | 0% | 3.35 | 3.28 | 3.20 | 2.89 | 1.31 | 1.71 | 1.78 | 1.78 | | Grade Expected |

### Footnotes

1. Percentile specifies the percentage of means that were less than or equal to your mean. For example, if you have a percentile of 45 for question 3, then 45 percent of the other courses evaluated had a class mean less than or equal to your class mean for question 3.
2. Standard Deviation is a measure of the dispersion of the students' responses. Lower standard deviation indicates more agreement among responses, and higher standard deviation indicates less agreement among responses.
3. N/A and missing responses were not included in the computation of means or percentiles.

# OPEN COMMENTS:

**1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:**

powerpoints

**2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:**

Dedicate more class time to the projects maybe. Set deadlines because setting our own caused a lot of procrastination.

**3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:**

Crunch the numbers was <u>NOT</u> effective, especially since we really did not review them together and actually apply it to the project.

# OPEN COMMENTS:

**1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:**

Lectures

**2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:**

Should let students not take the final

**3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:**

I've taken you 3 times in the past four years; I'd take you multiple more. thanks for being a great professor.

P.S. drop the final please ☺

# OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS: The instructors knowledge and clarity

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR: Group check ups or group goals to prevent loafing.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT: He rules!

# OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

The most effective part of this course was the strategic analysis report

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

# OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

The entire class overall.

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

should break down the projects more & make the students have certain things due on specific dates so you can let them know if they are doing it correctly.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

He was by far one of the professors I've ever had & he was VERY helpful throughout the semester.

# OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS
   COURSE WAS:

2) TO IMPROVE THIS COURSE IN FUTURE
   SEMESTERS, THE PROFESSOR:
   - maybe explain in a level students will understand
   - break down the project more
   - make each team have a part of the project due on certain days not just "goals"

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

# OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS: the quizzes & presentations

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR: the crunch the #s were difficult i feel like they should relate to the course more

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT: was a good teacher / advisor

# OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS
COURSE WAS: the internal consistency project
+ class discussions.

2) TO IMPROVE THIS COURSE IN FUTURE
SEMESTERS, THE PROFESSOR:

- Should do the math part of phases
I + II in class of the internal consistency

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:
you're doing great. Thanks for being
so flexible + willing to compromise w/
our lives.

# OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I really enjoyed this class & I've learned a lot! thank you!

# OPEN COMMENTS:

**1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:** Quizzes & Sample exam questions. Overall great lectures

**2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:** Explain or have "view example" for crunch the number problems

**3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:** Worst part of this class are the crunch the numbers problems

# OPEN COMMENTS:

**1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:**

in class discussion

**2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:**

Make changes to the group project and put the quizzes on moodle to avoid purchasing management lab.

**3)I WOULD LIKE MY PROFESSOR TO KNOW THAT:**

I hate the group work but otherwise enjoyable class.

# OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

You. You are the most effective part

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

Should slow down explaining phase 2 of the project

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

You were great. A huge help. very understanding

# OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

The group project actively involved me in what we covered in class and increased my confidence in the area

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

Having more of a role in the productivity of groups would hold students more accountable and prevent majority of the work load from landing on one member.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT: