Description of Your Report

Your Course Evaluation Report contains up to four sets of items, represented in up to four sections in your report, described below.

Sets of Items

Institutional Items
These eight items are consistent across the University of Toronto. They are comprised of:

- Five rating-scale items which represent institution-wide teaching and learning priorities.
  - **The institutional composite mean, a mathematical average of these first five items.**
- One rating-scale item on the overall quality of a student's learning experience.
- Two qualitative comment items.

Divisional Items
These items are consistent across your division. They represent division-wide priorities for teaching and learning.

Departmental/Program/Course-Type Items
These items (when applicable) represent further levels of granularity and specificity for teaching and learning priorities within your division (e.g., department, program, course type).

Instructor-Selected Items
These items are optional items which may be selected from the item bank by instructors during the question personalization period.

- **Note that the results from these items are only reported to instructors, as they are primarily intended to function as personal formative feedback.**

Report Sections

The following provide different statistical summaries and representations for your institutional, divisional, and departmental/programmatic items (where appropriate).

Section 1: Course Evaluation Overview
Provides all course evaluation data except instructor-selected items.

Section 2: Response Distributions and Additional Statistics
Provides detailed response distributions.

- The number and relative percentage of respondents providing a given answer is provided, along with a graphical representation.
- This section also reports further statistics for each set of items relative to Section 1.

Section 3: Comparative Data
Provides comparative means for your course as compared to the relevant means across *all other evaluated courses at a particular level of comparison (e.g. division, program)* for each set of items.

Section 4: Instructor-Selected Items
Provides data for optional items that instructors can select from the item bank during the question personalization period. This section is formatted identically to Section 2.

Statistical Terms Used in this Report

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.

Course Name: PROF. ENGINEERING CONSULTANCY CHE399H1-S-LEC0101 (SYNC)
Division: APSC
Session: S
Session Codes: F = First/Fall, S = Second/Winter

Instructor: Lydia Wilkinson
Section: LEC0101
Delivery Mode: SYNC

Report Generation Date: April 26, 2021

Raters	Students
Responded	52
Invited	119

Section 1: Course Evaluation Overview

Part A. Core Institutional Items

Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

Question	Summary	
	Mean	Median
I found the course intellectually stimulating.	3.6	4.0
The course provided me with a deeper understanding of the subject matter.	3.7	4.0
The instructor (Lydia Wilkinson) created an atmosphere that was conducive to my learning.	4.1	4.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.9	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.0	4.0
Institutional Composite Mean	3.9	-

Scale: 1 - Poor   2 - Fair   3 - Good   4 - Very Good   5 - Excellent

Question	Summary	
	Mean	Median
6. Overall, the quality of my learning experience in this course was….	3.3	3.0

7. Please comment on the overall quality of the instruction in this course.

Comments
The project was very well–designed and I found myself thoroughly engaged with this course and the projects within it. Unlike previous design courses in first year where the lectures seemed to directly contradict the work done in tutorials, this course made a very effective blend of the ideas presented in class and the work to be done for a given week.
Lectures are very clear and a comfortable setting where I feel like I am able to participate! Also I thought bringing out the timeline at the beginning of lectures to show how we have progressed through the course to be a helpful tool.
Instruction was not clear sometimes, but multiple iterations with the instructor and clients cleared things up a bit.
Lectures were conducted well for learning material that would be used in assignments and the teaching team was helpful when asking questions outside of class. However, assignment instructions and expectations were sometimes below good and examples of what each part of the consultancy report would have been helpful.
– Instructions were often vague, making it difficult to know what the instructors were looking for (i.e. having more guidance would have been appreciated for topics like the budget which we have never done before) – Lectures were not very engaging, and many students thereby didn't see why it was necessary to attend (making more engaging would have been appreciated) – Really liked the concept, and real world applicability to the project. I think I learned a lot in this course! – There was conflicting feedback between TAs between assignments sometimes – Timezones and preferences weren't taken into consideration for many team groups (didn't affect me, but some groups I know struggled)
The instruction in the course was good, the lectures were informative. I feel as if there was sometimes a disconnect between the teaching team and students, especially when it came to new subjects. For examples, when starting the budgeting section – I felt like I wasn't given enough knowledge on how to construct a budget. There was a video, but it wasn't super helpful in addressing the areas of confusion for myself.
The instructions and expectations were clear. The timeline that was provided on the first few days of classes made it easy to go through the course.
The instruction of this course was amazing. Professor Wilkinson executed very engaging and informative lectures that were very effective for the learning of the students.
The quality of the instruction in this course was pretty good.
TA and instructor were good and information was clear. Group project was hard because we lost a team mate and only had 4 on the team and my other 3 team mates did not do fair share of work or in a timely manner
The course project is very interesting as it is related to real consulting experience. The course is well organized and does not put a lot of pressure on students with its workload.
The overall instruction quality was fairly straightforward and precise. Each assignment guidelines were posted from the beginning of the semester which allowed us to understand the direction this course will take and also understand how to manage our time in order to do great in this course. The constant feedback and irritative nature of the assignments makes things easier to deeply understand.
The quality of instruction was quite good I was mostly hampered by the time difference which meant I was unable to watch the lectures live. However since they were recorded it was ok.
The lectures didn't really provide too much instruction, but the feedback on assignments was generally quite good and informative.
It was very engaging but at times I felt we were expected to reach certain limits that we have never learned.
Pretty good. Professor Wilkinson provides comprehensive and detailed lessons. The TA's are a massive influence on how the course will run, and my TA(Tim Rodgers) was excellent.
I thought that overall the instruction was great. The prof's lectures were clear and useful, but also the feedback from TAs and other instructors such as the 'client' was thorough and helpful.
I am really happy with the overall quality of the instruction in this course. The teaching team is so considerate about the students' workload as the project deliverables were separated into smaller assignments. This gives me the time to understand the course materials better.
Professor Wilkinson has office hours available which makes it easy to access help in the virtual environment. The TA Omar, was also helpful in giving us feedback on our assignments. The two hour tutorial session gave us plenty of time to ask quesitons.
The quality of the instructions was overall very good. All the instructions given to us were clear and left a clear image of what needed to be accomplished. The topics covered in lectures helped with the tasks being done every week, and let us complete the assignments more effectively. The assignments themselves were however a little vague. There was usually very little instructions

Comments
provided as to what was wanted, and this made it harder to complete the assignments. This lead to many revisions being necessary to deliver a proper product. Other than this everything was very well done.
The instruction was great. The prof, 'clients', and teaching team were very helpful during the duration of this course
The instructions are clear and helpful
The quality of instruction was good, lectures gave detail into what was expected for assignments along with tools to help complete those.
The material was presented well in lectures but there was often conflict between the professor's feedback, the client's feed back and the TA's feedback. In some occasions, the TA did not inform our group correctly about project requirements
good
I think the course assignments and structure was very well–designed because it introduced me to consulting and gave me a general overview of the things involved during it. Professors Todd and Lydia gave specific feedback and emphasized all the key learning objectives, which helped me a lot. However, the communication between the teaching instructors and TAs could have been better because we kept receiving conflicting information about the scope of the project, and didn't get enough subject–specific guidance for our project. For eg. I did Lake Simcoe and I had no idea about how environmental monitoring assessment worked so having a basic instructional session on that would have helped tremendously in at least guiding me on how to go about the problem.
Very positive atmosphere; lectures were organized and presented in a way that felt simple but effective. Tutorials were very beneficial with a good mix of time for group work with the team and activities to develop skills to interact as a group better.
The tips given were helpful and delivery of the presentations was engaging.
ok
The instruction in this course is sometime too vague to follow that I don't fully understand what is expected of me. Another thing I want to mentioned is that the workload for this course is too heavy, especially considering that we have SEVEN course this semester and they are all delivered online, which makes it even more harder for the students. The pressure this course brought to me and the time I have spend on this course are much more than I expected at the beginning of this semester.
Overall quality was excellent, the instructors, TA's and the clients were very helpful and the topics covered really helped get a better understanding of real consulting practices.
i hear different things from different people whats right idk
It was good, sometimes tutorials and lectures were a bit inconsistent.
I feel this course is a bit harder than my expectation, that might be due to the fact that it is supposed to be taken in the third year but because of covid i have to take it this year, i guess it will be much better if we take this course after CHE213, 223 and 230. Also my team of 5 has 3 time zones.
Good quality
Very streamlined progression of course material week to week, easy to follow. The material also build upon one another from week to week.
The majority of this course is self–learning. It expects us to know about consultancy when in reality we don't know how to write an accurately. The feedback is too vague and we're expected to have the knowledge of a practicing, licensed, consulting engineer which is very unfair in my opinion. The expectations of students for assignments are not very clear and the course lets us know about assignments way too close to the deadline.
The communication tools taught during lectures are really helpful.
The overall delivery of the course was well done. All the content was very straightforward and easy to understand. The TAs were very helpful and were very clear with their expectations when asked about them.
Instructors were unprofessional and unclear with feedback, seemed to carry a bias when providing grades, certain instructors was more focused on grammatical issues rather than content.
I don't believe that the lectures were particularly interesting or helpful, the material that was to be taught could have been explained in lecture every two weeks. Furthermore, I believe that having a lecture portion in tutorial could have been more helpful as the class sizes were more intimate. The overall material was fine, though it felt like a repeat of APS112 and APS111 for sections regarding report material. The presentation aspect was a good reminder of what clients expect of consultants and was the most educating part of the course.
The course was organized well and helped deepen my understanding of engineering projects. The lectures and course content was delivered well and clearly and the learning of the content was intuitive with projects. The projects were spread out well and there was a good balance of lecture content and project deliverables. The projects were a good opportunity to learn the practical

Comments
aspects of the course content and having a client to be in contact with throughout the project was very helpful in the learning process. Overall, the course was very well organized with very interesting content and learning was engaging.

8. Please comment on any assistance that was available to support your learning in this course.

Comments
The office hours held by professor Wilkinson were very helpful in clarifying any questions my team had for the term–project.
Though I did not attend any office hours, TAs and Professors were always easily reached by email and super helpful in support us to our success
The library resources are quite helpful. It would have been better if the clients offered some more background information to start off the projects.
TAs and office hours were helpful
– The TA barely ever came to my group's breakout room to answer our questions – It took teaching staff a long time to respond to our email questions (usually responding after due dates) – When we did get responses, it was always detailed and very helpful. Lydia was always available to answer questions, but I would have appreciated office hours/more opportunities to ask my TA and client questions more (perhaps having their own office hours, or having the TA rotate between groups more – we had to ask him to come to our group whereas every other group would have him coming to check in)
Accessibility to teaching team was excellent. Prof. Wilkinson always responded to emails quickly and it was super easy to set up a time to meet with her if I needed to discuss anything face–to–face.
The feedback on deliverables helps improve understanding.
Office hours were always available weekly and if you required additional assistance, Professor Wilkinson was always happy to schedule appointments to discuss any concerns!
It's hard to work with others on this online platform. It would be better if we can have more detailed feedback on our group project.
TA didnt respond to emails timely
The teaching team is very helpful when we reach out for help.
Assistance throughout the course was very great. Our TA provided great feedback and guidance throughout the tutorials and explained things in depth if things weren't clear. Moreover, the feedback we got from our course instructions and client for deliverables was in great detail and nice.
My TA was good and very supportive during this time which really helped us in completing assignments
The TA and instructors answered emails. Professor Wilkinson also had office hours
Tutorial sessions, office hours.
There has consistently been assistance available throughout the semester. My TA, Sabrina, always made herself available to provide feedback or constructive criticism. Also, Professor Wilkinson was always available for questions or to look over the progress of groups.
The feedback that my team got for the interim proposal was so helpful as we were able to redirect ourselves on the right track. Also, I was able to learn how to write an effective proposal through the feedback.
–Tutorial –office hour
There was ample assistance provided throughout the course. The TA was always available to answer questions and clear up confusion both in tutorial and via e–mail, in a timely manner. The lectures always provided good material that assisted us with the course. The professor was also always available via e–mail and in–person meetings. The in person meeting we had was short but provided lots of information and was given in a very nice, concise, and easy to understand manner. Overall there was a lot of helpful support easily available.
The tutorials acted as assistance for me during the course. Whenever me and my team were unsure about anything, our TA Omar always assisted us.
This course is time consuming. It took a lot time to complete each assignment and even though the TAs can help us, it's still pretty challenging when we need to do the research as we don't have too much experience about this
good
The TA was very enthusiastic, helpful and keen but at times she gave us conflicting advice that increased our confusion. We also didn't know a thing about environmental monitoring and neither did the TA so we had to research it all ourselves, I didn't even know

Comments
whether we were doing the right thing. The feedback mechanism in the course was very poor because after getting comments on our Interim Report, etc. we had to make sense of the comments ourselves without opportunities for clarification from Professor Todd or Lydia. Some of the comments conflicted with feedback we received from the Sampling Plan so it felt as if we were stumbling blindly into the project. Despite the confusion, the comments were sharp, specific and actionable, which was super awesome.
The course had many outlets for assistance, whether it be office hours or links to other resources. Even despite the pandemic, I felt that the teaching team was able to adjust to the new environment well.
TA was very nice and helpful, responded to emails quick.
N/A
Assistance was pretty limited outside of the RFP, however the TA's and instructors were very helpful in replying to emails and questions quickly.
TA's sometimes took a while to get back to you through email but prof always replied quickly
The teaching team gave us a lot of useful feedbacks and they not only provided info on how to excel in this course, but also info on real–world applications and industrial stuff, I can see me using a lot of these in the future.
More help could be established to group work issues
The TAs are very helpful at answering questions, also the lecture and tutorial Quercus pages are very well set up and organized
Tutorials, office hours, emails
The support provided in this course is very good. All members of the teaching team were very present and were always in constant communication with the students. This was very helpful.
The teaching team, especially the TAs were always there to help, which made the experience more efficient for learning.
The professor provided many opportunities to ask questions during live lecture sessions and the TAs were very helpful in providing assistance during tutorials and answering questions. The TAs and professor were also very active in answering emails about course content or project content and were also clear in providing assistance to help with the understanding of course content.

Part B. Divisional Items

Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

Question	Summary	
	Mean	Median
9. The course helped me improve my ability to formulate, analyze and solve problems.	3.7	4.0
10. The instructor (Lydia Wilkinson) related course concepts to practical applications and/or current research	4.0	4.0

Scale: 1 - Very Light   2 - Light   3 - Average   4 - Heavy   5 - Very Heavy

Question	Summary	
	Mean	Median
11. Compared to other courses, the workload for this course was: (very light, light, average, heavy, very heavy)	3.6	4.0

Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

Question	Summary	
	Mean	Median
12. The instructor (Lydia Wilkinson) explained how the course concepts related to other courses.	2.9	3.0
13. The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.	3.9	4.0
14. The instructor (Lydia Wilkinson) explained what students are expected to learn in the course.	4.1	4.0

Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

Question	Summary	
	Mean	Median
15. The course instructor (Lydia Wilkinson) delivered the course material in a clear and organized manner.	4.2	4.0

Section 2: Response Distributions and Additional Statistics

This section provides detailed response distributions.

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

1. I found the course intellectually stimulating.
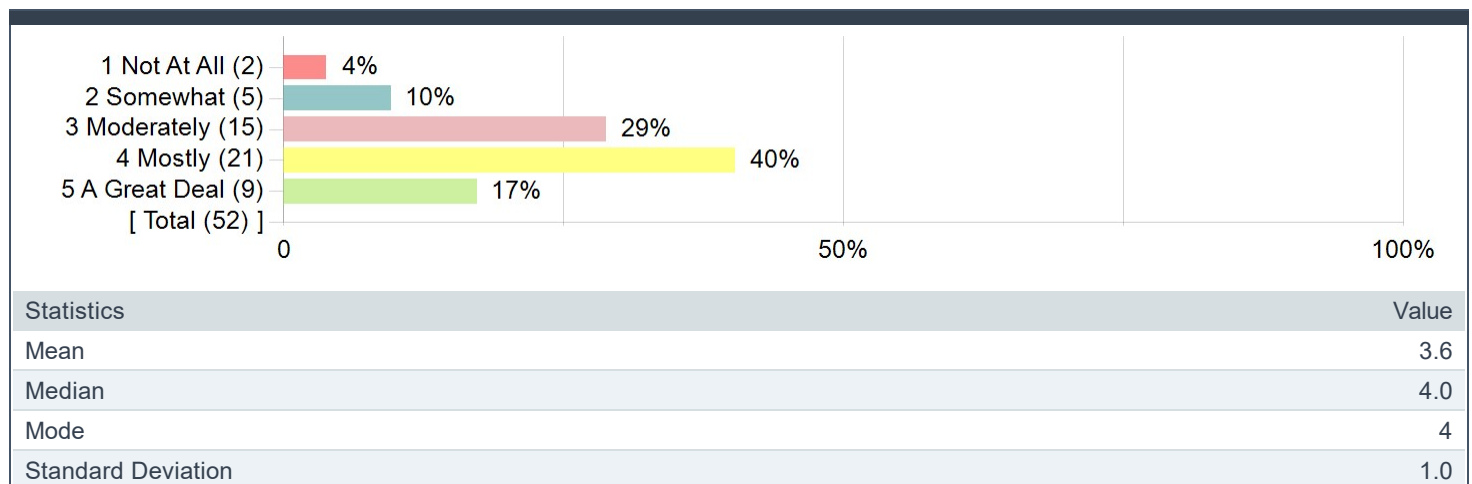
1 Not At All (2) — 4%
2 Somewhat (5) — 10%
3 Moderately (15) — 29%
4 Mostly (21) — 40%
5 A Great Deal (9) — 17%
[Total (52)]

Statistics	Value
Mean	3.6
Median	4.0
Mode	4
Standard Deviation	1.0

2. The course provided me with a deeper understanding of the subject matter.

1 Not At All (1) — 2%
2 Somewhat (7) — 13%
3 Moderately (10) — 19%
4 Mostly (22) — 42%
5 A Great Deal (12) — 23%
[Total (52)]

Statistics	Value
Mean	3.7
Median	4.0
Mode	4
Standard Deviation	1.0
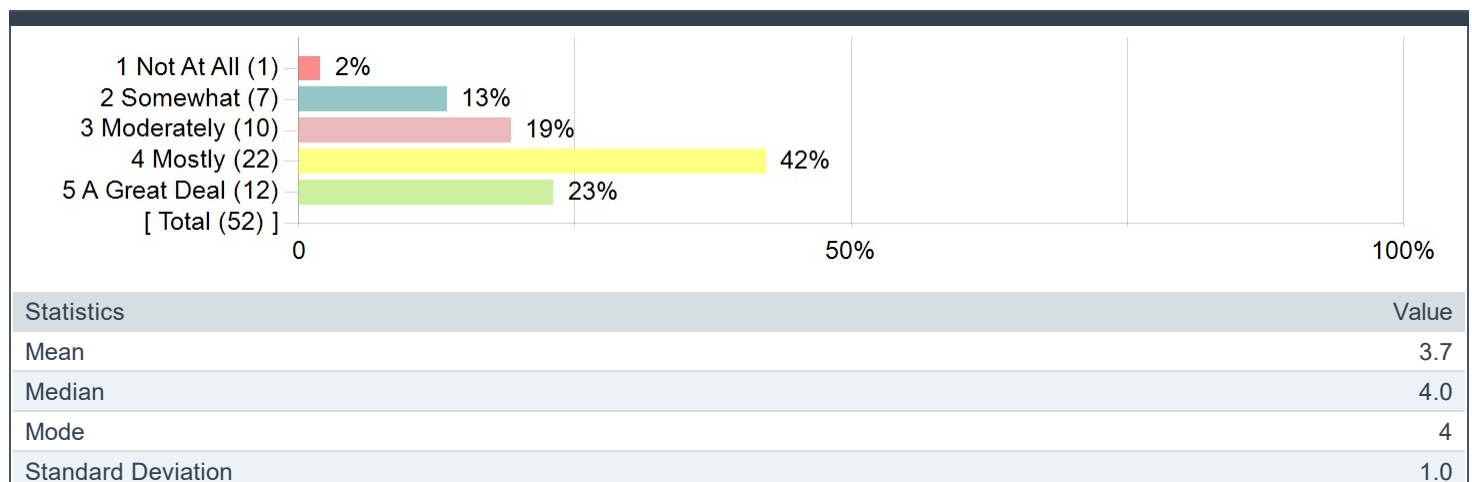
3. The instructor ([Lydia Wilkinson](#)) created a course atmosphere that was conducive to my learning.
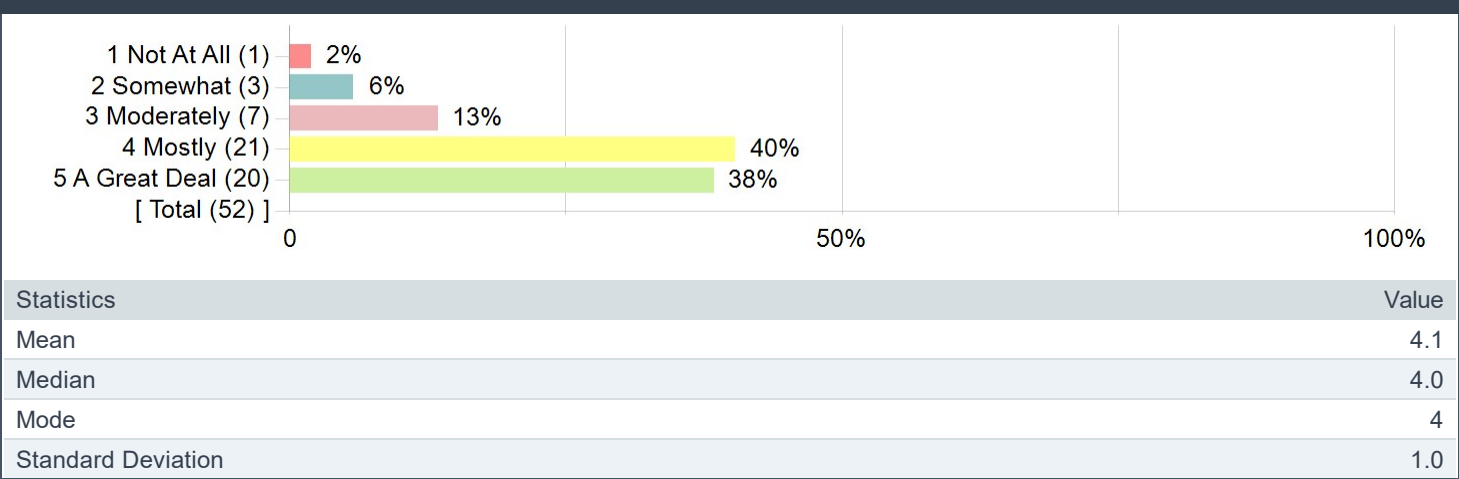
	Percentage
1 Not At All (1)	2%
2 Somewhat (3)	6%
3 Moderately (7)	13%
4 Mostly (21)	40%
5 A Great Deal (20)	38%
[Total (52)]	

Statistics	Value
Mean	4.1
Median	4.0
Mode	4
Standard Deviation	1.0

4. Course projects, assignments, tests and/or exams improved my understanding of the course material.

	Percentage
1 Not At All (2)	4%
2 Somewhat (3)	6%
3 Moderately (6)	12%
4 Mostly (29)	56%
5 A Great Deal (12)	23%
[Total (52)]	

Statistics	Value
Mean	3.9
Median	4.0
Mode	4
Standard Deviation	1.0

5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

	Percentage
1 Not At All (2)	4%
2 Somewhat (3)	6%
3 Moderately (6)	12%
4 Mostly (23)	44%
5 A Great Deal (18)	35%
[Total (52)]	

Statistics	Value
Mean	4.0
Median	4.0
Mode	4
Standard Deviation	1.0

6. Overall, the quality of my learning experience in this course was….

1 Poor (2)		4%
2 Fair (8)		15%
3 Good (18)		35%
4 Very Good (18)		35%
5 Excellent (6)		12%
[Total (52)]		

Scale: 0 — 50% — 100%

Statistics	Value
Mean	3.3
Median	3.0
Mode	3, 4
Standard Deviation	1.0
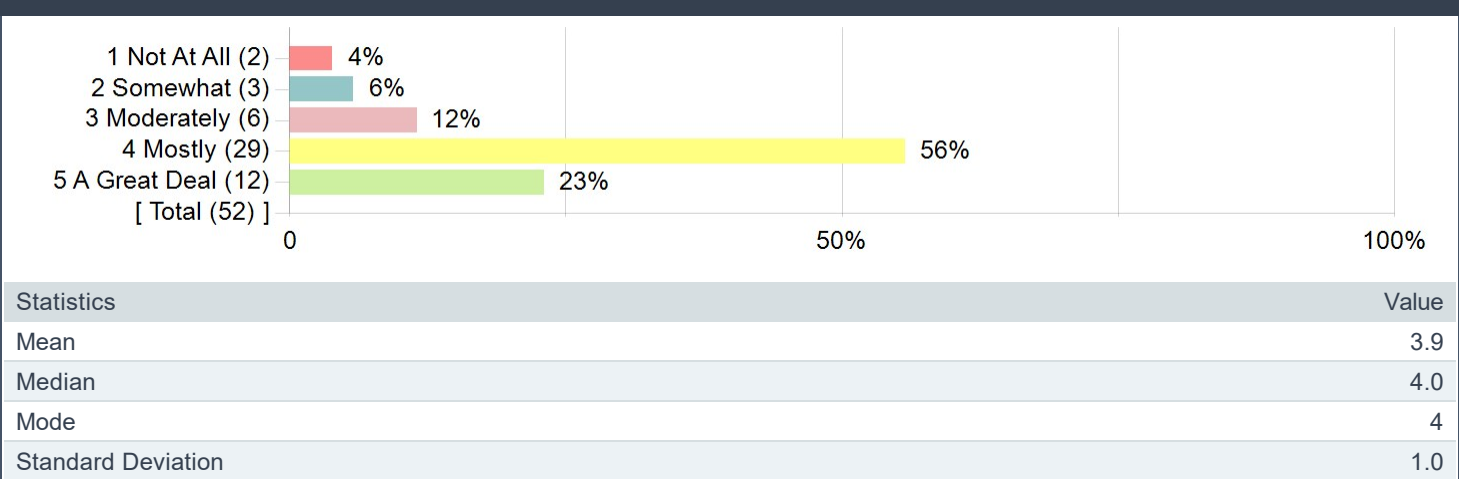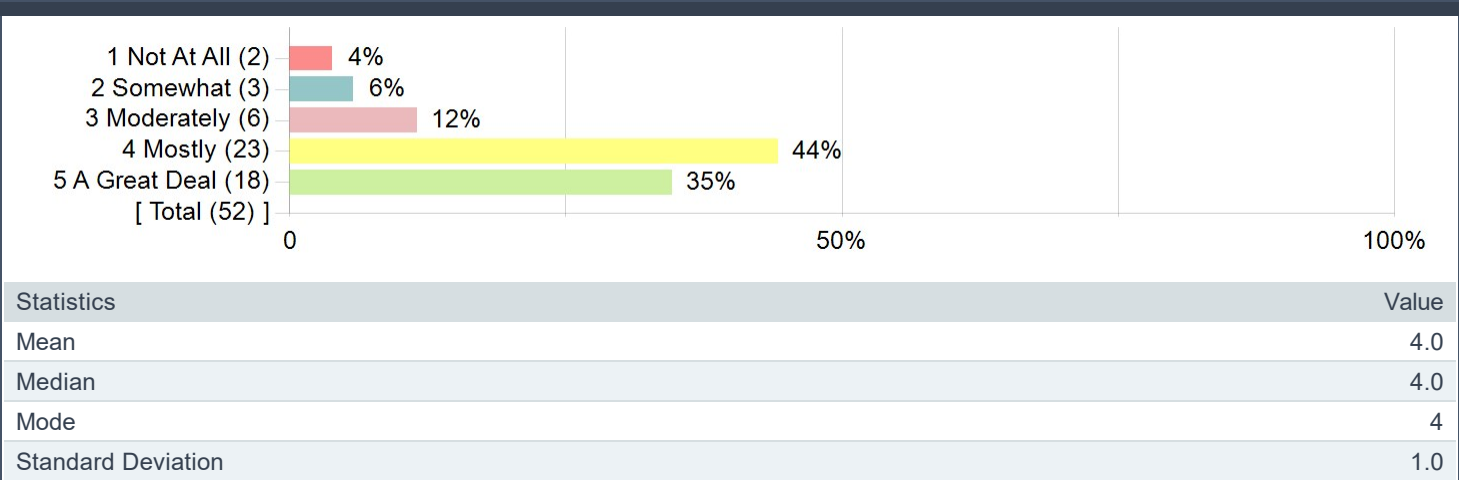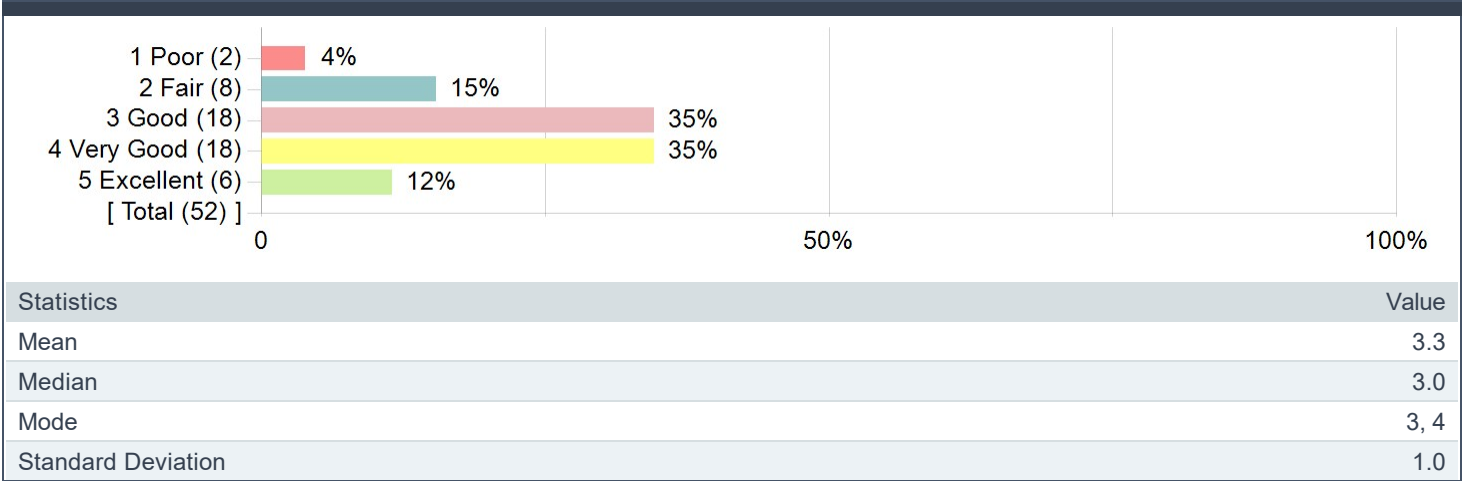
Part B. Divisional Items

9. The course helped me improve my ability to formulate, analyze and solve problems.

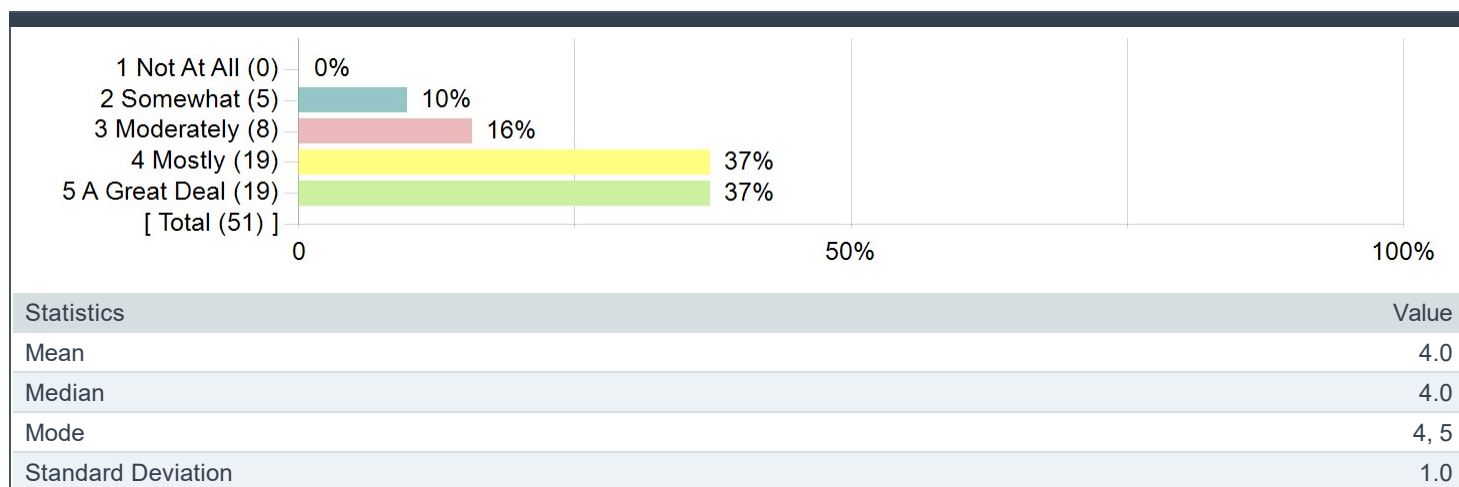| 1 Not At All (1) | 2% |
2 Somewhat (4)	8%
3 Moderately (15)	29%
4 Mostly (24)	46%
5 A Great Deal (8)	15%
[Total (52)]	

Statistics	Value
Mean	3.7
Median	4.0
Mode	4
Standard Deviation	0.9

10. The instructor (Lydia Wilkinson) related course concepts to practical applications and/or current research.

1 Not At All (0)	0%
2 Somewhat (5)	10%
3 Moderately (8)	16%
4 Mostly (19)	37%
5 A Great Deal (19)	37%
[Total (51)]	

Statistics	Value
Mean	4.0
Median	4.0
Mode	4, 5
Standard Deviation	1.0

11. Compared to other courses, the workload for this course was: (very light, light, average, heavy, very heavy)

1 Very Light (0)	0%
2 Light (5)	10%
3 Average (17)	33%
4 Heavy (23)	44%
5 Very Heavy (7)	13%
[Total (52)]	

Statistics	Value
Mean	3.6
Median	4.0
Mode	4
Standard Deviation	0.8

12. The instructor (Lydia Wilkinson) explained how the course concepts related to other courses.

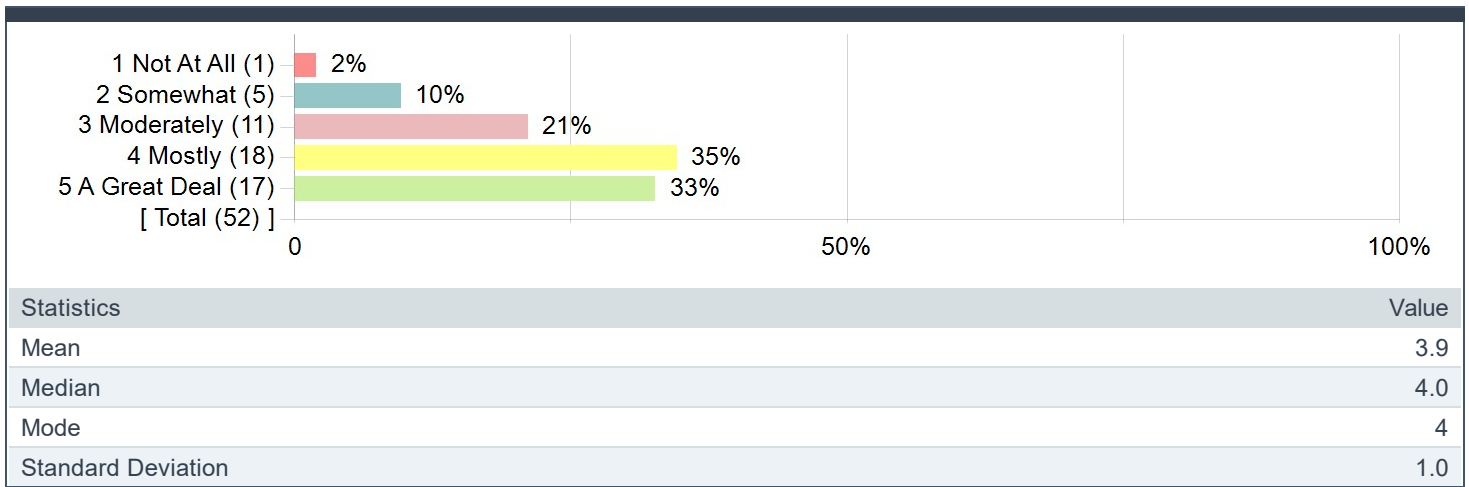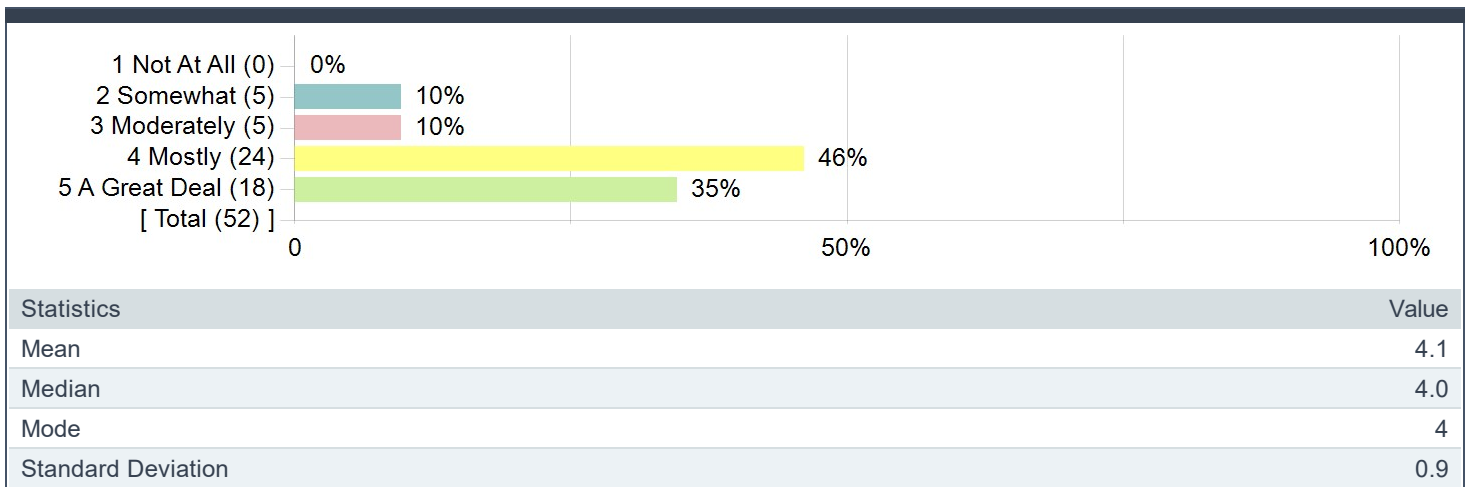|		
1 Not At All (7)		13%
2 Somewhat (13)		25%
3 Moderately (14)		27%
4 Mostly (12)		23%
5 A Great Deal (6)		12%
[Total (52)]		

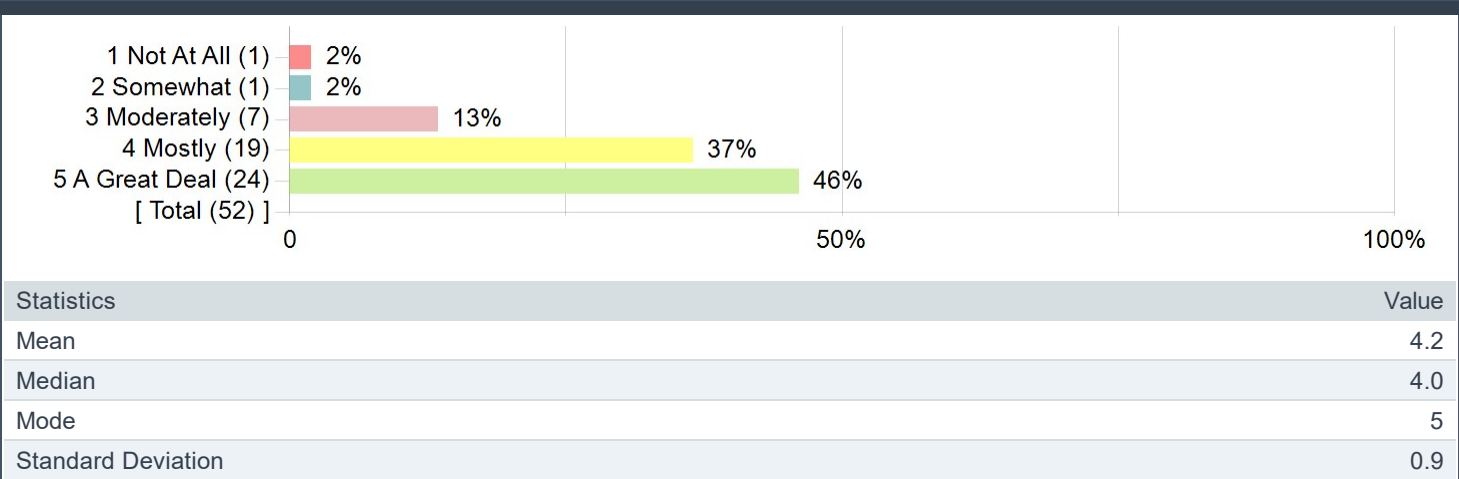| Statistics	Value
Mean	2.9
Median	3.0
Mode	3
Standard Deviation	1.2

13. The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.

1 Not At All (1)		2%
2 Somewhat (5)		10%
3 Moderately (11)		21%
4 Mostly (18)		35%
5 A Great Deal (17)		33%
[Total (52)]		

Statistics	Value
Mean	3.9
Median	4.0
Mode	4
Standard Deviation	1.0

14. The instructor (Lydia Wilkinson) explained what students are expected to learn in the course.

1 Not At All (0)		0%
2 Somewhat (5)		10%
3 Moderately (5)		10%
4 Mostly (24)		46%
5 A Great Deal (18)		35%
[Total (52)]		

Statistics	Value
Mean	4.1
Median	4.0
Mode	4
Standard Deviation	0.9

15. The course instructor ([Lydia Wilkinson](#)) delivered the course material in a clear and organized manner.

1 Not At All (1)	2%
2 Somewhat (1)	2%
3 Moderately (7)	13%
4 Mostly (19)	37%
5 A Great Deal (24)	46%
[Total (52)]	

Statistics	Value
Mean	4.2
Median	4.0
Mode	5
Standard Deviation	0.9

Section 3. Comparative Data

This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are pooled together and the departmental mean responses calculated from that). The provided comparators are thus a measure of the 'average' student experience for a unit or division; they are not a measure of the 'average' course in a unit or division. This calculation has the effect of giving large courses more 'weight' in the calculation of the comparator means. The effect of this on the calculated comparator varies depending on the relative proportion of large or small courses within a unit or division. As such, the departmental and divisional comparative mean values provided on course evaluations should not be regarded as an absolute and definitive benchmark.
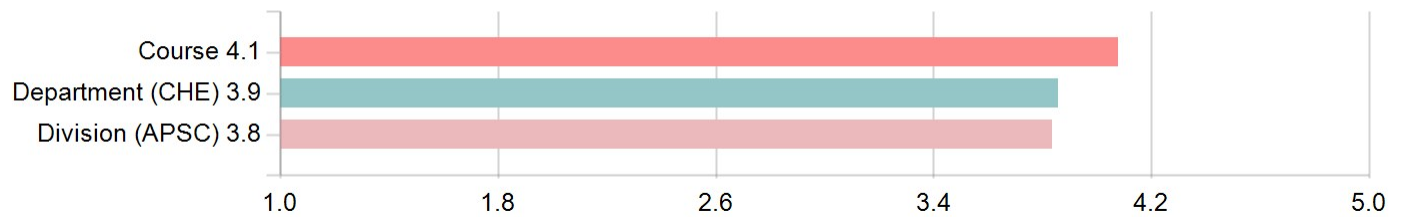
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be [(3.5x1000)+(4.5x10)]/1010]=3.51 **and not** *(3.5+4.5)/2=4.*
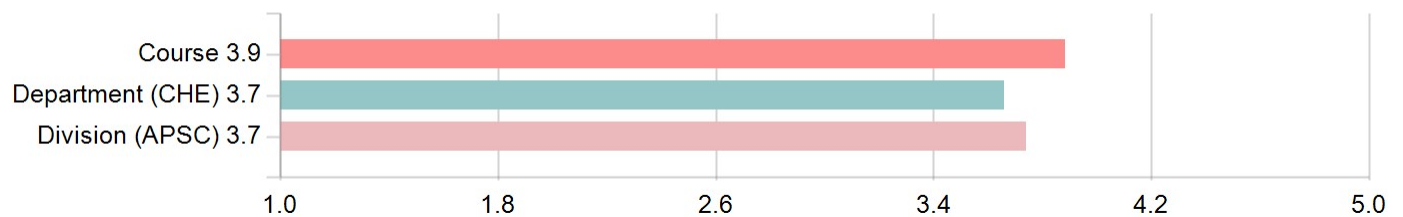
Part A. Core Institutional Items
Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

Institutional Composite Mean

Course 3.9	
Department 3.7	
Division 3.8	

Scale: 1.0   1.8   2.6   3.4   4.2   5.0

1. I found the course intellectually stimulating.

Course 3.6	
Department (CHE) 3.6	
Division (APSC) 3.8	

Scale: 1.0   1.8   2.6   3.4   4.2   5.0

2. The course provided me with a deeper understanding of the subject matter.

Course 3.7	
Department (CHE) 3.7	
Division (APSC) 3.9	

Scale: 1.0   1.8   2.6   3.4   4.2   5.0

3. The instructor (Lydia Wilkinson) created an atmosphere that was conducive to my learning.

Course 4.1
Department (CHE) 3.9
Division (APSC) 3.8

| 1.0 | 1.8 | 2.6 | 3.4 | 4.2 | 5.0 |

4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

Course 3.9
Department (CHE) 3.7
Division (APSC) 3.7

| 1.0 | 1.8 | 2.6 | 3.4 | 4.2 | 5.0 |

5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

Course 4.0
Department (CHE) 3.7
Division (APSC) 3.7

| 1.0 | 1.8 | 2.6 | 3.4 | 4.2 | 5.0 |
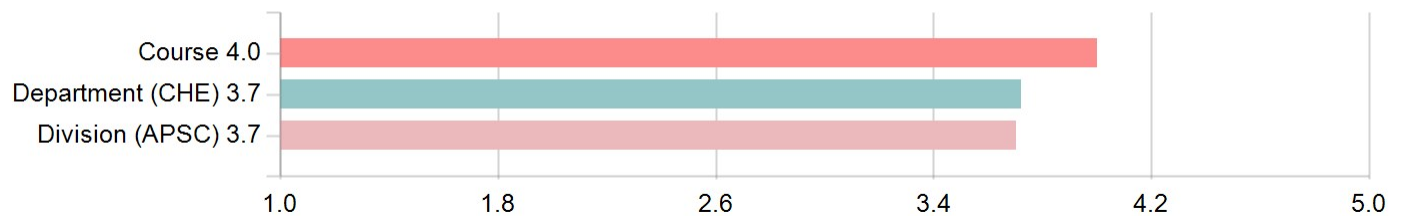
Scale: 1 - Poor   2 - Fair   3 - Good   4 - Very Good   5 - Excellent

6. Overall, the quality of my learning experience in this course was:

Course 3.3
Department (CHE) 3.4
Division (APSC) 3.5

| 1.0 | 1.8 | 2.6 | 3.4 | 4.2 | 5.0 |

Part B. Divisional Items

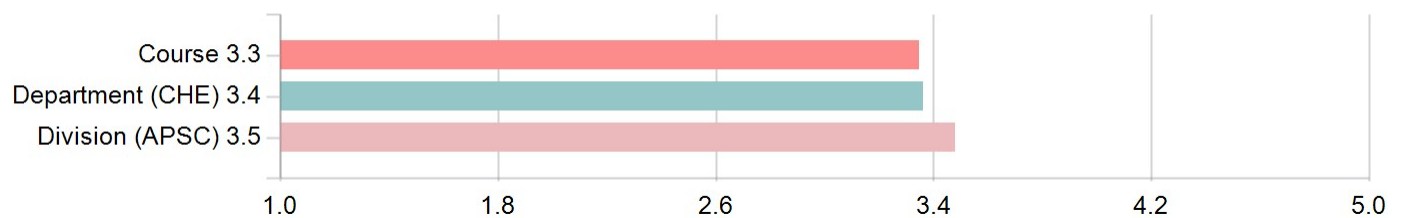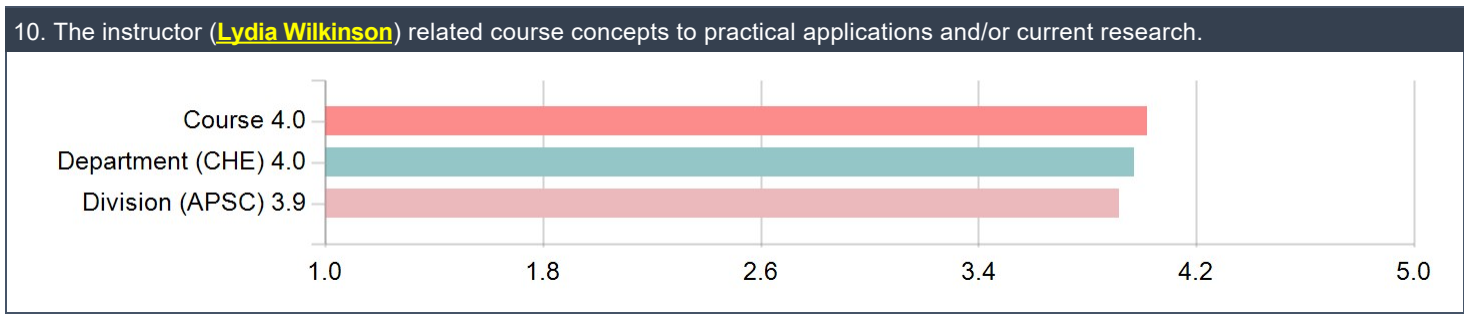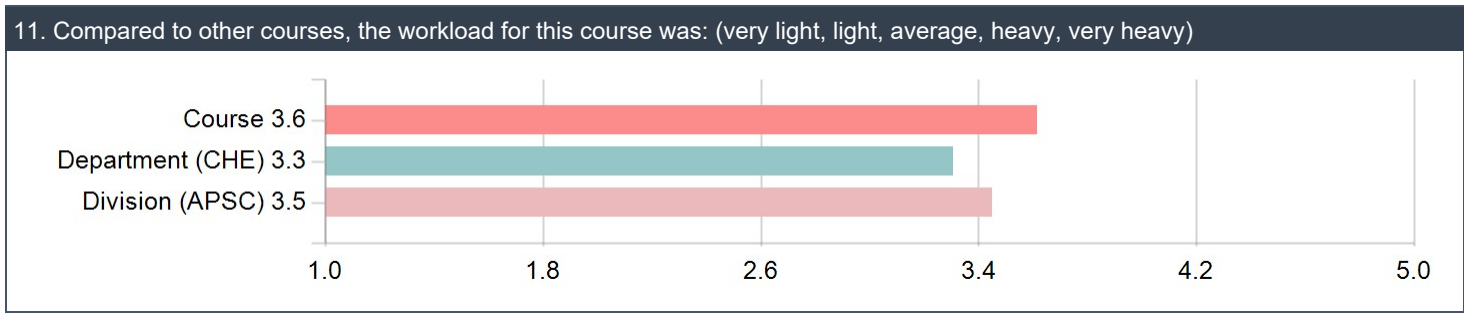Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

9. The course helped me improve my ability to formulate, analyze and solve problems.

Course 3.7	
Department (CHE) 3.5	
Division (APSC) 3.7	

Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

10. The instructor (Lydia Wilkinson) related course concepts to practical applications and/or current research.

Course 4.0	
Department (CHE) 4.0	
Division (APSC) 3.9	

Scale: 1 - Very Light   2 - Light   3 - Average   4 - Heavy   5 - Very Heavy

11. Compared to other courses, the workload for this course was: (very light, light, average, heavy, very heavy)

Course 3.6	
Department (CHE) 3.3	
Division (APSC) 3.5	

Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

12. The instructor (Lydia Wilkinson) explained how the course concepts related to other courses.

|	
Course 2.9	
Department (CHE) 3.4	
Division (APSC) 3.5	
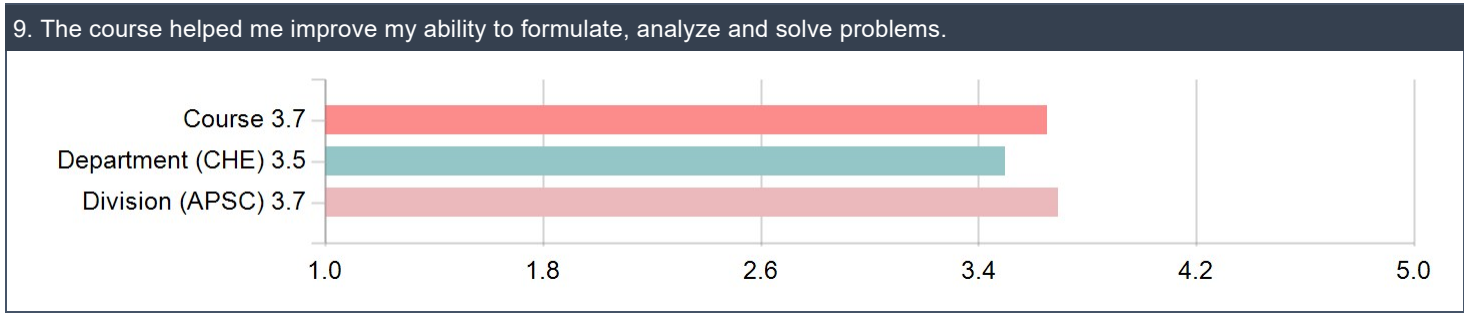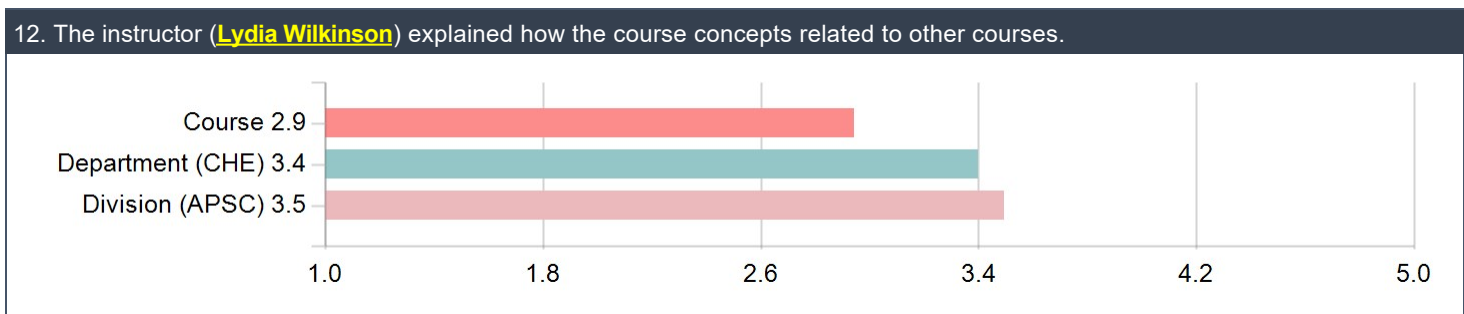
Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

13. The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.

Course 3.9
Department (CHE) 3.3
Division (APSC) 3.3

1.0   1.8   2.6   3.4   4.2   5.0
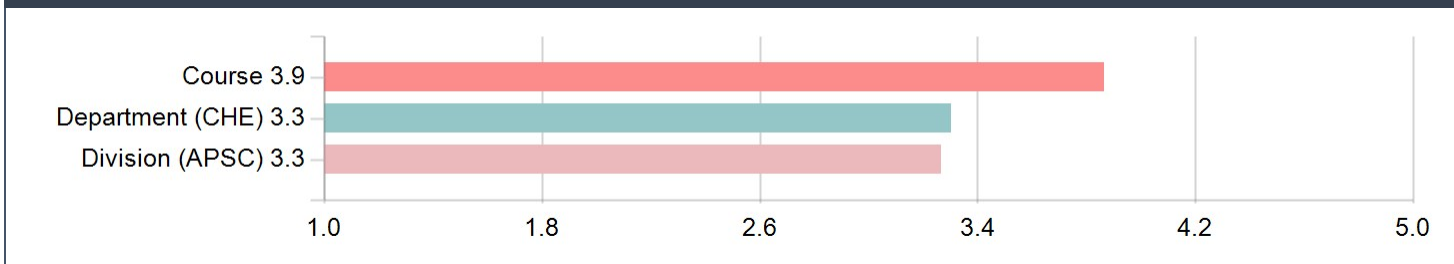
Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

14. The instructor (**Lydia Wilkinson**) explained what students are expected to learn in the course.

Course 4.1
Department (CHE) 3.9
Division (APSC) 3.9

1.0   1.8   2.6   3.4   4.2   5.0
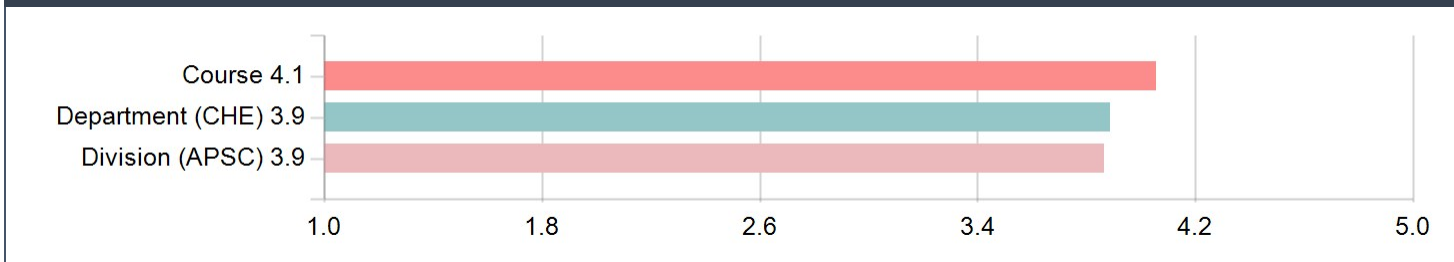
Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

15. The course instructor (**Lydia Wilkinson**) delivered the course material in a clear and organized manner.

Course 4.2
Department (CHE) 3.9
Division (APSC) 3.9

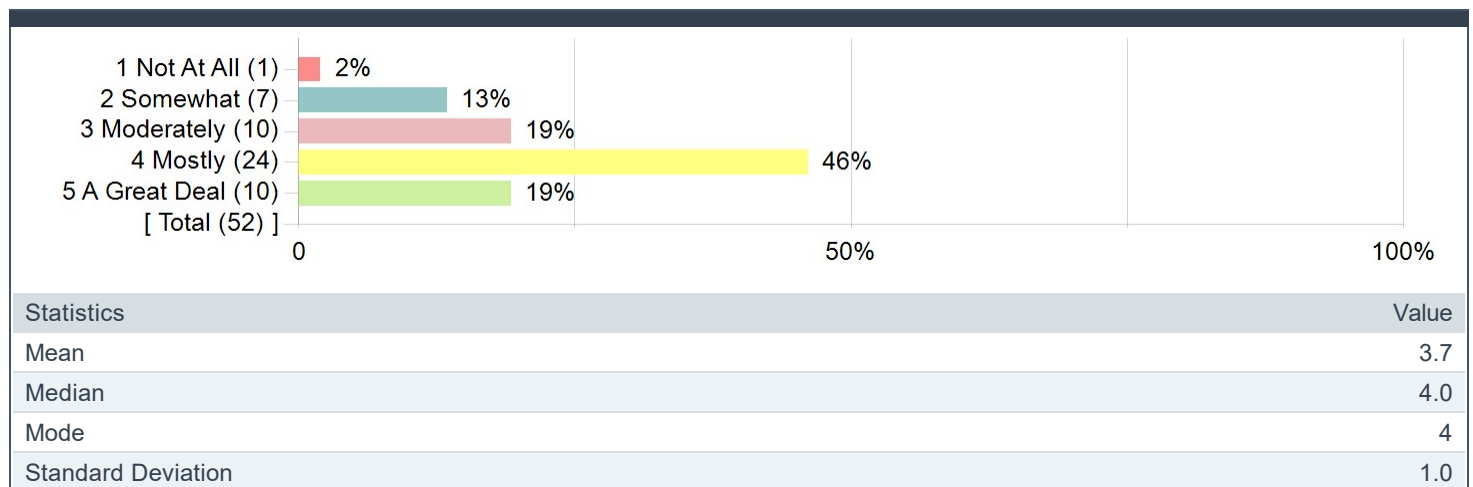1.0   1.8   2.6   3.4   4.2   5.0
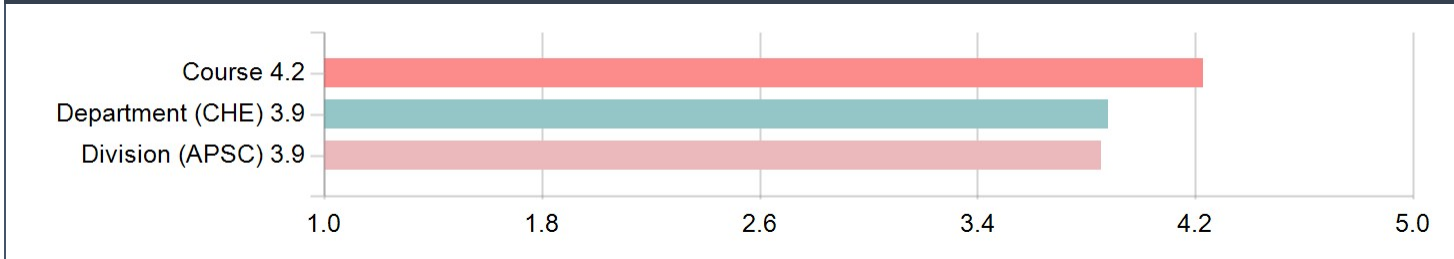
Section 4: Formative Data

These items are optional items which you selected from the item bank during the question personalization period. Note that the results from these items are only reported to you as they are primarily intended to function as personal formative feedback.

L-7. The course instructor (Lydia Wilkinson) created an approachable presence online.

1 Not At All (1)	2%
2 Somewhat (1)	2%
3 Moderately (6)	12%
4 Mostly (19)	37%
5 A Great Deal (25)	48%
[Total (52)]	

Statistics	Value
Mean	4.3
Median	4.0
Mode	5
Standard Deviation	0.9
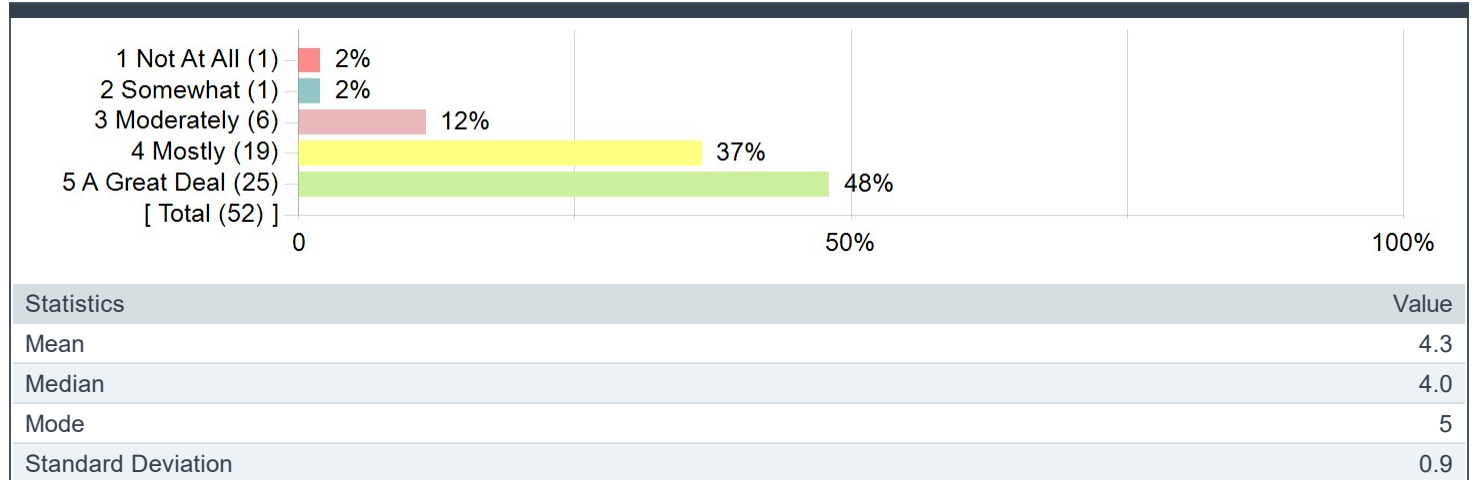
L-16. The online course environment created a learning space that enriched or strengthened my learning of the course material.

1 Not At All (1)	2%
2 Somewhat (7)	13%
3 Moderately (10)	19%
4 Mostly (24)	46%
5 A Great Deal (10)	19%
[Total (52)]	

Statistics	Value
Mean	3.7
Median	4.0
Mode	4
Standard Deviation	1.0

Q-2. Course assignments, projects, tests, and/or papers helped me to develop skills I can use in other courses.

	Percentage
1 Not At All (1)	2%
2 Somewhat (4)	8%
3 Moderately (9)	17%
4 Mostly (20)	38%
5 A Great Deal (18)	35%
[Total (52)]	

Statistics	Value
Mean	4.0
Median	4.0
Mode	4
Standard Deviation	1.0