

## 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-F-LEC0101 (SYNC)  
 Division: APSC  
 Session: F  
 Session Codes: F = First/Fall, S = Second/Winter

Instructor: Emily Moore  
 Section: LEC0101  
 Delivery Mode: SYNC

Report Generation Date: January 14, 2021

Raters	Students
Responded	21
Invited	100

## 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.	2.6	2.0
The course provided me with a deeper understanding of the subject matter.	2.7	2.0
The instructor (Emily Moore) created an atmosphere that was conducive to my learning.	3.4	4.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.0	3.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	2.9	3.0
Institutional Composite Mean	2.9	-

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....	2.5	2.0

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

### Comments

For a 0.25 credit course, CHE399 was full of difficult instructions, unclear expectations, inconsistent grading, and just overall disorganization. This is the course that the majority of my peers and I spent the most time on, despite taking a plethora of other technically challenging 0.5 credit courses, which should speak depth to the workload. We did not learn much, the communication techniques we learned were similar to CHE299, but the amount of work/research required significantly exceeded the initial standard of ~2 hours per week outside of class/tutorial. I constantly felt like I was not trying to learn, but trying to do a project that pleased the grading team in the way they intended, which excluded a lot of creative solutions that my team came up, and required us to go on a more predetermined path that was outlined.

Another issue was with grading. A lot of the time it seemed like the grade you received is largely holistic and based on a "feeling" since there is a lack of clear rubric. In other words, it felt as if the grade was determined first and the rubric options were checked to reflect it, when I feel like it should be the other way around. Upon many discussion sessions with my TA and professor Moore, it was extremely unclear on how my group can improve, as we followed all comments and ended up receiving grades lower or the same as other groups that didn't. This was extremely frustrating for my team.

Granted, I cannot blame professor Moore or my TA (or the client), they were quite amazing in offering support whenever I asked. The capacity that the teaching team had for grading was quite amazing as well. However, the expectations of this course and the way it was designed were just not adequate. I constantly felt overwhelmed by the word count, the amount of research, organization that the course wanted from us while teaching us near the barebones and theoretics. This 0.25 credit course felt like it had an insane workload, which is something that my peers agreed upon in various polls conducted in our group chat.

I understand that the course is new, and under construction, but I sincerely hope it can be improved. I tried to be as objective as possible in this comment, but please take my comments with a grain of salt as well. This experience was extremely frustrating and arguably the first time I left such a negative comment in any course evaluation after my two years of study at the university.

I found the lecture material a bit dry and boring, but in terms of getting structure for the written deliverables it was helpful. I found the one hour of lecture very manageable. I did not find the tutorials helpful at all. My TA Sabrina was very kind and welcoming but unless we had a specific question, she did not provide much feedback to our group as we worked on our deliverables together. I found it difficult to understand the client's feedback and although my team continuously tried to improve our proposal for the next deliverable, we never really figured out what our client wanted so that we could achieve a higher grade. I would have liked a more thorough breakdown of what was expected in each section of the proposals (ie. how to structure it). During tutorials, I would have liked our TA to give us more intermediate and informal feedback that we could use to improve our proposal before the final submission.

The instruction delivery in this course was well done however, it would be nice if the lecture content covered general sampling, budget, and scheduling of projects. Much of the technical writing and skills that we learned through the course was through application with course deliverables. This course had a very heavy workload and required the most time out of all of my courses and it is the only 0.25 course credit.

The Course staff was good and knowledgeable. The lectures seemed pretty unnecessary and didn't add much to the course. The workload in this course is really really high and it should be a 0.5 credit course because of this.

The course workload is very heavy for a 0.25 credit course, and many students in the course agree that this course should have been a 0.5 credit course. I am hoping this can be adjusted if possible.

The course was interesting for sure, and students were able to choose their own interested consulting topics. However, the course organization was not great. A clear instruction/rubric was often not provided for the students to follow (i.e. Individual Ethical Framework). This resulted in some of the students performing worse, which is unfair.

The TAs often did not know what they were doing, as they were mostly not the ones marking the project assignments. They could only recite the feedback from the professor and the client. They were not able to answer questions clearly without consulting the professor again (and sometimes they forgot to get back to us). Also, tutorial sessions were often a waste of time, learning what we had already learned in CHE299 (i.e. rewriting paragraphs, writing letters, etc.). It made me come to believe that the TA and tutorials were not even necessary as they posed no positive effects for learning.

There was one TA who kept commenting on punctuations and grammar. The tone of his comments was very rude and disrespectful, overall discouraging for the students. Some students were just using a different comma system and there was nothing wrong with their use of commas! These minor details have no value to our knowledge, especially when they are given in such an unprofessionally rude manner.

Quality of the lectures were good, however it feels like we could have been more instruction/direction on how to approach our projects, especially as most of us had never had any knowledge about consulting and did not know what to expect. Also, more tutorials could have been spent to actually teach students more about their projects, in particular, what was expected from them each report/presentation (in more detail), how to identify sources that could help them with respect to research, and simply just more background knowledge regarding their projects (for ex. with the PFAS project, students could have been given more

## Comments

information about what PFAS is, how it can be identified, etc., since most student would not have that much advanced chemistry knowledge).

If this course runs again, either decrease the workload or make it a 0.5 weighted course. I put more work into this course than any other course this semester, so it makes no sense that it is half the weight of my other courses. The workload was extremely high for the amount of value I got out of the course. I learned absolutely nothing from this course other than how to stress out about getting deliverables done in unreasonable amounts of time under extremely unclear direction.

I learned nothing in this course. It was all deliverables and no direction was given. We have an hour of lecture per week and yet somehow we got no instruction on how to write reports or what we should include. If the entire course is going to be based around the semantics of writing proposals, all the lecture and tutorial hours should be dedicated to how to write and structure proposals, but most were based around team work and feedback. Many of the exercises done in the tutorials were useless when it came to the deliverables we were expected to do, and the TA's inability to run the tutorial meant that for all tutorials where we were supposed to be given time to work or ask questions, we never got that time because the TA spent so long going through the tutorial exercise, which in the end had no real value for the course.

TAs were rude at times and didn't know how to run the tutorials. I remember being told that my opinion was incorrect several times, or that I was wrong when I was expressing concerns about the workload myself and my classmates were under. TAs need to be trained better in how to solicit feedback or participation if all they do is shoot students down.

Why weren't breakout rooms used? For the purposes it appeared that they would be MUCH better than separate BBCollab sessions for the different groups.

The TAs don't know what the requirements are for deliverables and activities and oftentimes will tell us we need things we don't need, or will leave out important information when discussing deliverables with us. For example, we were told that we needed a team portfolio for the LOI, which we spend time working on before being told in an announcement that the TA was wrong and we didn't need one. Further, in the tutorial where we were supposed to be taught how to do our budgets, all the TA did was go through the client's slides that we had already seen. She added no new information, and took longer to go through the slide deck. If the TA has no new information to teach us, then sitting through the tutorial is a waste of my time.

It said nowhere on the course website that the Bidder's Meeting had a formal dress code, and yet in an email from the TA to myself specifically I was told that formal dress was required. Either the TA was mistaken or this information should've been public.

TAs know nothing about what we need to do for anything. The TAs should not be the ones talking to us about what to include and what not to include if they're not the ones grading the assignments, because the disconnect there causes us to lose marks. For example, we were told that our solution description in the LOI was not detailed enough by the client, but the professor and the TAs all told us we should be very vague. If the clients are going to be this picky, they need to be the ones teaching us.

Why does this course have TAs? They don't do any grading, and all the material they teach us isn't particularly useful for our projects, and they don't know any of the specifics of our projects so they can't help us. I feel like if the TAs aren't going to teach us anything anyway, the clients should run the tutorials and have everyone in one section for consistency of information.

The grading appeared to be very inconsistent in some cases. There were groups who were hitting all the same criteria as myself but who were receiving far worse grades. I would appreciate if there were more consistency in grading, or at the very least more transparency in how the grading is being done.

There was virtually no good instruction provided in this course. The lectures and tutorial content was a complete waste of time and were completely irrelevant to the actual assignments and course material. The little bit of information that was useful was all additional recorded lectures that talked about how we should approach some parts of the report, but these lectures were extremely vague and did not get me any closer to understanding the assignment requirements or objectives. The course assignments and rubrics were also extremely vague and had no indication as to what was expected or required.

I learned more about how to please Todd in this course than how to actually be a consultant and create a sampling plan.

No course has ever been a greater waste of time and so poorly executed that I felt that I wasn't just wasting time, I was in fact learning in reverse, unlearning if you will

Team building exercises are nice and all but I didn't learn anything relevant or useful in lecture or tutorial time that applied to the assignments

The lecture time was wasted on things that we had already learned before in 1st year, and nothing relevant to the actual projects we were assigned. Anything that was even remotely related was delivered in a completely indirect fashion (interviews from professionals) and required a very in-depth understanding of the topics to get any information from those. The actually relevant

## Comments

learning material was posted as additional lecture videos, none of which contained any substance or outlined any expectations of the course. Any expectations that were outlined for assignments/through lecture videos were very vague and not specific at all.

Not only did this course require a lot of work per person, but the fact that our groups were teams of 5 online also did not help either. As is the usual nature of group projects, this puts the work of slacking team members onto the shoulders of responsible members. The online international timezone teams meant that it was impossible to track accountability and 2/5 of my members were entirely useless. This compounded the already enormous amount of work and effort expected of the course.

The grading is also completely skewed, if you received Todd as your client you had to go above and beyond just to be given a mediocre grade. This is made worse by the fact that the other client graded very generously. I have seen 2 different presentations provided for each client, but both scored exactly the same. As you can imagine the one delivered to Todd looked much better than the one delivered to the other client. The one not delivered to Todd was black and white, used the default arial font, and they both scored 80%.

I found myself spending more than 30h++ on this project per week, and even more when I realized how incompetent my teammates were. It would have

I did not learn anything new from this course. I felt like I aimlessly put time into this course because I had to and because I wanted to contribute to my group. Otherwise, I felt like I spent a large amount of time researching and working on deliverable without taking away new skills. I honestly feel I wasted my time and could have put this time towards my other courses or my own well being that somewhat reduced through the course of this semester. To make this clear I don't think this was specific to Professor Moore, this is something that is about the course itself. Professor Moore took time to explain certain concepts and also planned the course to reduce workload towards the end of the semester. She also made lectures interesting with guest lecturers.

When looking at this course only 5 people can really take something away and that is winning the pitch at the end. The other 105 students can't really use this course project in an honest way as an experience on their resume as there is no adequate result to convey or technical skill used for the most part. I strongly believed this course should go back to 2nd year. It is too much to handle on a third year courseload that requires us to spend more time learning the content we are taught.

I think the project was intellectually stimulating and allowed us to take on a role of a consultants where it especially felt that way through client meetings. Sometimes, especially for the first proposal, the instructions were not very clear and our team had misinterpreted what was needed in the course. I also thought it was great that there were lectures on writing and hope that there can be ones similar to this.

Never attended a lecture/tutorial because they are useless and have 0 value

The lectures were normal lectures.

The deliverables in CHE399 were not done well. For interim proposals 1 and 2, teams needed to work over >15 hour per week outside of class time to complete them. This was mainly because not enough instruction and resources were given for the scheduling and budgeting sections. It would have been helpful to have had more client meetings and instruction on this, rather than how to maintain professionalism. I do not feel that I learned very much from this course.

The overall quality of instruction was great. Professor Moore, Dr. Healy, and Omar were all great resources, were always willing to answer my team's questions, and provided an excellent learning environment. The area of improvement I see in this course is not the teaching team, but rather the content and objective of the course. Coming out of the course, I feel like I learned nothing. We did a lot of research and a lot of writing, which ordinarily would provide good experience. However, this is something we already do for other courses that are much more relevant to engineering. The customer service and professionalism could have been integrated somewhere else into our curriculum. While I did not find the workload overwhelming, I do not believe this course provided any additional value to my education that could not be integrated into another course, aside from a brief experience a student can put on their resume.

I really like consulting and I was excited for this course. However, I was disappointed that teams were assigned by the teaching team. I ended up with a team that did not participate very much and I had an extremely disproportionate workload. I also did not like that it was a competition with these assigned groups, because some groups were naturally stronger than others, creating unfair advantages if a group had multiple dedicated students. I worked for 13 hours one day on Interim Proposal 2 while my team members dropped in and out all day. I do not expect everyone to spend 13 hours on a project in one day, but I would not have had to spend so much time if my team was more useful.

Additionally, I felt as though the workload was far too much for a 0.25 course.

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

### Comments

Omar was my TA, he was very thorough, kind, objective, and offered whatever support me and my team required. He is an amazing TA and I hope all the TAs can be as responsible as he was showing up to tutorials.

The main assistance was feedback from the client and teaching team. I found that the coordination of pieces of feedback was extremely disorganized, and our TA, the professor and the client all said different things. During our meetings with the client, he had no idea what the assignments were and mainly talked about consulting in the real world which didn't help us with our proposals. In his comments on our proposals he made several suggestions which we talked about with Professor Moore during an individual meeting, and she told us not to follow them. For groups that didn't get to clarify their feedback with the Professor, the client would have lead them in the complete wrong direction. During the client presentation, the client thought that the presentations were supposed to be double the length of time that the teaching team was, further proving that the teaching team cannot communicate with each other about their expectations from the students. Through talking with my peers I found that the client was much more harsh to my team than for other teams with the same client, and I did not think this was fair at all. In future, I would hope that the teaching team would grade students both in a team grade and an individual grade to make things more fair for teams who were more mismatched than others.

It was accessible, the posted instructions for assignments were often unclear and resulted in ambiguities that were only discovered during marking. This lead to some grades being lower than they should have been.

The TAs were unbelievably slow on replying emails. One time they even missed our email (regarding TELS 1 and Interim Proposal 2 word limit) for three days, seriously delaying our plan to move forward.

- Course Wiki was very helpful
- Also like the idea of individual group BbCollaborate rooms as they were more private

I can't think of any assistance that was available to support my learning in the course. Whenever I would email the TA for help even on general report writing tips, she would respond that she didn't know and needed to check with the professor, which she never did. She would also typically respond 2–3 days after I sent the email, which was not helpful when the question was sent close to a deadline. The same goes for any substantial help I required from the professor. Whenever I would email her, I would get no useful information, and had to wait until I got feedback on my assignment post-grading for any actually useful comments.

Overall, the teaching team for this course only added to the stress I felt from the high number of deliverables and unclear directions. I would not recommend this course be taught again without substantial changes.

Tim (My TA) finally helped my team out at near the end of the course after I explained how badly we were struggling. This I am forever grateful for. However, the rest of the course was a shitshow and the most assistance I got when asking questions to the prof was "You should know that already". Yes I know it of course that's why I'm still here slogging my ass through school because I have the full knowledge and experience of 40 years in the industry.

I felt there was not much support my team can receive. Due to fairness, we couldn't ask our TA for help on our documents and such when needed which made us use our best judgement in decisions.

The TA for Project D was very very helpful and efficient with emails.

I think it would have been great if there was more support with the technical writing part, and possibly a rough draft session TAs can look through and make comments to the teams to help support them.

The concept of 'Role Play' makes communication very restricted in this course

This course should NOT be this demanding. It's a half-credit course!! I cannot be expected to spend 40 hours on this course project. I cannot even begin to tell you how this course has ruined this semester for me. Just constant meetings regarding the project of this course throughout the semester. Professors needs to understand that this is different from a normal learning environment! Online learning is not even half as effective!! It's very difficult for us!! Don't expect us to publish papers when our schedules are PACKED!

It was fine, could have been more relevant to the actual objective.

## 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.	2.8	3.0
10. The instructor ( <a href="#">Emily Moore</a> ) related course concepts to practical applications and/or current research	3.3	3.0

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)	4.7	5.0

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

Question	Summary	
	Mean	Median
12. The instructor ( <a href="#">Emily Moore</a> ) 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.	3.0	3.0
14. The instructor ( <a href="#">Emily Moore</a> ) explained what students are expected to learn in the course.	3.4	3.0

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

Question	Summary	
	Mean	Median
15. What is your overall rating of the instructor ( <a href="#">Emily Moore</a> ) as a teacher?	3.3	3.0

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

Question	Summary	
	Mean	Median
16. The course instructor ( <a href="#">Emily Moore</a> ) delivered the course material in a clear and organized manner.	3.3	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.

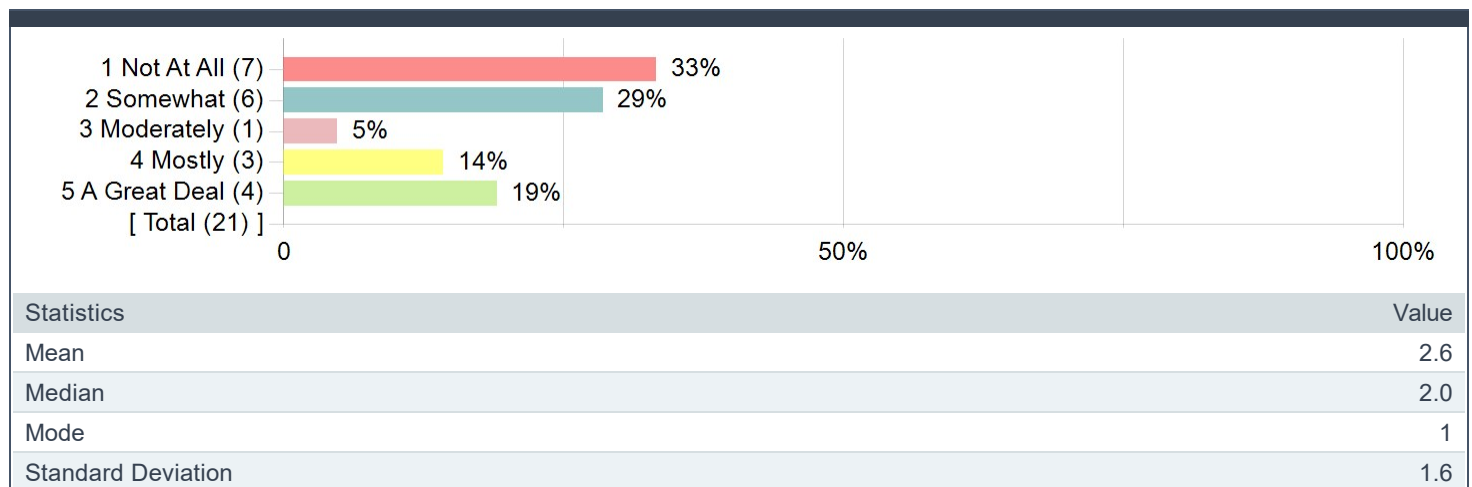
**Median:** The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

**Mode:** The most frequently occurring score.

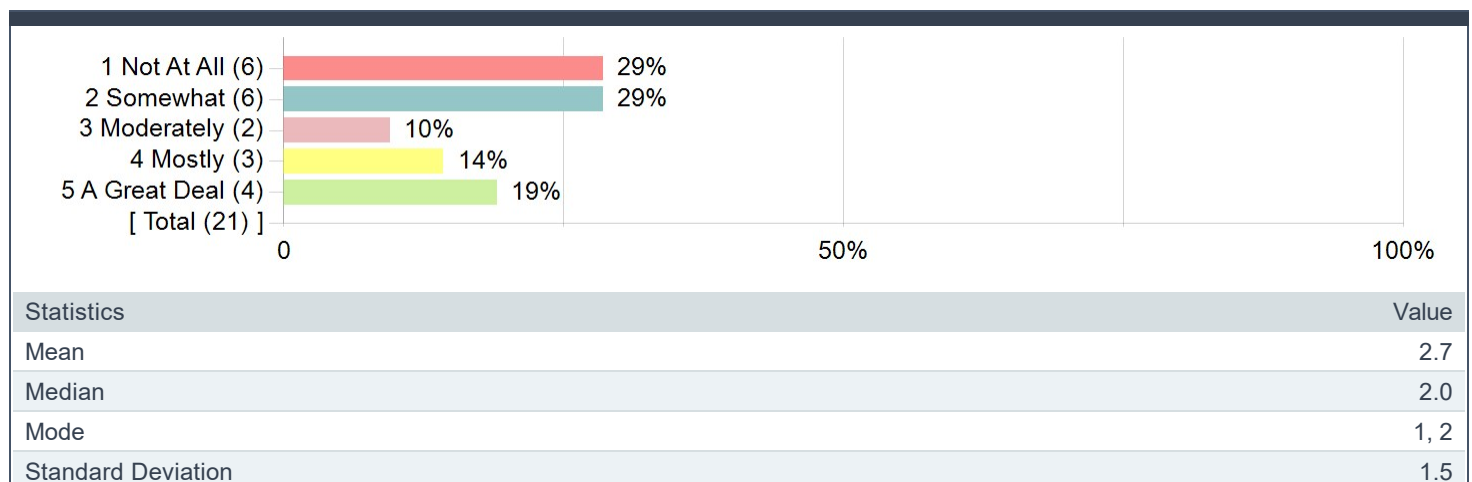
**Standard deviation:** A measure of the "spread" of the data.

### Part A: Core Institutional Items

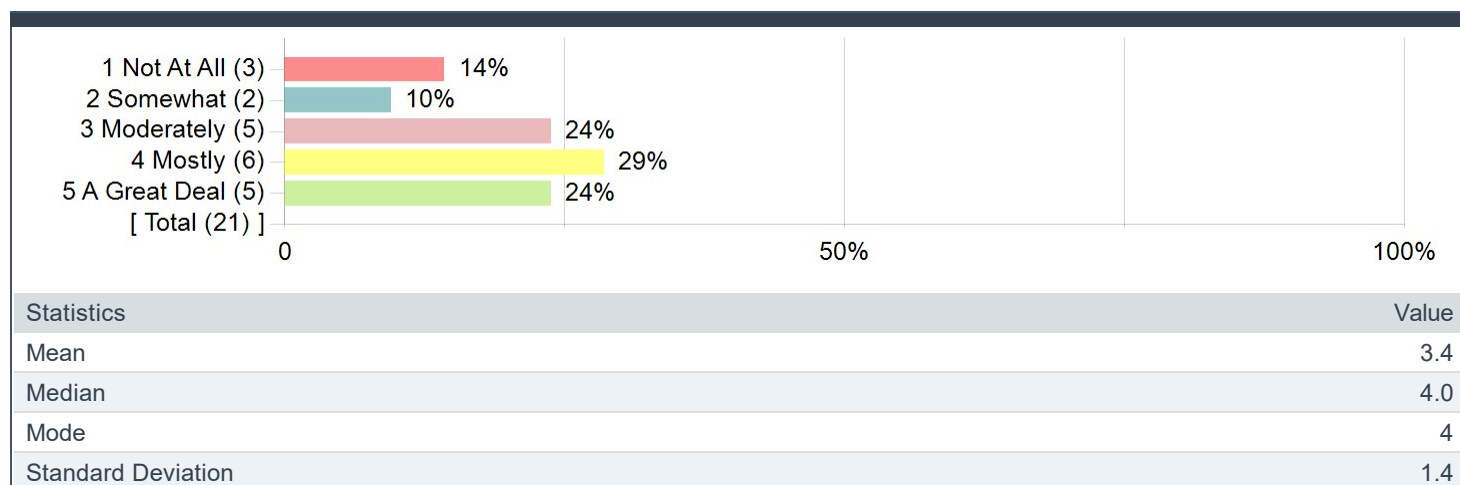
#### 1. I found the course intellectually stimulating.



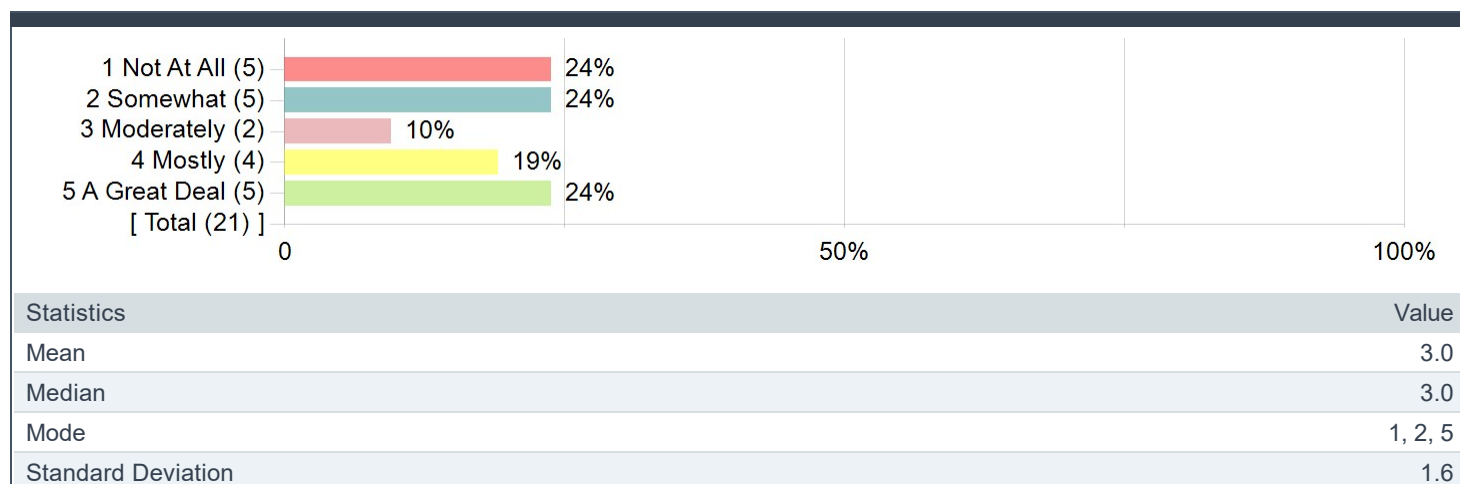
#### 2. The course provided me with a deeper understanding of the subject matter.



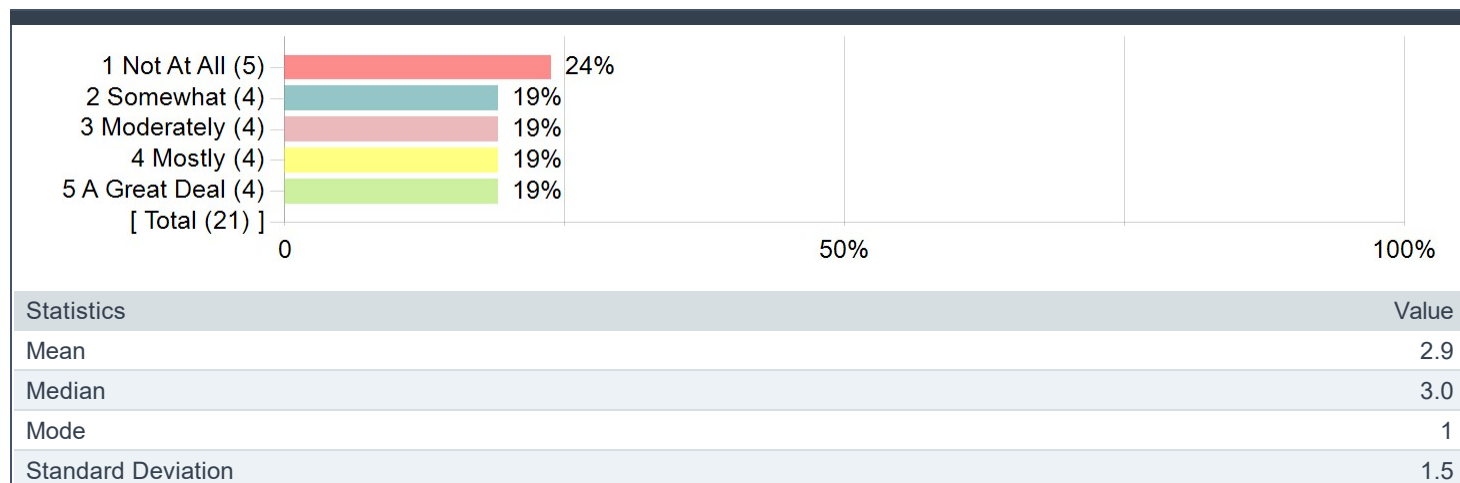
### 3. The instructor (**Emily Moore**) created a course atmosphere that was conducive to my learning.



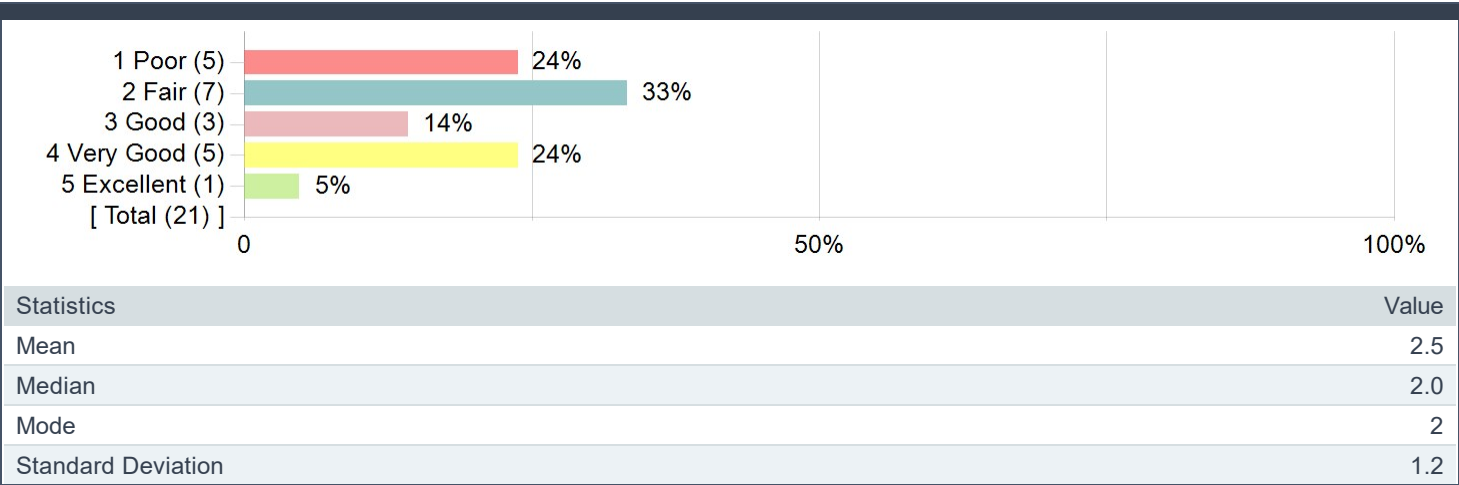
### 4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



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

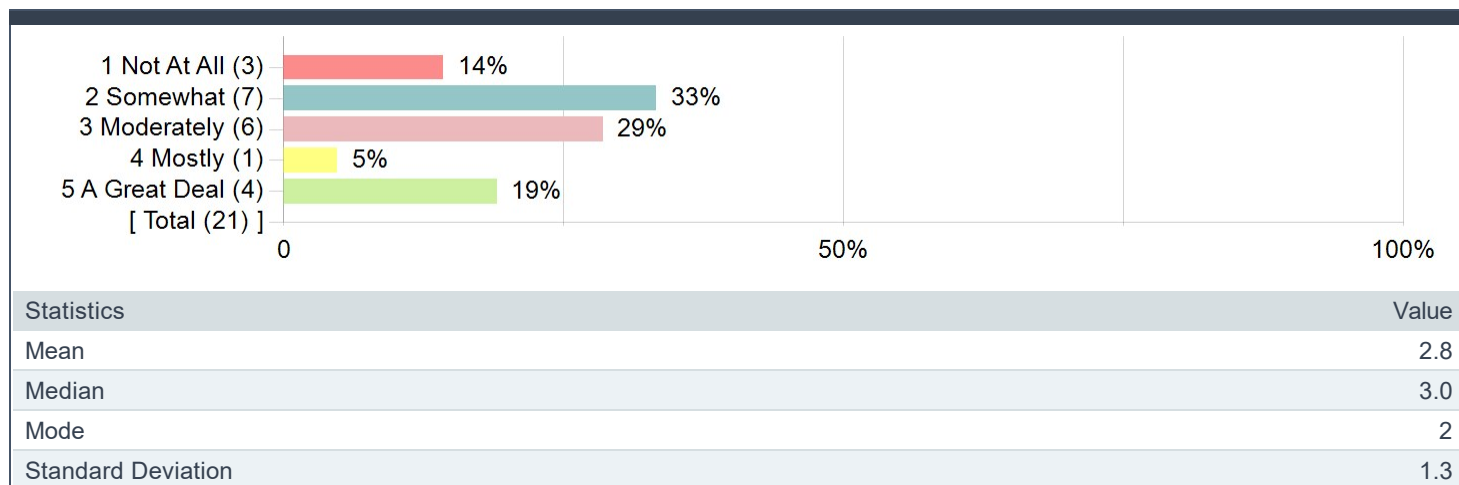


6. Overall, the quality of my learning experience in this course was....

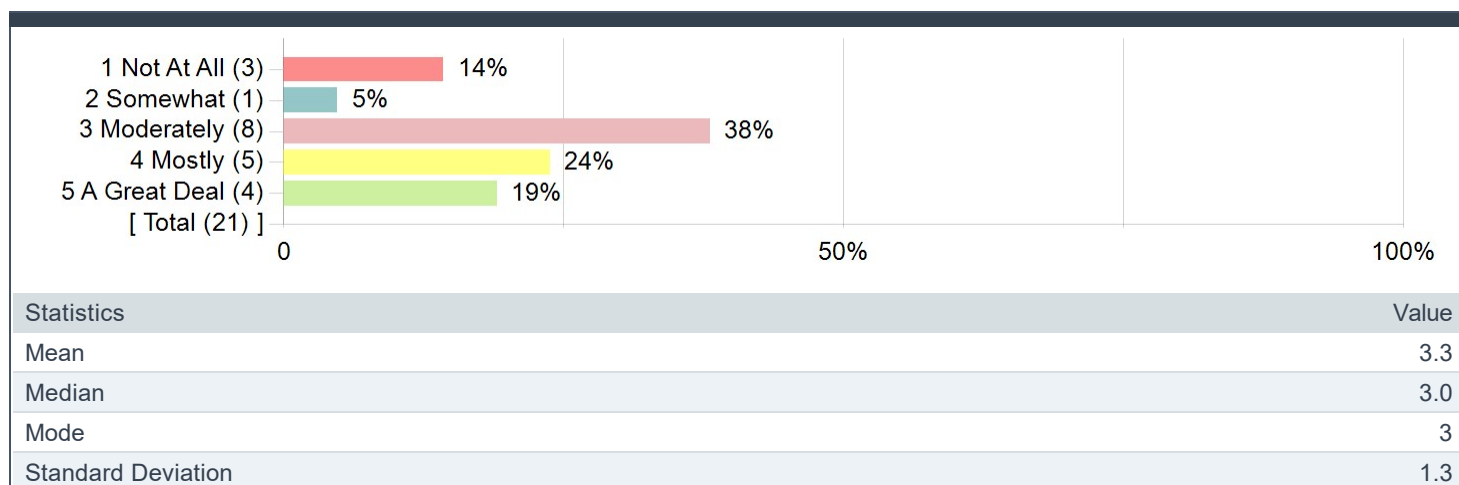


## Part B. Divisional Items

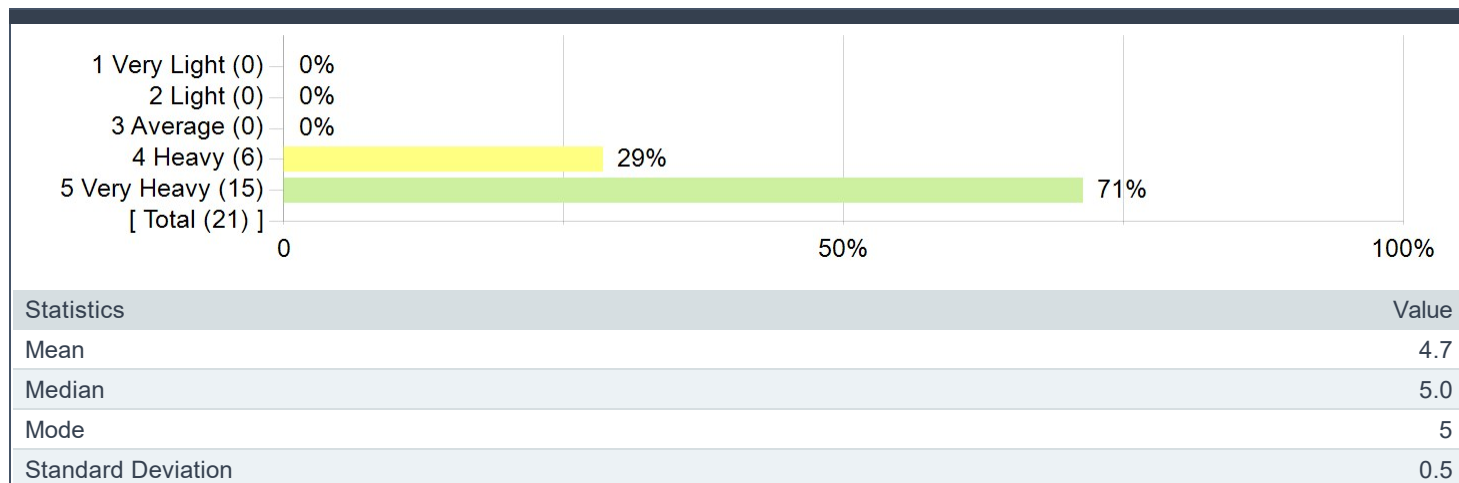
9. The course helped me improve my ability to formulate, analyze and solve problems.



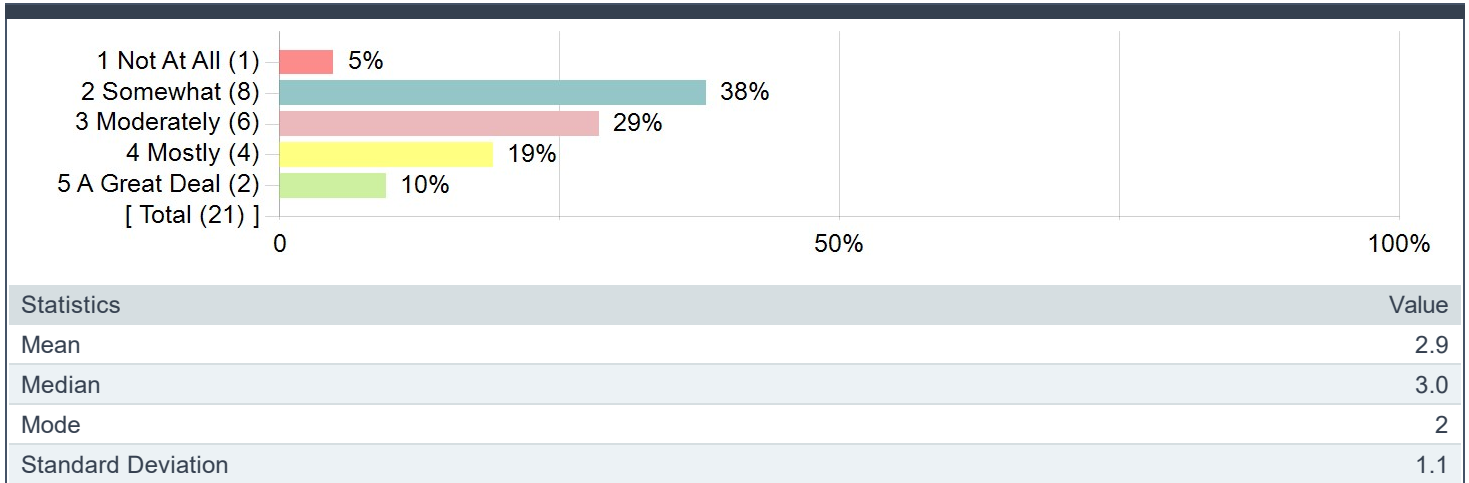
10. The instructor (**Emily Moore**) related course concepts to practical applications and/or current research.



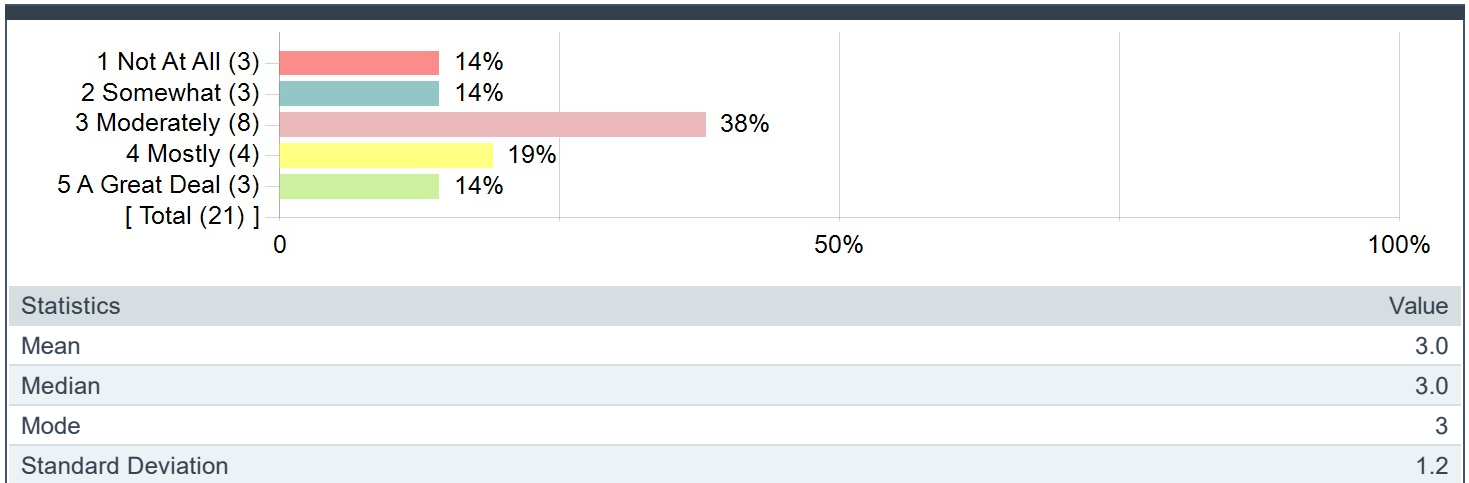
11. Compared to other courses, the workload for this course was: (very light, light, average, heavy, very heavy)



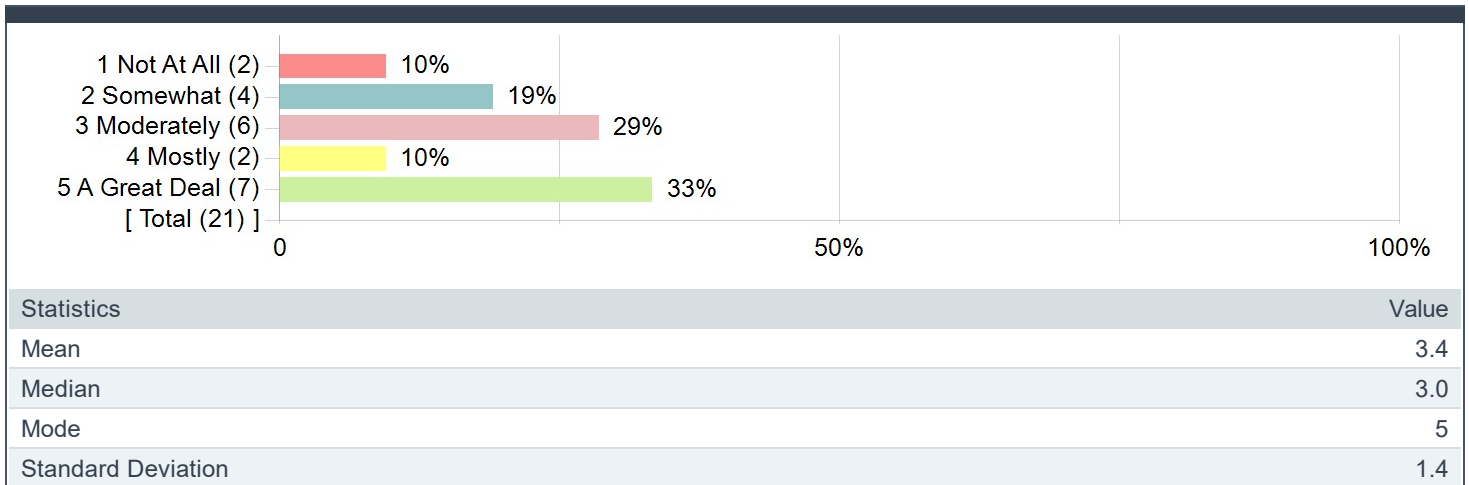
12. The instructor (**Emily Moore**) explained how the course concepts related to other courses.



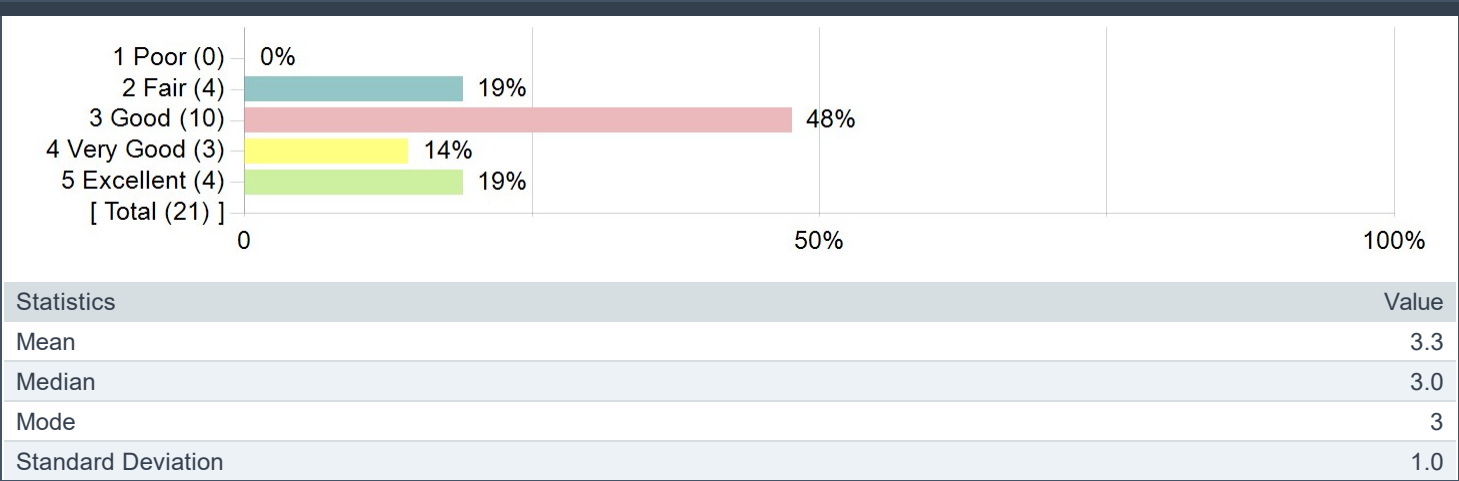
13. The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.



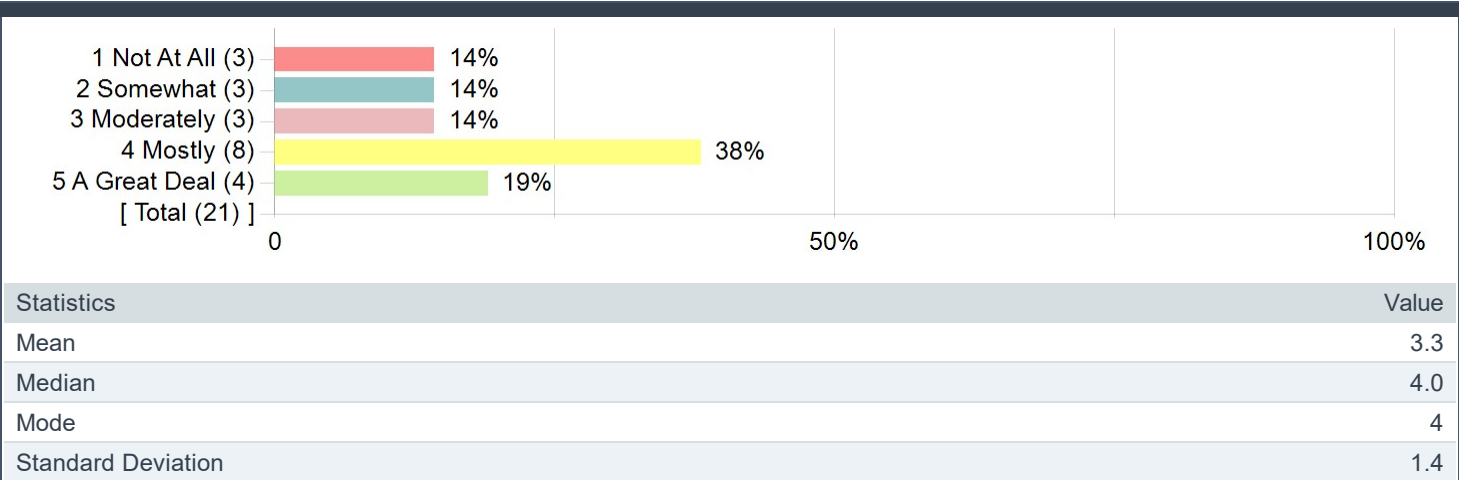
14. The instructor (**Emily Moore**) explained what students are expected to learn in the course.



15. What is your overall rating of the instructor (Emily Moore) as a teacher?



16. The course instructor (Emily Moore) delivered the course material in a clear and organized manner.



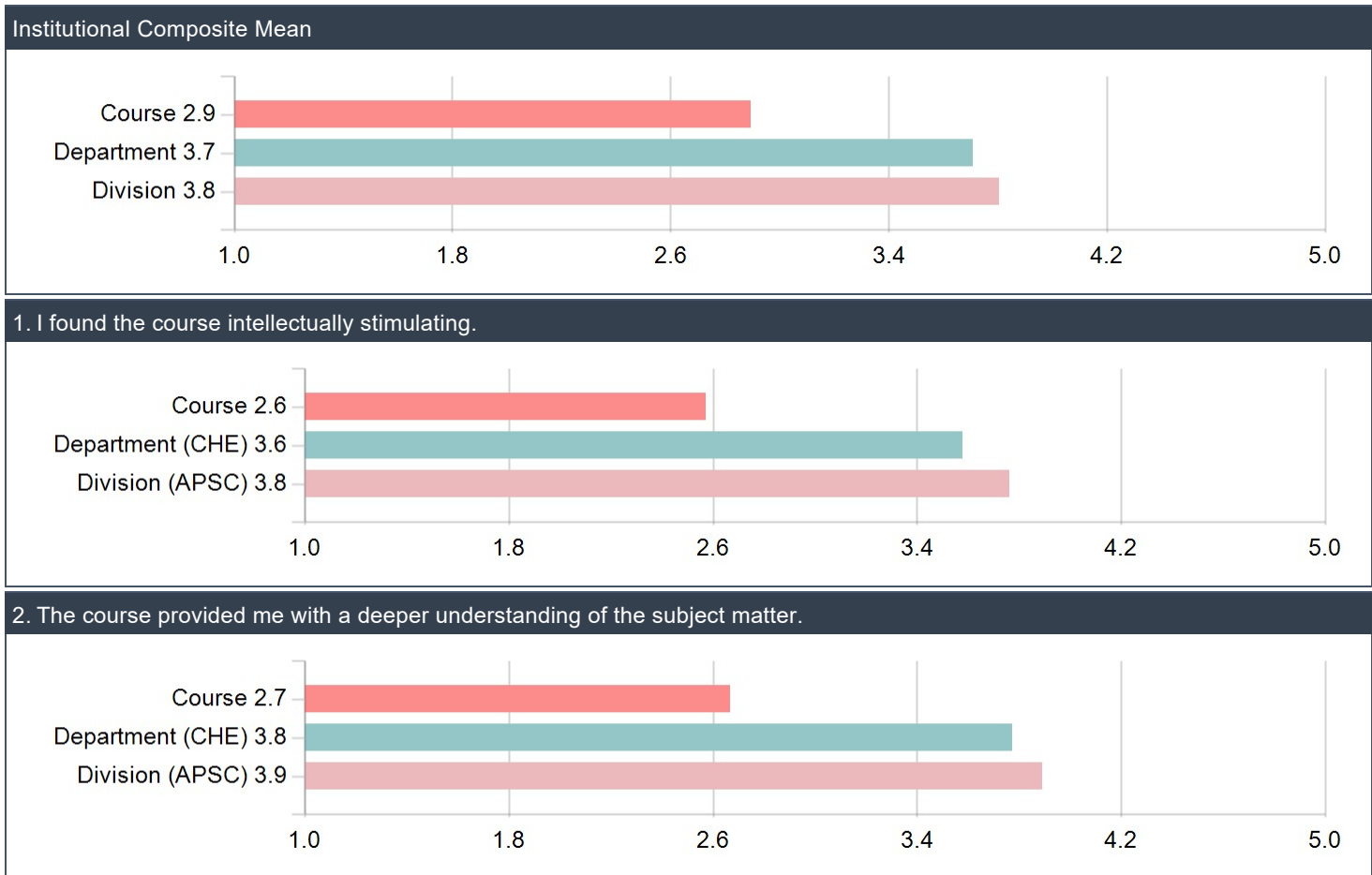
### Section 3. Comparative Data

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.

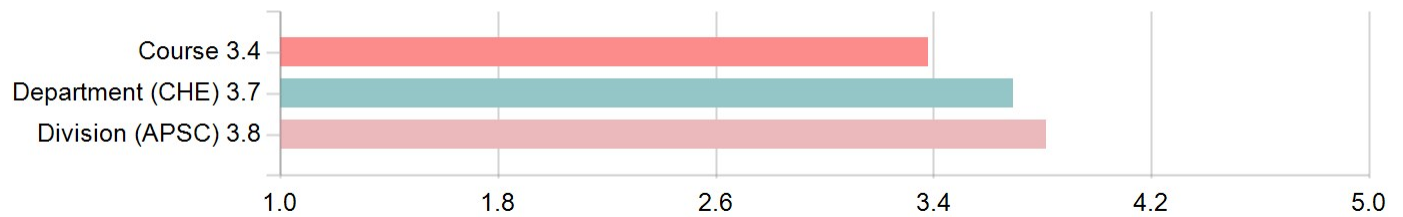
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be  $[(3.5 \times 1000) + (4.5 \times 10)] / 1010 = 3.51$  **and not**  $(3.5 + 4.5) / 2 = 4$ .*

#### Part A. Core Institutional Items

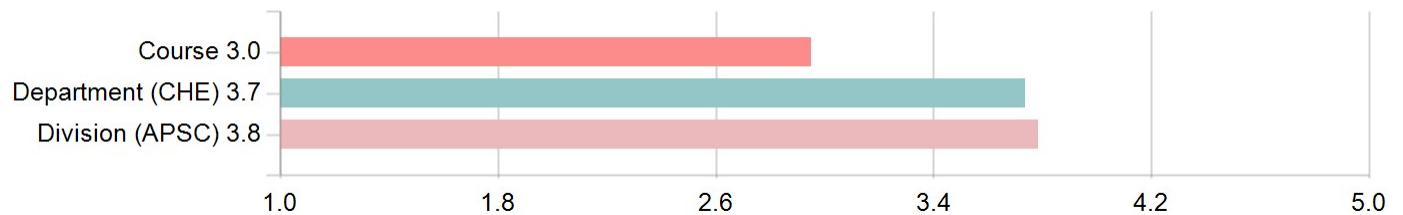
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



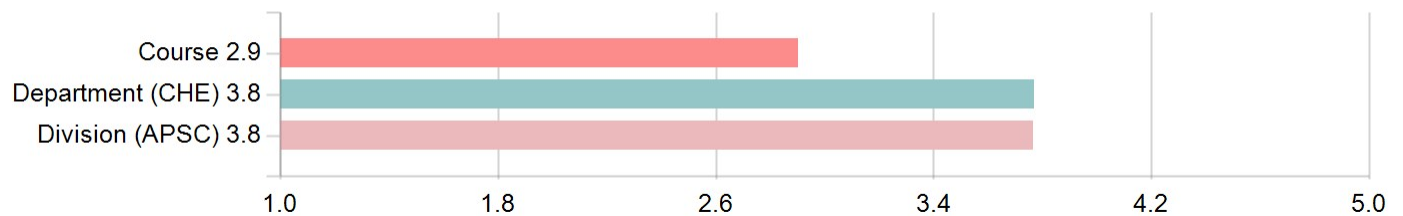
3. The instructor (**Emily Moore**) created an atmosphere that was conducive to my learning.



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

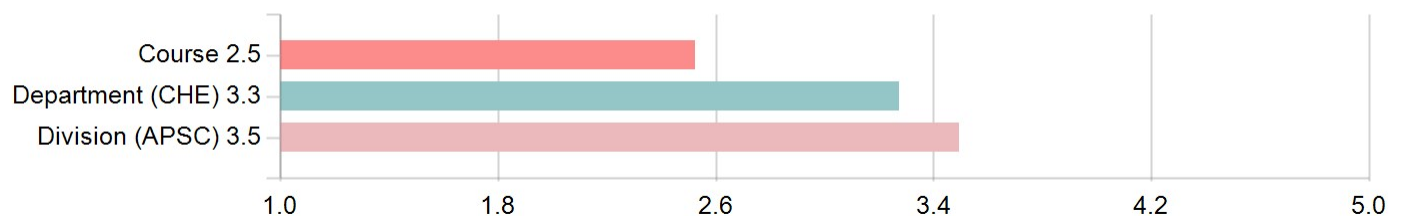


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



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

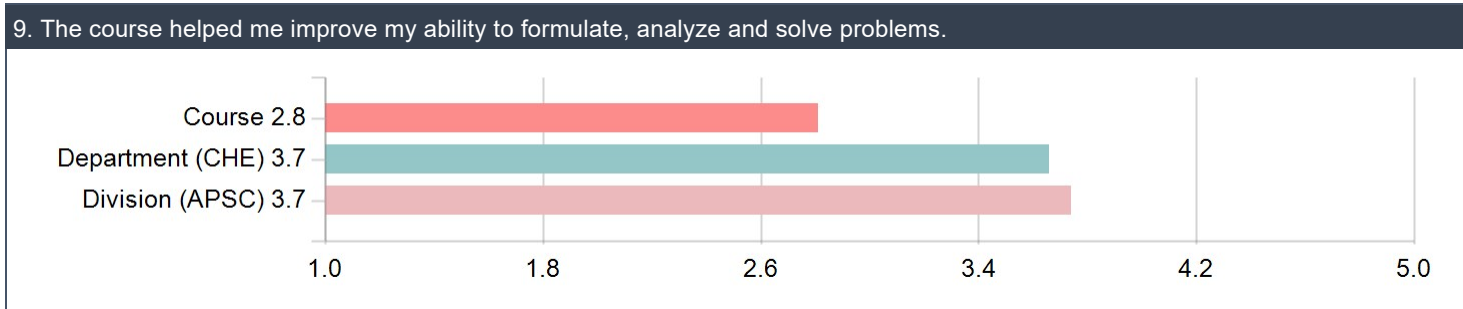
6. Overall, the quality of my learning experience in this course was:



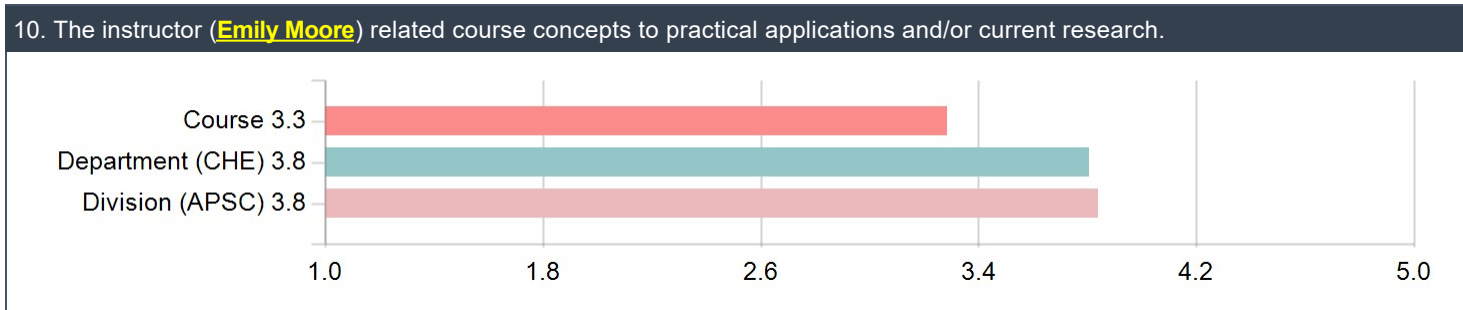


Part B. Divisional Items

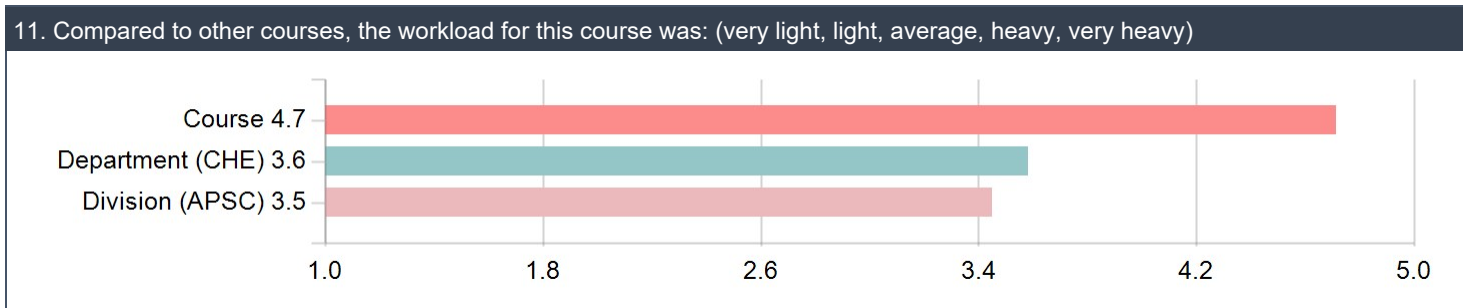
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



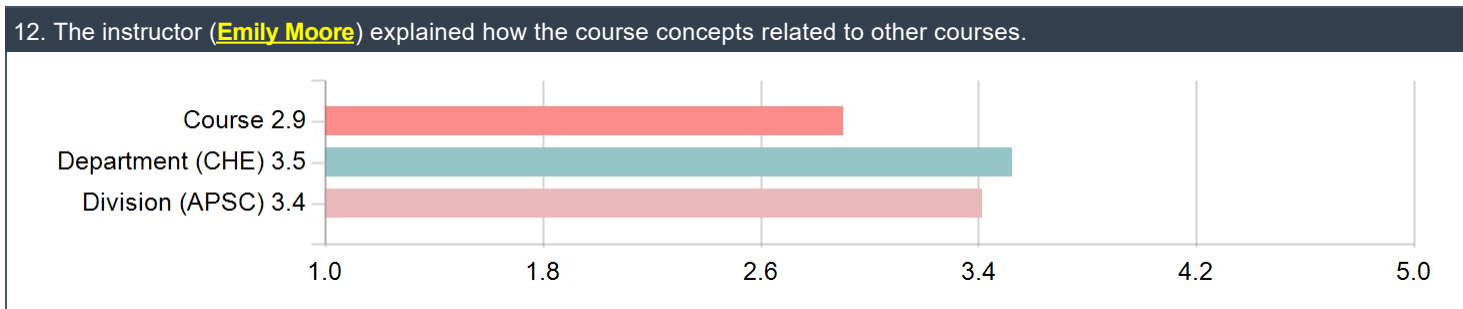
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



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

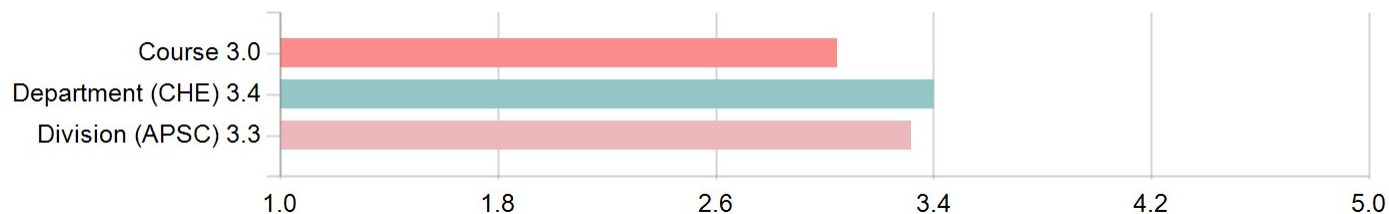


Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



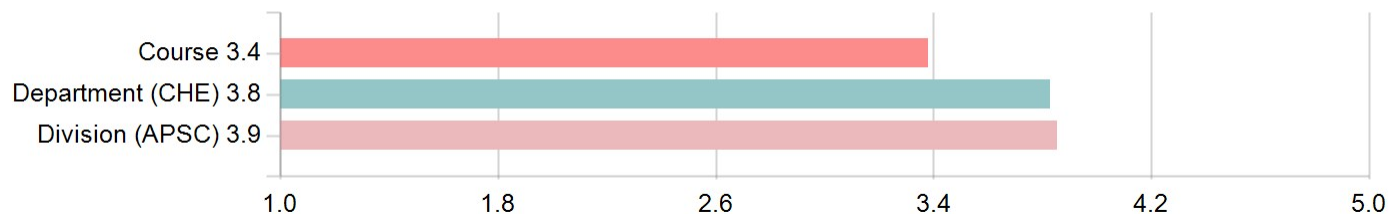
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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



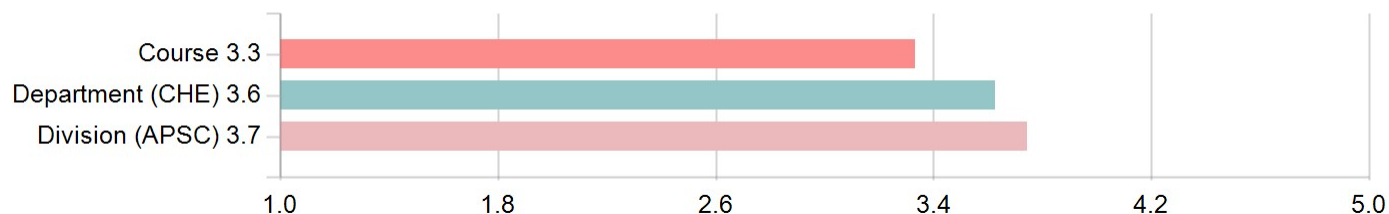
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

14. The instructor ([Emily Moore](#)) explained what students are expected to learn in the course.



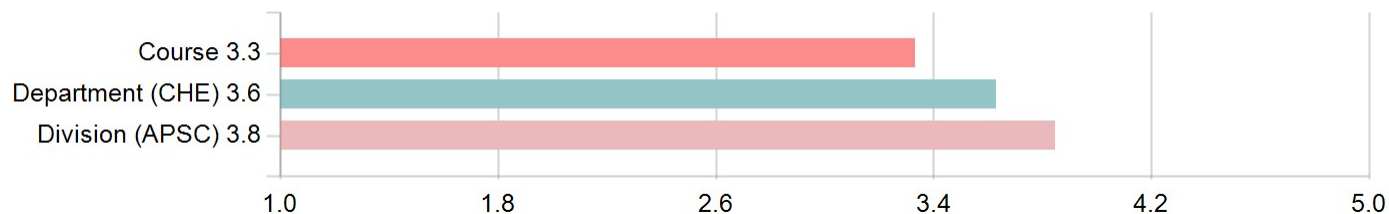
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

15. What is your overall rating of the instructor ([Emily Moore](#)) as a teacher?



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

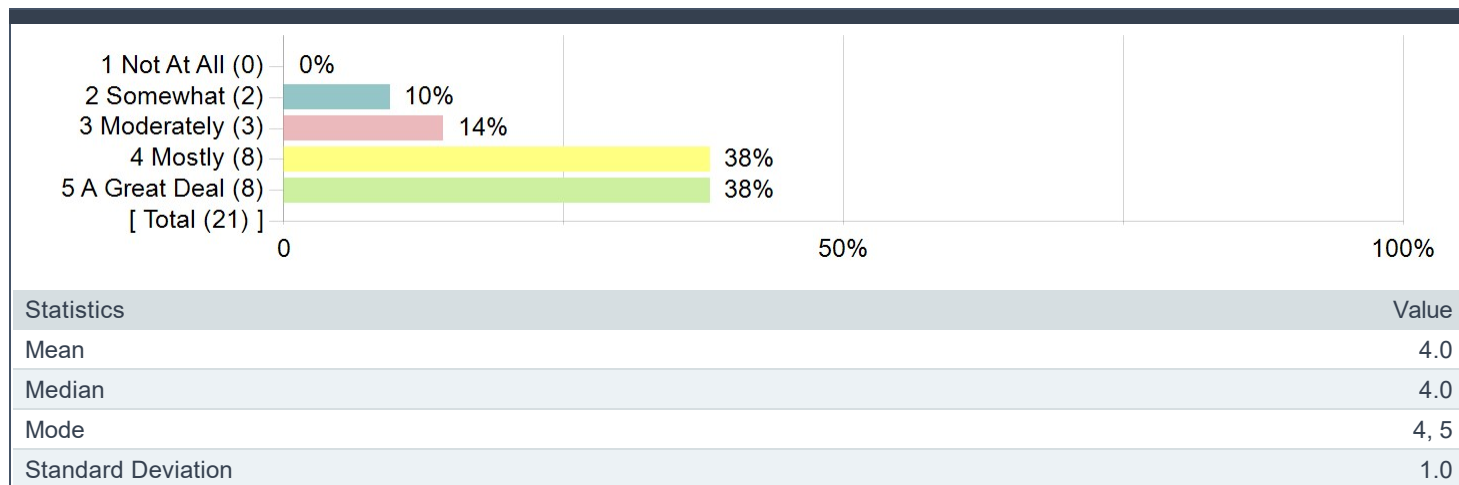
16. The course instructor ([Emily Moore](#)) delivered the course material in a clear and organized manner.



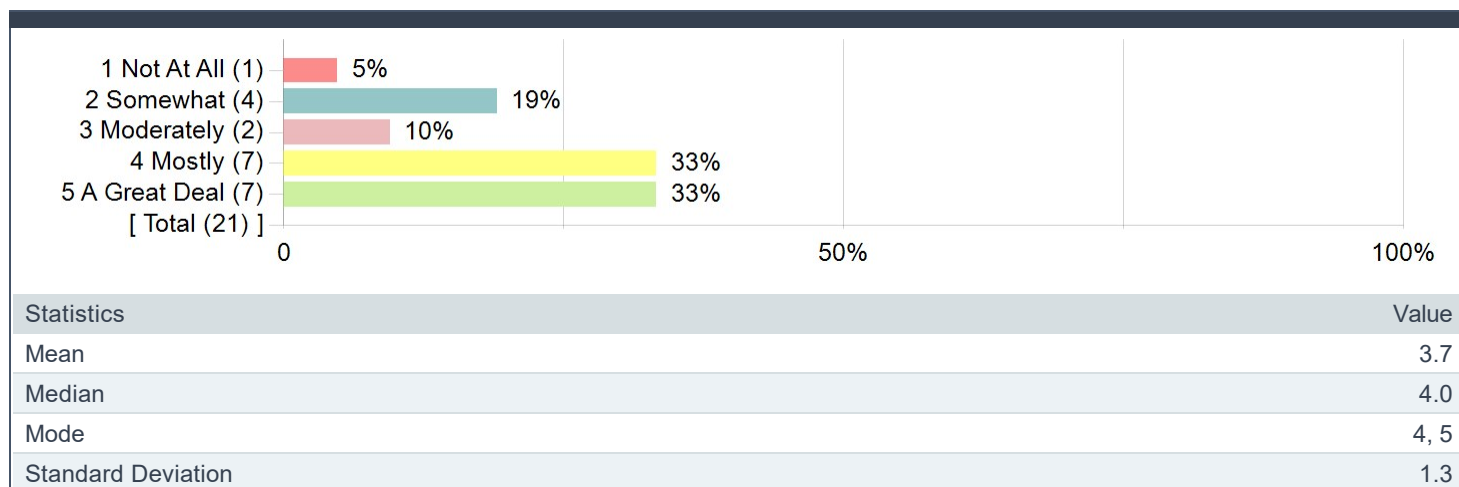
## Section 4: Formative Data

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.

**A-2. During the course, the course instructor ([Emily Moore](#)) was approachable when students sought guidance.**



**G-4. The course instructor ([Emily Moore](#)) explained how course topics contributed to overall learning of the subject matter.**



O-4. The course provided instruction on how to structure extracted information into a coherent argument.

