### Course Characteristics:

**Overall Appraisal:**
- Q1: The quality of this course
  - Mean score: 4.33
  - Scale: 1-5
- Q2: The quality of the instruction (Inst. 1)
  - Mean score: 4.33
  - Scale: 1-5
- Q3: Amount of effort/work
  - Mean score: 3.67
  - Scale: 1-5
- Q4: Difficulty of the subject matter
  - Mean score: 4.33
  - Scale: 1-5
- Q5: Intellectual stimulation
  - Mean score: 4.00
  - Scale: 1-5

**Course Dynamics:**
- Q6: Instructor was enthusiastic about the course (Inst. 1)
  - Mean score: 5.00
  - Scale: 1-5
- Q7: Instructor was accessible outside of class (Inst. 1)
  - Mean score: 4.00
  - Scale: 1-5
- Q8: Participation in class discussion was encouraged
  - Mean score: 4.67
  - Scale: 1-5
- Q9: Course requirements/expectations were clear
  - Mean score: 5.00
  - Scale: 1-5
- Q10: Feedback on examinations/papers/performance was valuable
  - Mean score: 5.00
  - Scale: 1-5
- Q11: Methods of evaluating student work were fair and appropriate
  - Mean score: 5.00
  - Scale: 1-5

**Appraisal of progress:**
- Q12: Gaining factual knowledge
  - Mean score: 4.33
  - Scale: 1-5
- Q13: Understanding fundamental concepts and principles
  - Mean score: 4.67
  - Scale: 1-5
- Q14: Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem
  - Mean score: 4.33
  - Scale: 1-5
- Q15: Learning to analyze ideas, arguments, and points of view
  - Mean score: 4.00
  - Scale: 1-5
- Q16: Learning to synthesize and integrate knowledge
  - Mean score: 4.00
  - Scale: 1-5
- Q17: Learning to conduct inquiry though methods of the field
  - Mean score: 4.00
  - Scale: 1-5
- Q18: Learning to evaluate the merits of ideas and competing claims
  - Mean score: 4.33
  - Scale: 1-5
- Q19: Developing skills in oral expression
  - Mean score: 4.00
  - Scale: 1-5
- Q20: Developing writing skills
  - Mean score: 2.67
  - Scale: 1-5

**Learning Objectives:**

- Q1: The quality of this course
- Q2: The quality of the instruction (Inst. 1)
- Q3: Amount of effort/work
- Q4: Difficulty of the subject matter
- Q5: Intellectual stimulation
- Q6: Instructor was enthusiastic about the course (Inst. 1)
- Q7: Instructor was accessible outside of class (Inst. 1)
- Q8: Participation in class discussion was encouraged
- Q9: Course requirements/expectations were clear
- Q10: Feedback on examinations/papers/performance was valuable
- Q11: Methods of evaluating student work were fair and appropriate
- Q12: Gaining factual knowledge
- Q13: Understanding fundamental concepts and principles
- Q14: Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem
- Q15: Learning to analyze ideas, arguments, and points of view
- Q16: Learning to synthesize and integrate knowledge
- Q17: Learning to conduct inquiry though methods of the field
- Q18: Learning to evaluate the merits of ideas and competing claims
- Q19: Developing skills in oral expression
- Q20: Developing writing skills

**Frequency Rating for Overall Mean:**
- Mean score: 2.67
- Scale: 1-5

**SACES Opt-in Status:**
- Number of students for which this course fulfills a requirement towards:
  - Maj./Min./Cert.
  - General Studies
  - Elective
  - Other
  - TOTAL
- Class Size: SMALL

**MEAN SCORE:**
- 2.67
- 3.5
- 4

**MEAN RESPONSE:**
- 3 to 5 hrs/wk
- 6 or more hrs/wk

* M = Minor or No Importance;  I = Important;  E = Essential
### Trinity College Student Course Evaluation Form

**Instructor Name:** Erika Martinez  
**Course Number:** 2680

**Marking Instructions:**
- Use a No. 2 pencil or blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make no stray marks on this form.

**CORRECT MARK:** ☐

**Term:**  
- Fall  
- Spring  
- Sum I  
- Sum II

**Out of Class Work Time:**
- 0–1 hr/week  
- 1–3 hrs/week  
- 3–5 hrs/week  
- 6+ hrs/week

**Student Year:**  
- 1st  
- 2nd  
- 3rd  
- 4th  
- Grad  
- Other

**First Major:** [ ]  
**Second Major:** [ ]  
**Minor:** [ ]  
**Cert.:** [ ]

---

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

### Overall Appraisal:

<table>
<thead>
<tr>
<th>Reflect your overall appraisal of the course/instructor using the following code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–Very Poor</td>
</tr>
</tbody>
</table>

1. 1 2 3 4 5 ☐ The quality of this course.
2. 1 2 3 4 5 ☐ The quality of the instruction. (Inst. 1)
3. 1 2 3 4 5 ☐ The quality of the instruction. (Inst. 2)
4. 1 2 3 4 5 ☐ The quality of the instruction. (Inst. 3)
5. 1 2 3 4 5 ☐ The quality of the instruction. (Inst. 4)

### Comments: (e.g., strong and weak points of course and instructor)

Lots of notes, but good learning.

---

### Course Characteristics:

<table>
<thead>
<tr>
<th>On the next items, characterize this course using the following code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–Very Low</td>
</tr>
</tbody>
</table>

3. 1 2 3 4 5 ☐ Amount of effort/work.
4. 1 2 3 4 5 ☐ Difficulty of the subject matter.
5. 1 2 3 4 5 ☐ Intellectual stimulation.

### Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

Reading wasn't that useful.
### Course Dynamics:

| 6. | 1 2 3 4 | Instructor was enthusiastic about the course. (Inst.1) |
| 7. | 1 2 3 4 | Instructor was accessible outside of class. (Inst.1) |
| 8. | 1 2 3 4 | Participation in class discussion was encouraged. |
| 9. | 1 2 3 4 | Course requirements/expectations were clear. |
| 10. | 1 2 3 4 | Feedback on examinations/papers/performance was valuable. |
| 11. | 1 2 3 4 | Methods of evaluating student work were fair and appropriate. |

**Comments: (e.g., clarity and organization of course, student/instructor interaction)**

Good organization

### Appraisal of Progress:

<p>| How much did this course contribute to your progress on the following learning objectives? |
| Use N/A if the learning objective was not relevant to this course. |</p>
<table>
<thead>
<tr>
<th>1–Not at All</th>
<th>2–A Little</th>
<th>3–Moderately</th>
<th>4–Highly</th>
<th>5–Very Highly</th>
<th>N/A–Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>1 2 3</td>
<td>Gaining factual knowledge.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>1 2 3</td>
<td>Understanding fundamental concepts and principles.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>1 2 3</td>
<td>Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>1 2 3</td>
<td>Learning to analyze ideas, arguments, and points of view.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>1 2 3</td>
<td>Learning to synthesize and integrate knowledge.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>1 2 3</td>
<td>Learning to conduct inquiry through methods of the field.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>1 2 3</td>
<td>Learning to evaluate the merits of ideas and competing claims.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>1 2 3</td>
<td>Developing skills in oral expression.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>1 2 3</td>
<td>Developing writing skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)**

Good class

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## Trinity College Student Course Evaluation Form

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Course Number</th>
<th>Term</th>
<th>Out of Class Work Time:</th>
<th>Student Year</th>
<th>First Major</th>
<th>Second Major</th>
<th>Minor</th>
<th>Cert.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erika Martinez</td>
<td>2680</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Marking Instructions**

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CORRECT MARK: ⬜

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student’s selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

**Overall Appraisal:**

Reflect your overall appraisal of the course/instructor using the following code:

1. Very Poor
2. Poor
3. Adequate
4. Good
5. Excellent

1. □ 2. □ 3. □ 4. □ 5. □ The quality of this course.
2. □ 2. □ 3. □ 4. □ 5. □ The quality of the instruction. (Inst.1)
3. □ 2. □ 3. □ 4. □ 5. □ The quality of the instruction. (Inst.2)

Comments: (e.g., strong and weak points of course and instructor)

Erika was very organized and always prepared for class.

**Course Characteristics:**

On the next items, characterize this course using the following code:

1. Very Low
2. Low
3. Moderate
4. High
5. Very High

3. □ 2. □ 3. □ 4. □ 5. □ Amount of effort/work.
4. □ 2. □ 3. □ 4. □ 5. □ Difficulty of the subject matter.
5. □ 2. □ 3. □ 4. □ 5. □ Intellectual stimulation.

Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)
**Course Dynamics:**

<table>
<thead>
<tr>
<th></th>
<th>1—Very Low</th>
<th>2—Low</th>
<th>3—Moderate</th>
<th>4—High</th>
<th>5—Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Instructor was enthusiastic about the course. (Inst. 1)</td>
<td>(1 2 3 4 5) Instructor was enthusiastic about the course. (Inst. 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Instructor was enthusiastic about the course. (Inst. 2)</td>
<td>(1 2 3 4 5) Instructor was enthusiastic about the course. (Inst. 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Participation in class discussion was encouraged.</td>
<td>(1 2 3 4 5) Instructor was accessible outside of class. (Inst. 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Course requirements/expectations were clear.</td>
<td>(1 2 3 4 5) Instructor was accessible outside of class. (Inst. 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Feedback on examinations/papers/performances was valuable.</td>
<td>(1 2 3 4 5) Methods of evaluating student work were fair and appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

(e.g., clarity and organization of course, student/instructor interaction)

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**Appraisal of Progress:**

<table>
<thead>
<tr>
<th></th>
<th>1—Not at All</th>
<th>2—A Little</th>
<th>3—Moderate</th>
<th>4—Highly</th>
<th>5—Very Highly</th>
<th>N/A—Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Gaining factual knowledge.</td>
<td>(1 2 3 4 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Understanding fundamental concepts and principles.</td>
<td>(1 2 3 4 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.</td>
<td>(1 2 3 4 5)</td>
<td></td>
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<td>18. Learning to evaluate the merits of ideas and competing claims.</td>
<td>(1 2 3 4 5)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>19. Developing skills in oral expression.</td>
<td>(1 2 3 4 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Developing writing skills.</td>
<td>(1 2 3 4 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

(e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

---

**Additional Comments/Suggestions:**
### Instructor Name

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>2680</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erika Martinez</td>
<td></td>
</tr>
</tbody>
</table>

### Course Number

<table>
<thead>
<tr>
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<th>2680</th>
</tr>
</thead>
<tbody>
<tr>
<td>0000</td>
<td>1111</td>
</tr>
</tbody>
</table>

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CORRECT MARK: ☑

---

<table>
<thead>
<tr>
<th>Term</th>
<th>Out of Class Work Time:</th>
<th>Student Year</th>
<th>First Major</th>
<th>Second Major</th>
<th>Minor</th>
<th>Cert.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>0–1 hr/week</td>
<td>1st</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spring</td>
<td>1–3 hrs/week</td>
<td>2nd</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sum I</td>
<td>3–5 hrs/week</td>
<td>3rd</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Sum II</td>
<td>6+ hrs/week</td>
<td>4th</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

This Course Fulfills A:
- Major/Minor/Cert. Requirement
- Curriculum/College Requirement
- Elective

---

### Overall Appraisal:

Reflect your overall appraisal of the course/instructor using the following code:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Poor</td>
<td>Poor</td>
<td>Adequate</td>
<td>Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

1. 1 2 3 ☑ 5 The quality of this course.
2. 1 2 3 ☑ 5 The quality of the instruction. (Inst.1)
3. 1 2 3 ☑ 5 The quality of the instruction. (Inst.2)
4. 1 2 3 ☑ 5 The quality of the instruction. (Inst.3)
5. 1 2 3 ☑ 5 The quality of the instruction. (Inst.4)

### Comments: (e.g., strong and weak points of course and instructor)

Fun teacher, gets a lot out of us.

### Course Characteristics:

On the next items, characterize this course using the following code:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
<td>Very High</td>
</tr>
</tbody>
</table>

3. 1 2 3 ☑ 5 Amount of effort/work.
4. 1 2 3 ☑ 5 Difficulty of the subject matter.
5. 1 2 3 ☑ 5 Intellectual stimulation.

### Comments: (e.g., amount and type of thinking you did, usefulness of readings and assignments)

Material is pretty cool and interesting.
Course Dynamics: On the next items, characterize this course/instructor using the following code:

<table>
<thead>
<tr>
<th>1-Very Low</th>
<th>2-Low</th>
<th>3-Moderate</th>
<th>4-High</th>
<th>5-Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Instructor was enthusiastic about the course. (Inst. 1)
Instructor was enthusiastic about the course. (Inst. 2)
Instructor was accessible outside of class. (Inst. 1)
Instructor was accessible outside of class. (Inst. 2)
Participation in class discussion was encouraged.
Course requirements/expectations were clear.
Feedback on examinations/papers/performances was valuable.
Methods of evaluating student work were fair and appropriate.

Comments: (e.g., clarity and organization of course, student/instructor interaction)

Good Tests, criteria is clear.

Appraisal of Progress: How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

<table>
<thead>
<tr>
<th>1-Not at All</th>
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<tbody>
<tr>
<td>12. 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>13. 1</td>
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<td>3</td>
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<td>5</td>
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<tr>
<td>14. 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>15. 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>16. 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>17. 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>18. 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>19. 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>20. 1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Gaining factual knowledge.
Understanding fundamental concepts and principles.
Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
Learning to analyze ideas, arguments, and points of view.
Learning to synthesize and integrate knowledge.
Learning to conduct inquiry through methods of the field.
Learning to evaluate the merits of ideas and competing claims.
Developing skills in oral expression.
Developing writing skills.

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of outlook on previous knowledge)

Interesting course.

Additional Comments/Suggestions:
# Trinity College Student Course Evaluation Form

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Student Year</th>
<th>Term</th>
<th>Out of Class Work Time:</th>
<th>First Major</th>
<th>Second Major</th>
<th>Minor</th>
<th>Cert.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Erika Martinez</strong></td>
<td>1st</td>
<td>Fall</td>
<td>0–1 hr/week</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring</td>
<td>1–3 hrs/week</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sum I</td>
<td>3–5 hrs/week</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sum II</td>
<td>6+ hrs/week</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

This Course Fulfills A:
- Major/Minor/Cert. Requirement
- Curriculum/College Requirement
- Elective
- Other

### Marking Instructions:
- Use a No. 2 pencil or blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make no stray marks on this form.

### Overall Appraisal:

**Reflect your overall appraisal of the course/instructor using the following code:**

1–Very Poor | 2–Poor | 3–Adequate | 4–Good | 5–Excellent

1. [ ] 2. [ ] 3. [ ] 4. [ ] 5. [ ] The quality of this course.

2. [ ] 2. [ ] 3. [ ] 4. [ ] 5. [ ] The quality of the instruction. (Inst. 1)

3. [ ] 2. [ ] 3. [ ] 4. [ ] 5. [ ] The quality of the instruction. (Inst. 2)

### Comments:

(e.g., strong and weak points of course and instructor)

### Course Characteristics:

**On the next items, characterize this course using the following code:**

1–Very Low | 2–Low | 3–Moderate | 4–High | 5–Very High

3. [ ] 2. [ ] 3. [ ] 4. [ ] 5. Amount of effort/work.

4. [ ] 2. [ ] 3. [ ] 4. [ ] 5. Difficulty of the subject matter.

5. [ ] 2. [ ] 3. [ ] 4. [ ] 5. Intellectual stimulation.

### Comments:

(e.g., amount and type of thinking you did, usefulness of readings and assignments)
Course Dynamics:

6. Instructor was enthusiastic about the course. (Inst.1)
   1-2-3-4-5

7. Instructor was accessible outside of class. (Inst 1)
   1-2-3-4-5

8. Participation in class discussion was encouraged.
   1-2-3-4-5

9. Course requirements/expectations were clear.
   1-2-3-4-5

10. Feedback on examinations/papers/performance was valuable.
    1-2-3-4-5

11. Methods of evaluating student work were fair and appropriate.
    1-2-3-4-5

Comments: (e.g., clarity and organization of course, student/instructor interaction)

Appraisal of Progress:

How much did this course contribute to your progress on the following learning objectives?

Use N/A if the learning objective was not relevant to this course.

    1-2-3-4-5

13. Understanding fundamental concepts and principles.
    1-2-3-4-5

14. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
    1-2-3-4-5

15. Learning to analyze ideas, arguments, and points of view.
    1-2-3-4-5

16. Learning to synthesize and integrate knowledge.
    1-2-3-4-5

17. Learning to conduct inquiry through methods of the field.
    1-2-3-4-5

18. Learning to evaluate the merits of ideas and competing claims.
    1-2-3-4-5

19. Developing skills in oral expression.
    1-2-3-4-5

20. Developing writing skills.
    1-2-3-4-5

Comments: (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

Additional Comments/Suggestions:
## Trinity College Student Course Evaluation Form

### Instructor Name

**Erika Martinez**

### Course Number

2680

### Term

- Fall
- Spring
- Summer I
- Summer II

### Out of Class Work Time:

- 0–1 hr/week
- 1–3 hrs/week
- 3–5 hrs/week
- 6+ hrs/week

### Student Year

- 1st
- 2nd
- 3rd
- 4th

### First Major

- 4
- 5
- 1
- 6

### Second Major

- 1
- 1
- 1
- 1

### Minor

- 1
- 1
- 1
- 1

### Cert.

- 0
- 0
- 0
- 0

### This Course Fulfills A:

- Major/Minor/Cert. Requirement
- Curriculum/College Requirement
- Elective
- Other

---

The purposes of this survey include the following: 1) to provide your instructor with feedback about the quality of the course; 2) to inform promotion decisions; 3) to assist student's selection of courses; and 4) to help you assess how this course helps you progress with the learning objectives of the Duke curriculum. Please respond to each item using the indicated code. Please make use of the space provided for comments, as faculty particularly value these.

### Overall Appraisal:

Reflect your overall appraisal of the course/instructor using the following code:

<table>
<thead>
<tr>
<th>1: Very Poor</th>
<th>2: Poor</th>
<th>3: Adequate</th>
<th>4: Good</th>
<th>5: Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. [ ] The quality of this course.
2. [ ] The quality of the instruction. (Inst.1)
3. [ ] The quality of the instruction. (Inst.2)
4. [ ] The quality of the instruction. (Inst.3)
5. [ ] The quality of the instruction. (Inst.4)

### Comments:

Class is good / life is good

### Course Characteristics:

- On the next items, characterize this course using the following code:

<table>
<thead>
<tr>
<th>1: Very Low</th>
<th>2: Low</th>
<th>3: Moderate</th>
<th>4: High</th>
<th>5: Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. [ ] Amount of effort/work.
4. [ ] Difficulty of the subject matter.
5. [ ] Intellectual stimulation.

### Comments:

Cool
### Course Dynamics:

<table>
<thead>
<tr>
<th>Item</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>1234</td>
<td>Instructor was enthusiastic about the course. (Inst.1)</td>
</tr>
<tr>
<td>7.</td>
<td>1234</td>
<td>Instructor was accessible outside of class. (Inst.2)</td>
</tr>
<tr>
<td>8.</td>
<td>1234</td>
<td>Participation in class discussion was encouraged.</td>
</tr>
<tr>
<td>9.</td>
<td>1234</td>
<td>Course requirements/expectations were clear.</td>
</tr>
<tr>
<td>10.</td>
<td>1234</td>
<td>Feedback on examinations/papers/performance was valuable.</td>
</tr>
<tr>
<td>11.</td>
<td>1234</td>
<td>Methods of evaluating student work were fair and appropriate.</td>
</tr>
</tbody>
</table>

**Comments:** (e.g., clarity and organization of course, student/instructor interaction)

### Appraisal of Progress:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>1234</td>
<td>Gaining factual knowledge.</td>
</tr>
<tr>
<td>13.</td>
<td>1234</td>
<td>Understanding fundamental concepts and principles.</td>
</tr>
<tr>
<td>14.</td>
<td>1234</td>
<td>Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.</td>
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**Comments:** (e.g., specific knowledge, skills, etc. acquired, new appreciation of/outlook on previous knowledge)

### Additional Comments/Suggestions: