

**Graduate School Of Public Health**  
***Educational Policies and Curriculum Committee***  
**Agenda for January 21, 2016**

**1:30-3:30 p.m.**  
**110 Parran Hall**

**CLOSED SESSION | 1:30-2:15 p.m. [Student members please report at 2:15 p.m.]**

1. Student Record Review – Fall 2015 Semester, Mary Derkach

**A. New Business:**

1. Options for Math Remediation, Eleanor Feingold
2. Draft Policy for Syllabi Review, Eleanor Feingold
3. Course Attributes, Mary Derkach
4. Continued WritePlacer Discussion, All
5. Review of Fall Core Course Evaluations, Patricia Documet
6. Updated SOP Document, Patricia Documet and Robin Leaf
7. Approval of December meeting minutes, Patricia Documet
8. Announcement: EPCC Committee Content Moved on Web, Robin Leaf
9. Announcement: Summer and Fall 2016 Submission Deadlines, Robin Leaf

Next meeting: February 18, 2016 | 1:30-3:30pm, Parran 110

Business for next meeting: Draft Submission EPCC Web Form, New Course Flyer Template, EPCC Syllabus Template, and Mapping Course Learning Objectives to Course Activities/Lectures.

Remedial math options for incoming students - for EPCC discussion  
January 2016  
Eleanor Feingold

We have discussed having incoming students take a math assessment test (probably on-line). There are a number of options for how to implement this.

- Require test or just suggest it.
- Ask them to take test before arriving, or on arrival before classes start.
- Require or suggest remediation for students with low scores.
- Remediation can be “math boot camp” taught before classes start, “math boot camp” taught after classes start, or a full course of some kind.
- Students who need remediation can do it before classes start or right at the beginning of the semester and take biostat in the fall, or they can do it during the fall semester and take biostat in the spring. (This would require a spring intro biostat option).

Resource/administration issues:

- Enforcing a requirement that they do something before they get here or even before classes start is tricky. It can be done, but it requires intense administrative effort during a very short period. The best approach might be to “require” but not go overboard in enforcing the requirement (e.g. not require proof of testing before enrolling in biostat).
- I am not concerned about the effort needed to teach “math boot camp.” I think we have plenty of faculty who are interested and who could help develop and teach this.
- I am committed to a spring biostatistics offering, and am actively discussing options with the Department of Biostatistics.

DRAFT policy/process for Pitt Public Health syllabus review  
January 2016  
Eleanor Feingold

**Preamble:** Due to inconsistencies in syllabus quality during our 2015 accreditation site visit, CEPH has asked that the school develop a process for reviewing all syllabi to ensure that they meet minimum standards. This document proposes an ongoing process for that review.

**Principles:** This proposal is based on two primary considerations.

- 1) The EPCC syllabus template provides a list of the essential syllabus elements. Pitt Public Health syllabi should contain all of those elements except under very unusual circumstances. Learning objectives at the course level are particularly important. Syllabi do not, however, need to look exactly like the template: variations in format and style are completely acceptable.
- 2) Review should be conducted at the department level rather than the school level. The review should be conducted by the department curriculum committee or similar faculty committee. This ensures that syllabi are reviewed by faculty in the discipline who are best able to judge the adequacy of the learning objectives and the connections between those objectives and the program competencies. Review at the department level should also be more conducive to collaborative syllabus improvement than a “top-down” review from the school.

**Process:**

- 1) Syllabi for all courses taught during each term will be reviewed by departmental faculty committees before or during the term in which the course is taught. The review should ensure that all required syllabus elements are present, and that syllabi for all courses are present. [What else?]
- 2) Reports from departmental committees will be due by the end of each semester [or is there a better time?] to the Associate Dean for Education. Reports should list all courses taught, confirm that all syllabi are present [or turn them in?], and confirm for each course that all syllabus elements are present. [Anything else we want?]
- 3) The syllabus review conducted during the spring 2016 semester must include a full year of syllabi: summer 2015, fall 2015, and spring 2016, and must include final syllabi for all courses. These will be provided to CEPH.

## Leaf, Robin A

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**From:** Derkach, Mary M  
**Sent:** Friday, January 15, 2016 1:27 PM  
**To:** GSPH - Dept Liaisons; GSPH - Program Directors  
**Subject:** FW: New Course Attribute

**Follow Up Flag:** Flag for follow up  
**Flag Status:** Flagged

Dear Colleagues:

In early November the Registrar notified us of a new process that will help the University to identify courses with community experiential and /or service-learning elements. A couple of departments have responded, but we now want to strongly encourage all departments to have the course attribute added in Peoplesoft where appropriate. For more information see the Registrar's email below. Please contact me if you have any questions about the course attribute. Thank you,

Mary D

**From:** Derkach, Mary M  
**Sent:** Tuesday, November 3, 2015 7:51 PM  
Colleagues - fyi - an interesting new course attribute. If your department would like any of the attributes below added to their classes, please prepare the Excel file but send it to me rather than directly to the Registrar's Office. Joanne and I will review anything that you send.  
Thank you

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**From:** Mathay, Patti  
**Sent:** Tuesday, November 3, 2015 4:39 PM  
**To:** Mathay, Patti  
**Subject:** New Course Attribute

Good Afternoon,

The University is facilitating a process to help identify courses that have an experiential and/or service-learning element based in the community.

In this project, experiential learning is defined as a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting (e.g., working within a nonprofit, community, business, educational or governmental entity). More specifically, this project defines Service-Learning courses as one that

- uses experiential student participation in a structured service activity
- is directed towards specific learning outcomes
- addresses community needs identified by the community

- provides opportunity for students to reflect and connect the service experience to learning topics. Also, keep in mind that service includes both direct service to citizens (e.g., serving food to those in need) and indirect service (e.g., assessing community nutrition needs or streamlining a business process for a local nonprofit)

The Office of the University Registrar has created a new course attribute value for class sections of courses that meet the above definitions of experiential and/or service-learning. In addition to the attribute, **we will be assigning the following attribute values:**

- *General Community Impact* (e.g., improves quality of life of residents, particularly low income individuals etc.)
- *Educational Impact* (e.g., increases school grades, attendance and graduation rates in the community etc.)
- *Economic Impact* (e.g., improves the financial well-being of economically disadvantaged individuals, builds housing, employment training etc.)
- *Building Understanding* (e.g., promotes intercultural, interfaith, or other collaboration and dialog through service etc.)

**These attributes and attribute values will be searchable within the Class Search in PeopleSoft. This attribute and its values will also appear on a student's academic record.**

I am reaching out to you, because of your intimate knowledge of your course catalog. As departmental administrators, you may already know of courses that meet the criteria for experiential and/or service-learning. But there may be courses that you are unaware of. Please inform your division chair and faculty of this project. Your faculty best know their courses and may want to change their curriculum to include a community element. **It is hoped that we can identify all classes that contain community elements in order to demonstrate the totality of Pitt's community impact.**

Please notify us when the faculty indicate that they would like the Community Impact attribute attached to their class section(s). There are two ways for you to have this done. Like the addition of other course attributes, you can complete a **Class Section Update form**. In the Class Attributes field (item 7) write "Community Element". The attribute value can be written in the Special Instructions field (item 13). **Alternatively, if you have many class sections that the attribute and value are to be added, you can send an Excel file via email to Mary Derkach, [derkach@pitt.edu](mailto:derkach@pitt.edu). Jeff Bastian or myself.** **Please be sure to include subject, catalog number and section number.** We would like to add these values to 2164 and future courses.

Thank you in advance for your assistance.

Please contact [mary.derkach](mailto:mary.derkach@pitt.edu) ~~Chris Coat~~ if you have any questions.

Patti Mathay  
 University Registrar  
 220 Thackeray Hall  
 University of Pittsburgh  
 Pittsburgh, PA 15260  
 412-624-7600



Dear Professor Thistle Elias:

## Student Opinion of Teaching Questionnaire Results

This form contains survey results for SOCL BEHVRL SCI & PUBLC HLTH(BCHS-2509)-1200.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website ([omet.pitt.edu](http://omet.pitt.edu)).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

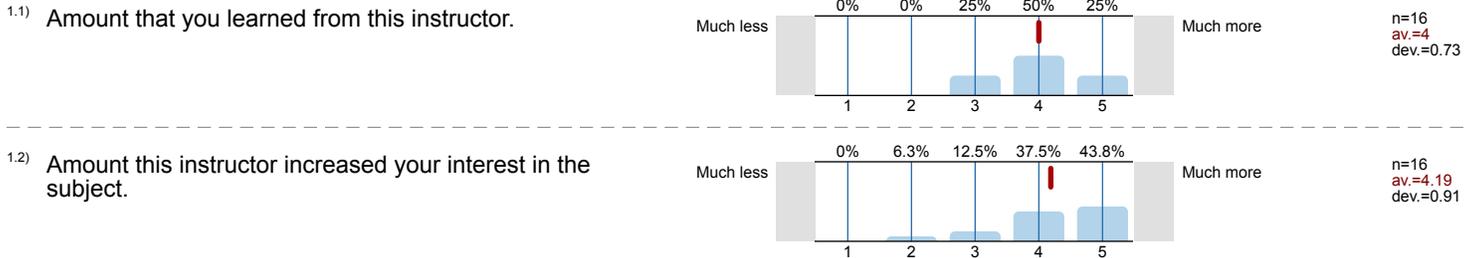
# Professor Thistle Elias

SOCL BEHVRL SCI & PUBLIC HLTH(BCHS-2509)-12002161\_UPITT\_BCHS\_2509\_SEC1200  
Fall 2015

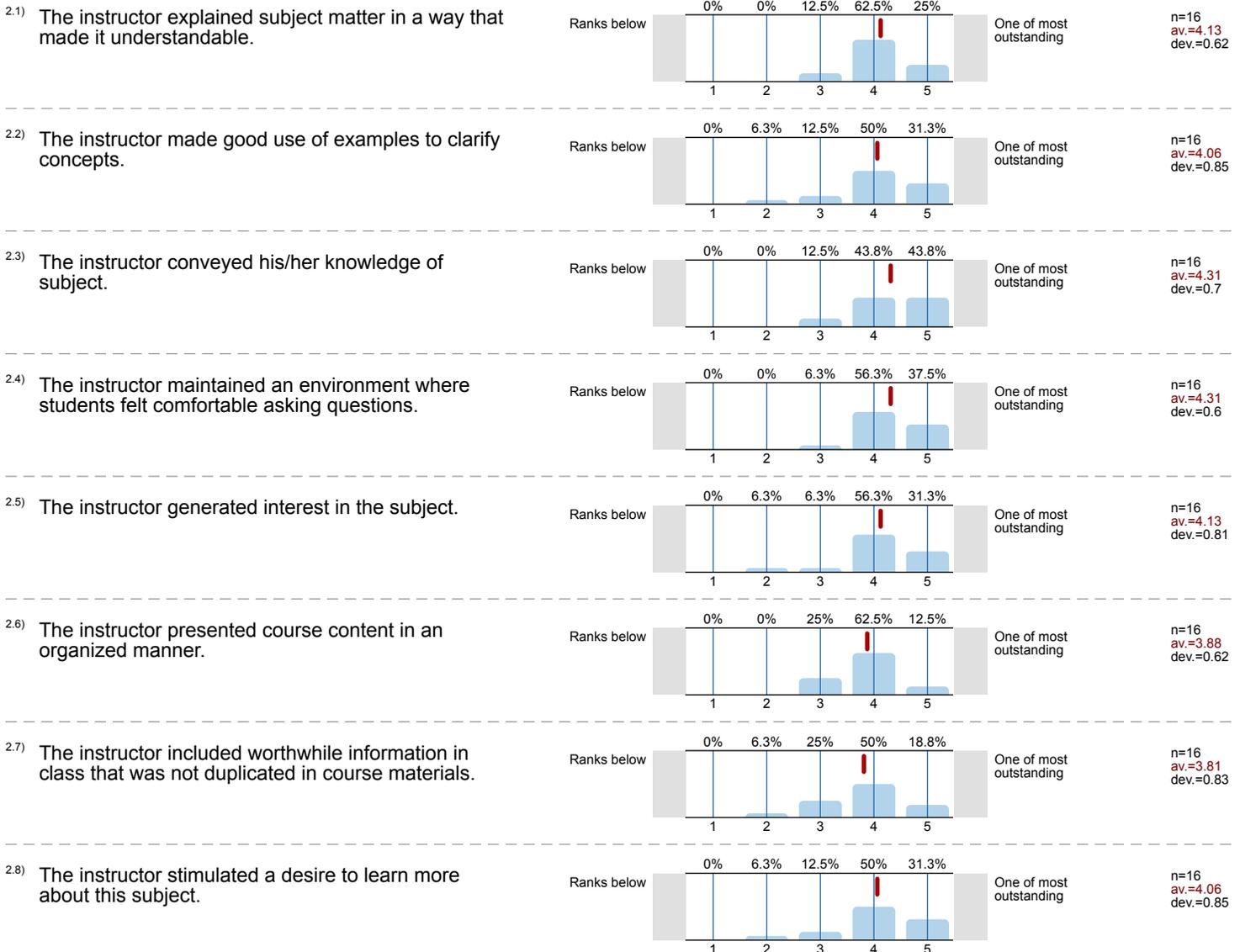
16 RESPONDENTS = 94.12% OF NUMBER REGISTERED



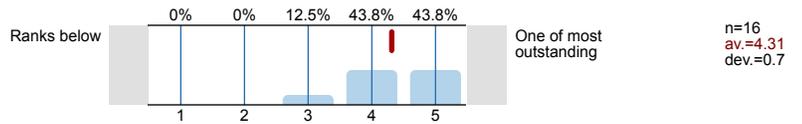
## 1. SELF RATINGS



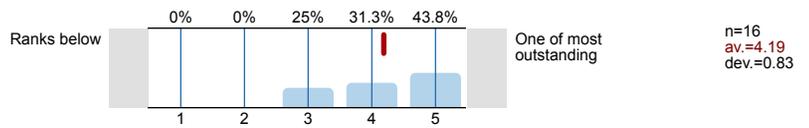
## 2. TEACHING EVALUATION



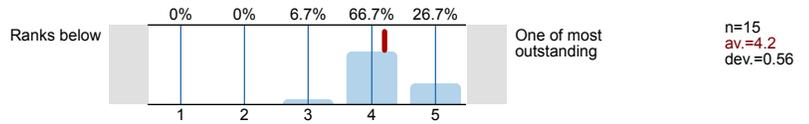
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

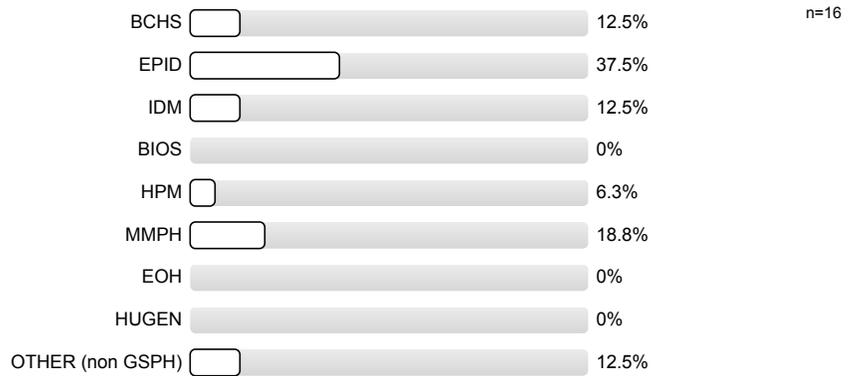


2.11) Express your judgment of the instructor's **overall teaching effectiveness**.



### 3. COURSE EVALUATION

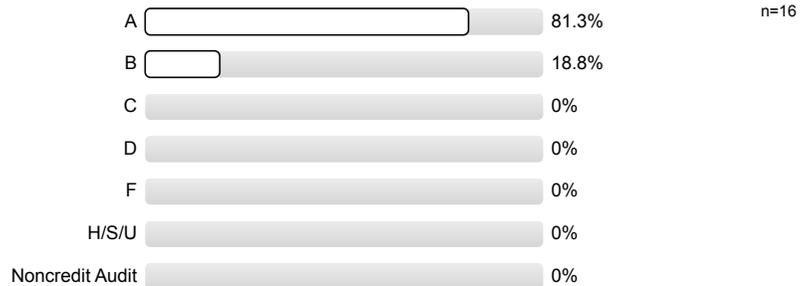
3.1) Department in which you are enrolled:



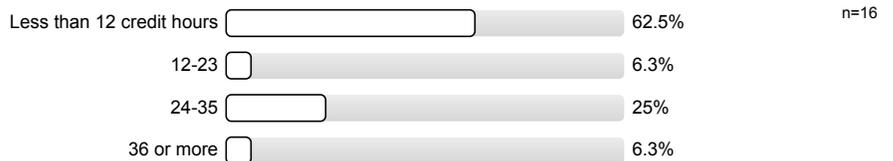
3.2) I am taking this course as an elective.



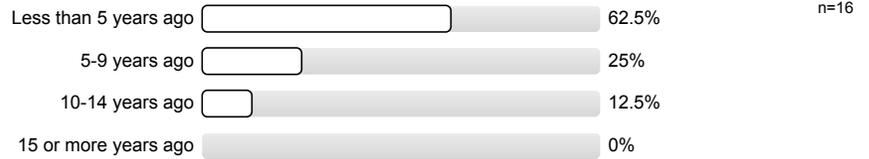
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



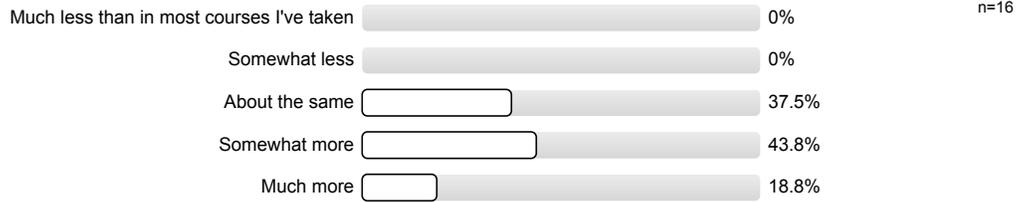
3.4) Credit hours of coursework you have completed in GSPH:



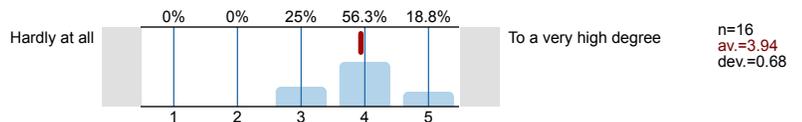
3.5) When did you receive your bachelor's degree?



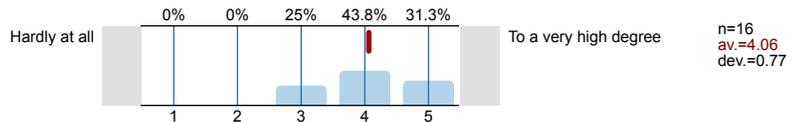
3.6) Amount that I learned in this course.



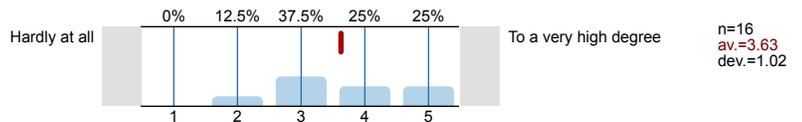
3.7) Course objectives were presented and discussed.



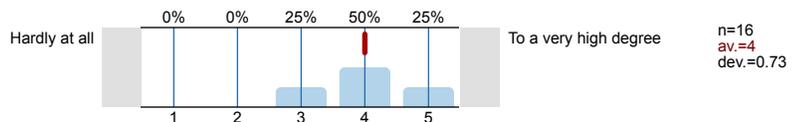
3.8) Stated objectives agreed with what was taught.



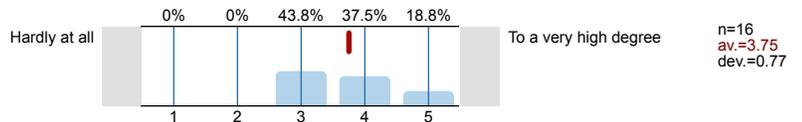
3.9) Course made a worthwhile contribution to my professional development.



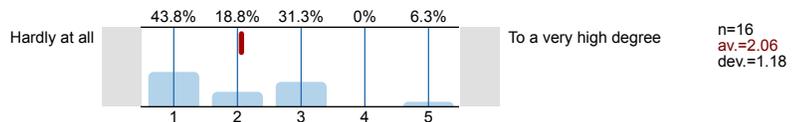
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



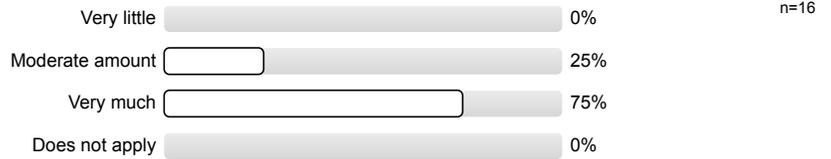
3.12) Course content duplicated that of other courses I have taken.



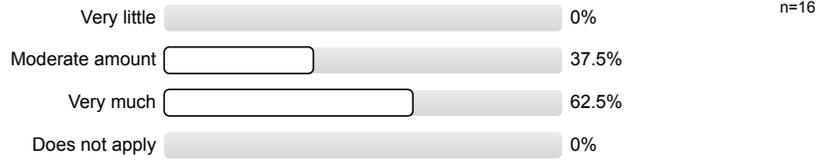
3.13) Would you recommend this course to other students?



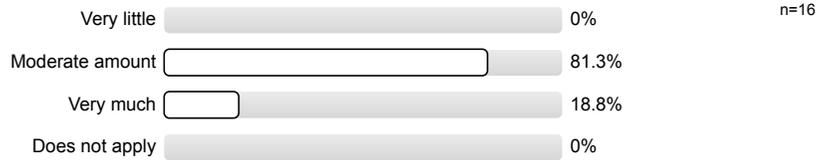
3.14) Lectures



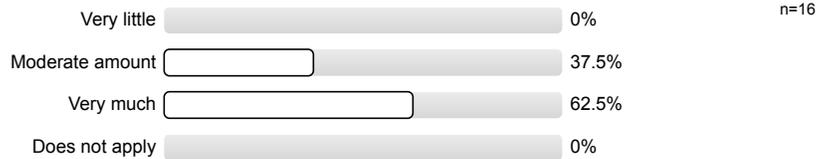
3.15) Discussions



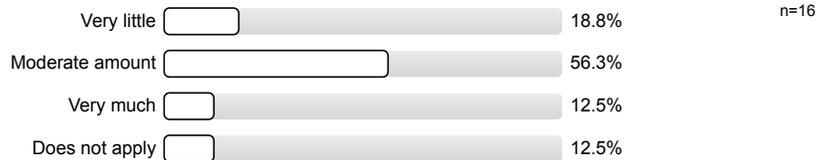
3.16) Readings



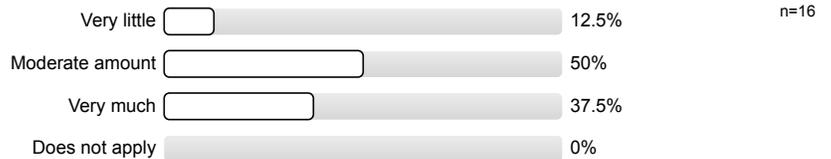
3.17) Assignments



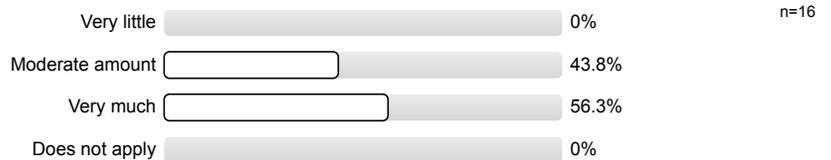
3.18) Exams



3.19) Projects



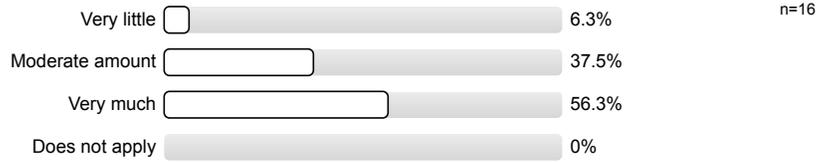
3.20) Written papers



3.21) Handouts



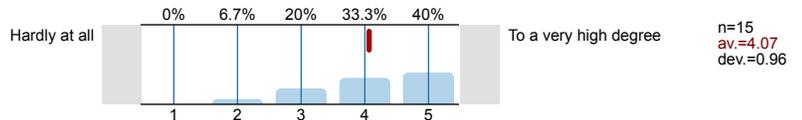
3.22) Classroom activities



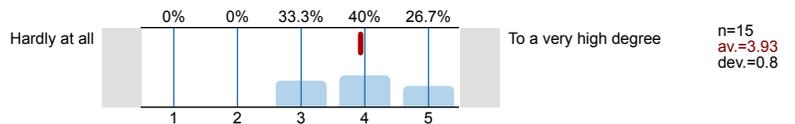
3.23) Lab/Recitation



3.24) Guest lecturers avoided repetition of course material.



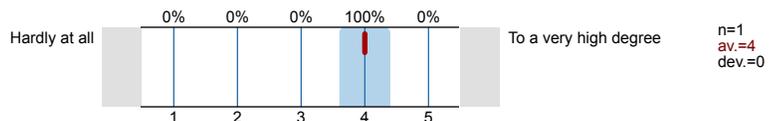
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.



# Profile

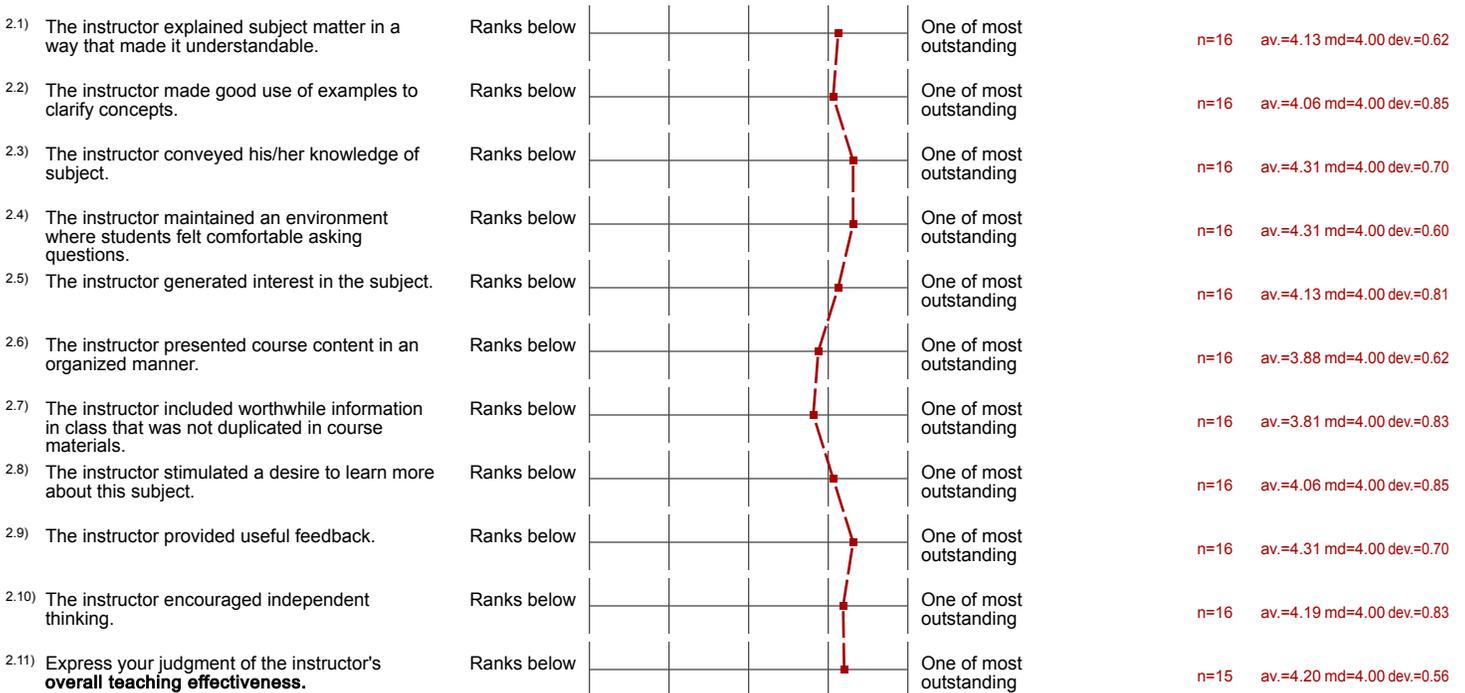
Subunit: PUBLIC HEALTH  
 Name of the instructor: Professor Thistle Elias,  
 Name of the course: SOCL BEHVL SCI & PUBLCL HLTH(BCHS-2509)-1200 (2161\_UPITT\_BCHS\_2509\_SEC1200)  
 (Name of the survey)

Values used in the profile line: Mean

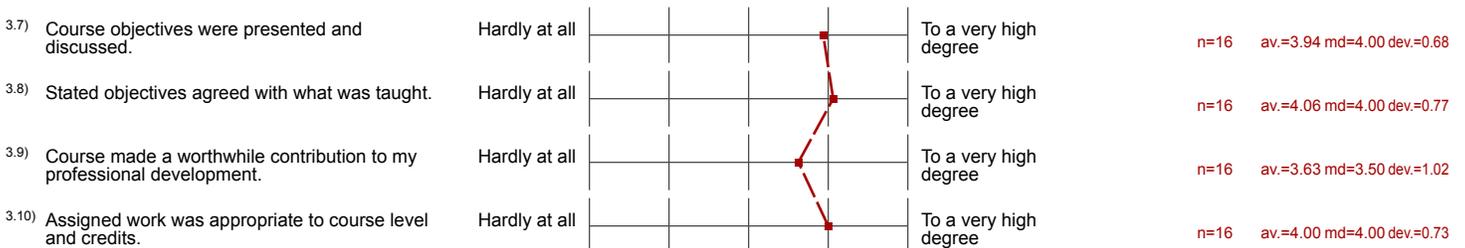
## 1. SELF RATINGS



## 2. TEACHING EVALUATION



## 3. COURSE EVALUATION



3.11) Course content reflected recent developments in the field.	Hardly at all		To a very high degree	n=16	av.=3.75 md=4.00 dev.=0.77
3.12) Course content duplicated that of other courses I have taken.	Hardly at all		To a very high degree	n=16	av.=2.06 md=2.00 dev.=1.18
3.24) Guest lecturers avoided repetition of course material.	Hardly at all		To a very high degree	n=15	av.=4.07 md=4.00 dev.=0.96
3.25) There was continuity in content from one lecturer to the next.	Hardly at all		To a very high degree	n=15	av.=3.93 md=4.00 dev.=0.80
3.26) The team-teaching approach provided insights a single instructor could not provide.	Hardly at all		To a very high degree	n=2	av.=3.00 md=3.00 dev.=0.00
3.27) Team-teaching was used effectively in this course.	Hardly at all		To a very high degree	n=1	av.=4.00 md=4.00 dev.=0.00



Dear Professor Ada Youk:

## Student Opinion of Teaching Questionnaire Results

This form contains survey results for PRINCIPLES STATISTICAL REASONING(BIOST-2011)-1010.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

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The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

# Professor Ada Youk

PRINCIPLES STATISTICAL REASNING(BIOST-2011)-10102161\_UPITT\_BIOST\_2011\_SEC1010  
Fall 2015

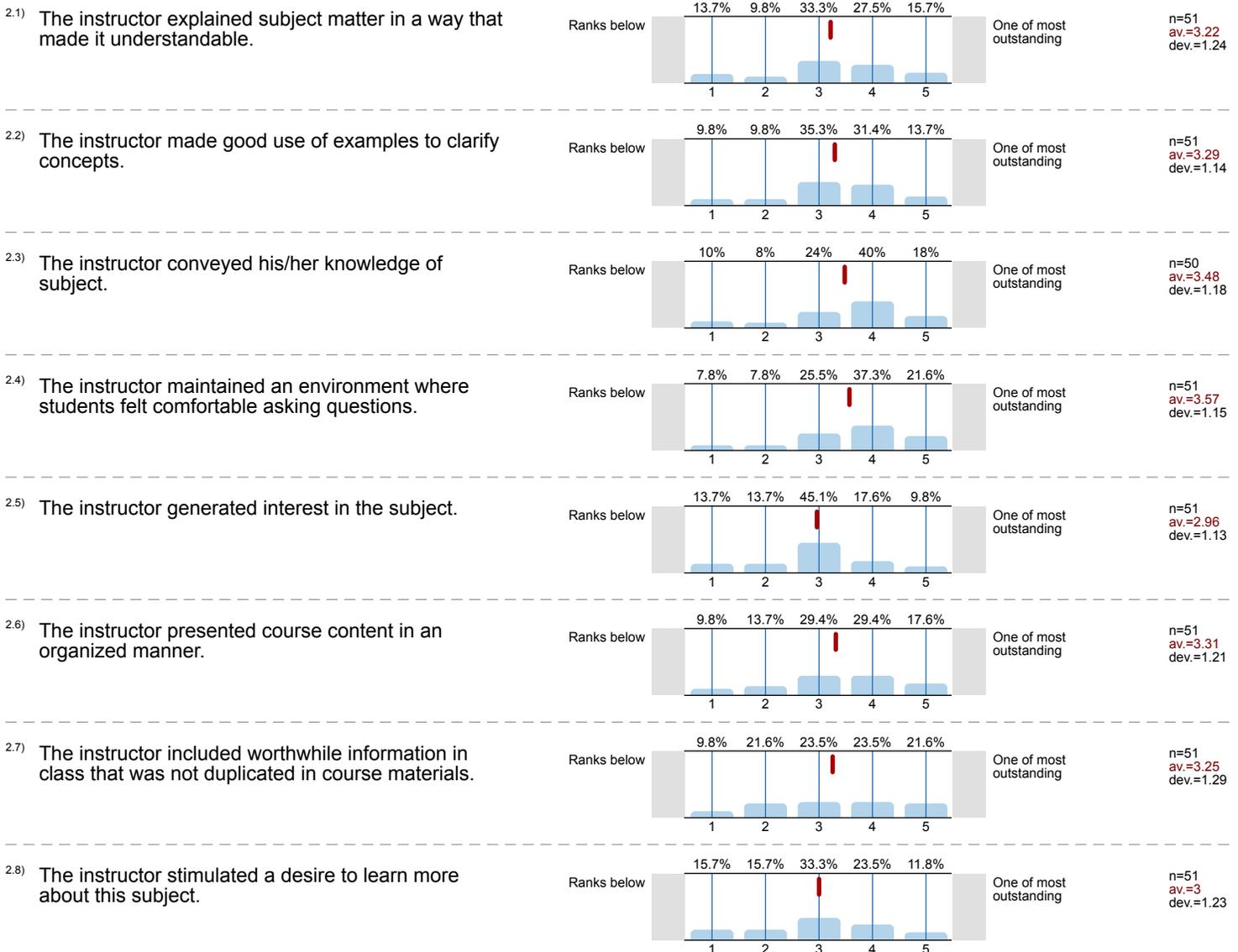
51 RESPONDENTS = 64.56% OF NUMBER REGISTERED



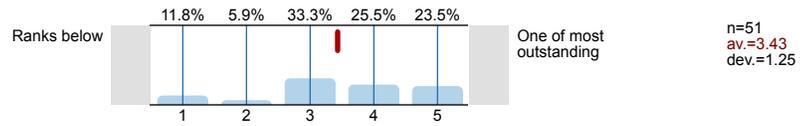
## 1. SELF RATINGS



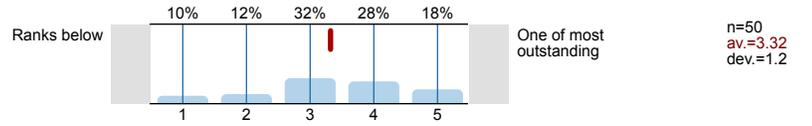
## 2. TEACHING EVALUATION



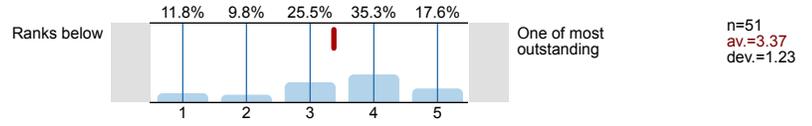
2.9) The instructor provided useful feedback.



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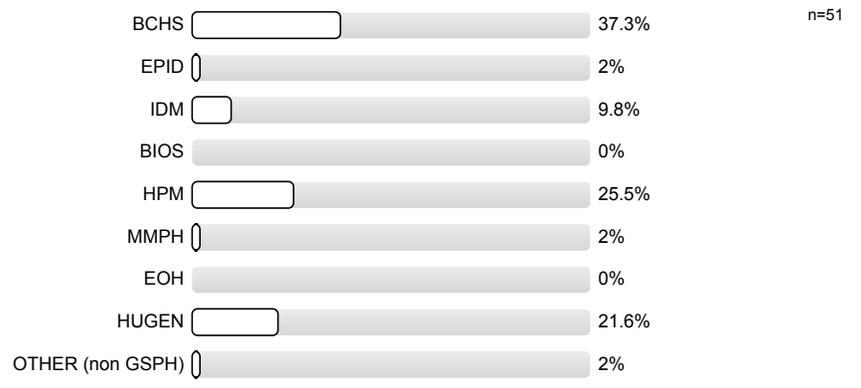


2.11) Express your judgment of the instructor's **overall teaching effectiveness**.



**3. COURSE EVALUATION**

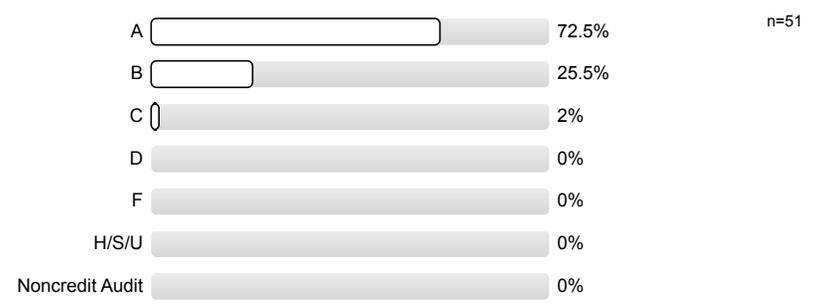
3.1) Department in which you are enrolled:



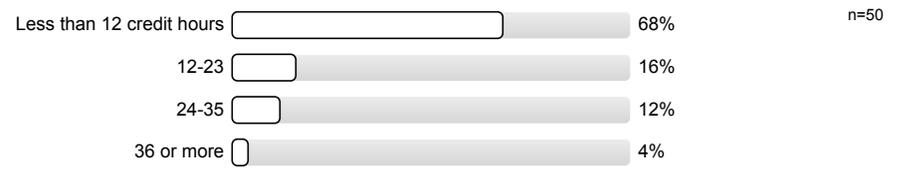
3.2) I am taking this course as an elective.



3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



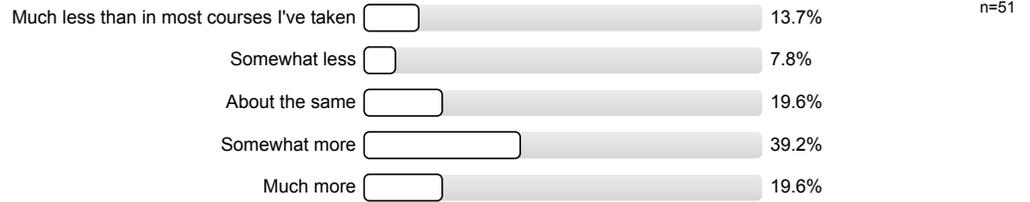
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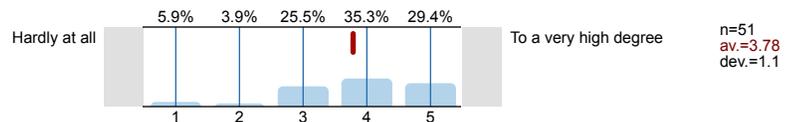
3.5) When did you receive your bachelor's degree?



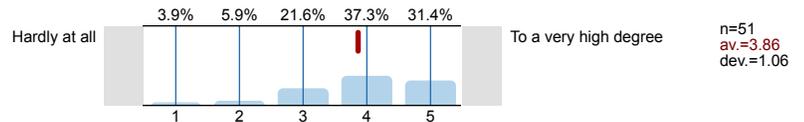
3.6) Amount that I learned in this course.



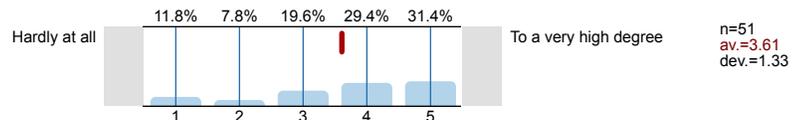
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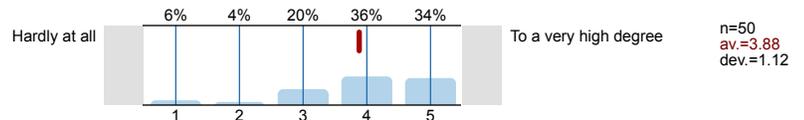
3.8) Stated objectives agreed with what was taught.



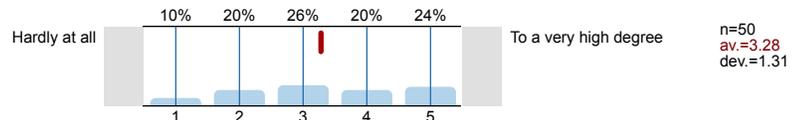
3.9) Course made a worthwhile contribution to my professional development.



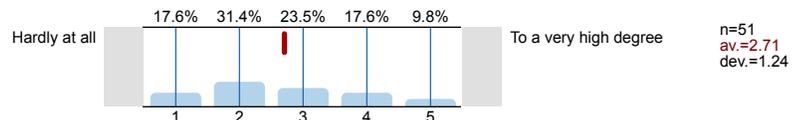
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



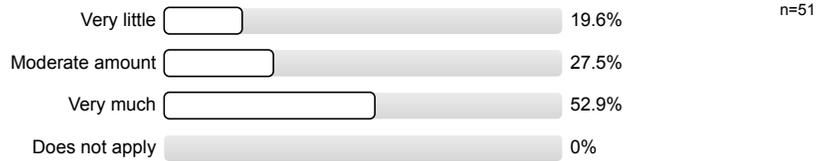
3.12) Course content duplicated that of other courses I have taken.



3.13) Would you recommend this course to other students?



3.14) Lectures



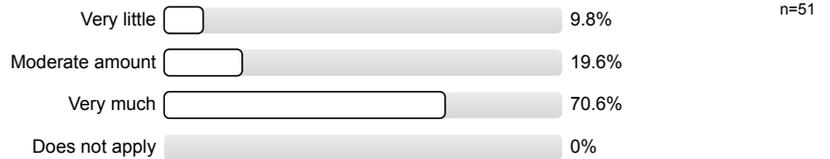
3.15) Discussions



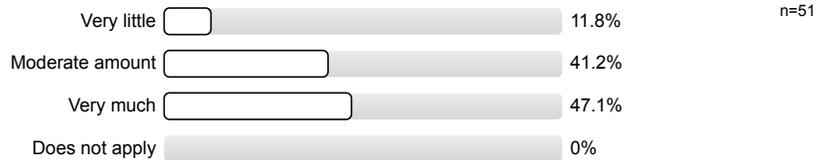
3.16) Readings



3.17) Assignments



3.18) Exams



3.19) Projects



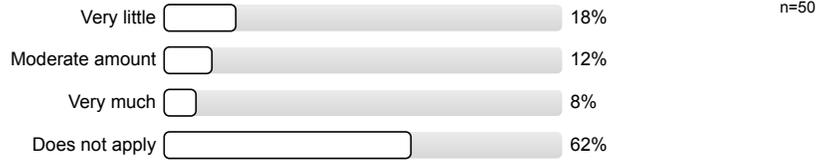
3.20) Written papers



3.21) Handouts



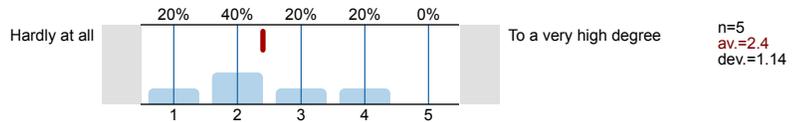
3.22) Classroom activities



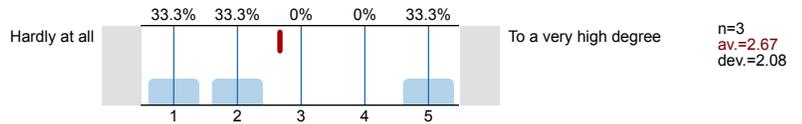
3.23) Lab/Recitation



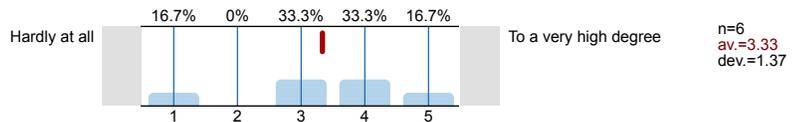
3.24) Guest lecturers avoided repetition of course material.



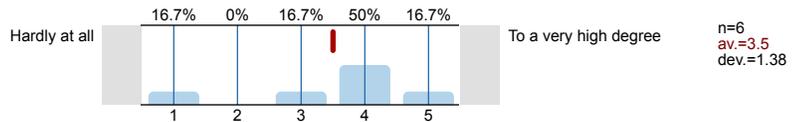
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.



# Profile

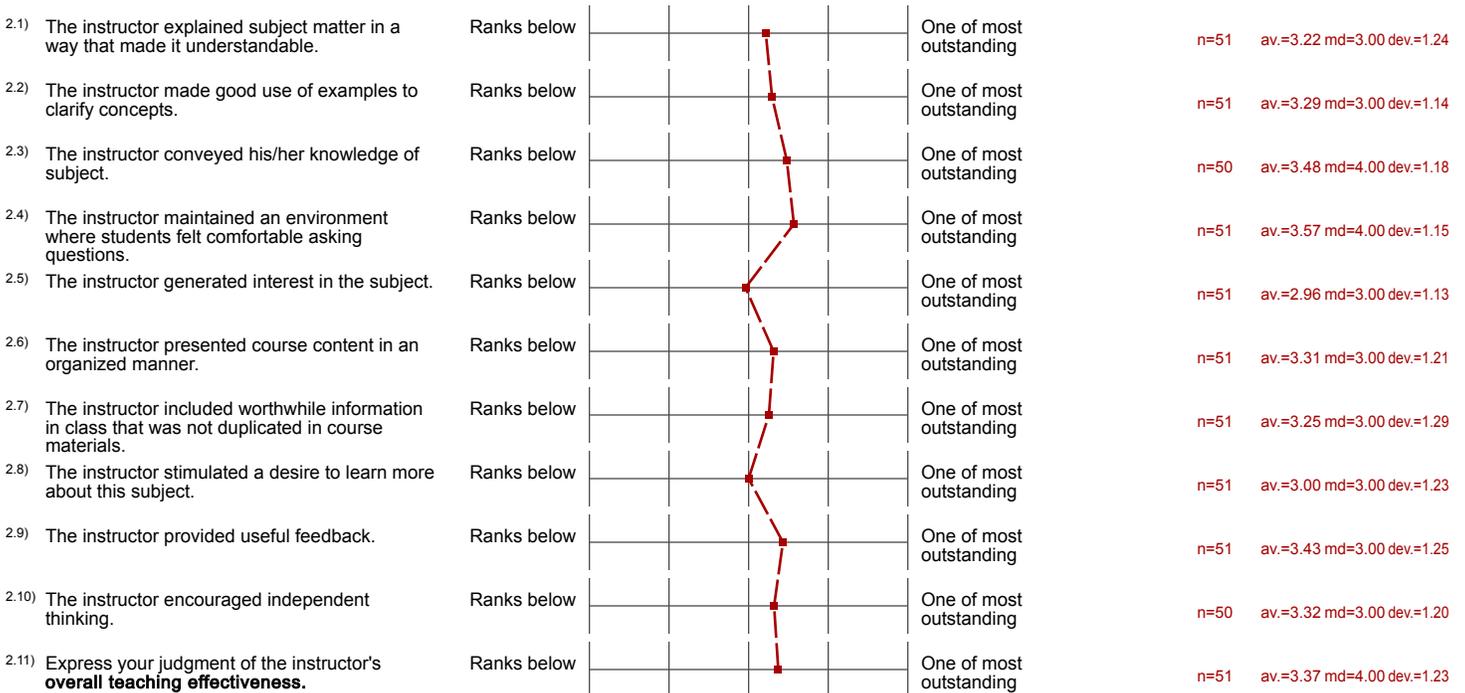
Subunit: PUBLIC HEALTH  
 Name of the instructor: Professor Ada Youk,  
 Name of the course: PRINCIPLS STATISTICAL REASNING(BIOST-2011)-1010  
 (Name of the survey)

Values used in the profile line: Mean

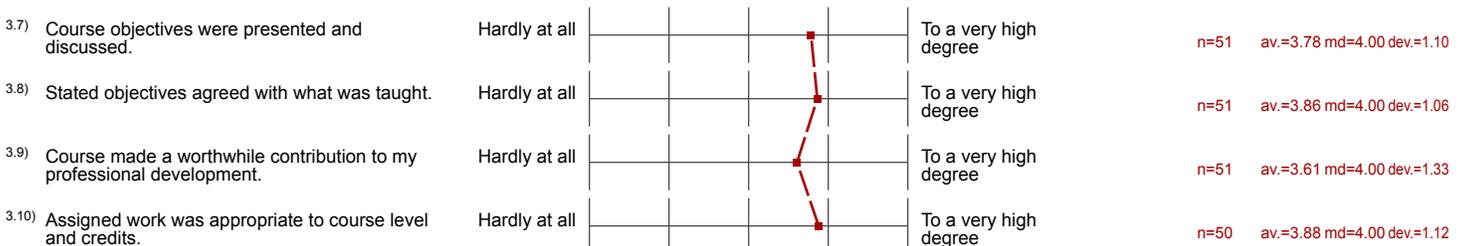
## 1. SELF RATINGS



## 2. TEACHING EVALUATION



## 3. COURSE EVALUATION



3.11) Course content reflected recent developments in the field.	Hardly at all		To a very high degree	n=50	av.=3.28 md=3.00 dev.=1.31
3.12) Course content duplicated that of other courses I have taken.	Hardly at all		To a very high degree	n=51	av.=2.71 md=3.00 dev.=1.24
3.24) Guest lecturers avoided repetition of course material.	Hardly at all		To a very high degree	n=5	av.=2.40 md=2.00 dev.=1.14
3.25) There was continuity in content from one lecturer to the next.	Hardly at all		To a very high degree	n=3	av.=2.67 md=2.00 dev.=2.08
3.26) The team-teaching approach provided insights a single instructor could not provide.	Hardly at all		To a very high degree	n=6	av.=3.33 md=3.50 dev.=1.37
3.27) Team-teaching was used effectively in this course.	Hardly at all		To a very high degree	n=6	av.=3.50 md=4.00 dev.=1.38



Dear Professor Sally Morton:

## Student Opinion of Teaching Questionnaire Results

This form contains survey results for INTRO TO STATISTICAL METHODS 1(BIOST-2041)-1030.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students ( $n$ ) who responded, the average or mean ( $av.$ ) and standard deviation ( $dev.$ ) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website ([omet.pitt.edu](http://omet.pitt.edu)).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

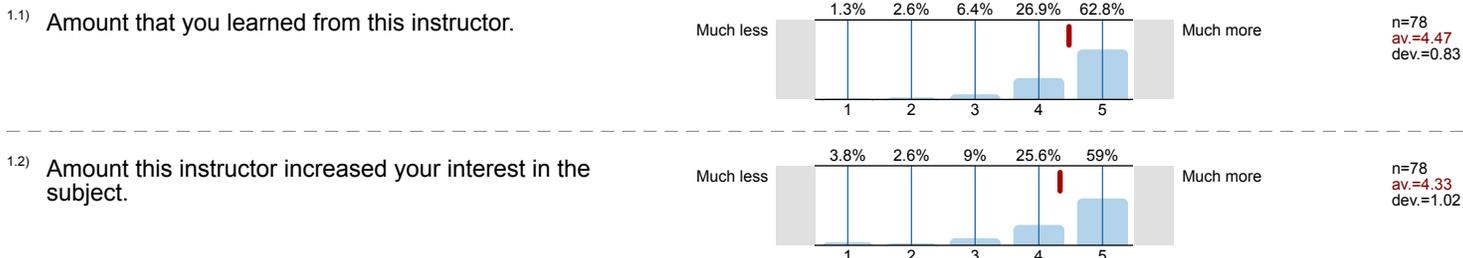
Office of Measurement and Evaluation of Teaching (OMET)

# Professor Sally Morton

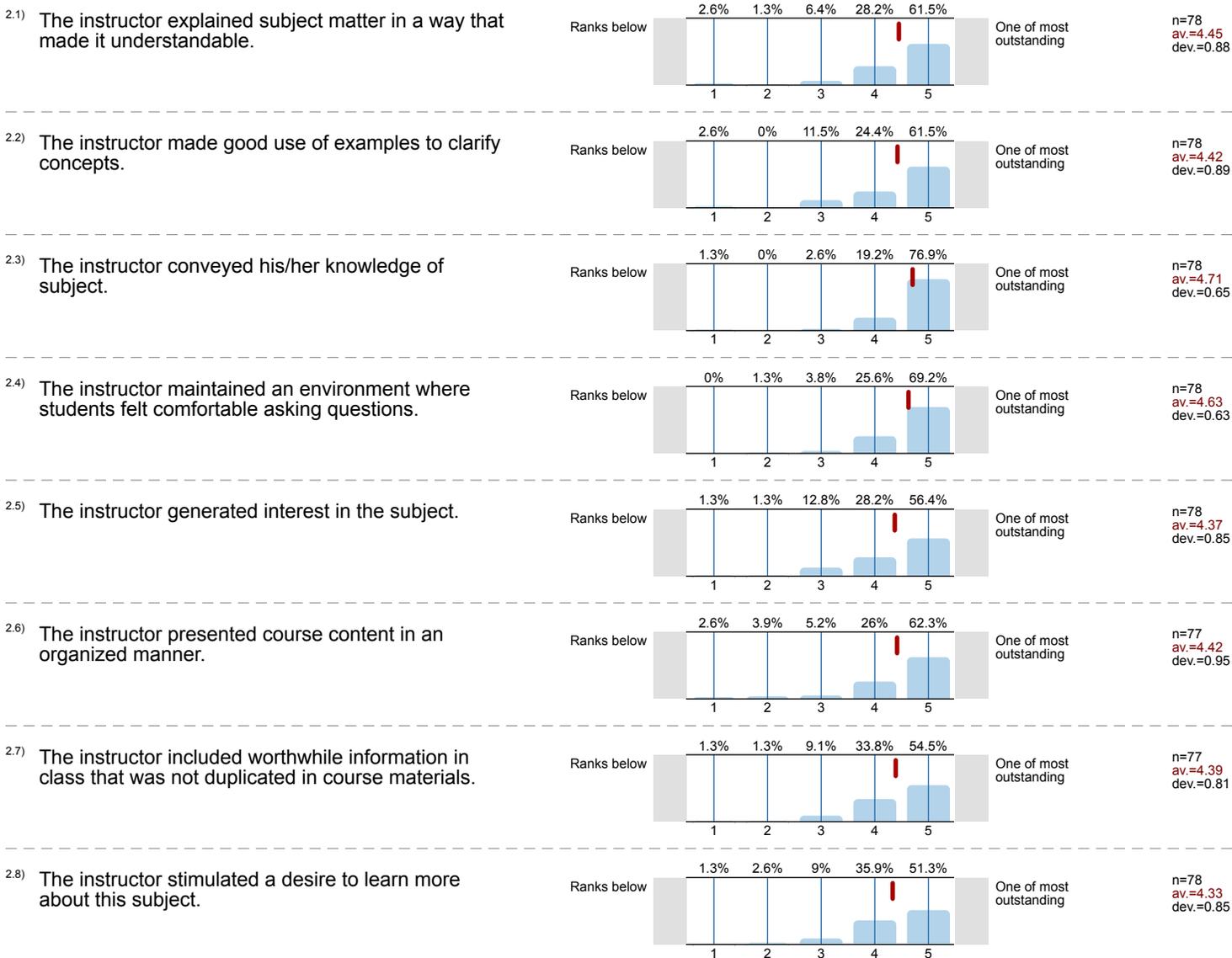
INTRO TO STATISTICAL METHODS 1(BIOST-2041)-10302161\_UPITT\_BIOST\_2041\_SEC1030  
 Fall 2015  
 78 RESPONDENTS = 66.67% OF NUMBER REGISTERED



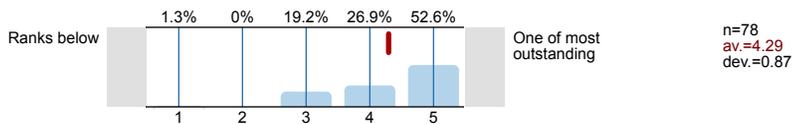
## 1. SELF RATINGS



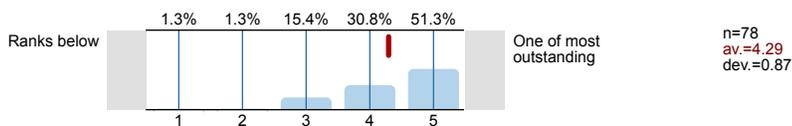
## 2. TEACHING EVALUATION



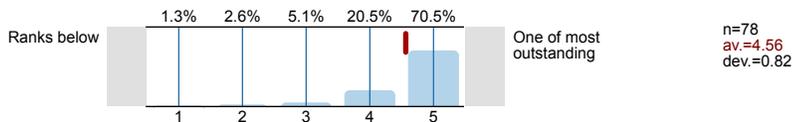
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.



2.11) Express your judgment of the instructor's **overall teaching effectiveness.**



### 3. COURSE EVALUATION

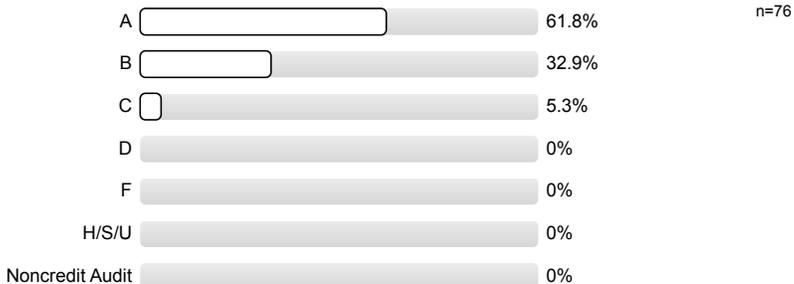
3.1) Department in which you are enrolled:



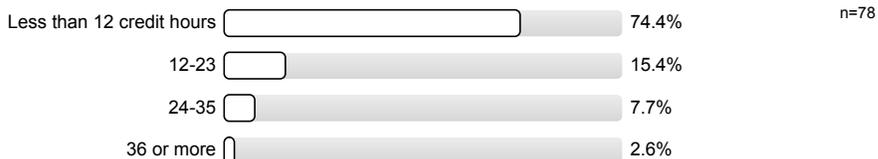
3.2) I am taking this course as an elective.



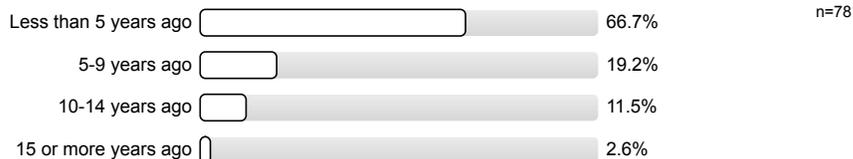
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



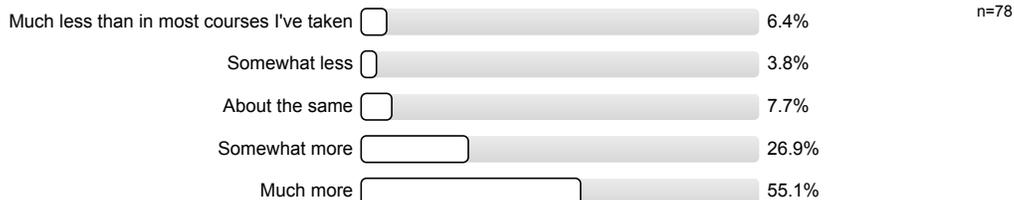
3.4) Credit hours of coursework you have completed in GSPH:



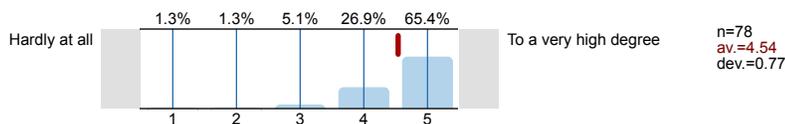
3.5) When did you receive your bachelor's degree?



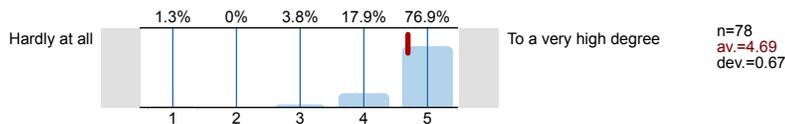
3.6) Amount that I learned in this course.



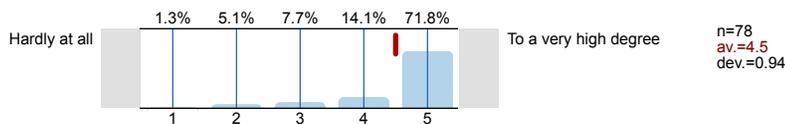
3.7) Course objectives were presented and discussed.



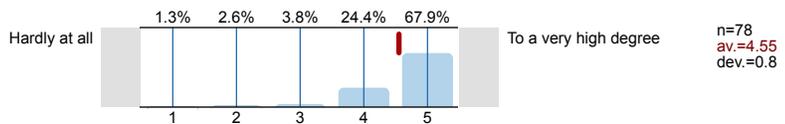
3.8) Stated objectives agreed with what was taught.



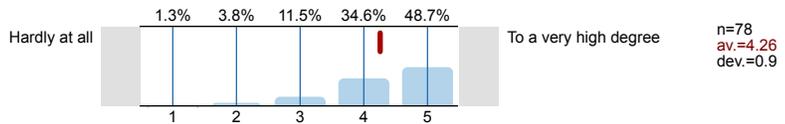
3.9) Course made a worthwhile contribution to my professional development.



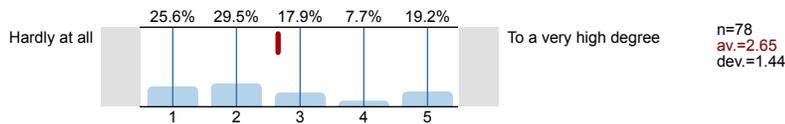
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



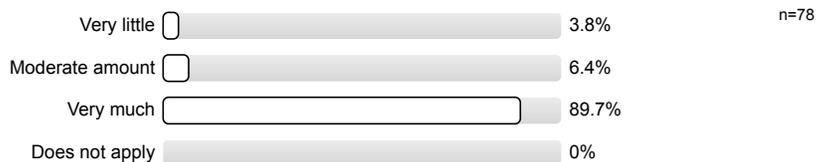
3.12) Course content duplicated that of other courses I have taken.



3.13) Would you recommend this course to other students?



3.14) Lectures



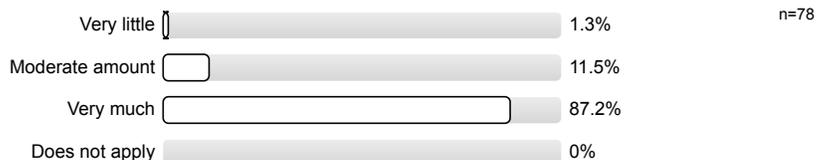
3.15) Discussions



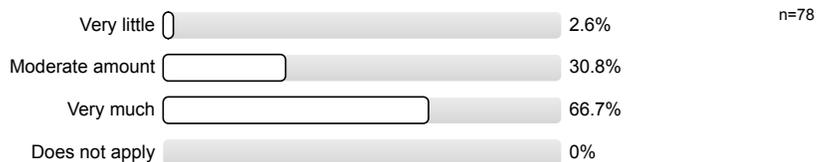
3.16) Readings



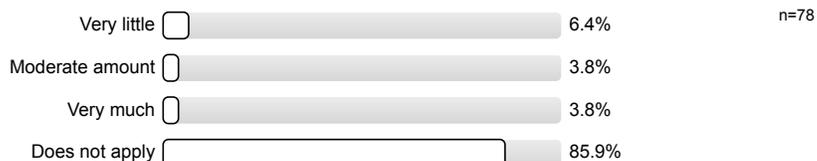
3.17) Assignments



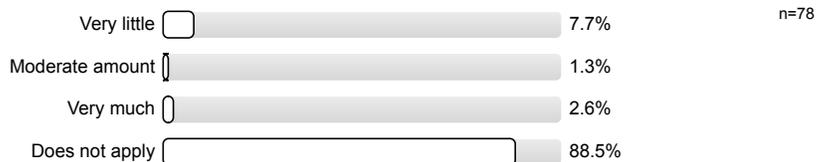
3.18) Exams



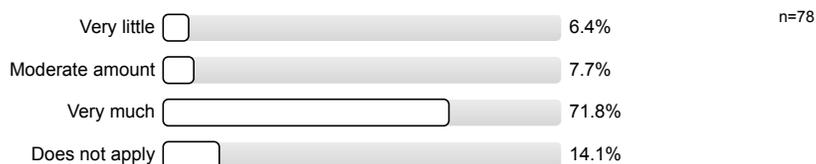
3.19) Projects



3.20) Written papers



3.21) Handouts



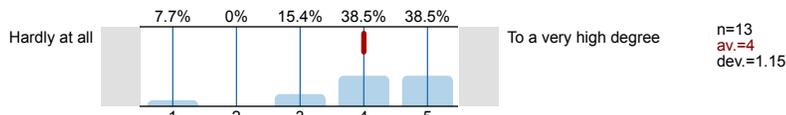
3.22) Classroom activities



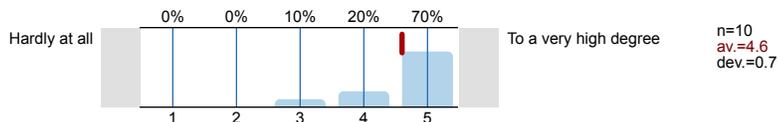
3.23) Lab/Recitation



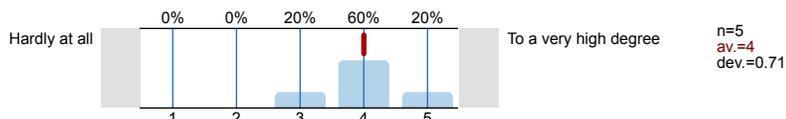
3.24) Guest lecturers avoided repetition of course material.



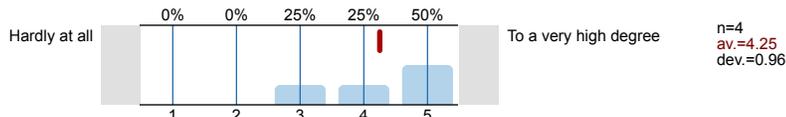
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.



# Profile

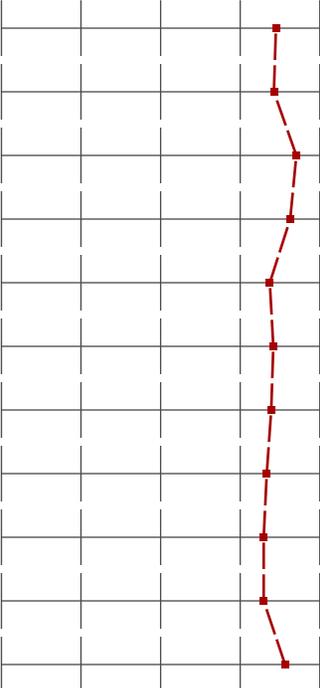
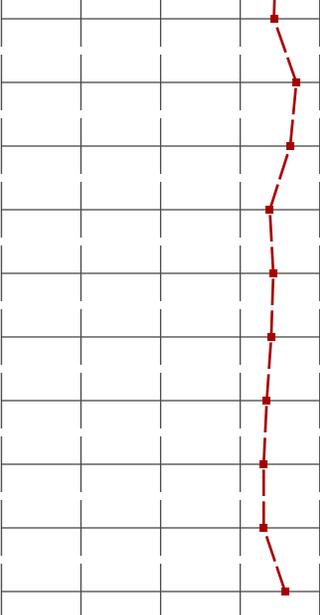
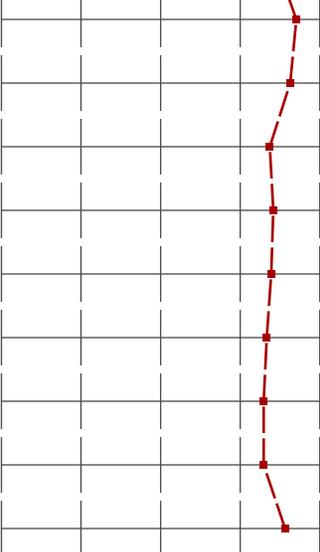
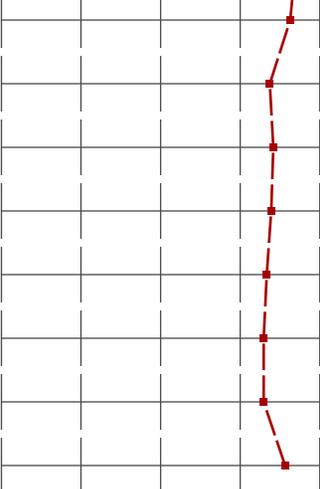
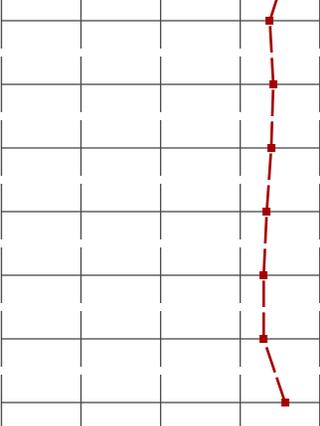
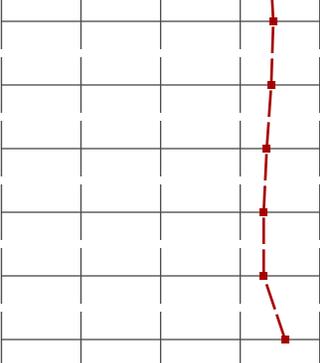
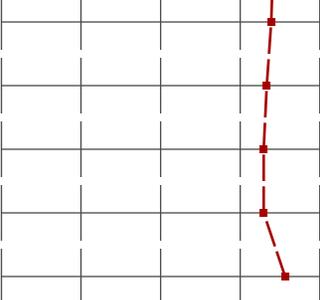
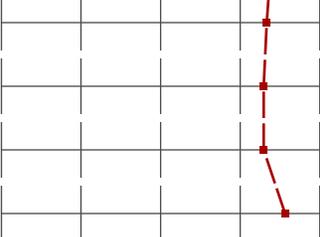
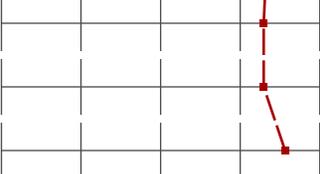
Subunit: PUBLIC HEALTH  
 Name of the instructor: Professor Sally Morton,  
 Name of the course: INTRO TO STATISTICAL METHODS 1(BIOST-2041)-1030 (2161\_UPITT\_BIOST\_2041\_SEC1030)  
 (Name of the survey)

Values used in the profile line: Mean

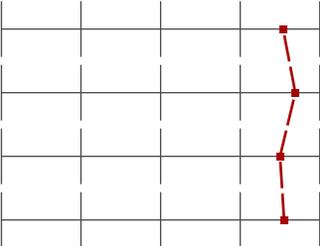
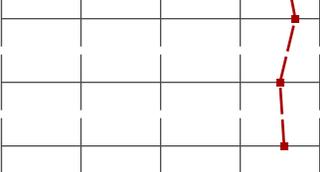
## 1. SELF RATINGS

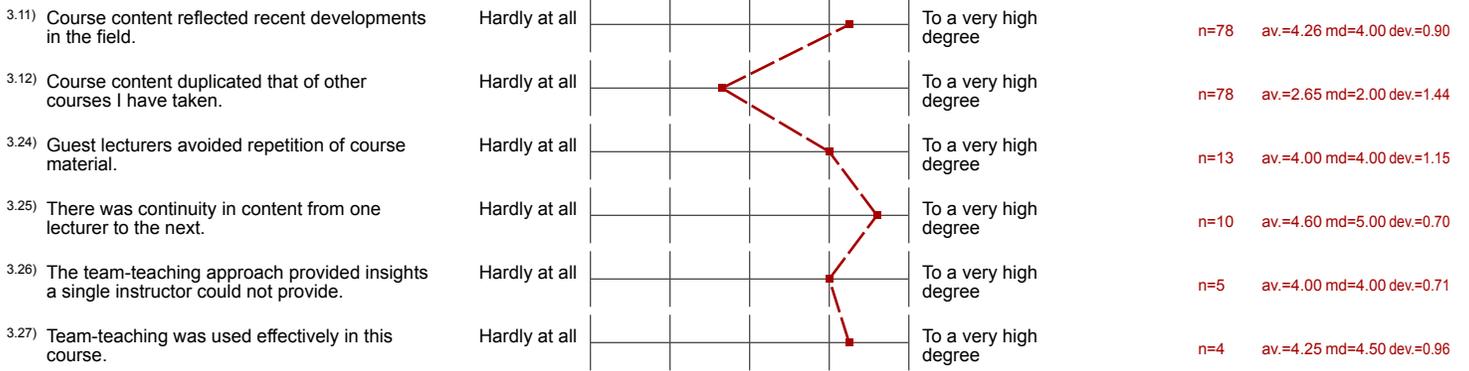
1.1) Amount that you learned from this instructor.	Much less		Much more	n=78	av.=4.47 md=5.00 dev.=0.83
1.2) Amount this instructor increased your interest in the subject.	Much less		Much more	n=78	av.=4.33 md=5.00 dev.=1.02

## 2. TEACHING EVALUATION

2.1) The instructor explained subject matter in a way that made it understandable.	Ranks below		One of most outstanding	n=78	av.=4.45 md=5.00 dev.=0.88
2.2) The instructor made good use of examples to clarify concepts.	Ranks below		One of most outstanding	n=78	av.=4.42 md=5.00 dev.=0.89
2.3) The instructor conveyed his/her knowledge of subject.	Ranks below		One of most outstanding	n=78	av.=4.71 md=5.00 dev.=0.65
2.4) The instructor maintained an environment where students felt comfortable asking questions.	Ranks below		One of most outstanding	n=78	av.=4.63 md=5.00 dev.=0.63
2.5) The instructor generated interest in the subject.	Ranks below		One of most outstanding	n=78	av.=4.37 md=5.00 dev.=0.85
2.6) The instructor presented course content in an organized manner.	Ranks below		One of most outstanding	n=77	av.=4.42 md=5.00 dev.=0.95
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.	Ranks below		One of most outstanding	n=77	av.=4.39 md=5.00 dev.=0.81
2.8) The instructor stimulated a desire to learn more about this subject.	Ranks below		One of most outstanding	n=78	av.=4.33 md=5.00 dev.=0.85
2.9) The instructor provided useful feedback.	Ranks below		One of most outstanding	n=78	av.=4.29 md=5.00 dev.=0.87
2.10) The instructor encouraged independent thinking.	Ranks below		One of most outstanding	n=78	av.=4.29 md=5.00 dev.=0.87
2.11) Express your judgment of the instructor's overall teaching effectiveness.	Ranks below		One of most outstanding	n=78	av.=4.56 md=5.00 dev.=0.82

## 3. COURSE EVALUATION

3.7) Course objectives were presented and discussed.	Hardly at all		To a very high degree	n=78	av.=4.54 md=5.00 dev.=0.77
3.8) Stated objectives agreed with what was taught.	Hardly at all		To a very high degree	n=78	av.=4.69 md=5.00 dev.=0.67
3.9) Course made a worthwhile contribution to my professional development.	Hardly at all		To a very high degree	n=78	av.=4.50 md=5.00 dev.=0.94
3.10) Assigned work was appropriate to course level and credits.	Hardly at all		To a very high degree	n=78	av.=4.55 md=5.00 dev.=0.80





Dear Professor Thomas Songer:

## Student Opinion of Teaching Questionnaire Results

This form contains survey results for PRINCIPLES OF EPIDEMIOLOGY (EPIDEM-2110)-1030.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students ( $n$ ) who responded, the average or mean ( $av.$ ) and standard deviation ( $dev.$ ) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website ([omet.pitt.edu](http://omet.pitt.edu)).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

# Professor Thomas Songer

PRINCIPLES OF EPIDEMIOLOGY(EPIDEM-2110)-10302161\_UPITT\_EPIDEM\_2110\_SEC1030  
Fall 2015

97 RESPONDENTS = 66.9% OF NUMBER REGISTERED



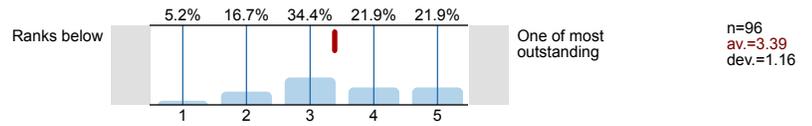
## 1. SELF RATINGS



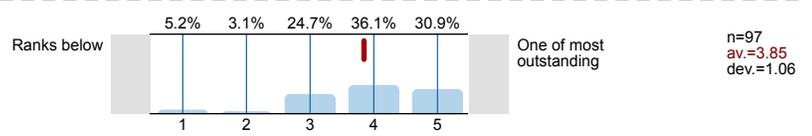
## 2. TEACHING EVALUATION



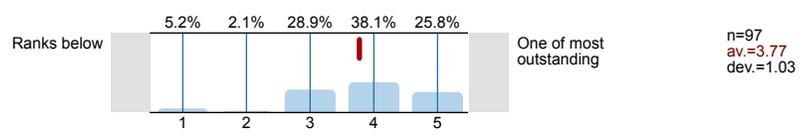
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

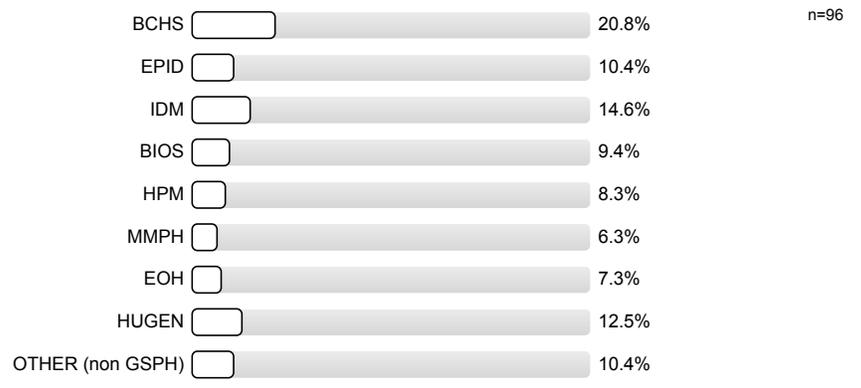


2.11) Express your judgment of the instructor's **overall teaching effectiveness**.

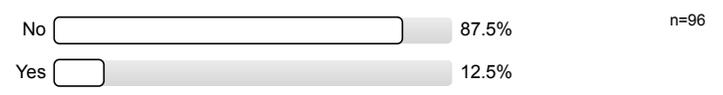


**3. COURSE EVALUATION**

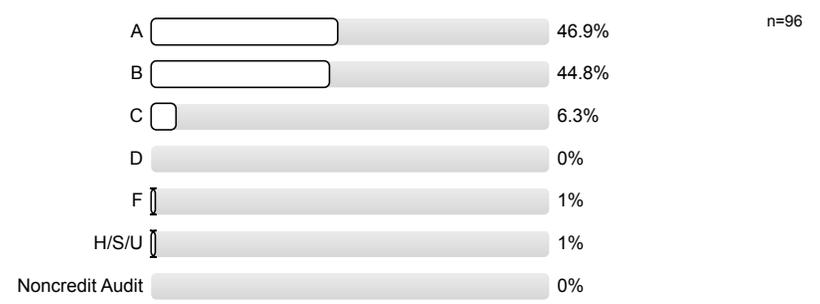
3.1) Department in which you are enrolled:



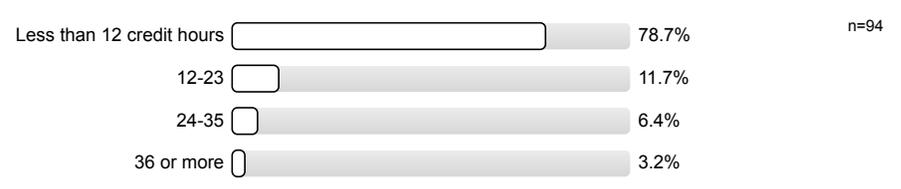
3.2) I am taking this course as an elective.



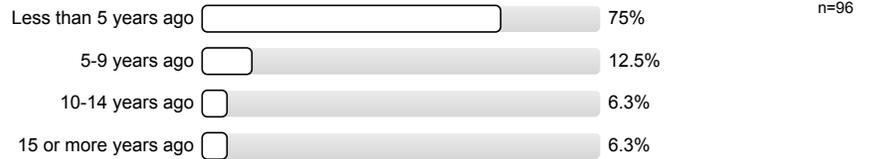
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



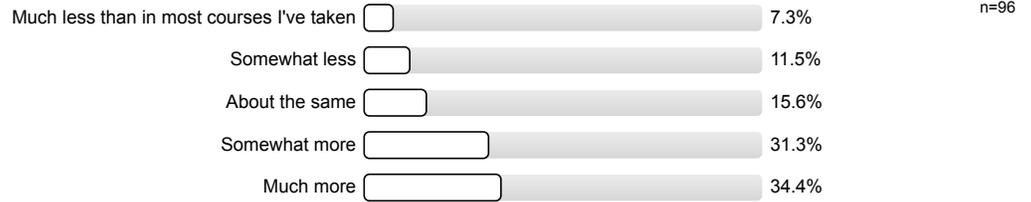
3.4) Credit hours of coursework you have completed in GSPH:



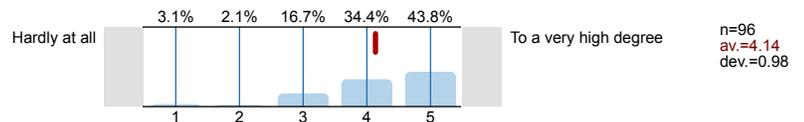
3.5) When did you receive your bachelor's degree?



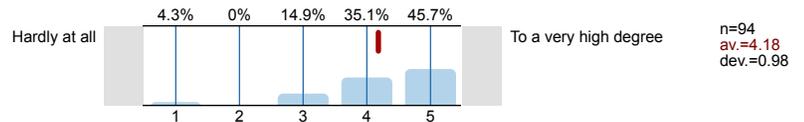
3.6) Amount that I learned in this course.



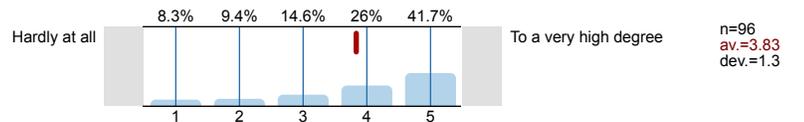
3.7) Course objectives were presented and discussed.



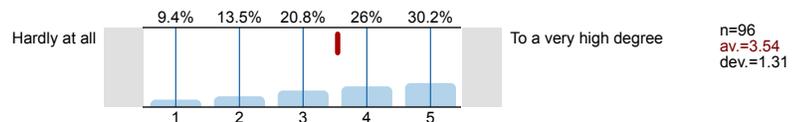
3.8) Stated objectives agreed with what was taught.



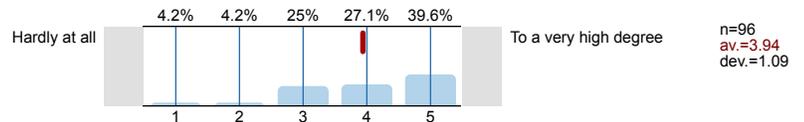
3.9) Course made a worthwhile contribution to my professional development.



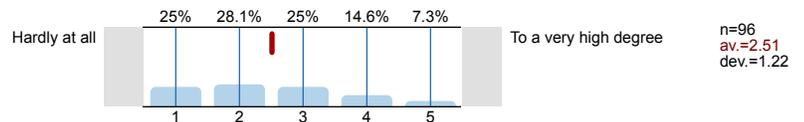
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



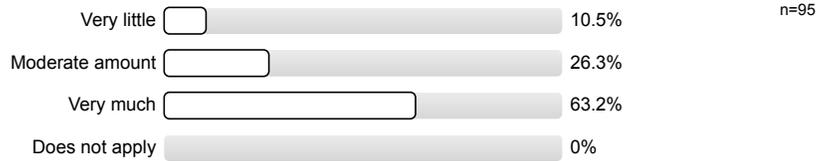
3.12) Course content duplicated that of other courses I have taken.



3.13) Would you recommend this course to other students?



3.14) Lectures



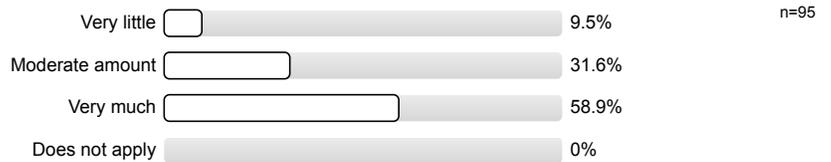
3.15) Discussions



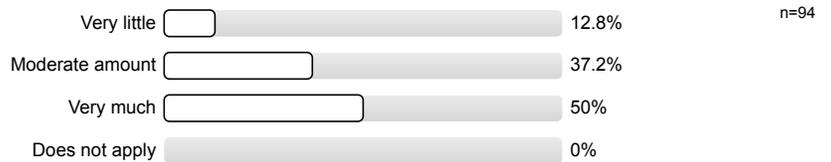
3.16) Readings



3.17) Assignments



3.18) Exams



3.19) Projects



3.20) Written papers



3.21) Handouts



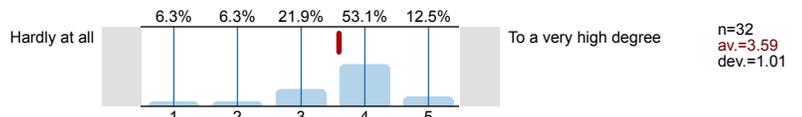
3.22) Classroom activities



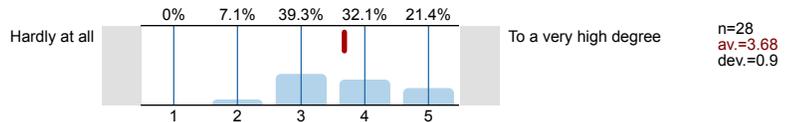
3.23) Lab/Recitation



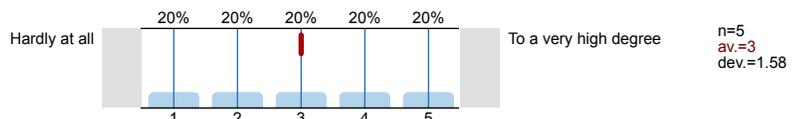
3.24) Guest lecturers avoided repetition of course material.



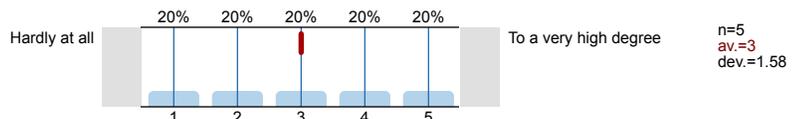
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.



# Profile

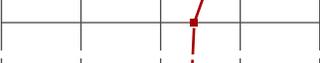
Subunit: PUBLIC HEALTH  
 Name of the instructor: Professor Thomas Songer,  
 Name of the course: PRINCIPLES OF EPIDEMIOLOGY(EPIDEM-2110)-1030 (2161\_UPITT\_EPIDEM\_2110\_SEC1030)  
 (Name of the survey)

Values used in the profile line: Mean

## 1. SELF RATINGS

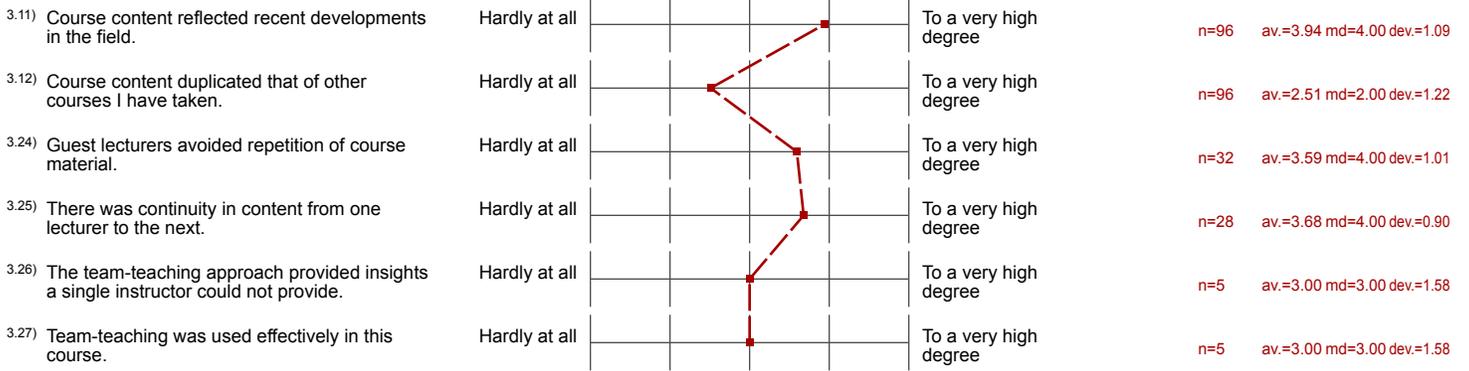
1.1) Amount that you learned from this instructor.	Much less		Much more	n=97	av.=3.95 md=4.00 dev.=1.12
1.2) Amount this instructor increased your interest in the subject.	Much less		Much more	n=97	av.=3.52 md=4.00 dev.=1.34

## 2. TEACHING EVALUATION

2.1) The instructor explained subject matter in a way that made it understandable.	Ranks below		One of most outstanding	n=97	av.=3.55 md=4.00 dev.=1.00
2.2) The instructor made good use of examples to clarify concepts.	Ranks below		One of most outstanding	n=97	av.=3.65 md=4.00 dev.=1.12
2.3) The instructor conveyed his/her knowledge of subject.	Ranks below		One of most outstanding	n=97	av.=4.05 md=4.00 dev.=0.93
2.4) The instructor maintained an environment where students felt comfortable asking questions.	Ranks below		One of most outstanding	n=97	av.=3.62 md=4.00 dev.=1.07
2.5) The instructor generated interest in the subject.	Ranks below		One of most outstanding	n=96	av.=3.50 md=4.00 dev.=1.22
2.6) The instructor presented course content in an organized manner.	Ranks below		One of most outstanding	n=97	av.=3.88 md=4.00 dev.=1.15
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.	Ranks below		One of most outstanding	n=96	av.=3.71 md=4.00 dev.=1.08
2.8) The instructor stimulated a desire to learn more about this subject.	Ranks below		One of most outstanding	n=97	av.=3.42 md=4.00 dev.=1.29
2.9) The instructor provided useful feedback.	Ranks below		One of most outstanding	n=96	av.=3.39 md=3.00 dev.=1.16
2.10) The instructor encouraged independent thinking.	Ranks below		One of most outstanding	n=97	av.=3.85 md=4.00 dev.=1.06
2.11) Express your judgment of the instructor's overall teaching effectiveness.	Ranks below		One of most outstanding	n=97	av.=3.77 md=4.00 dev.=1.03

## 3. COURSE EVALUATION

3.7) Course objectives were presented and discussed.	Hardly at all		To a very high degree	n=96	av.=4.14 md=4.00 dev.=0.98
3.8) Stated objectives agreed with what was taught.	Hardly at all		To a very high degree	n=94	av.=4.18 md=4.00 dev.=0.98
3.9) Course made a worthwhile contribution to my professional development.	Hardly at all		To a very high degree	n=96	av.=3.83 md=4.00 dev.=1.30
3.10) Assigned work was appropriate to course level and credits.	Hardly at all		To a very high degree	n=96	av.=3.54 md=4.00 dev.=1.31





Dear Professor Alton James:

## Student Opinion of Teaching Questionnaire Results

This form contains survey results for HLTH POLC & MGT IN PUBLIC HLTH(HPM-2001)-1100.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website ([omet.pitt.edu](http://omet.pitt.edu)).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

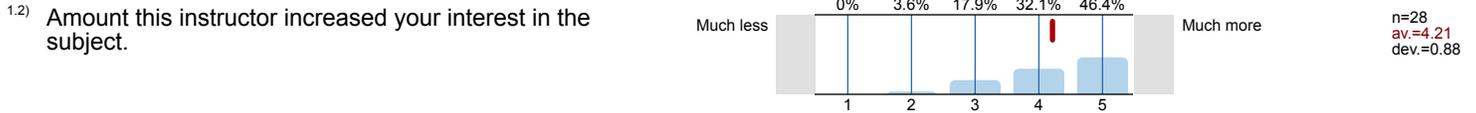
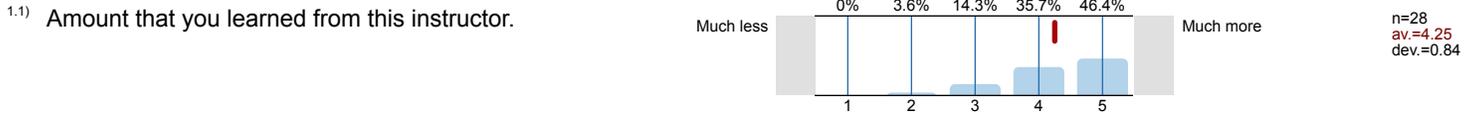
Office of Measurement and Evaluation of Teaching (OMET)

# Professor Alton James

HLTH POLC & MGT IN PUBL HLTH(HPM-2001)-11002161\_UPITT\_HPM\_2001\_SEC1100  
 Fall 2015  
 28 RESPONDENTS = 50% OF NUMBER REGISTERED



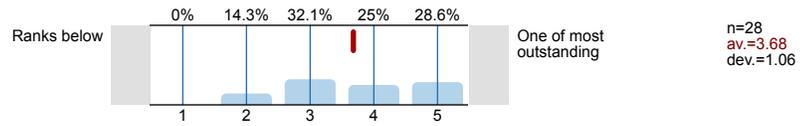
## 1. SELF RATINGS



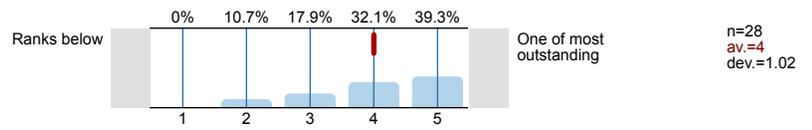
## 2. TEACHING EVALUATION



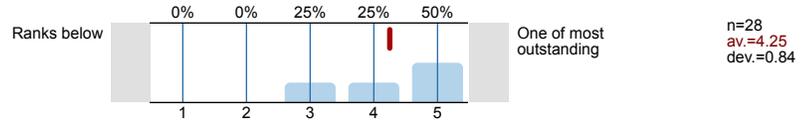
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

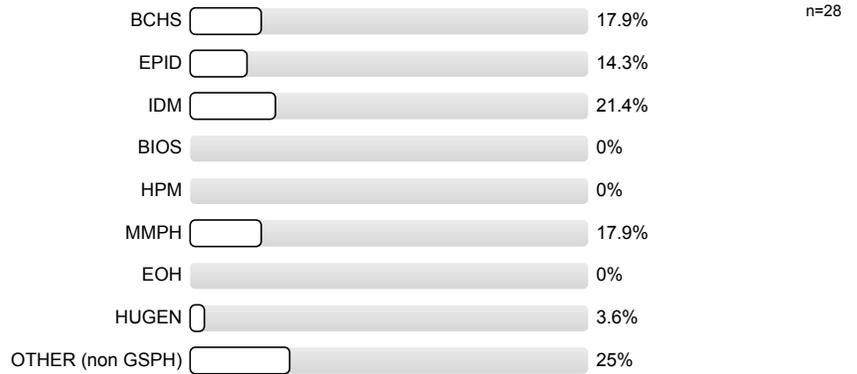


2.11) Express your judgment of the instructor's **overall teaching effectiveness**.



### 3. COURSE EVALUATION

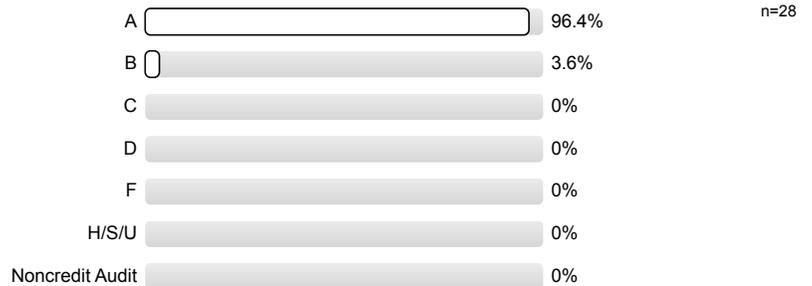
3.1) Department in which you are enrolled:



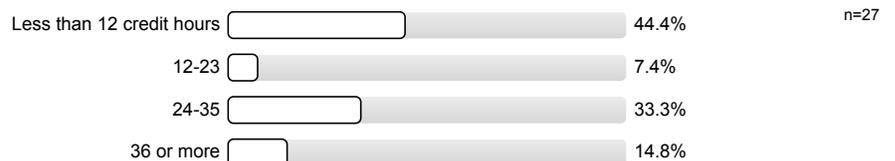
3.2) I am taking this course as an elective.



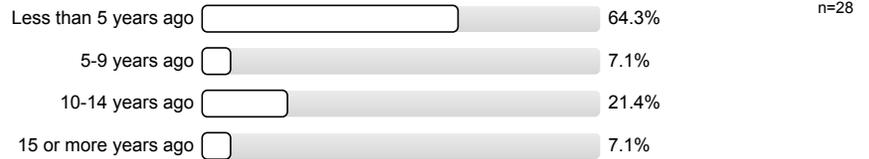
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



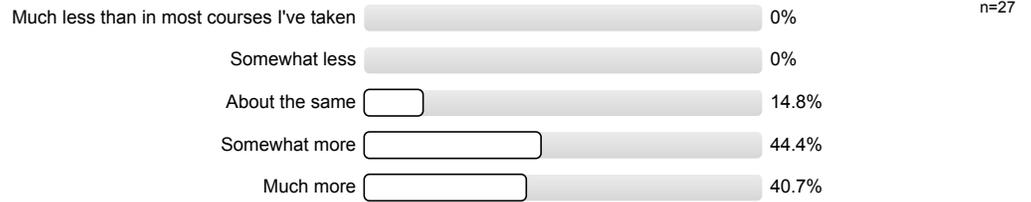
3.4) Credit hours of coursework you have completed in GSPH:



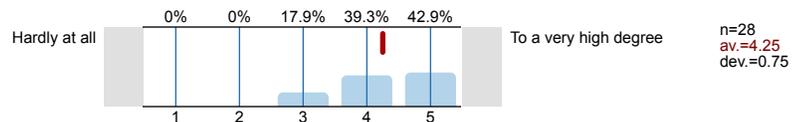
3.5) When did you receive your bachelor's degree?



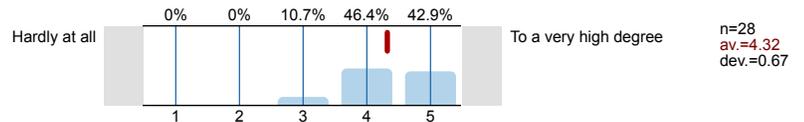
3.6) Amount that I learned in this course.



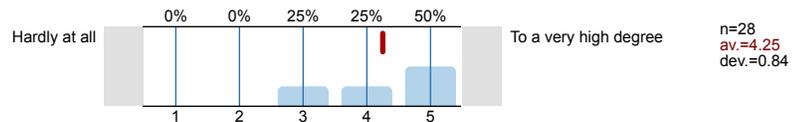
3.7) Course objectives were presented and discussed.



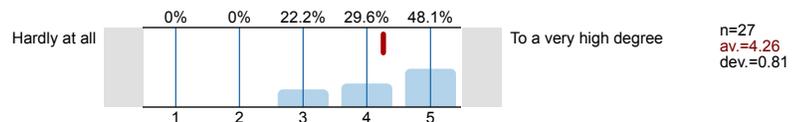
3.8) Stated objectives agreed with what was taught.



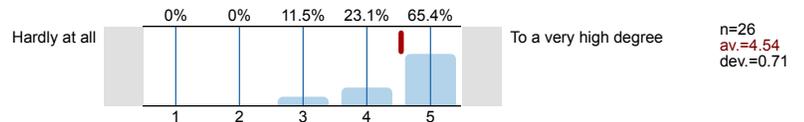
3.9) Course made a worthwhile contribution to my professional development.



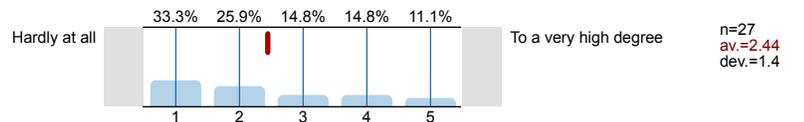
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



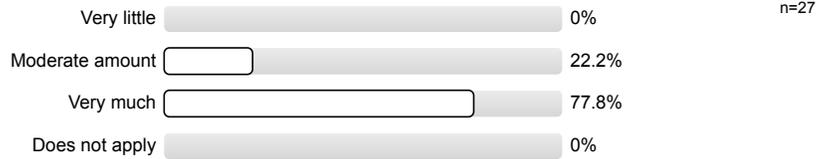
3.12) Course content duplicated that of other courses I have taken.



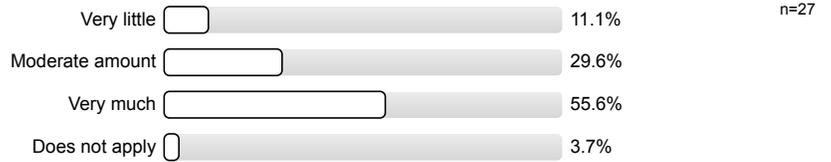
3.13) Would you recommend this course to other students?



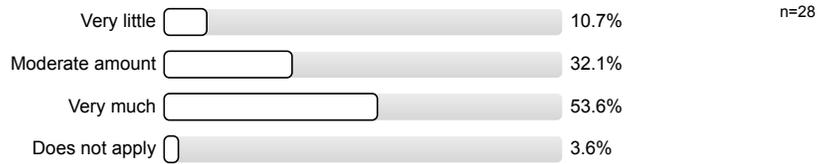
3.14) Lectures



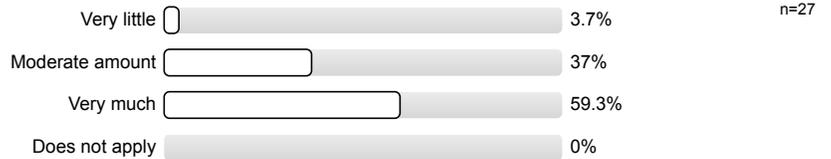
3.15) Discussions



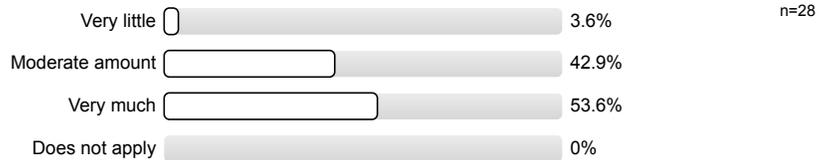
3.16) Readings



3.17) Assignments



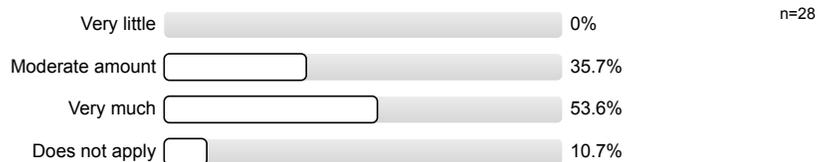
3.18) Exams



3.19) Projects



3.20) Written papers



3.21) Handouts



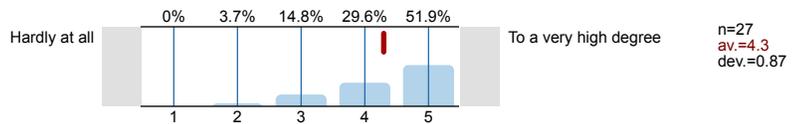
3.22) Classroom activities



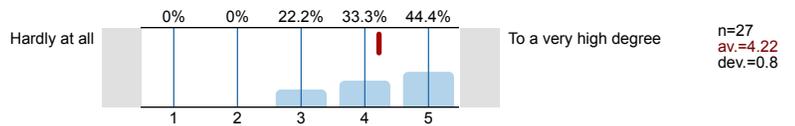
3.23) Lab/Recitation



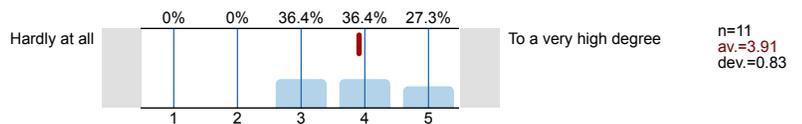
3.24) Guest lecturers avoided repetition of course material.



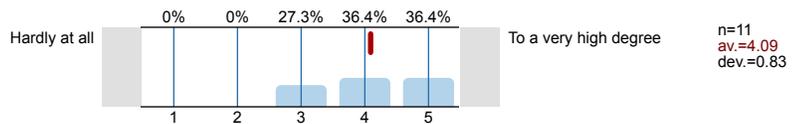
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.



# Profile

Subunit: PUBLIC HEALTH

Name of the instructor: Professor Alton James,

Name of the course: HLTH POLC & MGT IN PUBLIC HLTH(HPM-2001)-1100 (2161\_UPITT\_HPM\_2001\_SEC1100)  
 (Name of the survey)

Values used in the profile line: Mean

## 1. SELF RATINGS

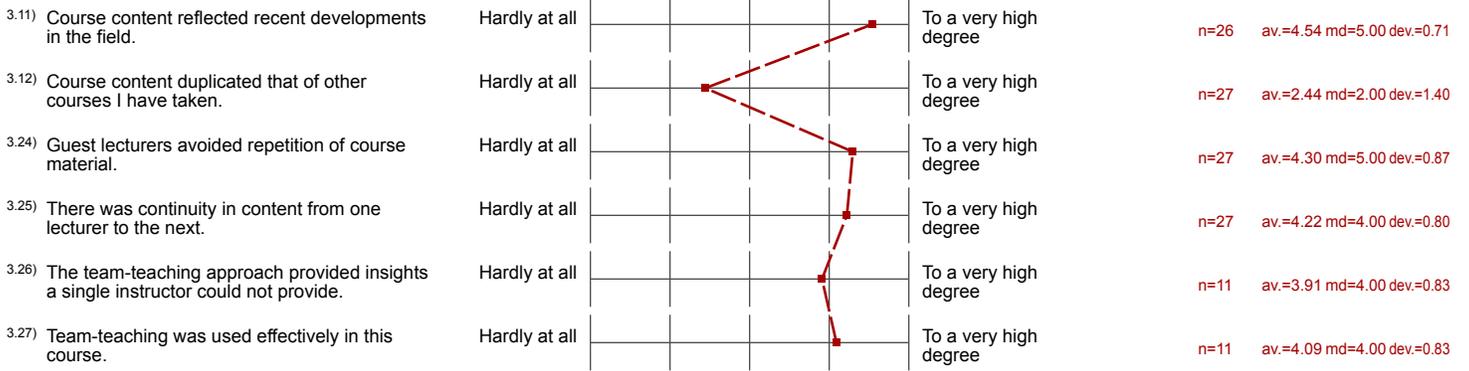
1.1) Amount that you learned from this instructor.	Much less		Much more	n=28	av.=4.25 md=4.00 dev.=0.84
1.2) Amount this instructor increased your interest in the subject.	Much less		Much more	n=28	av.=4.21 md=4.00 dev.=0.88

## 2. TEACHING EVALUATION

2.1) The instructor explained subject matter in a way that made it understandable.	Ranks below		One of most outstanding	n=28	av.=4.21 md=4.00 dev.=0.79
2.2) The instructor made good use of examples to clarify concepts.	Ranks below		One of most outstanding	n=28	av.=4.32 md=4.00 dev.=0.72
2.3) The instructor conveyed his/her knowledge of subject.	Ranks below		One of most outstanding	n=28	av.=4.43 md=4.00 dev.=0.57
2.4) The instructor maintained an environment where students felt comfortable asking questions.	Ranks below		One of most outstanding	n=28	av.=4.25 md=4.00 dev.=0.70
2.5) The instructor generated interest in the subject.	Ranks below		One of most outstanding	n=28	av.=4.11 md=4.00 dev.=0.83
2.6) The instructor presented course content in an organized manner.	Ranks below		One of most outstanding	n=28	av.=4.11 md=4.00 dev.=0.74
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.	Ranks below		One of most outstanding	n=28	av.=4.29 md=4.00 dev.=0.66
2.8) The instructor stimulated a desire to learn more about this subject.	Ranks below		One of most outstanding	n=28	av.=4.07 md=4.00 dev.=0.86
2.9) The instructor provided useful feedback.	Ranks below		One of most outstanding	n=28	av.=3.68 md=4.00 dev.=1.06
2.10) The instructor encouraged independent thinking.	Ranks below		One of most outstanding	n=28	av.=4.00 md=4.00 dev.=1.02
2.11) Express your judgment of the instructor's overall teaching effectiveness.	Ranks below		One of most outstanding	n=28	av.=4.25 md=4.50 dev.=0.84

## 3. COURSE EVALUATION

3.7) Course objectives were presented and discussed.	Hardly at all		To a very high degree	n=28	av.=4.25 md=4.00 dev.=0.75
3.8) Stated objectives agreed with what was taught.	Hardly at all		To a very high degree	n=28	av.=4.32 md=4.00 dev.=0.67
3.9) Course made a worthwhile contribution to my professional development.	Hardly at all		To a very high degree	n=28	av.=4.25 md=4.50 dev.=0.84
3.10) Assigned work was appropriate to course level and credits.	Hardly at all		To a very high degree	n=27	av.=4.26 md=4.00 dev.=0.81





Dear Professor Gerald Barron:

## Student Opinion of Teaching Questionnaire Results

This form contains survey results for PUBLIC HEALTH OVERVIEW(PUBHLT-2014)-1100.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website ([omet.pitt.edu](http://omet.pitt.edu)).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

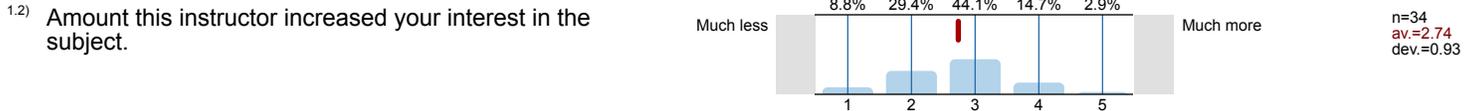
Office of Measurement and Evaluation of Teaching (OMET)

# Professor Gerald Barron

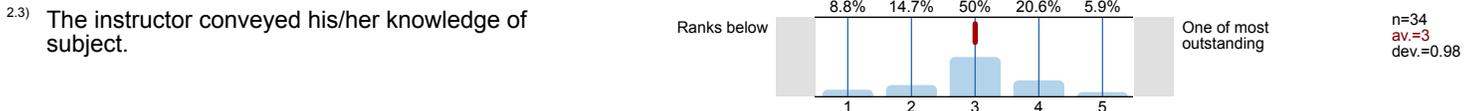
PUBLIC HEALTH OVERVIEW(PUBHLT-2014)-11002161\_UPITT\_PUBHLT\_2014\_SEC1100  
 Fall 2015  
 34 RESPONDENTS = 85% OF NUMBER REGISTERED



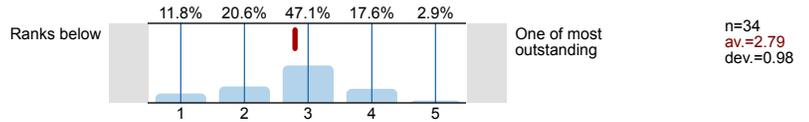
## 1. SELF RATINGS



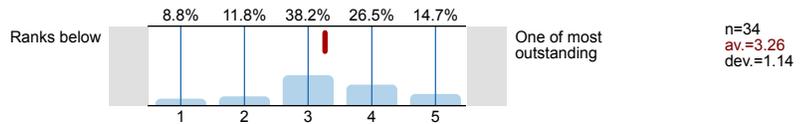
## 2. TEACHING EVALUATION



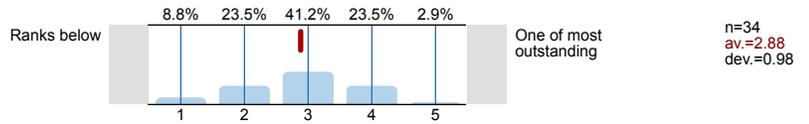
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

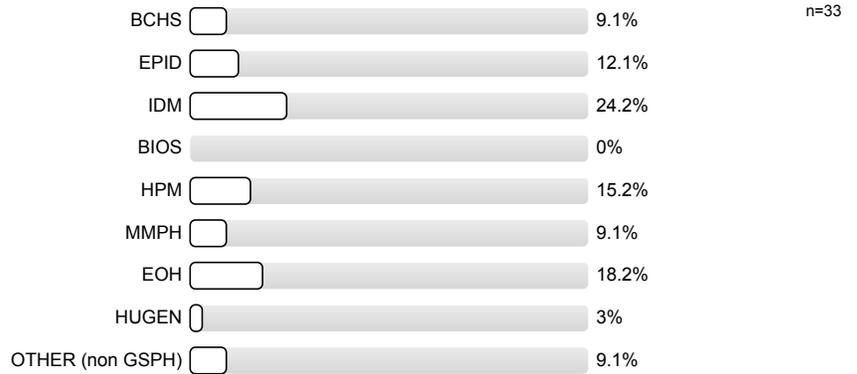


2.11) Express your judgment of the instructor's **overall teaching effectiveness.**



### 3. COURSE EVALUATION

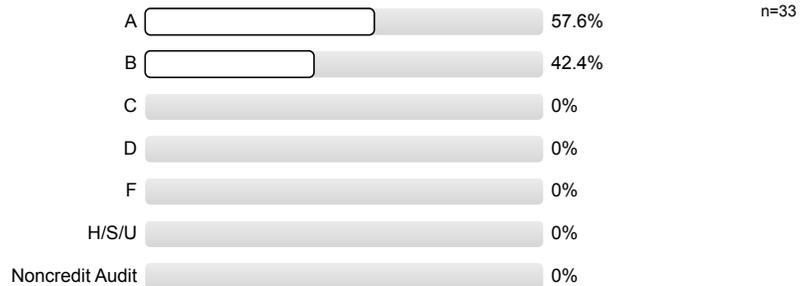
3.1) Department in which you are enrolled:



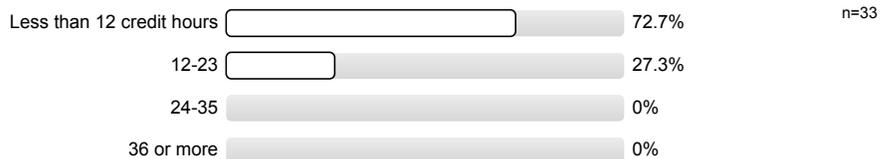
3.2) I am taking this course as an elective.



3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



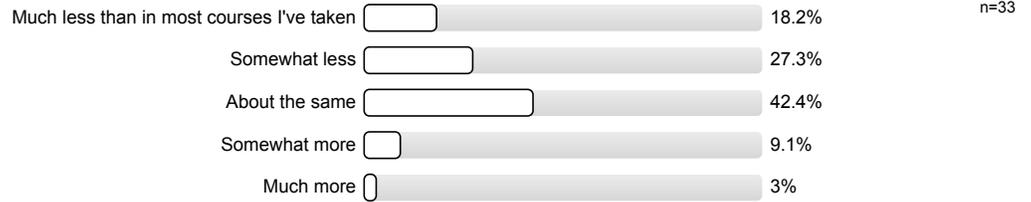
3.4) Credit hours of coursework you have completed in GSPH:



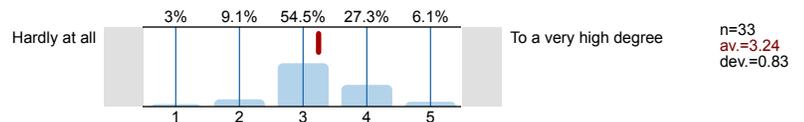
3.5) When did you receive your bachelor's degree?



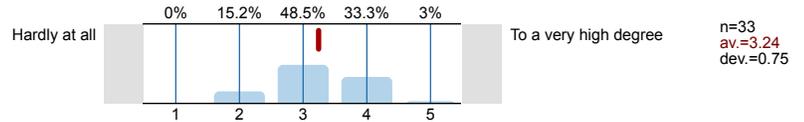
3.6) Amount that I learned in this course.



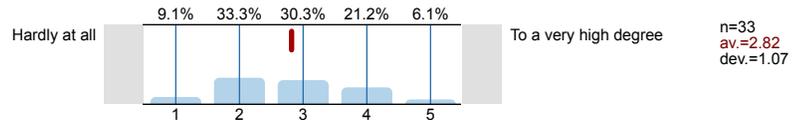
3.7) Course objectives were presented and discussed.



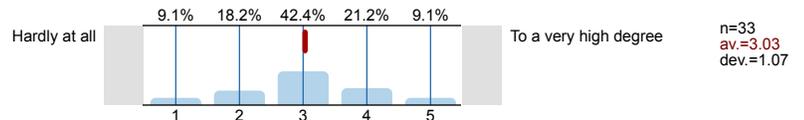
3.8) Stated objectives agreed with what was taught.



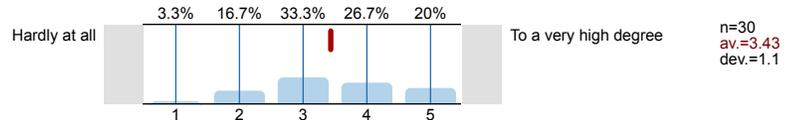
3.9) Course made a worthwhile contribution to my professional development.



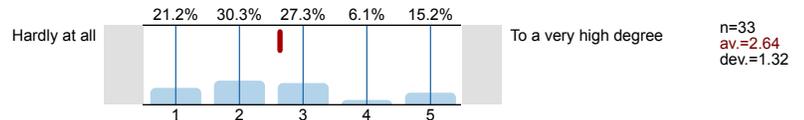
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



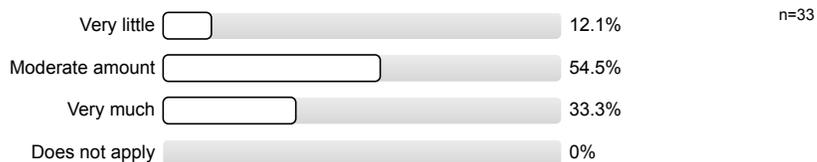
3.12) Course content duplicated that of other courses I have taken.



3.13) Would you recommend this course to other students?



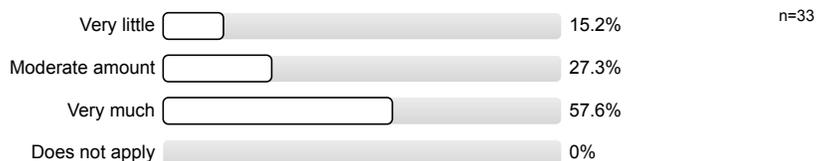
3.14) Lectures



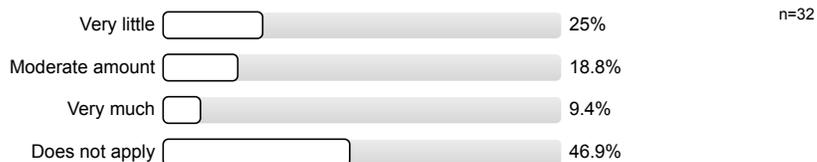
3.15) Discussions



3.16) Readings



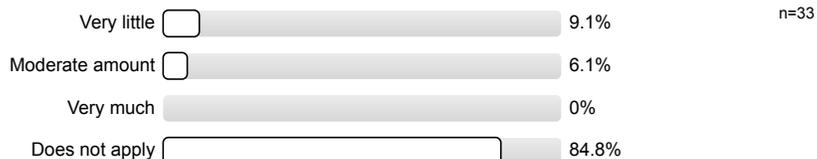
3.17) Assignments



3.18) Exams



3.19) Projects



3.20) Written papers



3.21) Handouts



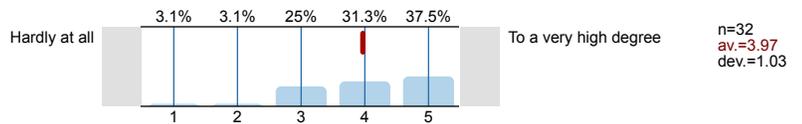
3.22) Classroom activities



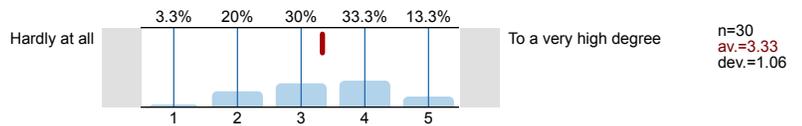
3.23) Lab/Recitation



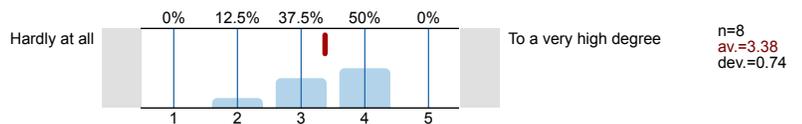
3.24) Guest lecturers avoided repetition of course material.



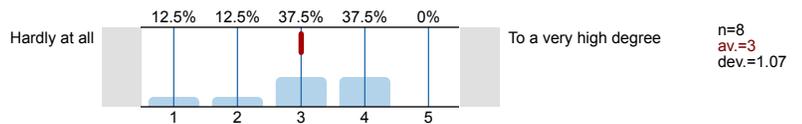
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.

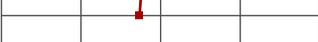


# Profile

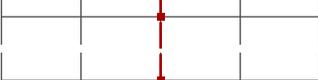
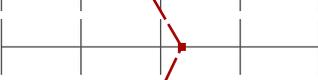
Subunit: PUBLIC HEALTH  
 Name of the instructor: Professor Gerald Barron,  
 Name of the course: PUBLIC HEALTH OVERVIEW(PUBHLT-2014)-1100 (2161\_UPITT\_PUBHLT\_2014\_SEC1100)  
 (Name of the survey)

Values used in the profile line: Mean

## 1. SELF RATINGS

1.1) Amount that you learned from this instructor.	Much less		Much more	n=34	av.=2.79 md=3.00 dev=0.91
1.2) Amount this instructor increased your interest in the subject.	Much less		Much more	n=34	av.=2.74 md=3.00 dev=0.93

## 2. TEACHING EVALUATION

2.1) The instructor explained subject matter in a way that made it understandable.	Ranks below		One of most outstanding	n=34	av.=3.00 md=3.00 dev=0.98
2.2) The instructor made good use of examples to clarify concepts.	Ranks below		One of most outstanding	n=34	av.=3.00 md=3.00 dev=0.95
2.3) The instructor conveyed his/her knowledge of subject.	Ranks below		One of most outstanding	n=34	av.=3.00 md=3.00 dev=0.98
2.4) The instructor maintained an environment where students felt comfortable asking questions.	Ranks below		One of most outstanding	n=34	av.=3.56 md=3.50 dev=0.99
2.5) The instructor generated interest in the subject.	Ranks below		One of most outstanding	n=33	av.=2.88 md=3.00 dev=1.08
2.6) The instructor presented course content in an organized manner.	Ranks below		One of most outstanding	n=32	av.=3.09 md=3.00 dev=0.93
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.	Ranks below		One of most outstanding	n=34	av.=3.00 md=3.00 dev=1.07
2.8) The instructor stimulated a desire to learn more about this subject.	Ranks below		One of most outstanding	n=33	av.=2.82 md=3.00 dev=1.04
2.9) The instructor provided useful feedback.	Ranks below		One of most outstanding	n=34	av.=2.79 md=3.00 dev=0.98
2.10) The instructor encouraged independent thinking.	Ranks below		One of most outstanding	n=34	av.=3.26 md=3.00 dev=1.14
2.11) Express your judgment of the instructor's overall teaching effectiveness.	Ranks below		One of most outstanding	n=34	av.=2.88 md=3.00 dev=0.98

## 3. COURSE EVALUATION

3.7) Course objectives were presented and discussed.	Hardly at all		To a very high degree	n=33	av.=3.24 md=3.00 dev=0.83
3.8) Stated objectives agreed with what was taught.	Hardly at all		To a very high degree	n=33	av.=3.24 md=3.00 dev=0.75
3.9) Course made a worthwhile contribution to my professional development.	Hardly at all		To a very high degree	n=33	av.=2.82 md=3.00 dev=1.07
3.10) Assigned work was appropriate to course level and credits.	Hardly at all		To a very high degree	n=33	av.=3.03 md=3.00 dev=1.07

3.11) Course content reflected recent developments in the field.	Hardly at all		To a very high degree	n=30	av.=3.43 md=3.00 dev.=1.10
3.12) Course content duplicated that of other courses I have taken.	Hardly at all		To a very high degree	n=33	av.=2.64 md=2.00 dev.=1.32
3.24) Guest lecturers avoided repetition of course material.	Hardly at all		To a very high degree	n=32	av.=3.97 md=4.00 dev.=1.03
3.25) There was continuity in content from one lecturer to the next.	Hardly at all		To a very high degree	n=30	av.=3.33 md=3.00 dev.=1.06
3.26) The team-teaching approach provided insights a single instructor could not provide.	Hardly at all		To a very high degree	n=8	av.=3.38 md=3.50 dev.=0.74
3.27) Team-teaching was used effectively in this course.	Hardly at all		To a very high degree	n=8	av.=3.00 md=3.00 dev.=1.07



Dear Professor Gerald Barron:

## Student Opinion of Teaching Questionnaire Results

This form contains survey results for PUBLIC HEALTH OVERVIEW AND DISCUSSION.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students ( $n$ ) who responded, the average or mean ( $av.$ ) and standard deviation ( $dev.$ ) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website ([omet.pitt.edu](http://omet.pitt.edu)).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

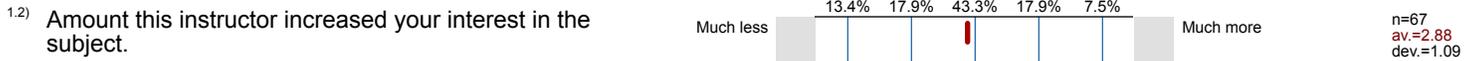
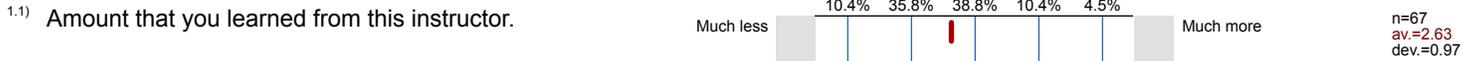
Office of Measurement and Evaluation of Teaching (OMET)

# Professor Gerald Barron

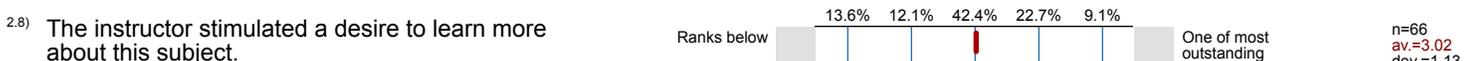
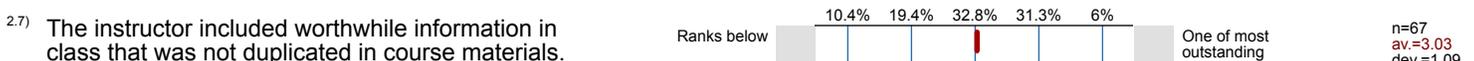
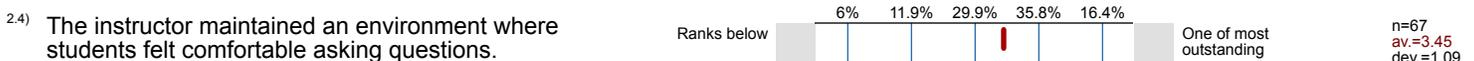
PUBLIC HEALTH OVERVIEW AND DISCUSSION2161\_UPITT\_PUBHLT\_2014\_SEC1020  
 Special Fall 2015  
 67 RESPONDENTS = 94.37% OF NUMBER REGISTERED



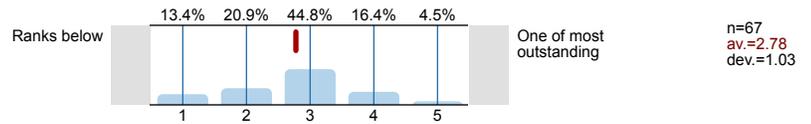
## 1. SELF RATINGS



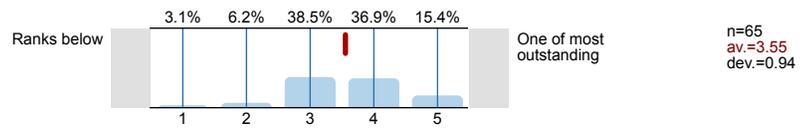
## 2. TEACHING EVALUATION



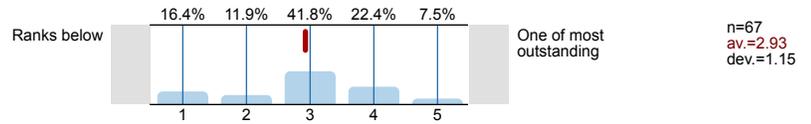
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

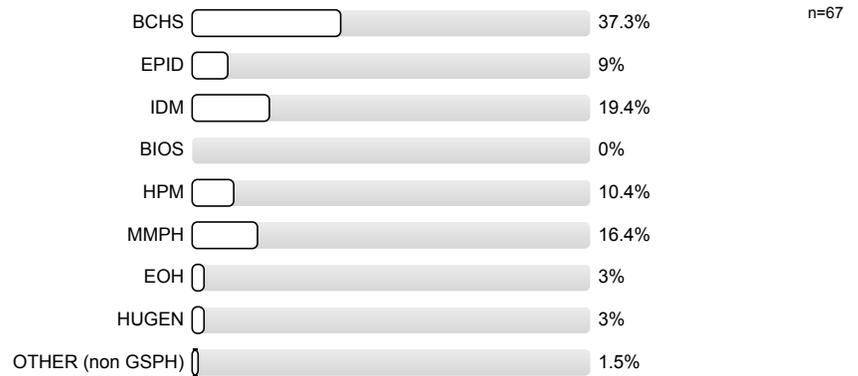


2.11) Express your judgment of the instructor's **overall teaching effectiveness.**



### 3. COURSE EVALUATION

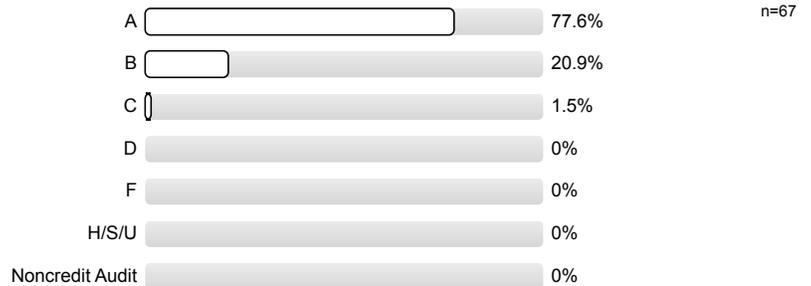
3.1) Department in which you are enrolled:



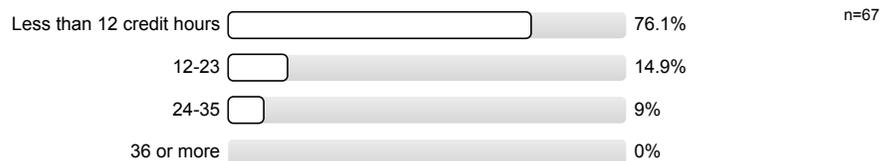
3.2) I am taking this course as an elective.



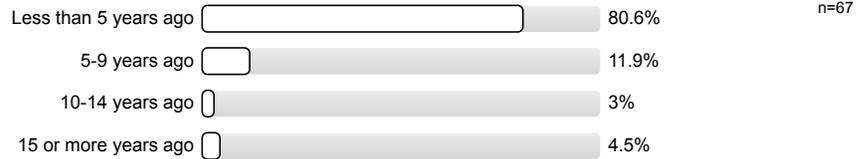
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



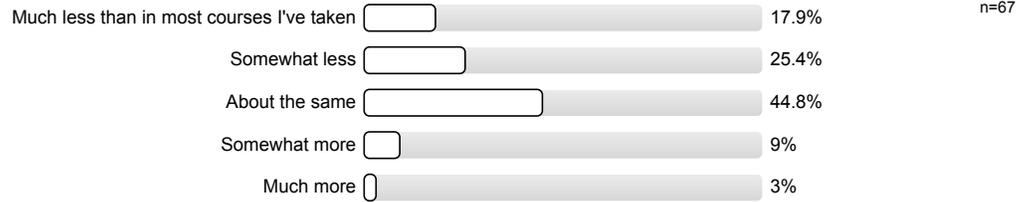
3.4) Credit hours of coursework you have completed in GSPH:



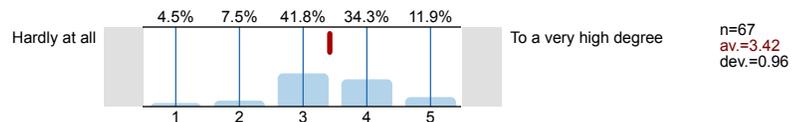
3.5) When did you receive your bachelor's degree?



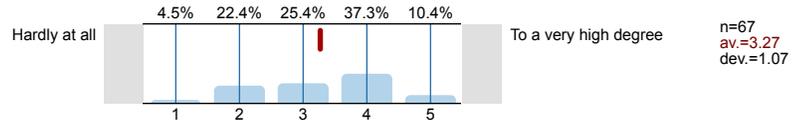
3.6) Amount that I learned in this course.



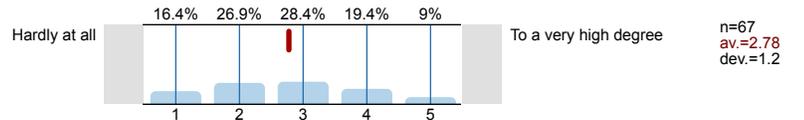
3.7) Course objectives were presented and discussed.



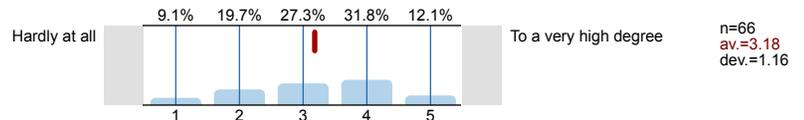
3.8) Stated objectives agreed with what was taught.



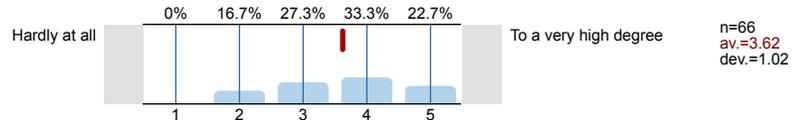
3.9) Course made a worthwhile contribution to my professional development.



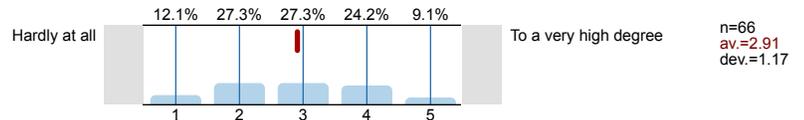
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



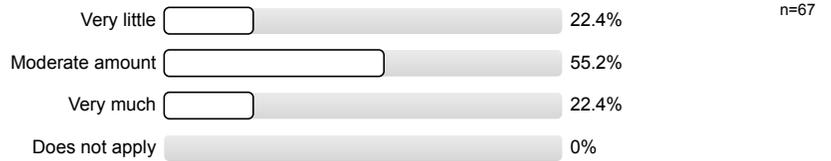
3.12) Course content duplicated that of other courses I have taken.



3.13) Would you recommend this course to other students?



3.14) Lectures



3.15) Discussions



3.16) Readings



3.17) Assignments



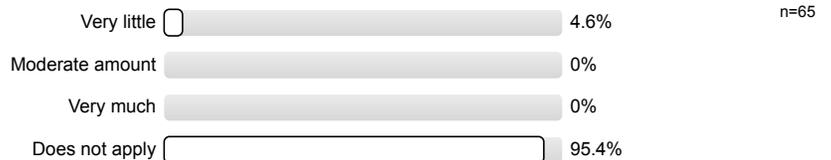
3.18) Exams



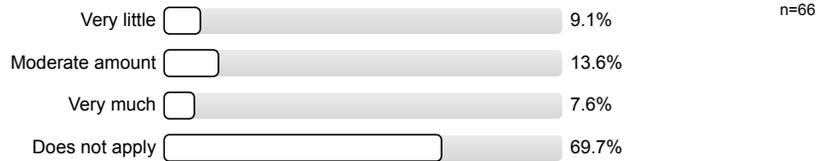
3.19) Projects



3.20) Written papers



3.21) Handouts



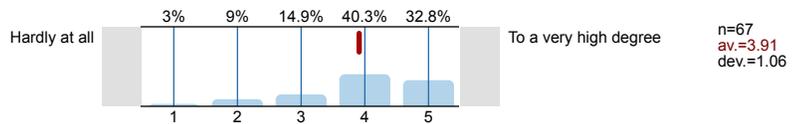
3.22) Classroom activities



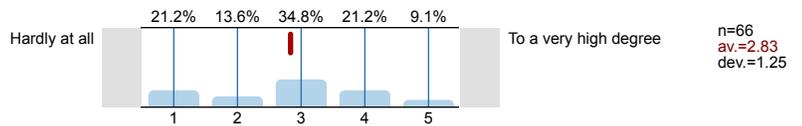
3.23) Lab/Recitation



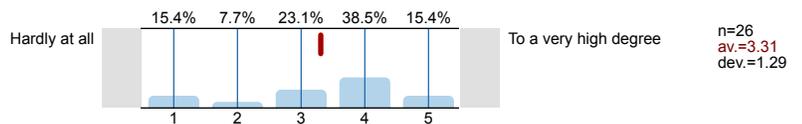
3.24) Guest lecturers avoided repetition of course material.



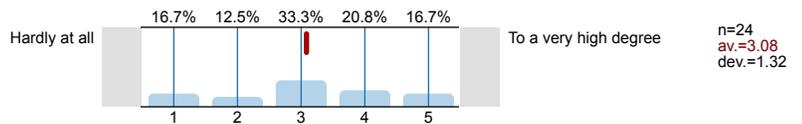
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.



# Profile

Subunit: PUBLIC HEALTH  
 Name of the instructor: Professor Gerald Barron,  
 Name of the course: PUBLIC HEALTH OVERVIEW AND DISCUSSION  
 (Name of the survey)

Values used in the profile line: Mean

## 1. SELF RATINGS

1.1) Amount that you learned from this instructor.	Much less		Much more	n=67	av.=2.63 md=3.00 dev.=0.97
1.2) Amount this instructor increased your interest in the subject.	Much less		Much more	n=67	av.=2.88 md=3.00 dev.=1.09

## 2. TEACHING EVALUATION

2.1) The instructor explained subject matter in a way that made it understandable.	Ranks below		One of most outstanding	n=67	av.=2.96 md=3.00 dev.=1.04
2.2) The instructor made good use of examples to clarify concepts.	Ranks below		One of most outstanding	n=67	av.=3.10 md=3.00 dev.=1.07
2.3) The instructor conveyed his/her knowledge of subject.	Ranks below		One of most outstanding	n=64	av.=3.11 md=3.00 dev.=1.01
2.4) The instructor maintained an environment where students felt comfortable asking questions.	Ranks below		One of most outstanding	n=67	av.=3.45 md=4.00 dev.=1.09
2.5) The instructor generated interest in the subject.	Ranks below		One of most outstanding	n=67	av.=3.09 md=3.00 dev.=1.07
2.6) The instructor presented course content in an organized manner.	Ranks below		One of most outstanding	n=65	av.=3.11 md=3.00 dev.=1.03
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.	Ranks below		One of most outstanding	n=67	av.=3.03 md=3.00 dev.=1.09
2.8) The instructor stimulated a desire to learn more about this subject.	Ranks below		One of most outstanding	n=66	av.=3.02 md=3.00 dev.=1.13
2.9) The instructor provided useful feedback.	Ranks below		One of most outstanding	n=67	av.=2.78 md=3.00 dev.=1.03
2.10) The instructor encouraged independent thinking.	Ranks below		One of most outstanding	n=65	av.=3.55 md=4.00 dev.=0.94
2.11) Express your judgment of the instructor's overall teaching effectiveness.	Ranks below		One of most outstanding	n=67	av.=2.93 md=3.00 dev.=1.15

## 3. COURSE EVALUATION

3.7) Course objectives were presented and discussed.	Hardly at all		To a very high degree	n=67	av.=3.42 md=3.00 dev.=0.96
3.8) Stated objectives agreed with what was taught.	Hardly at all		To a very high degree	n=67	av.=3.27 md=3.00 dev.=1.07
3.9) Course made a worthwhile contribution to my professional development.	Hardly at all		To a very high degree	n=67	av.=2.78 md=3.00 dev.=1.20
3.10) Assigned work was appropriate to course level and credits.	Hardly at all		To a very high degree	n=66	av.=3.18 md=3.00 dev.=1.16

3.11) Course content reflected recent developments in the field.	Hardly at all		To a very high degree	n=66	av.=3.62 md=4.00 dev.=1.02
3.12) Course content duplicated that of other courses I have taken.	Hardly at all		To a very high degree	n=66	av.=2.91 md=3.00 dev.=1.17
3.24) Guest lecturers avoided repetition of course material.	Hardly at all		To a very high degree	n=67	av.=3.91 md=4.00 dev.=1.06
3.25) There was continuity in content from one lecturer to the next.	Hardly at all		To a very high degree	n=66	av.=2.83 md=3.00 dev.=1.25
3.26) The team-teaching approach provided insights a single instructor could not provide.	Hardly at all		To a very high degree	n=26	av.=3.31 md=4.00 dev.=1.29
3.27) Team-teaching was used effectively in this course.	Hardly at all		To a very high degree	n=24	av.=3.08 md=3.00 dev.=1.32



Dear Professor Jeremy James Martinson:

## Student Opinion of Teaching Questionnaire Results

This form contains survey results for PUBLIC HEALTH BIOLOGY(PUBHLT-2015)-1030.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website ([omet.pitt.edu](http://omet.pitt.edu)).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

# Professor Jeremy James Martinson

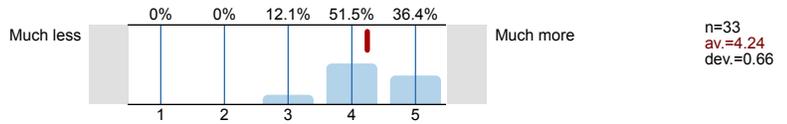
PUBLIC HEALTH BIOLOGY(PUBHLT-2015)-10302161\_UPITT\_PUBHLT\_2015\_SEC1030  
Fall 2015

33 RESPONDENTS = 57.89% OF NUMBER REGISTERED

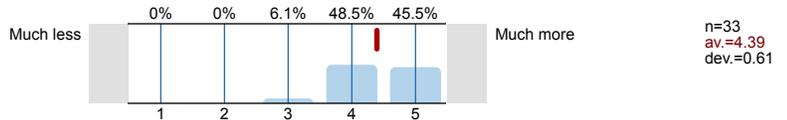


## 1. SELF RATINGS

1.1) Amount that you learned from this instructor.

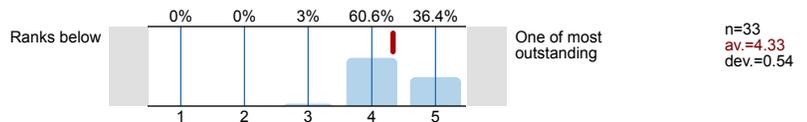


1.2) Amount this instructor increased your interest in the subject.

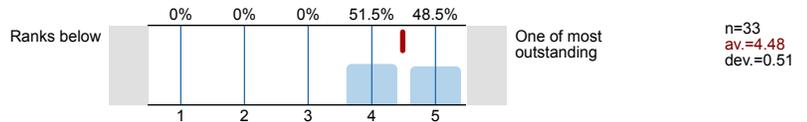


## 2. TEACHING EVALUATION

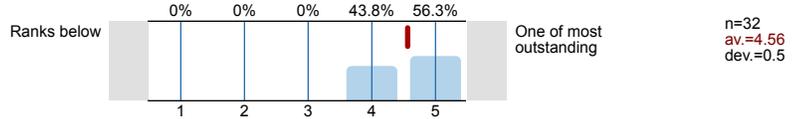
2.1) The instructor explained subject matter in a way that made it understandable.



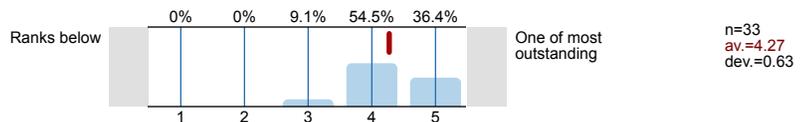
2.2) The instructor made good use of examples to clarify concepts.



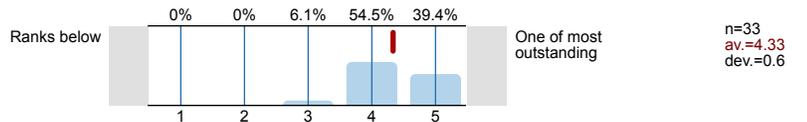
2.3) The instructor conveyed his/her knowledge of subject.



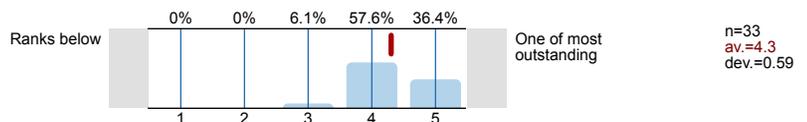
2.4) The instructor maintained an environment where students felt comfortable asking questions.



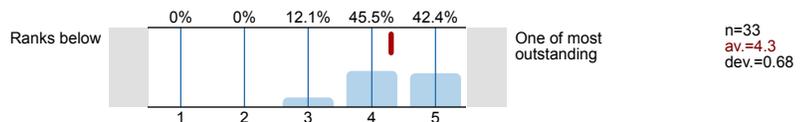
2.5) The instructor generated interest in the subject.



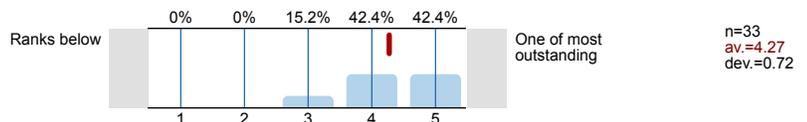
2.6) The instructor presented course content in an organized manner.



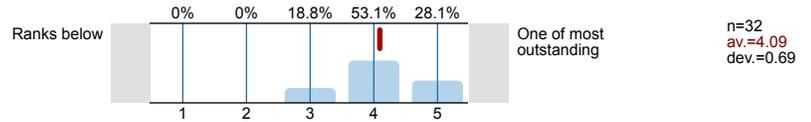
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.



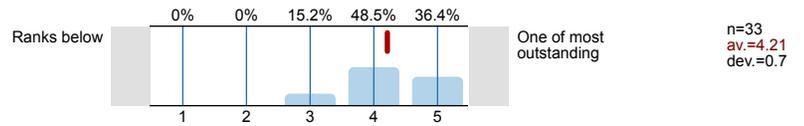
2.8) The instructor stimulated a desire to learn more about this subject.



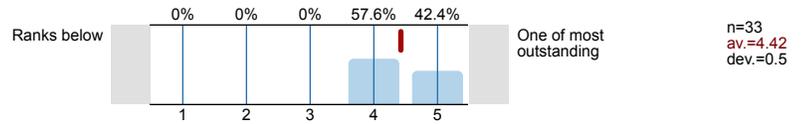
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

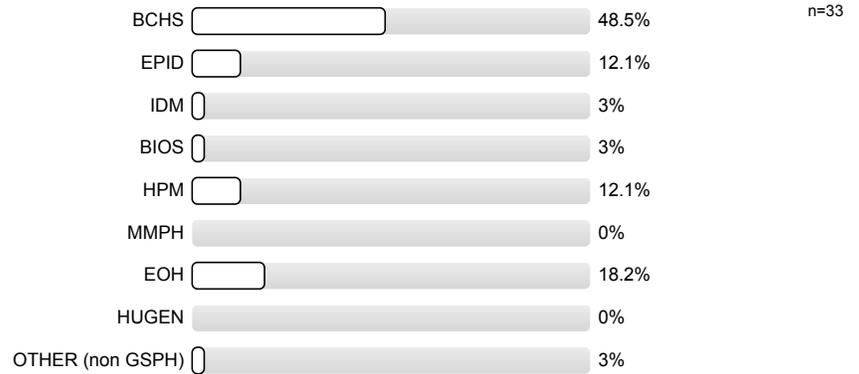


2.11) Express your judgment of the instructor's **overall teaching effectiveness.**



### 3. COURSE EVALUATION

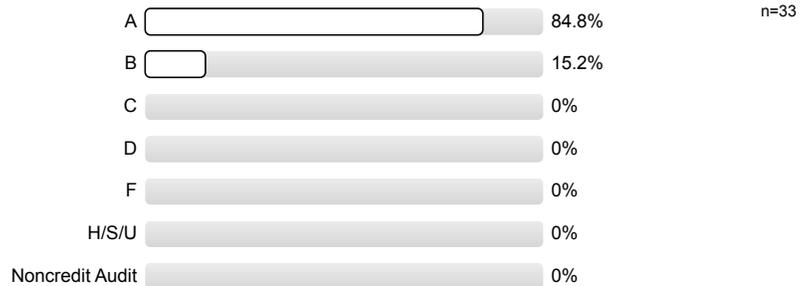
3.1) Department in which you are enrolled:



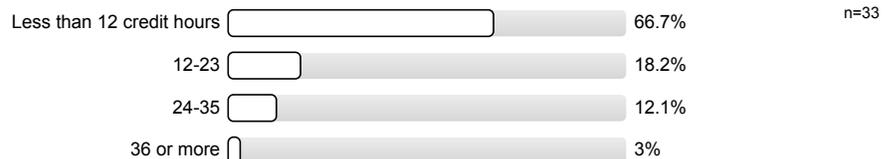
3.2) I am taking this course as an elective.



3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



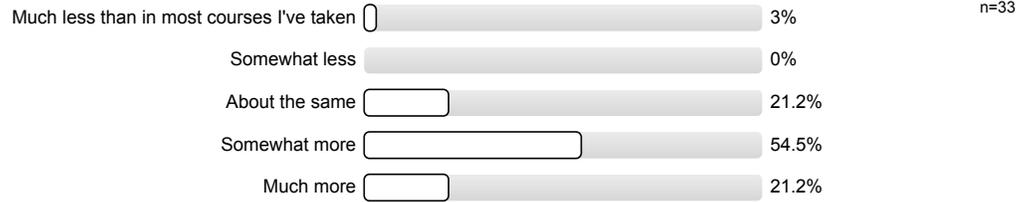
3.4) Credit hours of coursework you have completed in GSPH:



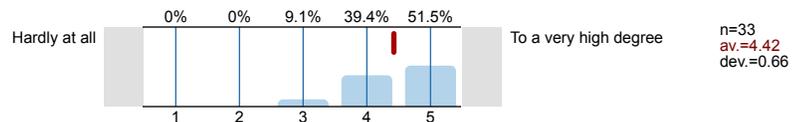
3.5) When did you receive your bachelor's degree?



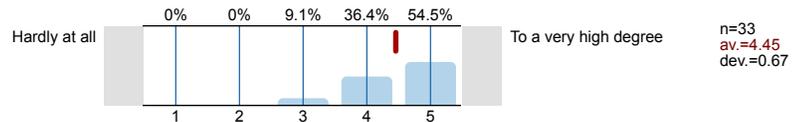
3.6) Amount that I learned in this course.



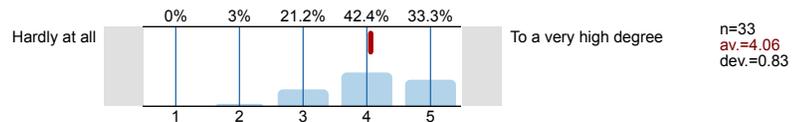
3.7) Course objectives were presented and discussed.



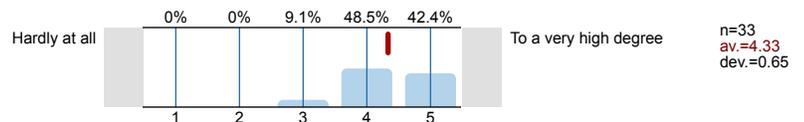
3.8) Stated objectives agreed with what was taught.



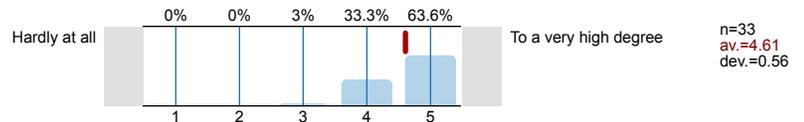
3.9) Course made a worthwhile contribution to my professional development.



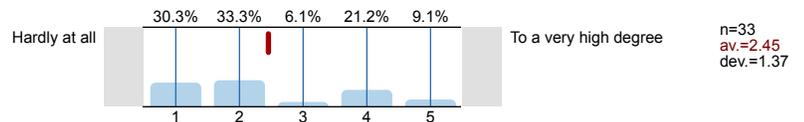
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



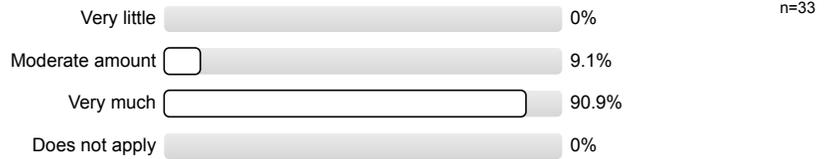
3.12) Course content duplicated that of other courses I have taken.



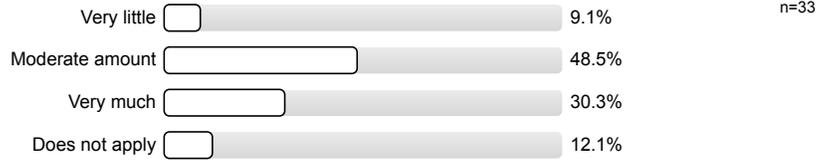
3.13) Would you recommend this course to other students?



3.14) Lectures



3.15) Discussions



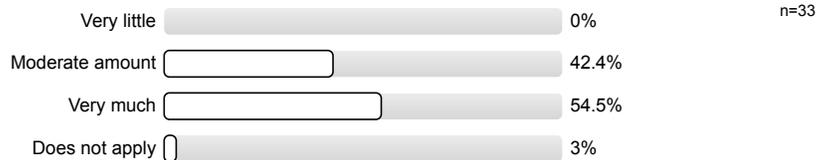
3.16) Readings



3.17) Assignments



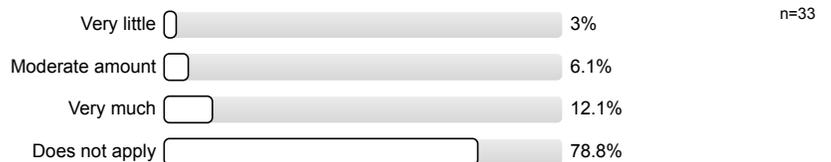
3.18) Exams



3.19) Projects



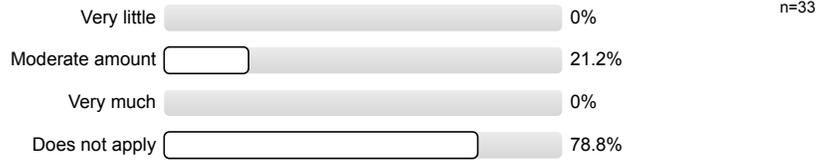
3.20) Written papers



3.21) Handouts



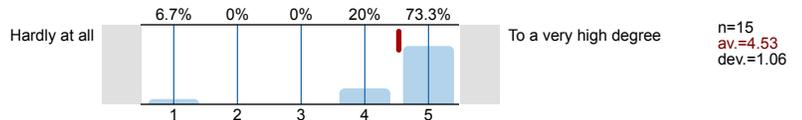
3.22) Classroom activities



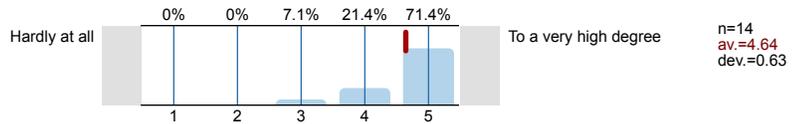
3.23) Lab/Recitation



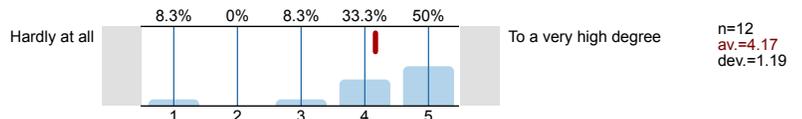
3.24) Guest lecturers avoided repetition of course material.



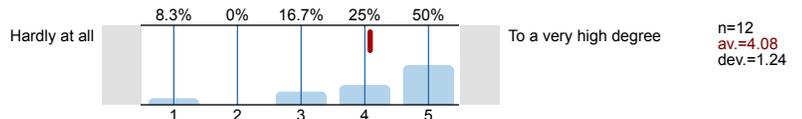
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.



# Profile

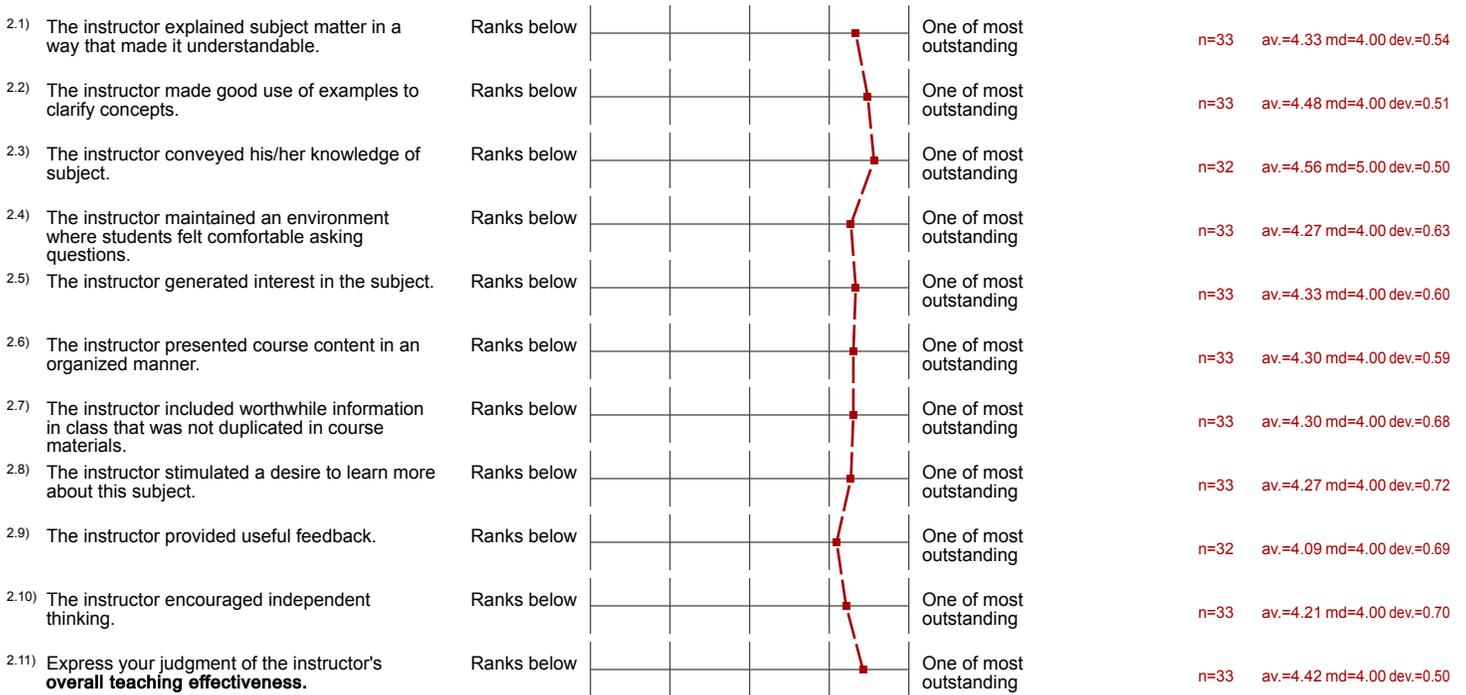
Subunit: PUBLIC HEALTH  
 Name of the instructor: Professor Jeremy James Martinson,  
 Name of the course: PUBLIC HEALTH BIOLOGY(PUBHLT-2015)-1030 (2161\_UPITT\_PUBHLT\_2015\_SEC1030)  
 (Name of the survey)

Values used in the profile line: Mean

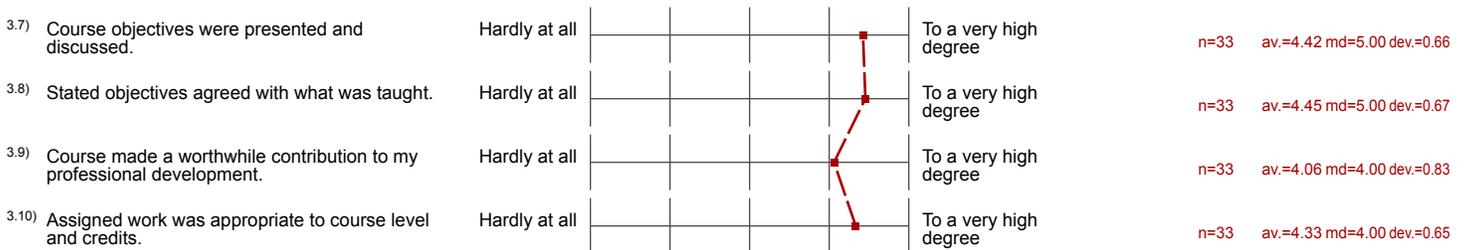
## 1. SELF RATINGS

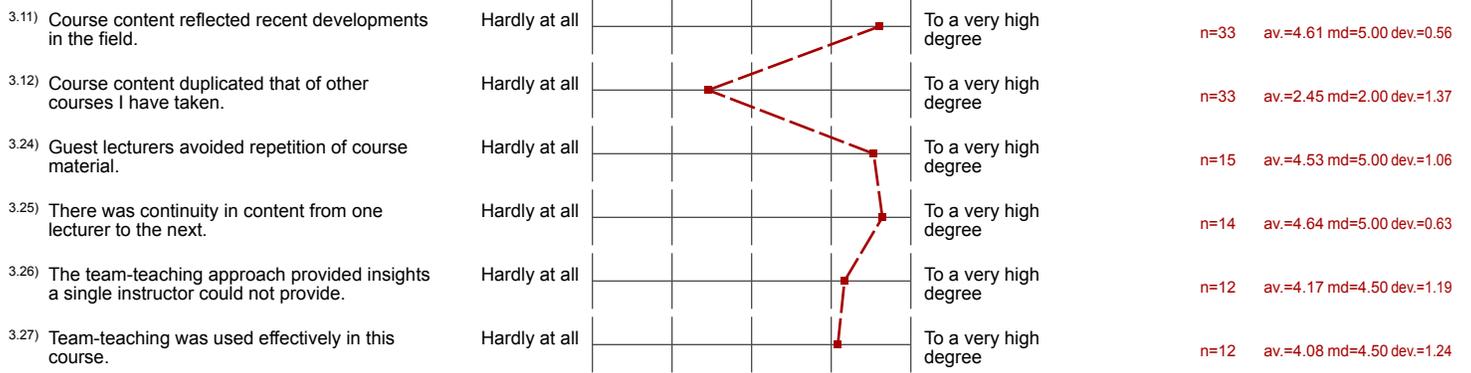


## 2. TEACHING EVALUATION



## 3. COURSE EVALUATION







Dear Professor Ryan Minster:

## Student Opinion of Teaching Questionnaire Results

This form contains survey results for PUBLIC HEALTH BIOLOGY(PUBHLT-2015)-1030.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website ([omet.pitt.edu](http://omet.pitt.edu)).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

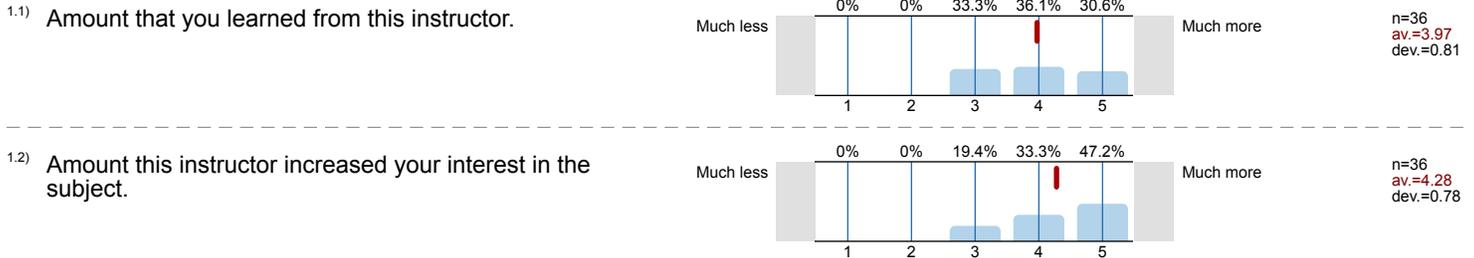
# Professor Ryan Minster

PUBLIC HEALTH BIOLOGY(PUBHLT-2015)-10302161\_UPITT\_PUBHLT\_2015\_SEC1030  
Fall 2015

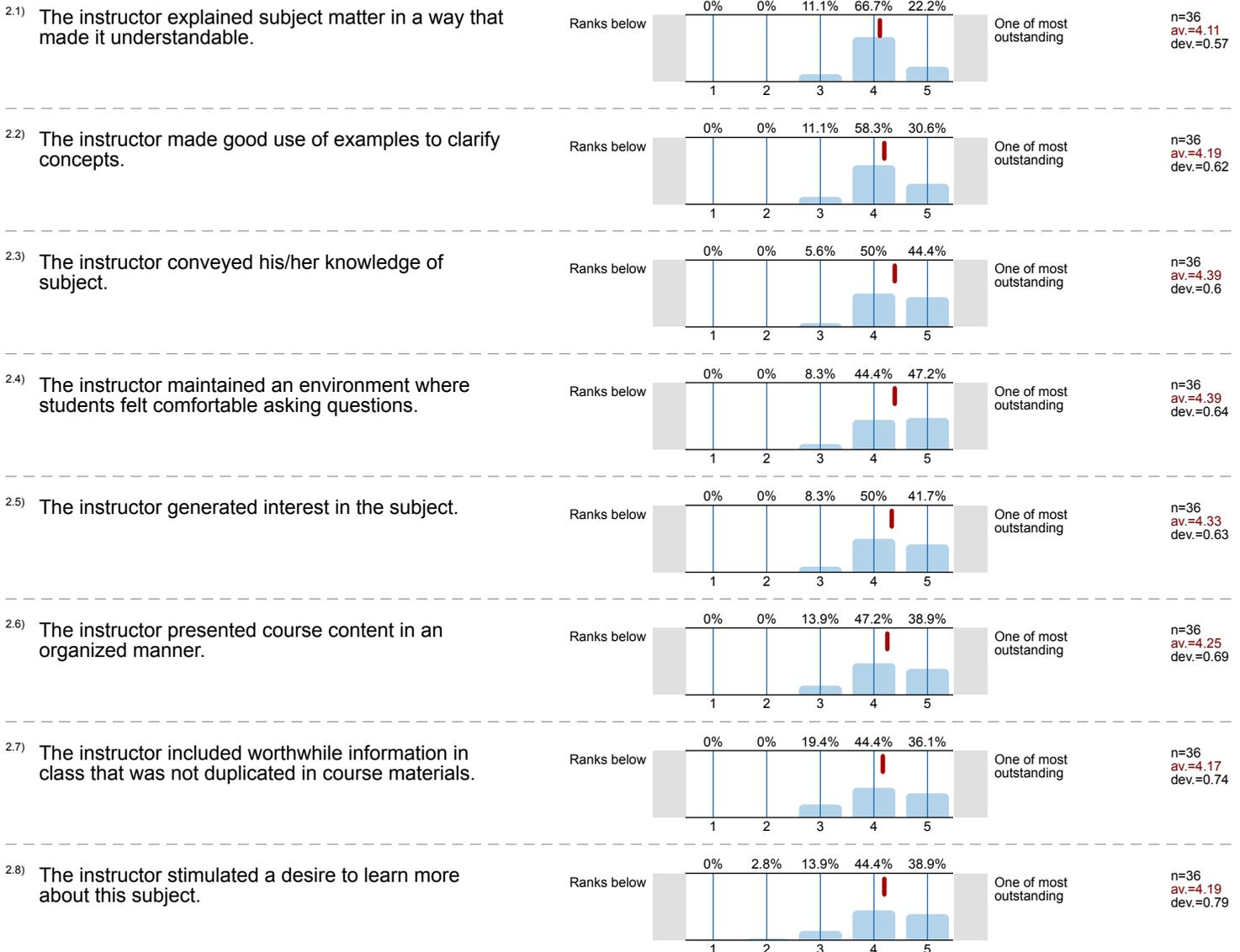
36 RESPONDENTS = 63.16% OF NUMBER REGISTERED



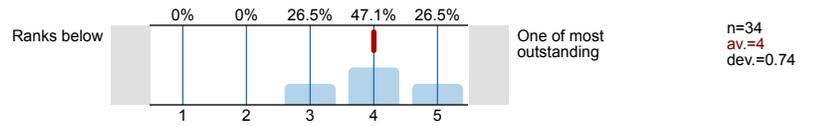
## 1. SELF RATINGS



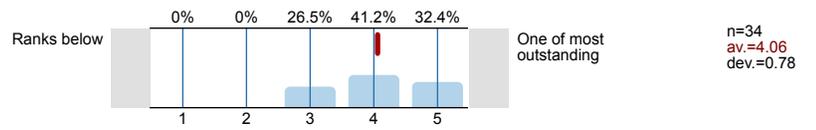
## 2. TEACHING EVALUATION



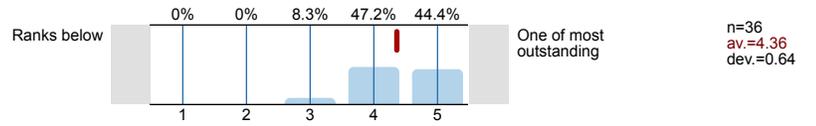
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.



2.11) Express your judgment of the instructor's **overall teaching effectiveness.**



# Profile

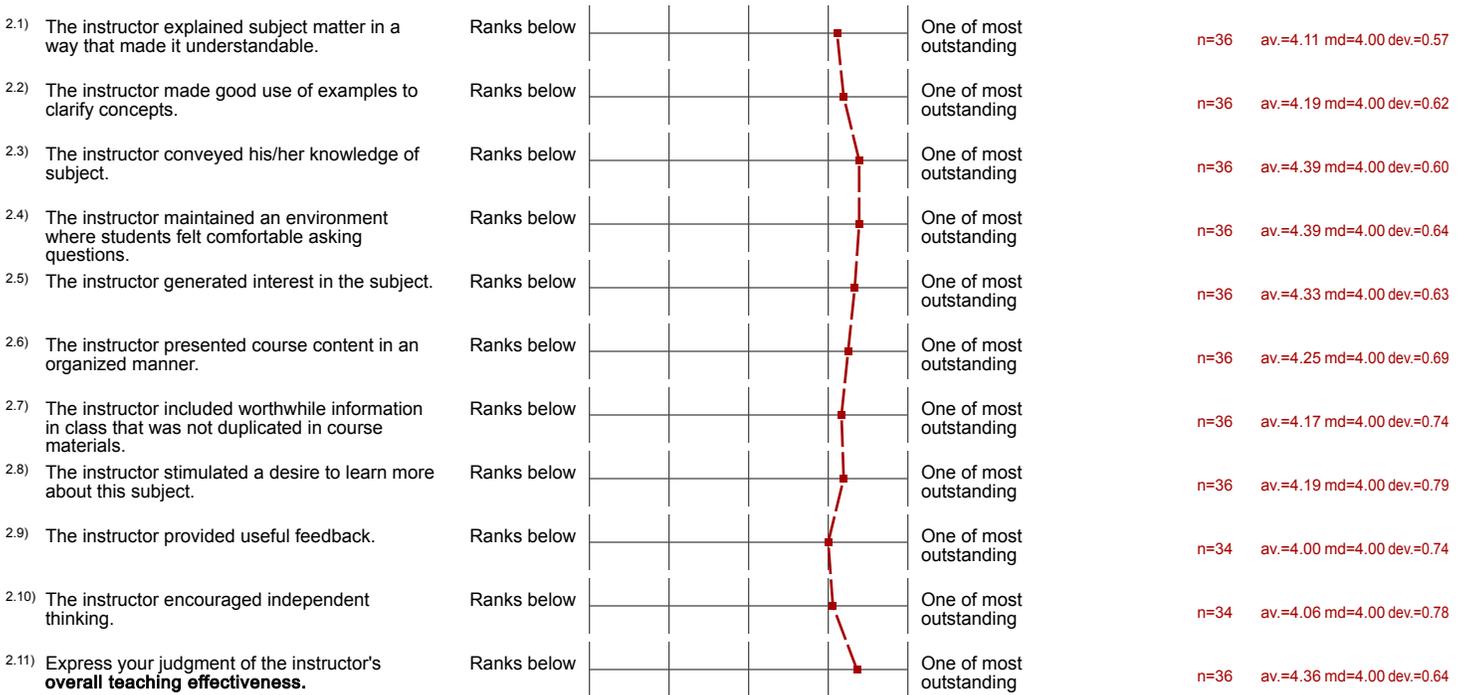
Subunit: PUBLIC HEALTH  
 Name of the instructor: Professor Ryan Minster,  
 Name of the course: PUBLIC HEALTH BIOLOGY(PUBHLT-2015)-1030 (2161\_UPITT\_PUBHLT\_2015\_SEC1030)  
 (Name of the survey)

Values used in the profile line: Mean

## 1. SELF RATINGS



## 2. TEACHING EVALUATION





Dear Professor Candace Kammerer:

## Student Opinion of Teaching Questionnaire Results

This form contains survey results for CAPSTONE:PROBLEM SOLVING IN PH(PUBHLT-2016)-1010.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website ([omet.pitt.edu](http://omet.pitt.edu)).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

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Office of Measurement and Evaluation of Teaching (OMET)

# Professor Candace Kammerer

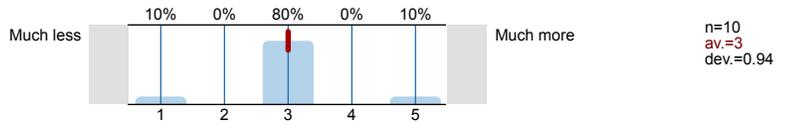
CAPSTONE:PROBLEM SOLVING IN PH(PUBHLT-2016)-10102161\_UPITT\_PUBHLT\_2016\_SEC1010  
Fall 2015

10 RESPONDENTS = 52.63% OF NUMBER REGISTERED

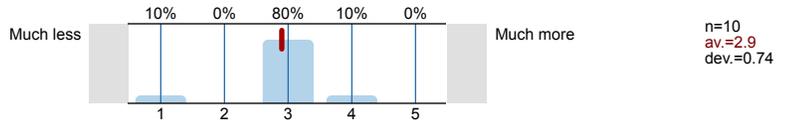


## 1. SELF RATINGS

1.1) Amount that you learned from this instructor.

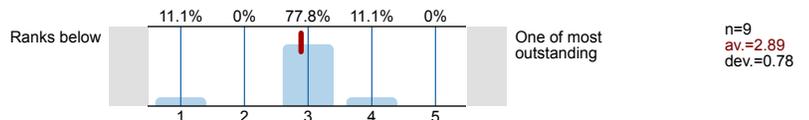


1.2) Amount this instructor increased your interest in the subject.

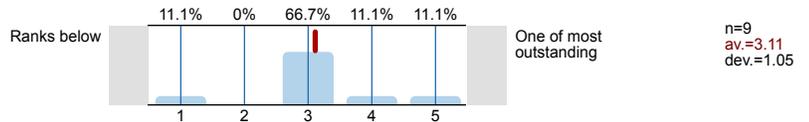


## 2. TEACHING EVALUATION

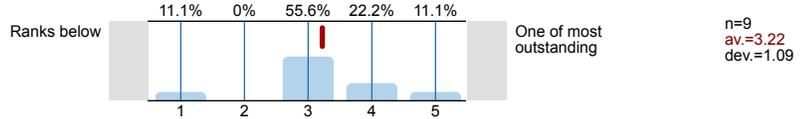
2.1) The instructor explained subject matter in a way that made it understandable.



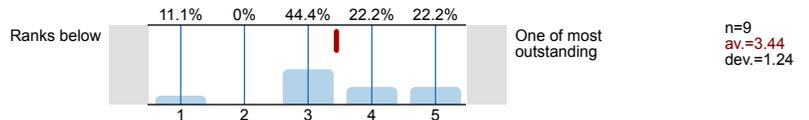
2.2) The instructor made good use of examples to clarify concepts.



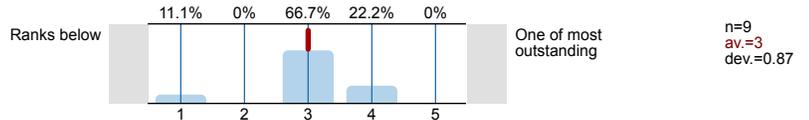
2.3) The instructor conveyed his/her knowledge of subject.



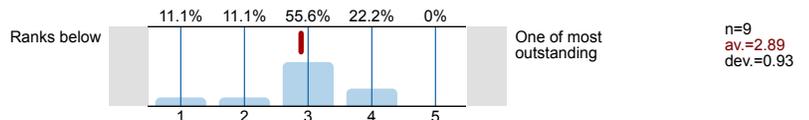
2.4) The instructor maintained an environment where students felt comfortable asking questions.



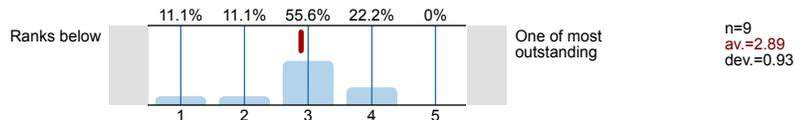
2.5) The instructor generated interest in the subject.



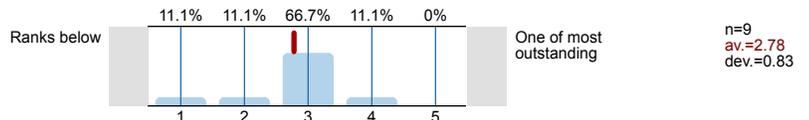
2.6) The instructor presented course content in an organized manner.



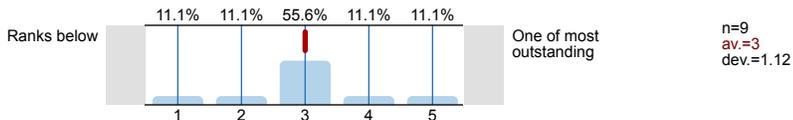
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.



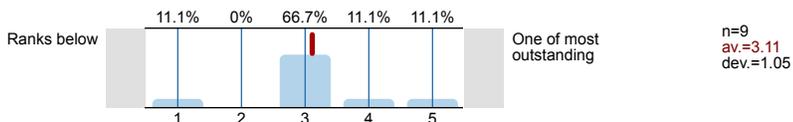
2.8) The instructor stimulated a desire to learn more about this subject.



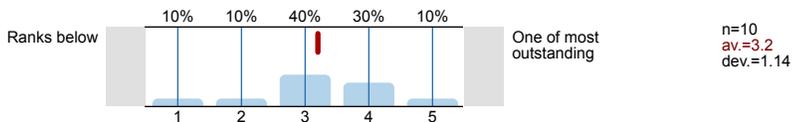
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

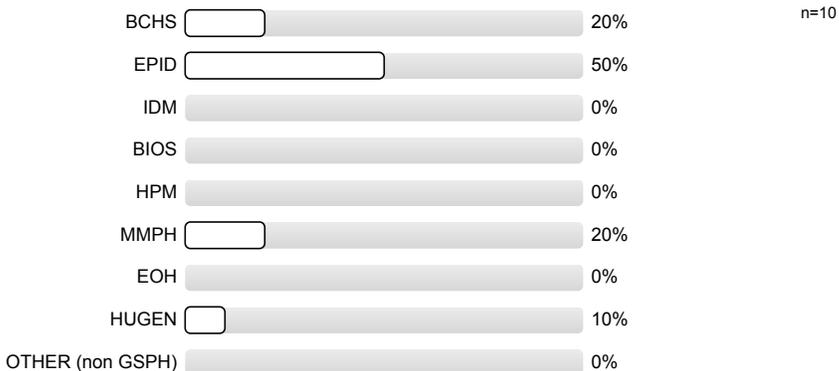


2.11) Express your judgment of the instructor's **overall teaching effectiveness**.



**3. COURSE EVALUATION**

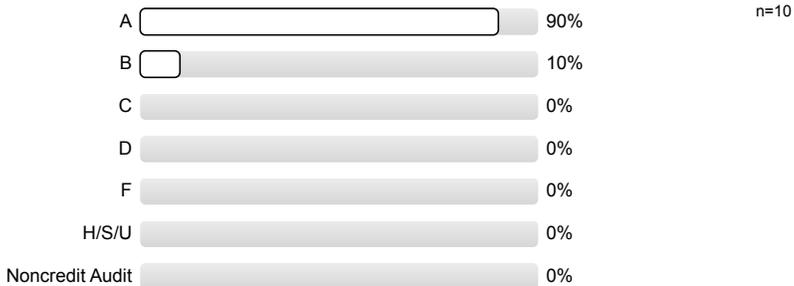
3.1) Department in which you are enrolled:



3.2) I am taking this course as an elective.



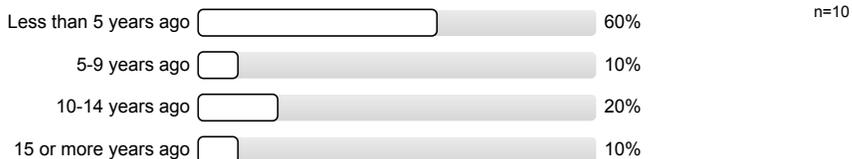
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



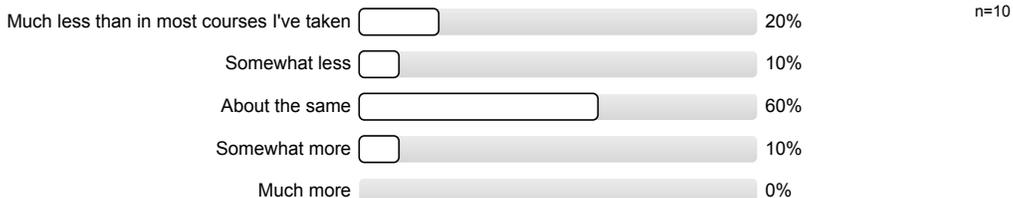
3.4) Credit hours of coursework you have completed in GSPH:



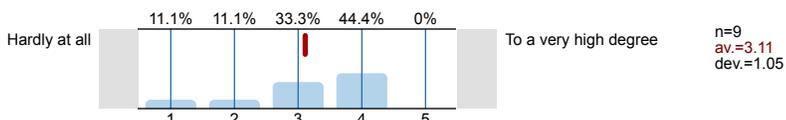
3.5) When did you receive your bachelor's degree?



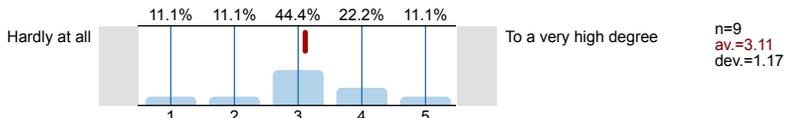
3.6) Amount that I learned in this course.



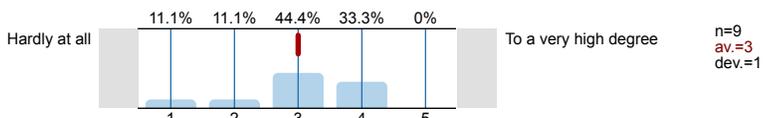
3.7) Course objectives were presented and discussed.



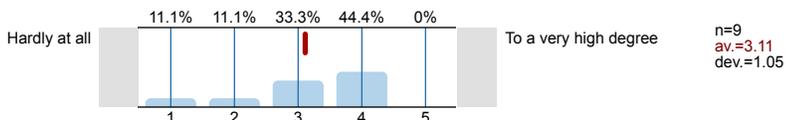
3.8) Stated objectives agreed with what was taught.



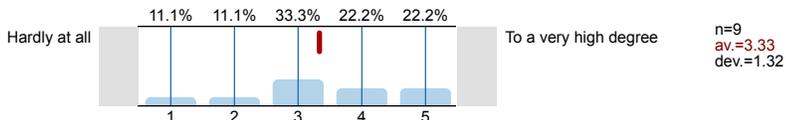
3.9) Course made a worthwhile contribution to my professional development.



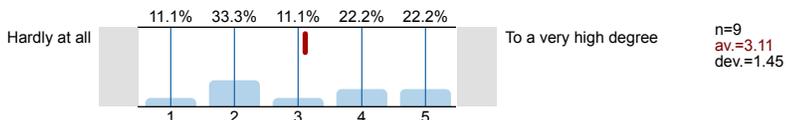
3.10) Assigned work was appropriate to course level and credits.



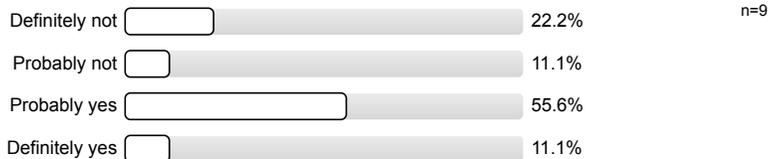
3.11) Course content reflected recent developments in the field.



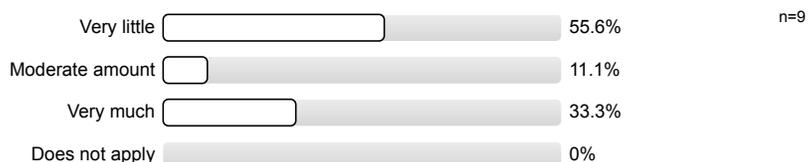
3.12) Course content duplicated that of other courses I have taken.



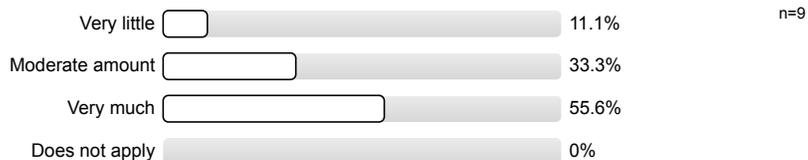
3.13) Would you recommend this course to other students?



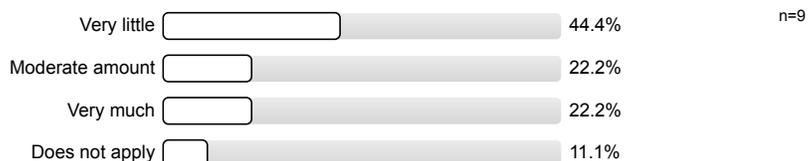
3.14) Lectures



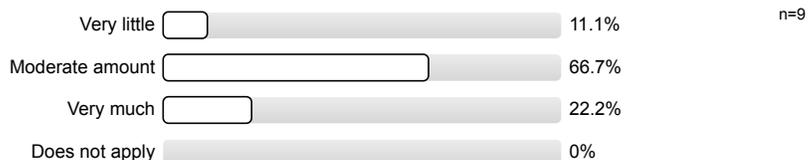
3.15) Discussions



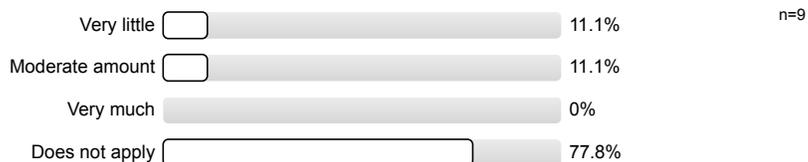
3.16) Readings



3.17) Assignments



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3.19) Projects



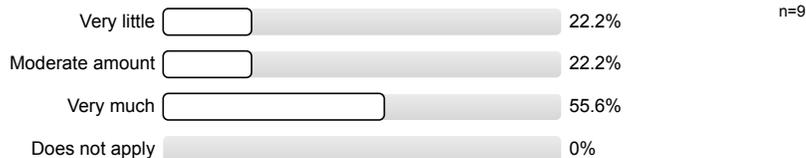
3.20) Written papers



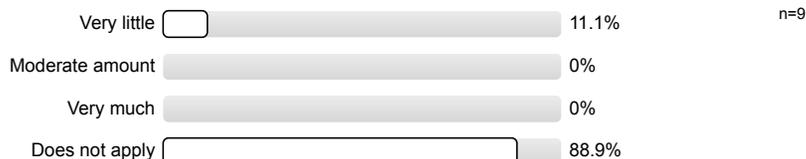
3.21) Handouts



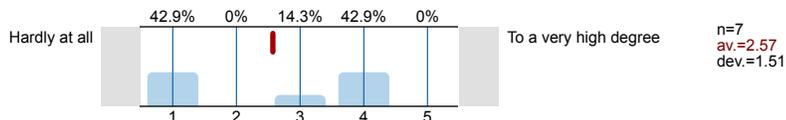
3.22) Classroom activities



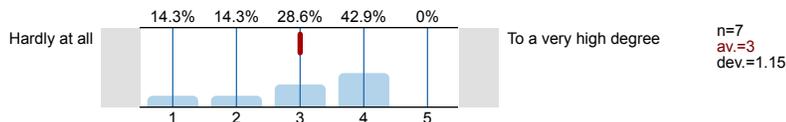
3.23) Lab/Recitation



3.24) Guest lecturers avoided repetition of course material.



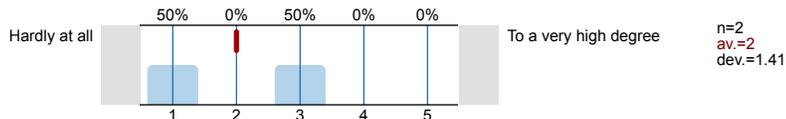
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.





3.11) Course content reflected recent developments in the field.	Hardly at all		To a very high degree	n=9	av.=3.33 md=3.00 dev.=1.32
3.12) Course content duplicated that of other courses I have taken.	Hardly at all		To a very high degree	n=9	av.=3.11 md=3.00 dev.=1.45
3.24) Guest lecturers avoided repetition of course material.	Hardly at all		To a very high degree	n=7	av.=2.57 md=3.00 dev.=1.51
3.25) There was continuity in content from one lecturer to the next.	Hardly at all		To a very high degree	n=7	av.=3.00 md=3.00 dev.=1.15
3.26) The team-teaching approach provided insights a single instructor could not provide.	Hardly at all		To a very high degree	n=2	av.=2.00 md=2.00 dev.=1.41
3.27) Team-teaching was used effectively in this course.	Hardly at all		To a very high degree	n=2	av.=2.00 md=2.00 dev.=1.41



Dear Professor Candace Kammerer:

## Student Opinion of Teaching Questionnaire Results

This form contains survey results for CAPSTONE:PROBLEM SOLVING IN PH(PUBHLT-2016)-1020.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website ([omet.pitt.edu](http://omet.pitt.edu)).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

# Professor Candace Kammerer

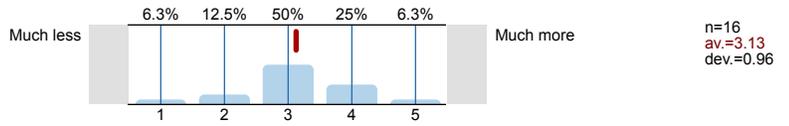
CAPSTONE:PROBLEM SOLVING IN PH(PUBHLT-2016)-10202161\_UPITT\_PUBHLT\_2016\_SEC1020  
Fall 2015

17 RESPONDENTS = 54.84% OF NUMBER REGISTERED

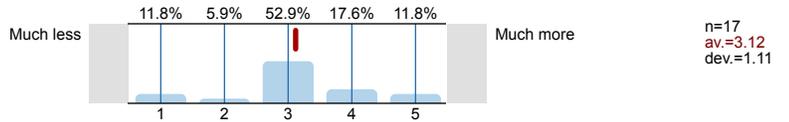


## 1. SELF RATINGS

1.1) Amount that you learned from this instructor.

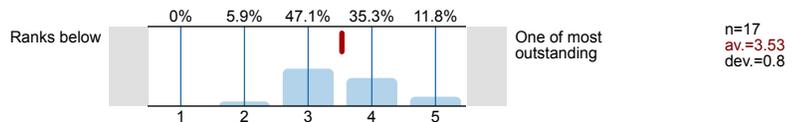


1.2) Amount this instructor increased your interest in the subject.

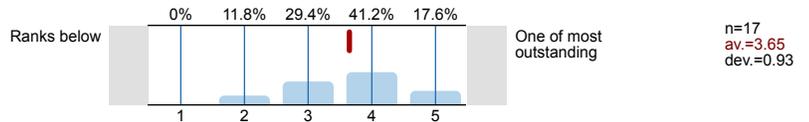


## 2. TEACHING EVALUATION

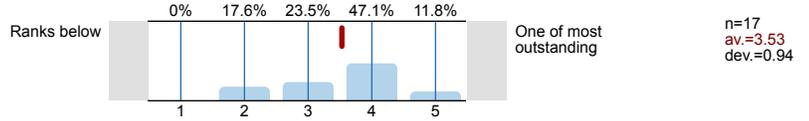
2.1) The instructor explained subject matter in a way that made it understandable.



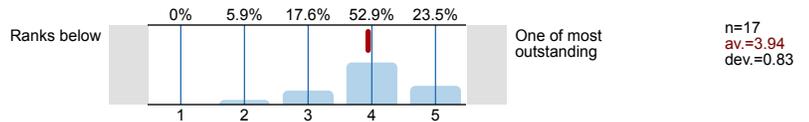
2.2) The instructor made good use of examples to clarify concepts.



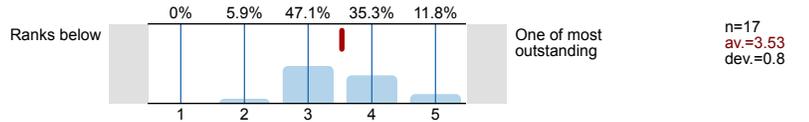
2.3) The instructor conveyed his/her knowledge of subject.



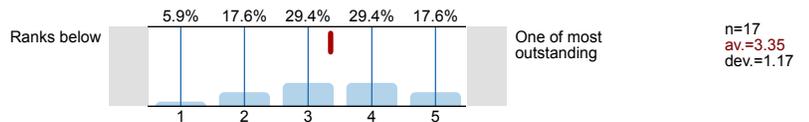
2.4) The instructor maintained an environment where students felt comfortable asking questions.



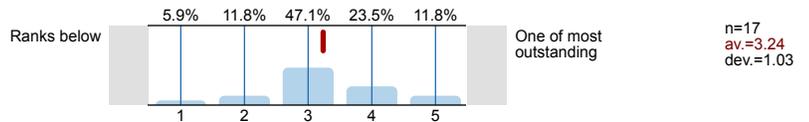
2.5) The instructor generated interest in the subject.



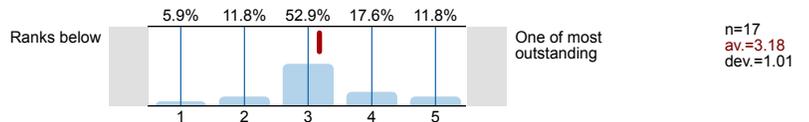
2.6) The instructor presented course content in an organized manner.



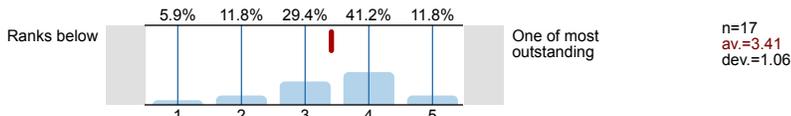
2.7) The instructor included worthwhile information in class that was not duplicated in course materials.



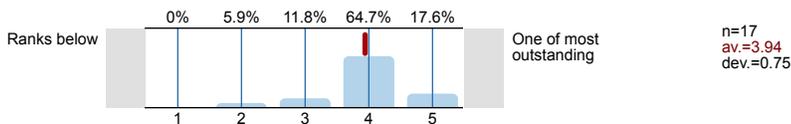
2.8) The instructor stimulated a desire to learn more about this subject.



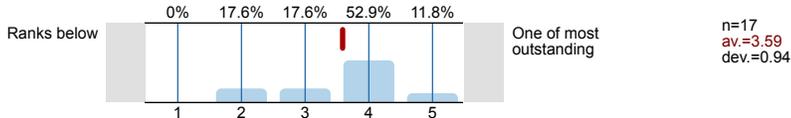
2.9) The instructor provided useful feedback.



2.10) The instructor encouraged independent thinking.

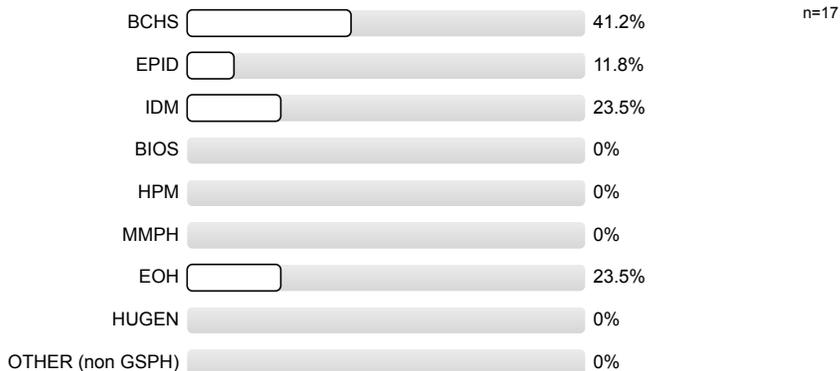


2.11) Express your judgment of the instructor's **overall teaching effectiveness**.



**3. COURSE EVALUATION**

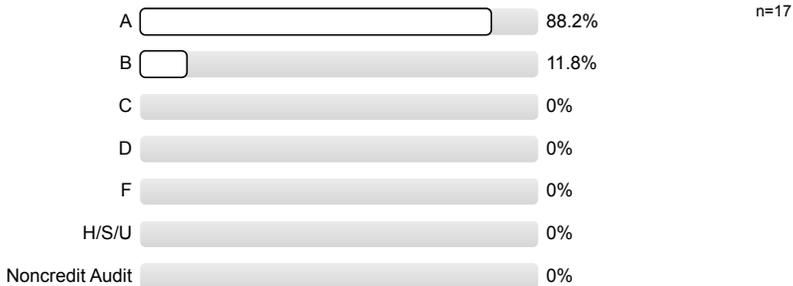
3.1) Department in which you are enrolled:



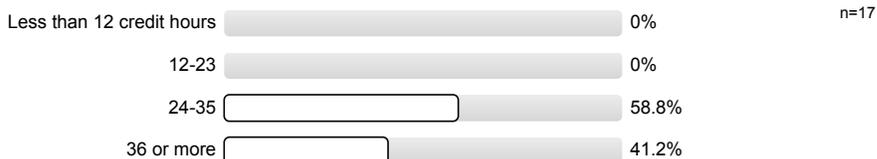
3.2) I am taking this course as an elective.



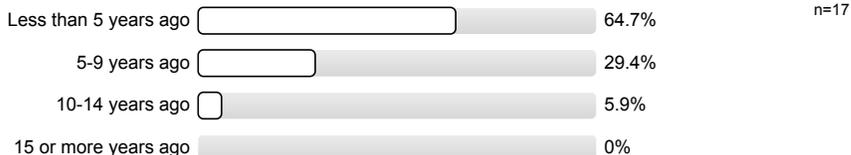
3.3) Grade you expect in this course (PLEASE MARK ONLY ONE CATEGORY)



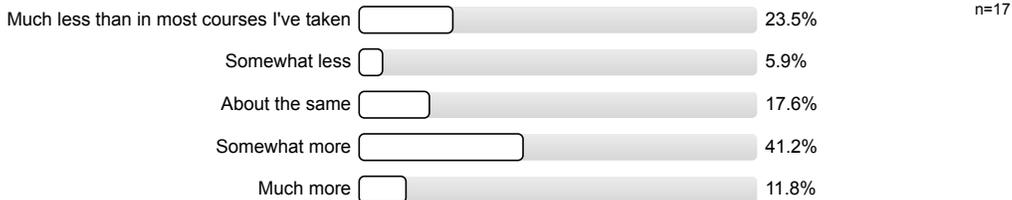
3.4) Credit hours of coursework you have completed in GSPH:



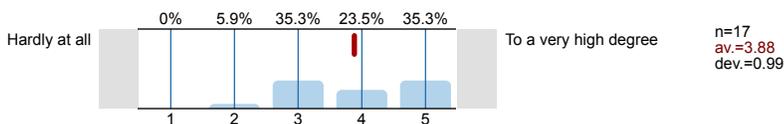
3.5) When did you receive your bachelor's degree?



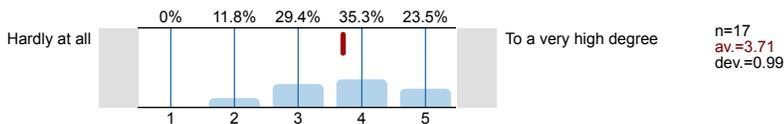
3.6) Amount that I learned in this course.



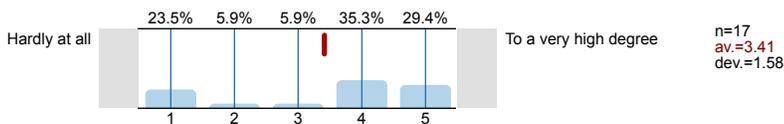
3.7) Course objectives were presented and discussed.



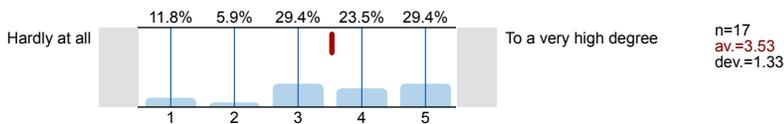
3.8) Stated objectives agreed with what was taught.



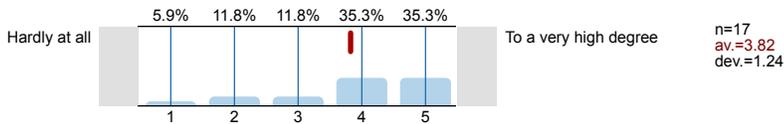
3.9) Course made a worthwhile contribution to my professional development.



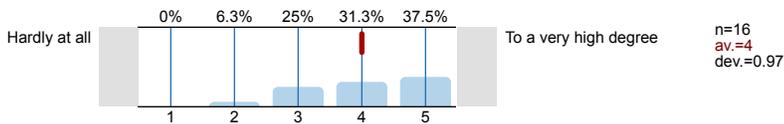
3.10) Assigned work was appropriate to course level and credits.



3.11) Course content reflected recent developments in the field.



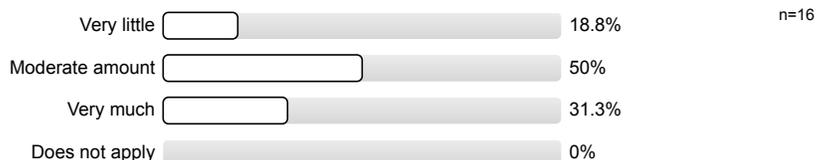
3.12) Course content duplicated that of other courses I have taken.



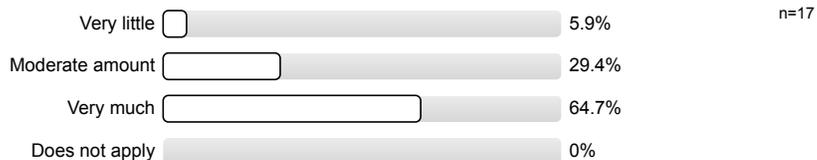
3.13) Would you recommend this course to other students?



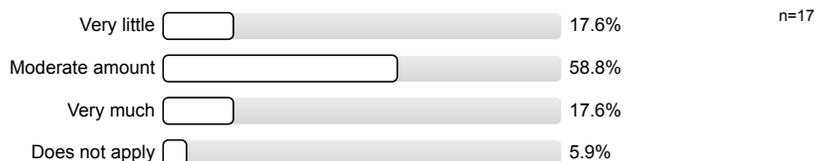
3.14) Lectures



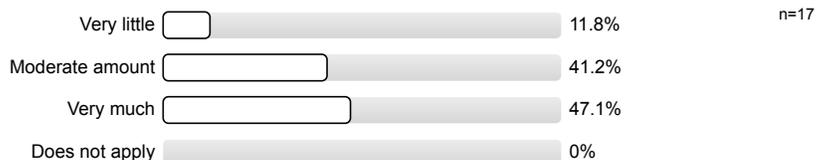
3.15) Discussions



3.16) Readings



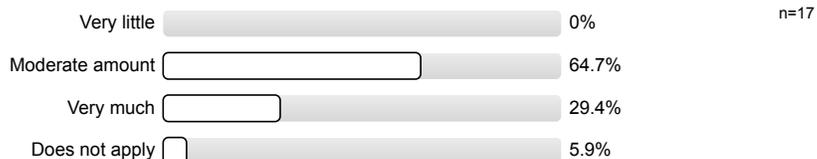
3.17) Assignments



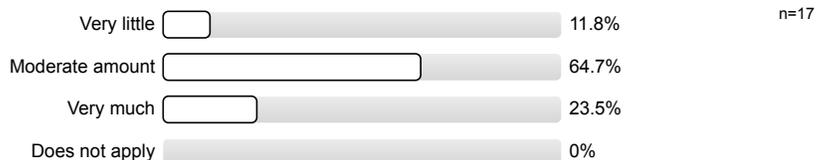
3.18) Exams



3.19) Projects



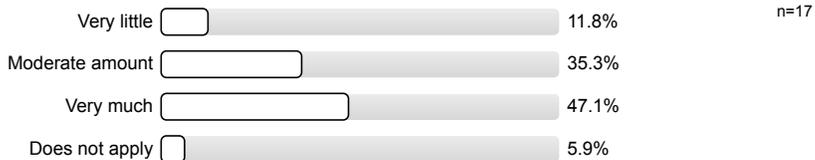
3.20) Written papers



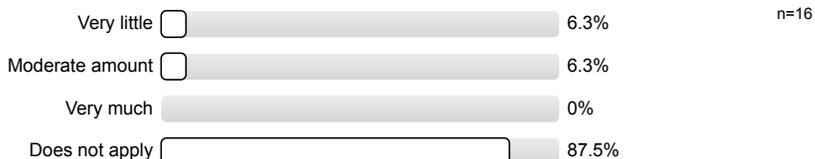
3.21) Handouts



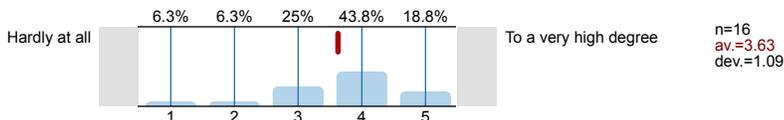
3.22) Classroom activities



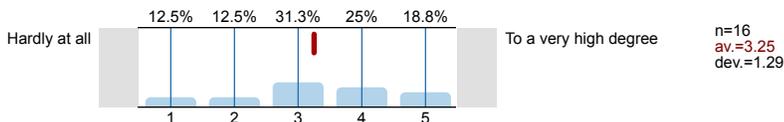
3.23) Lab/Recitation



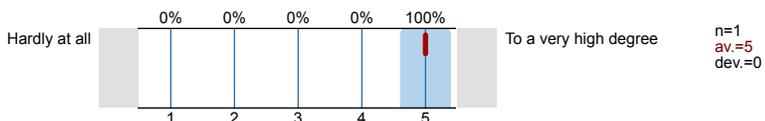
3.24) Guest lecturers avoided repetition of course material.



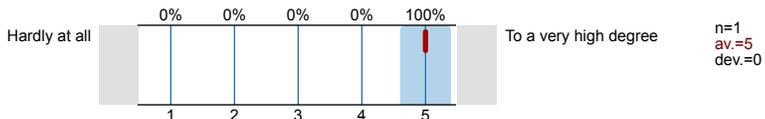
3.25) There was continuity in content from one lecturer to the next.



3.26) The team-teaching approach provided insights a single instructor could not provide.



3.27) Team-teaching was used effectively in this course.

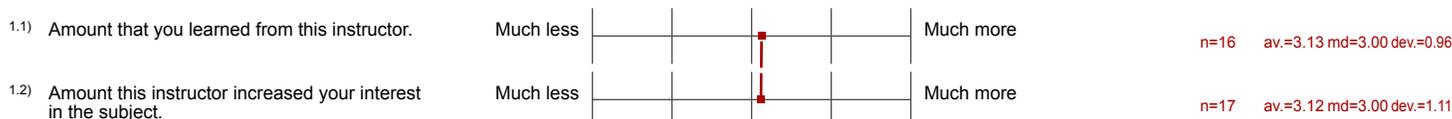


# Profile

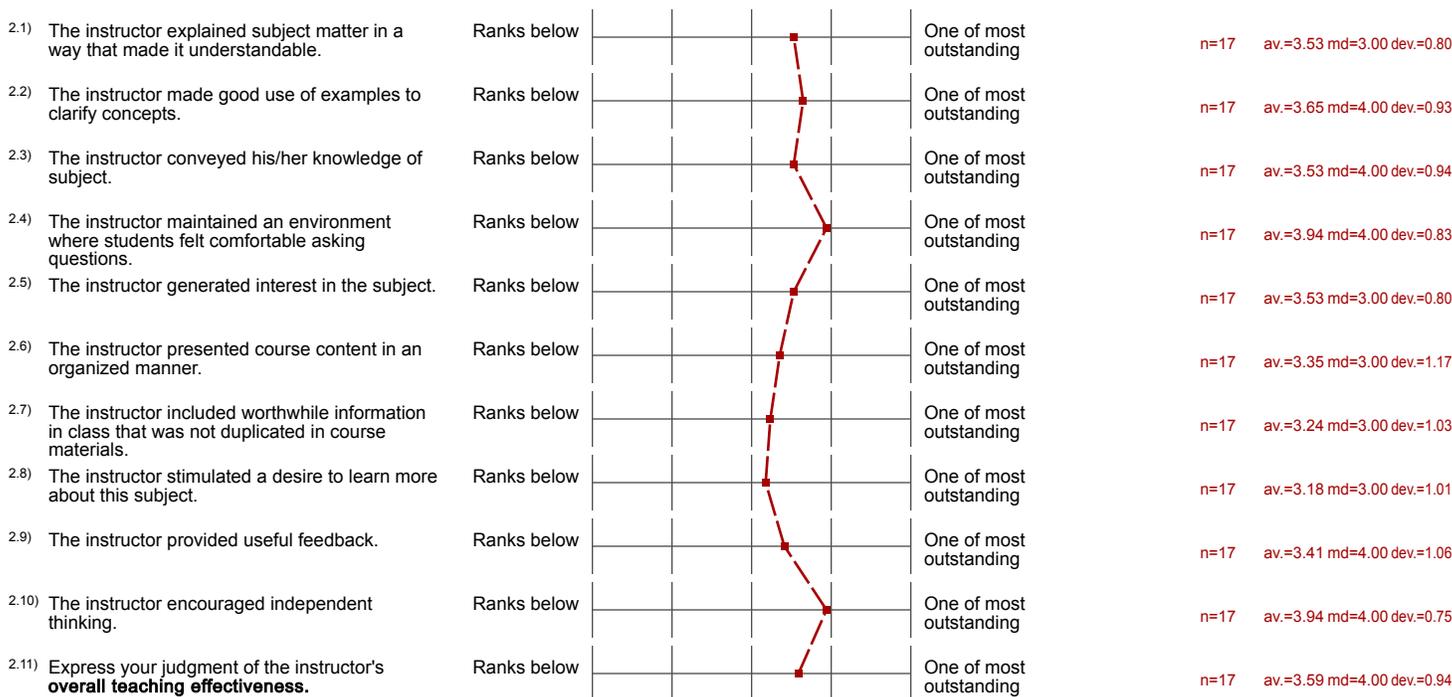
Subunit: PUBLIC HEALTH  
 Name of the instructor: Professor Candace Kammerer,  
 Name of the course: CAPSTONE:PROBLEM SOLVING IN PH(PUBHLT-2016)-1020 (2161\_UPITT\_PUBHLT\_2016\_SEC1020)  
 (Name of the survey)

Values used in the profile line: Mean

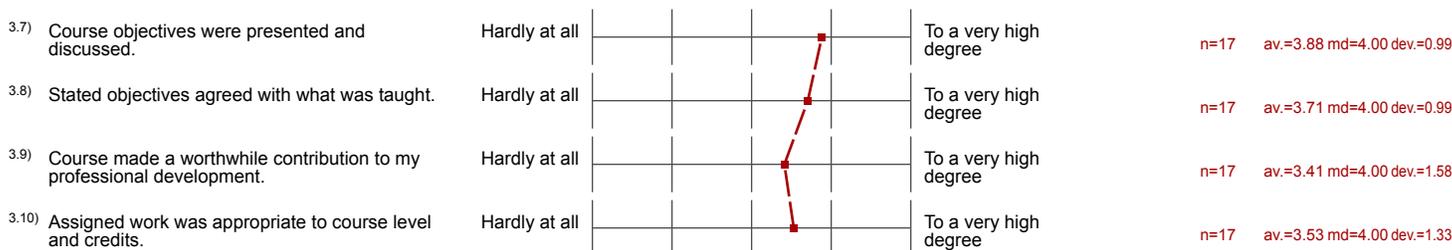
## 1. SELF RATINGS

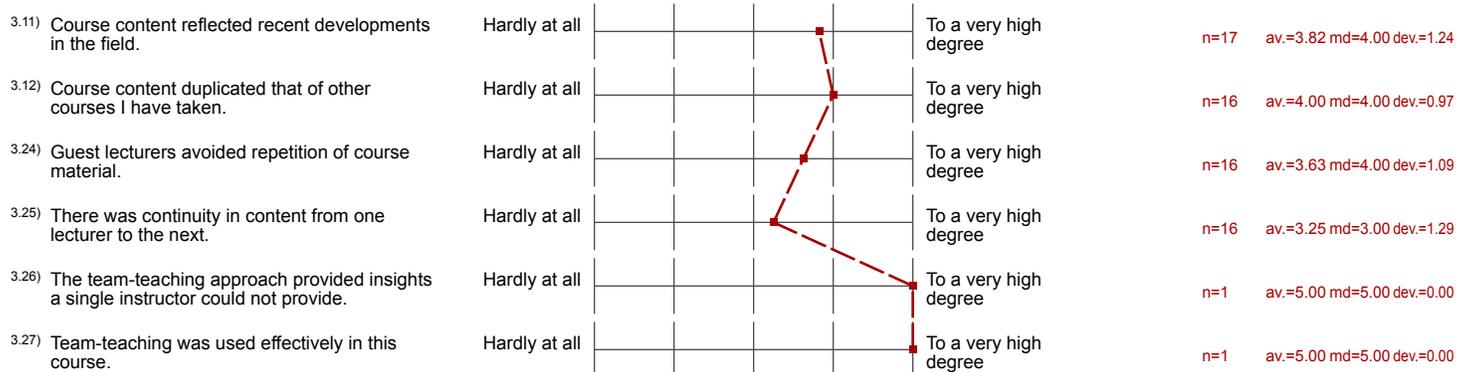


## 2. TEACHING EVALUATION



## 3. COURSE EVALUATION





**Educational Policies and Curriculum Committee**  
**Standard Operating Procedures | 2015-16**

**COURSE CHANGES THAT MUST COME PAST EPCC**

- COURSE TITLE
- COURSE DESCRIPTION
- CREDITS

<b>Course Change Specifics</b>	<b>Course modification short form (to be developed and integrated into of Web form)</b>	<b>Course modification standard form (to be developed and integrated into Web form)</b>
Title	X	
Learning Objectives	X	
Pre-requisites	X	
Number of credits		X
Course description		X
Course delivery mode		X
Add a main topic (half the course)		X
Delete/replace a major topic (i.e., half the course)		X

**COURSE REVIEW RUBRIC**

<b>Result of review</b>	<b>Do this if the changes requested are:</b>	<b>Then, faculty member needs to</b>	<b>Highlight in re-submission</b>
Approved   No changes	None, except for typos	Submit final syllabus to EPCC staff	Nothing
Approved with conditional approval   Minor changes requested	<u>Mostly clarifications   (common examples):</u> - Verbs in Learning Objectives - Grading clarification - Modification of requirements - Addition of required sections (e.g., disability or plagiarism)	Re-submit syllabus to EPCC Chair and staff for review.  Work with departmental student services staff to reserve a classroom.	Changes
Approved with conditional approval   Moderate changes requested	<u>Addition of missing parts</u> - Learning Objectives - How Learning Objectives tie in with course assessment methods/ assignments - List of sessions - Assignments - Minimum reading list	Re-submit syllabus and Course Form to EPCC to be viewed at the next session.	Changes
Reject   Major changes requested	All the above, plus - Documents have contradictory information in key areas - There is a need for explanation of how three or more of the Learning Objectives tie in with course assessment methods/ assignments	Recommend use of syllabus template. Re-submit syllabus and Course Form to EPCC to be viewed at the next session	Changes

## ***COMMITTEE OPERATIONS***

If the Committee Chair is absent a substitute at the meeting(s) can be made if it is a short term vacancy of the Chair. If not, an acting Chair can be elected by the committee members.

**Graduate School of Public Health**  
***Educational Policies and Curriculum Committee***  
**Meeting Minutes | December 16, 2015**

Present: Kathleen Creppage, Mary Derkach, Ying Ding, Patricia Documet, Julia Driessen, Eleanor Feingold, Taru Gupta, Catherine Haggerty (EPIDEM alternate representative for Nancy Glynn), Robin Leaf, Jeremy Martinson (IDM alternate representative for Yue Chen), and John Shaffer

Absent: Quinten Brown, Cindy Bryce, and David Finegold

Guest: Ada Youk

The meeting was called to order at 1:31pm by Dr. Patricia Documet, Chair.

### **Mathematical Preparation of Students**

Guest Dr. Ada Youk, Associate Professor in BOST, joined the meeting and the discussion of the lack of mathematical preparation of students for the BOST 2011 (Principles of Statistical Reasoning) core course, as she is the instructor of the course. To assist in the discussion Dr. Eleanor Feingold, Associate Dean for Education, prepared a visual representation of student grades in BOST 2041 and BOST 2011 compared to student quantitative GRE percentiles. The data displays a correlation, however the discussion concluded that GREs are not a useful tool to predict student success. There have been students who have GRE percentiles in the 40<sup>th</sup> - 50<sup>th</sup> that do well in the course. The data still does not provide an easy way to identify which students are in need of additional preparation to succeed in the BOST core course. A test, similar to the WritePlacer diagnostic, at the start of the semester or before students arrive would be a useful tool. It was noted that the HPM boot-camp that Dr. Julia Driessen runs uses an online test. The students who score under 80% of the online test are encouraged to attend the boot-camp. That test or one similar could be utilized. From a policy standpoint, Dr. Feingold reminded the committee that if a student receives a grade C or lower that the school policy states that the student repeat the course. Students have two opportunities to pass the course and receive a grade of B- or above. She also reminded everyone that the policy is up to each advisor and department to enforce. Dr. Youk noted that she's sure she'll have C grades in the course. At the time of the meeting final grades were not yet calculated. She also noted that she brought the grading back to be 100-90 (A), 89-80 (B), and 79-70 (C).

If new students would all be required to complete an online BOST "readiness" test, the discussion of when they would complete it arose. If students complete it before they come to campus, how would this be communicated, monitored, etc? If students would complete the test when they arrive, what would students do who need remedial math preparation do as they could

not wait an entire year to complete BIOST. The idea of moving BIOST 2011 to the spring was brought up, as it would allow those students who need additional assistance complete a boot-camp or an undergrad math course. Dr. Feingold noted that the idea of moving other core courses around was being discussed.

Action: There are a broad range of alternatives and Dr. Feingold will draft a formal plan for the departments to consider. This will be discussed at the January 2016 EPCC meeting on 1/21.

### **CEPH Next Steps for Syllabi**

Dr. Feingold reported to the committee that the school received the final CEPH report earlier this fall. The report was very positive. She noted that the items that CEPH has notified us that need work are attainable and one is already being worked on (the MMPH program | CEPH criterion 2.6). Regarding the syllabi (also in criterion 2.6), CEPH would like us to have a higher standard across the board for the syllabi and to show that we have a system for reviewing, controlling, and standardizing syllabi. She noted that this could be completed by the EPCC, as the school level, or at the departmental level (curriculum committees). The advantage completing this at the departmental level would be that the faculty better understand the content, and it can be done on a rolling basis semester by semester. It was noted that some departments are already doing this. The standards for what is contained in a syllabus are available for faculty to review on the EPCC Syllabus Template, on the Web site. Robin noted that she will review the current EPCC Syllabus Template to ensure it is up to date.

CEPH is not too worried about program level competency mapping on syllabi. Dr. Feingold noted that if we would begin to add program level competencies to syllabi we'd end up with extremely long syllabi as many course in the school serve as requirements for multiple programs. However, Dr. Documet noted that she would like to discuss further how faculty can add a couple of mapped course level competencies to course syllabi. This item will be discussed at an upcoming EPCC meeting.

We will need to re-educate faculty on how to write proper learning objectives. Robin noted that we can add resources to the ECPP Web site, for instance Bloom's Taxonomy. Dr. Feingold noted that she'll need EPCC to propose and pass a policy. The policy will then need to go to the School Council for approval, and be implemented via a faculty memo that would include resources for faculty.

Action: Dr. Feingold will draft a policy for review at the January 2016 meeting.

## **Diversity Statement**

Dr. Documet updated the committee on the three options for a diversity statement proposed by the Faculty Diversity Committee (FDC). Faculty will have the option to add one of these three statements or draft their own to be included on course syllabi. This statement will not be made mandatory, but encouraged. The statement will be added as an option to the EPCC Syllabus Checklist and EPCC Syllabus Template. The committee approved the three options.

Action: Robin Leaf will upload the statement options to the EPCC Web site, as well as incorporate them into the EPCC Syllabus Template and EPCC Syllabus Checklist.

## **EPCC SOP**

The committee reviewed and discussed the draft Standard Operating Procedures document. As part of this discussion, Robin alerted the committee that a project for online/ web submissions for all EPCC matters, started a number of years ago, will be able to be worked on early in the coming year, with the assistance of the Dean's Office IT group. She will bring a draft outline of the form to the committee for review in a future meeting.

The committee members felt that the table on page one will be a useful tool when courses are reviewed by the committee. It was noted that changes to title, credit, component, or course descriptions must come past the committee. For elements like the title or description, we will devise a "short form" or abbreviated process for minor changes. When changes impact a large portion of course content, it is then when the course is to be brought for the full committee to review.

It was noted that the approval letters will need to be revised to ensure clarity for faculty and department liaisons to know when a course must come back to the committee for a full review, when a room can be reserved, and when a syllabus must be reviewed by only the EPCC chair and Educational Programs and Practicum Coordinator, Robin Leaf.

Action: The updates discussed during the meeting to the SOP will be made and reviewed at the January meeting.

## **WritePlacer Exam**

Dr. Julia Driessen wanted to discuss further WritePlacer, as her department (HPM) is struggling with what to do next. She noted that students are unclear about the value added of the exam, and asked what other departments were doing. The question was asked about the scoring,

specifically what was a low score and the lowest score. Robin Leaf explained to the committee members that the scoring is rubric based on a score of 1 (lowest) to 8 (highest). The next step of departments stepping in and the follow through of personalized assistance for students is up to each department.

Action: Continued discussion will occur at the January meeting, when Dr. Feingold is in attendance. Representatives are to report back to the committee what their department is doing as a next step to assist students with low WritePlacer scores.

### **Approval of November Meeting Minutes**

Action: The meeting minutes were approved with one minor misspelling to be corrected.

### **Summer Meeting Schedule (May - August)**

Action: Meetings to continue the 3<sup>rd</sup> Thursday of the month during May through August from 1:30-3:30 p.m. The meetings are set for:

- May 19,
- June 16,
- July 21 and
- August 18.

The meeting was adjourned at 2:56pm.

The next meeting is Thursday, January 21, 2016, 1:30-3:30 p.m. in room 110 Parran Hall.

### Future items for discussion/ action at upcoming meetings:

EPCC SOP

EPCC Syllabus Template

EPCC Web Form

Mapping Course Learning Objectives to Course Activities/ Lectures

Math Remediation Options

Policy for Syllabi Review at the Departmental Level

Review of Fall Core Course Evaluations

WritePlacer Diagnostic Test for New Students