Graduate School of Public Health
Educational Policies and Curriculum Committee
July 26, 2018
2 - 4pm
1149 Public Health

1. Report from the MPH committee, Martha Terry
2. Welcome and update to new committee members, Patricia and Robin
3. Review of spring core course evaluations, Patricia
4. Proposed revision and discussion to the school required academic integrity statement for syllabi, Patricia and Robin
5. Proposed revision and discussion to the duties of EPCC members, Patricia and Robin
6. Update and discussion on test optional policies, including recent ASPPH webinar on holistic admissions, Patricia and Robin
7. Preview of EPCC Web Forms, Robin
8. Approval of June 7 Meeting Minutes, All

Upcoming meetings | Fall term schedule:
September 6 [1:30-3:30 p.m.] - 1149 Public Health
October 4 [1:30-3:30 p.m.] - 1149 Public Health
November 1 [1:30-3:30 p.m.] - 1149 Public Health
December 6 [1:30-3:30 p.m.] - 1149 Public Health

Upcoming deadlines:
Declarations for Fall 2018 (2191) Courses
- Modified Courses | The deadline has past.
- New Courses | Last EPCC Meeting for submission: July 26. Paperwork due to Office of Student Affairs then to the Registrar by August 17.

Declarations for Spring 2019 (2194) Courses
- Modified Courses | Last EPCC Meeting for submission: October 4. Syllabus and forms due by COB Thursday, July 19. Paperwork due to Office of Student Affairs then to the Registrar by October 18.
- New Courses | Last EPCC Meeting for submission: December 6. Syllabus and forms due by COB Thursday, November 29. Paperwork due to Office of Student Affairs then to the Registrar by December 14.
### Semesters Offered | Overall teaching effectiveness OMET score

<table>
<thead>
<tr>
<th>Core Course &amp; Instructor</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
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* multiple sections

**OMET Question**

Instructor’s overall teaching effectiveness

**Data available from Fall 2011**

Express your judgment of the instructor’s overall teaching effectiveness

Scale 1-5
Copy of Spring 2018 - Martha Terry

BCHS 2509 - SOCL BEHVRL SCI & PUBLC HLTH - 1030 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 42
Responses Received 19
Response Rate 45.24%

Subject Details

<table>
<thead>
<tr>
<th>Name</th>
<th>BCHS 2509 - SOCL BEHVRL SCI &amp; PUBLC HLTH - 1030 - Lecture</th>
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<td>CAMPUS_CD</td>
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<td>SCHOOL_CD</td>
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<td>SECTION_NUMBER</td>
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<td>CLASS_ATTRIBUTE</td>
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</table>

First Name       Martha

Last Name        Terry

RANK_DESCR       Associate Professor

TENURE           NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date    Wed, May 02, 2018
## University Questions

### Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
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<tbody>
<tr>
<td></td>
<td>Mean</td>
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<tr>
<td>The instructor stimulated my thinking.</td>
<td>3.95</td>
</tr>
<tr>
<td>The instructor was enthusiastic about teaching the course.</td>
<td>4.58</td>
</tr>
<tr>
<td>The instructor presented the course in an organized manner.</td>
<td>3.79</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable participating.</td>
<td>4.28</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable seeking assistance.</td>
<td>4.00</td>
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<tr>
<td>The instructor provided helpful feedback.</td>
<td>3.74</td>
</tr>
<tr>
<td>Assignments contributed to my understanding of the subject.</td>
<td>3.89</td>
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</tbody>
</table>

### Instructor's overall teaching effectiveness

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Express your judgment of the instructor's overall teaching effectiveness.</td>
<td>3.89</td>
</tr>
</tbody>
</table>
The instructor stimulated my thinking.  
Strongly disagree (0.00%)  
Disagree (5.26%)  
Neutral (21.05%)  
Agree (47.37%)  
Strongly agree (26.32%)  
[Total (19)]

The instructor was enthusiastic about teaching the course.  
Strongly disagree (0.00%)  
Disagree (0.00%)  
Neutral (5.26%)  
Agree (31.58%)  
Strongly agree (63.16%)  
[Total (19)]

The instructor presented the course in an organized manner.  
Strongly disagree (0.00%)  
Disagree (0.00%)  
Neutral (36.84%)  
Agree (47.37%)  
Strongly agree (15.79%)  
[Total (19)]

The instructor maintained an environment where students felt comfortable participating.  
Strongly disagree (0.00%)  
Disagree (0.00%)  
Neutral (11.11%)  
Agree (50.00%)  
Strongly agree (38.89%)  
[Total (18)]

The instructor maintained an environment where students felt comfortable seeking assistance.  
Strongly disagree (0.00%)  
Disagree (10.53%)  
Neutral (15.79%)  
Agree (36.84%)  
Strongly agree (36.84%)  
[Total (19)]

Assignments contributed to my understanding of the subject.  
Strongly disagree (0.00%)  
Disagree (0.00%)  
Neutral (33.33%)  
Agree (44.44%)  
Strongly agree (22.22%)  
[Total (18)]

Instructor's overall teaching effectiveness:

Ineffective (0.00%)  
Only fair (5.26%)  
Competent (31.58%)  
Very good (31.58%)  
Excellent (31.58%)  
[Total (19)]
## GSPH Questions

### GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
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<tr>
<td>Course objectives were presented.</td>
<td>4.53</td>
</tr>
<tr>
<td>Stated objectives agreed with what was taught.</td>
<td>4.11</td>
</tr>
<tr>
<td>Course made a worthwhile contribution to my professional development.</td>
<td>3.53</td>
</tr>
<tr>
<td>Assigned work was appropriate to credits.</td>
<td>4.32</td>
</tr>
<tr>
<td>Course content reflected recent developments in the field.</td>
<td>3.84</td>
</tr>
<tr>
<td>Course content duplicated that of other courses I have taken.</td>
<td>2.84</td>
</tr>
<tr>
<td>Would you recommend this course to other students?</td>
<td>3.32</td>
</tr>
</tbody>
</table>
1. Course objectives were presented.
   - Hardy at all (0.00%)
   - To a small degree (21.05%)
   - To a moderate degree (26.32%)
   - To a considerable degree (31.58%)
   - To a very high degree (31.58%)
   [Total (19)]

2. Stated objectives agreed with what was taught.
   - Hardy at all (0.00%)
   - To a small degree (5.26%)
   - To a moderate degree (10.53%)
   - To a considerable degree (31.58%)
   - To a very high degree (31.58%)
   [Total (19)]

3. Course made a worthwhile contribution to my professional development.
   - Hardy at all (0.00%)
   - To a small degree (5.26%)
   - To a moderate degree (21.05%)
   - To a considerable degree (31.58%)
   - To a very high degree (31.58%)
   [Total (19)]

4. Assigned work was appropriate to credits.
   - Hardy at all (0.00%)
   - To a small degree (5.26%)
   - To a moderate degree (10.53%)
   - To a considerable degree (42.11%)
   - To a very high degree (47.37%)
   [Total (19)]

5. Course content reflected recent developments in the field.
   - Hardy at all (0.00%)
   - To a small degree (10.53%)
   - To a moderate degree (26.32%)
   - To a considerable degree (31.58%)
   - To a very high degree (31.58%)
   [Total (19)]

6. Course content duplicated that of other courses I have taken.
   - Hardy at all (21.05%)
   - To a small degree (26.32%)
   - To a moderate degree (15.79%)
   - To a considerable degree (21.05%)
   - To a very high degree (15.79%)
   [Total (19)]

7. Would you recommend this course to other students?
   - Hardy at all (10.53%)
   - To a small degree (15.79%)
   - To a moderate degree (31.58%)
   - To a considerable degree (15.79%)
   - To a very high degree (26.32%)
   [Total (19)]
Additional GSPH Course Items

I am taking this course as an elective.

Compared to other courses, in this course I have learned:

Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

Were the guest lecturers and/or multiple instructors used effectively?
Rate each of the following according to how much it contributed to your attainment of the course objectives.

1. Lectures
   - Very little (5.28%)
   - Moderate amount (47.37%)
   - Very much (47.37%)
   - [Total (19)]

2. Discussions
   - Very little (0.00%)
   - Moderate amount (42.11%)
   - Very much (57.89%)
   - [Total (19)]

3. Readings
   - Very little (33.33%)
   - Moderate amount (55.56%)
   - Very much (11.11%)
   - [Total (18)]

4. Audio-visuals
   - Very little (5.56%)
   - Moderate amount (72.22%)
   - Very much (22.22%)
   - [Total (18)]

5. Assignments (exams, projects, and written papers)
   - Very little (0.00%)
   - Moderate amount (63.16%)
   - Very much (36.84%)
   - [Total (19)]

6. Classroom activities
   - Very little (15.79%)
   - Moderate amount (52.63%)
   - Very much (31.58%)
   - [Total (19)]

7. Lab / Recitation
   - Very little (0.00%)
   - Moderate amount (100.00%)
   - Very much (0.00%)
   - [Total (1)]
Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLES STATISTICAL REASNING - 1020 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 55
Responses Received 37
Response Rate 67.27%

Subject Details

Name: BIOST 2011 - PRINCIPLES STATISTICAL REASNING - 1020 - Lecture
DEPARTMENT_CD: BIOST
CAMPUS_CD: PIT
SCHOOL_CD: PUBHL
CLASS_NBR: 27783
COURSE_NUMBER: 2011
SECTION_NUMBER: 1020
TERM_NUMBER: 2184
COURSE_TYPE: Lecture
CLASS_ATTRIBUTE
First Name: Shyamal
Last Name: Peddada
RANK_DESCR: Professor
TENURE: NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
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Creation Date: Wed, May 02, 2018
# University Questions

## Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

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<th>Question</th>
<th>Results</th>
<th>Mean</th>
<th>Response Count</th>
<th>Standard Deviation</th>
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<td>37</td>
<td>0.81</td>
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<tr>
<td>The instructor was enthusiastic about teaching the course.</td>
<td>4.54</td>
<td></td>
<td>37</td>
<td>0.77</td>
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<tr>
<td>The instructor presented the course in an organized manner.</td>
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<td>The instructor maintained an environment where students felt comfortable participating.</td>
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<tr>
<td>The instructor provided helpful feedback.</td>
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<td>0.91</td>
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<td>Assignments contributed to my understanding of the subject.</td>
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## Instructor’s overall teaching effectiveness

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<tr>
<td>Express your judgment of the instructor's overall teaching effectiveness.</td>
<td>3.81</td>
<td></td>
<td>37</td>
<td>0.91</td>
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</table>
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.
   - Strongly disagree (0.00%)
   - Disagree (5.41%)
   - Neutral (18.92%)
   - Agree (51.35%)
   - Strongly agree (24.32%)
   [Total (37)]

2. The instructor was enthusiastic about teaching the course.
   - Strongly disagree (0.00%)
   - Disagree (5.41%)
   - Neutral (0.00%)
   - Agree (29.73%)
   - Strongly agree (64.86%)
   [Total (37)]

3. The instructor presented the course in an organized manner.
   - Strongly disagree (2.78%)
   - Disagree (8.33%)
   - Neutral (19.44%)
   - Agree (41.67%)
   - Strongly agree (27.78%)
   [Total (36)]

4. The instructor maintained an environment where students felt comfortable participating.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (13.51%)
   - Agree (48.65%)
   - Strongly agree (37.84%)
   [Total (37)]

5. The instructor maintained an environment where students felt comfortable seeking assistance.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (8.11%)
   - Agree (43.24%)
   - Strongly agree (48.65%)
   [Total (37)]

6. The instructor provided helpful feedback.
   - Strongly disagree (0.00%)
   - Disagree (5.41%)
   - Neutral (24.32%)
   - Agree (35.14%)
   - Strongly agree (35.14%)
   [Total (37)]

7. Assignments contributed to my understanding of the subject.
   - Strongly disagree (0.00%)
   - Disagree (2.78%)
   - Neutral (2.78%)
   - Agree (38.89%)
   - Strongly agree (55.56%)
   [Total (36)]

Instructor's overall teaching effectiveness:

- Ineffective (0.00%)
- Only fair (10.81%)
- Competent (18.92%)
- Very good (48.65%)
- Excellent (21.62%)
[Total (37)]
## GSPH Questions

### GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

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<tr>
<td>Stated objectives agreed with what was taught.</td>
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<td>Course made a worthwhile contribution to my professional development.</td>
<td>3.74</td>
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<td>Assigned work was appropriate to credits.</td>
<td>4.15</td>
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<tr>
<td>Course content reflected recent developments in the field.</td>
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GSPH Course Items: Detailed Results

1. Course objectives were presented.

2. Stated objectives agreed with what was taught.

3. Course made a worthwhile contribution to my professional development.

4. Assigned work was appropriate to credits.

5. Course content reflected recent developments in the field.

6. Course content duplicated that of other courses I have taken.

7. Would you recommend this course to other students?
Additional GSPH Course Items

I am taking this course as an elective.

Compared to other courses, in this course I have learned:

Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

Were the guest lecturers and/or multiple instructors used effectively?
Rate each of the following according to how much it contributed to your attainment of the course objectives.

1. Lectures
   - Very little (8.82%)
   - Moderate amount (32.35%)
   - Very much (58.82%)
   [Total (34)]

2. Discussions
   - Very little (32.00%)
   - Moderate amount (40.03%)
   - Very much (27.97%)
   [Total (25)]

3. Readings
   - Very little (59.09%)
   - Moderate amount (27.27%)
   - Very much (13.64%)
   [Total (22)]

4. Audio-visuals
   - Very little (18.13%)
   - Moderate amount (40.91%)
   - Very much (40.91%)
   [Total (22)]

5. Assignments (exams, projects, and written papers)
   - Very little (2.94%)
   - Moderate amount (23.53%)
   - Very much (73.53%)
   [Total (34)]

6. Classroom activities
   - Very little (18.75%)
   - Moderate amount (43.75%)
   - Very much (37.50%)
   [Total (16)]

7. Lab / Recitation
   - Very little (34.43%)
   - Moderate amount (24.14%)
   - Very much (41.38%)
   [Total (29)]
Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLES STATISTICAL REASONING - 1030 - Recitation

2184- Teaching Survey Spring 2018
Total Enrollment 32
Responses Received 16
Response Rate 50.0%

Subject Details
Name  BIOST 2011 - PRINCIPLES STATISTICAL REASONING - 1030 - Recitation
DEPARTMENT_CD  BOST
CAMPUS_CD  PIT
SCHOOL_CD  PUBHL
CLASS_NBR  27784
COURSE_NUMBER  2011
SECTION_NUMBER  1030
TERM_NUMBER  2184
COURSE_TYPE  Recitation
CLASS_ATTRIBUTE
First Name  Shyamal
Last Name  Peddada
RANK_DESCR  Professor
TENURE  NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date  Wed, May 02, 2018
## RECITATION Questions

### Instructor Summary of Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>The recitation instructor was well-prepared for the recitations.</td>
<td>4.21 14 0.89</td>
</tr>
<tr>
<td>The recitation instructor appeared knowledgeable about course subject matter.</td>
<td>4.14 14 1.03</td>
</tr>
<tr>
<td>The recitation instructor clarified material covered in course lectures.</td>
<td>4.21 14 1.12</td>
</tr>
<tr>
<td>The recitation instructor showed interest in helping students understand the material.</td>
<td>4.38 13 0.65</td>
</tr>
<tr>
<td>The recitation instructor returned assignments within a reasonable amount of time.</td>
<td>4.75 12 0.45</td>
</tr>
<tr>
<td>The recitation instructor was concerned about students’ progress in the course.</td>
<td>4.00 14 0.96</td>
</tr>
<tr>
<td>The recitation instructor provided helpful answers to students’ questions.</td>
<td>4.00 14 1.30</td>
</tr>
<tr>
<td>The recitation instructor treated students with respect.</td>
<td>4.79 14 0.58</td>
</tr>
<tr>
<td>The recitation instructor provided constructive feedback on assignments.</td>
<td>3.75 12 1.54</td>
</tr>
<tr>
<td>The recitation instructor maintained an environment in which students felt comfortable asking questions.</td>
<td>4.57 14 0.65</td>
</tr>
<tr>
<td>The recitation instructor was available for help outside of the labs. Mark (NA) if you did not seek outside help.</td>
<td>4.50 4 0.58</td>
</tr>
<tr>
<td>The recitation instructor communicates effectively.</td>
<td>4.00 14 1.18</td>
</tr>
<tr>
<td>The recitation instructor comprehends students’ communication.</td>
<td>4.50 14 0.76</td>
</tr>
<tr>
<td>The recitation instructor led this recitation effectively.</td>
<td>4.14 14 1.17</td>
</tr>
</tbody>
</table>
1. The recitation instructor was well-prepared for the recitations.

2. The recitation instructor appeared knowledgeable about course subject matter.

3. The recitation instructor clarified material covered in course lectures.

4. The recitation instructor showed interest in helping students understand the material.

5. The recitation instructor returned assignments within a reasonable amount of time.

6. The recitation instructor was concerned about students' progress in the course.

7. The recitation instructor provided helpful answers to students' questions.

8. The recitation instructor treated students with respect.

9. The recitation instructor provided constructive feedback on assignments.

10. The recitation instructor maintained an environment in which students felt comfortable asking questions.
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*

12. The recitation instructor communicates effectively.

13. The recitation instructor comprehends students' communication.

14. The recitation instructor led this recitation effectively.
Did the recitations contribute to your learning in this course?

What grade do you expect in this recitation?

What grade do you expect in the course?

What percent of the recitations did you attend?
The material covered in recitation is well connected to the lectures.

Would you recommend this recitation instructor to other students who are going to take this course?
Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLES STATISTICAL REASNING - 1040 - Recitation

2184- Teaching Survey Spring 2018

Total Enrollment 13
Responses Received 5
Response Rate 38.46%

Subject Details

Name: BIOST 2011 - PRINCIPLES STATISTICAL REASNING - 1040 - Recitation

DEPARTMENT_CD: BIOST
CAMPUS_CD: PIT
SCHOOL_CD: PUBHL
CLASS_NBR: 27785
COURSE_NUMBER: 2011
SECTION_NUMBER: 1040
TERM_NUMBER: 2184
COURSE_TYPE: Recitation
CLASS_ATTRIBUTE: 
First Name: Shyamal
Last Name: Peddada
RANK_DESCR: Professor
TENURE: NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date: Wed, May 02, 2018
## RECITATION Questions

### Instructor Summary of Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
<th>Response Count</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The recitation instructor was well-prepared for the recitations.</td>
<td>3.00</td>
<td>4</td>
<td>1.83</td>
</tr>
<tr>
<td>The recitation instructor appeared knowledgeable about course subject matter.</td>
<td>3.75</td>
<td>4</td>
<td>1.89</td>
</tr>
<tr>
<td>The recitation instructor clarified material covered in course lectures.</td>
<td>3.75</td>
<td>4</td>
<td>1.50</td>
</tr>
<tr>
<td>The recitation instructor showed interest in helping students understand the material.</td>
<td>3.00</td>
<td>4</td>
<td>1.83</td>
</tr>
<tr>
<td>The recitation instructor returned assignments within a reasonable amount of time.</td>
<td>4.33</td>
<td>3</td>
<td>1.15</td>
</tr>
<tr>
<td>The recitation instructor was concerned about students' progress in the course.</td>
<td>3.50</td>
<td>4</td>
<td>1.29</td>
</tr>
<tr>
<td>The recitation instructor provided helpful answers to students' questions.</td>
<td>3.50</td>
<td>4</td>
<td>1.29</td>
</tr>
<tr>
<td>The recitation instructor treated students with respect.</td>
<td>4.75</td>
<td>4</td>
<td>0.50</td>
</tr>
<tr>
<td>The recitation instructor provided constructive feedback on assignments.</td>
<td>4.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor maintained an environment in which students felt comfortable asking questions.</td>
<td>4.50</td>
<td>4</td>
<td>0.58</td>
</tr>
<tr>
<td>The recitation instructor was available for help outside of the labs. <em>Mark (NA) if you did not seek outside help.</em></td>
<td>N/A</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>The recitation instructor communicates effectively.</td>
<td>3.50</td>
<td>4</td>
<td>1.29</td>
</tr>
<tr>
<td>The recitation instructor comprehends students' communication.</td>
<td>3.75</td>
<td>4</td>
<td>0.96</td>
</tr>
<tr>
<td>The recitation instructor led this recitation effectively.</td>
<td>3.00</td>
<td>4</td>
<td>1.83</td>
</tr>
</tbody>
</table>
1. The recitation instructor was well-prepared for the recitations.

2. The recitation instructor appeared knowledgeable about course subject matter.

3. The recitation instructor clarified material covered in course lectures.

4. The recitation instructor showed interest in helping students understand the material.

5. The recitation instructor returned assignments within a reasonable amount of time.

6. The recitation instructor was concerned about students' progress in the course.

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12. The recitation instructor communicates effectively.

13. The recitation instructor comprehends students' communication.

14. The recitation instructor led this recitation effectively.
Did the recitations contribute to your learning in this course?

What grade do you expect in the course?

What grade do you expect in this recitation?

What percent of the recitations did you attend?
The material covered in recitation is well connected to the lectures.

Would you recommend this recitation instructor to other students who are going to take this course?
Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLES STATISTICAL REASNING - 1045 - Recitation

2184- Teaching Survey Spring 2018
Total Enrollment 10
Responses Received 5
Response Rate 50.0%

Subject Details

<table>
<thead>
<tr>
<th>Name</th>
<th>BIOST 2011 - PRINCIPLES STATISTICAL REASNING - 1045 - Recitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT_CD</td>
<td>BIOST</td>
</tr>
<tr>
<td>CAMPUS_CD</td>
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<td>SCHOOL_CD</td>
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<tr>
<td>SECTION_NUMBER</td>
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<td>TERM_NUMBER</td>
<td>2184</td>
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<tr>
<td>COURSE_TYPE</td>
<td>Recitation</td>
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<tr>
<td>CLASS_ATTRIBUTE</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Shyamal</td>
</tr>
<tr>
<td>Last Name</td>
<td>Peddada</td>
</tr>
<tr>
<td>RANK_DESCR</td>
<td>Professor</td>
</tr>
<tr>
<td>TENURE</td>
<td>NT</td>
</tr>
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</table>

Report Comments

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- Additional QP Questions (if applicable)

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<tr>
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<th>Results</th>
<th>Mean</th>
<th>Response Count</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The recitation instructor was well-prepared for the recitations.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor appeared knowledgeable about course subject matter.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor clarified material covered in course lectures.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor showed interest in helping students understand the material.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor returned assignments within a reasonable amount of time.</td>
<td></td>
<td>4.50</td>
<td>2</td>
<td>0.71</td>
</tr>
<tr>
<td>The recitation instructor was concerned about students’ progress in the course.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor provided helpful answers to students’ questions.</td>
<td></td>
<td>4.67</td>
<td>3</td>
<td>0.58</td>
</tr>
<tr>
<td>The recitation instructor treated students with respect.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor provided constructive feedback on assignments.</td>
<td></td>
<td>5.00</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor maintained an environment in which students felt comfortable asking questions.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor was available for help outside of the labs. <em>Mark (NA) if you did not seek outside help.</em></td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor communicates effectively.</td>
<td></td>
<td>4.67</td>
<td>3</td>
<td>0.58</td>
</tr>
<tr>
<td>The recitation instructor comprehends students’ communication.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor led this recitation effectively.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
</tbody>
</table>
1. The recitation instructor was well-prepared for the recitations.

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8. The recitation instructor treated students with respect.

9. The recitation instructor provided constructive feedback on assignments.

10. The recitation instructor maintained an environment in which students felt comfortable asking questions.
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12. The recitation instructor communicates effectively.

13. The recitation instructor comprehends students' communication.

14. The recitation instructor led this recitation effectively.
Did the recitations contribute to your learning in this course?

- Not at all (0.00%)
- To a small degree (0.00%)
- To a moderate degree (20.00%)
- To a considerable degree (40.00%)
- To a very high degree (40.00%)

What grade do you expect in the course?

- A (80.00%)
- B (20.00%)
- C (0.00%)
- D (0.00%)
- F (0.00%)
- Other (0.00%)
- Credit/No Entry (0.00%)
- Audit (0.00%)

What grade do you expect in this recitation?

- A (100.00%)
- B (0.00%)
- C (0.00%)
- D (0.00%)
- F (0.00%)
- Other (0.00%)
- Credit/No Entry (0.00%)
- Audit (0.00%)

What percent of the recitations did you attend?

- Less than 25% (20.00%)
- 26-50% (0.00%)
- 51-75% (20.00%)
- 76-100% (60.00%)

Shyamal Peddada (BIOST 2011 - PRINCIPLS STATISTICAL REASONING - 1045 - Recitation)
The material covered in recitation is well connected to the lectures.

Would you recommend this recitation instructor to other students who are going to take this course?

Yes (100.00%)

[Total (5)]
Copy of Spring 2018 - Aaron Barchowsky

EOH 2013 - ENVIRONMENTAL HEALTH & DISEASE - 1030 - Lecture

2184- Teaching Survey Spring 2018
Total Enrollment 122
Responses Received 65
Response Rate 53.28%

Subject Details

<table>
<thead>
<tr>
<th>Name</th>
<th>EOH 2013 - ENVIRONMENTAL HEALTH &amp; DISEASE - 1030 - Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT_CD</td>
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</tr>
<tr>
<td>CAMPUS_CD</td>
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<td>SCHOOL_CD</td>
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<td>COURSE_NUMBER</td>
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<td>SECTION_NUMBER</td>
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<td>TERM_NUMBER</td>
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<td>COURSE_TYPE</td>
<td>Lecture</td>
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<td>CLASS_ATTRIBUTE</td>
<td>WEB</td>
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<tr>
<td>First Name</td>
<td>Aaron</td>
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<tr>
<td>Last Name</td>
<td>Barchowsky</td>
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<td>RANK_DESCR</td>
<td>Professor</td>
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<td>TENURE</td>
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</table>

Report Comments

Table of Contents:

Instructor and Course Survey Results:
- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date  Wed, May 02, 2018
### University Questions

#### Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Response Count</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor stimulated my thinking.</td>
<td>4.00</td>
<td>64</td>
<td>0.82</td>
</tr>
<tr>
<td>The instructor was enthusiastic about teaching the course.</td>
<td>4.22</td>
<td>64</td>
<td>0.74</td>
</tr>
<tr>
<td>The instructor presented the course in an organized manner.</td>
<td>4.39</td>
<td>64</td>
<td>0.66</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable participating.</td>
<td>4.16</td>
<td>64</td>
<td>0.76</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable seeking assistance.</td>
<td>4.27</td>
<td>64</td>
<td>0.86</td>
</tr>
<tr>
<td>The instructor provided helpful feedback.</td>
<td>3.97</td>
<td>64</td>
<td>0.99</td>
</tr>
<tr>
<td>Assignments contributed to my understanding of the subject.</td>
<td>4.14</td>
<td>63</td>
<td>0.91</td>
</tr>
</tbody>
</table>

#### Instructor's overall teaching effectiveness

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Response Count</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express your judgment of the instructor's overall teaching effectiveness.</td>
<td>4.08</td>
<td>65</td>
<td>0.74</td>
</tr>
</tbody>
</table>
1. The instructor stimulated my thinking.

2. The instructor was enthusiastic about teaching the course.

3. The instructor presented the course in an organized manner.

4. The instructor maintained an environment where students felt comfortable participating.

5. The instructor maintained an environment where students felt comfortable seeking assistance.

6. The instructor provided helpful feedback.

7. Assignments contributed to my understanding of the subject.

Instructor's overall teaching effectiveness:

- Ineffective (0.00%)
- Only fair (0.00%)
- Competent (23.08%)
- Very good (46.15%)
- Excellent (30.77%)

[Total (65)]
## GSPH Questions

### GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Response Count</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course objectives were presented.</td>
<td>4.33</td>
<td>63</td>
<td>0.67</td>
</tr>
<tr>
<td>Stated objectives agreed with what was taught.</td>
<td>4.40</td>
<td>62</td>
<td>0.64</td>
</tr>
<tr>
<td>Course made a worthwhile contribution to my professional development.</td>
<td>3.56</td>
<td>63</td>
<td>1.12</td>
</tr>
<tr>
<td>Assigned work was appropriate to credits.</td>
<td>4.37</td>
<td>63</td>
<td>0.73</td>
</tr>
<tr>
<td>Course content reflected recent developments in the field.</td>
<td>4.48</td>
<td>62</td>
<td>0.76</td>
</tr>
<tr>
<td>Course content duplicated that of other courses I have taken.</td>
<td>2.57</td>
<td>63</td>
<td>1.44</td>
</tr>
<tr>
<td>Would you recommend this course to other students?</td>
<td>3.72</td>
<td>64</td>
<td>1.05</td>
</tr>
</tbody>
</table>
GSPH Course Items: Detailed Results

1. Course objectives were presented.
   - Hardy at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (11.11%)
   - To a considerable degree (44.44%)
   - To a very high degree (44.44%)
   - Total (63)

2. Stated objectives agreed with what was taught.
   - Hardy at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (8.06%)
   - To a considerable degree (43.61%)
   - To a very high degree (48.33%)
   - Total (62)

3. Course made a worthwhile contribution to my professional development.
   - Hardy at all (4.76%)
   - To a small degree (12.76%)
   - To a moderate degree (26.98%)
   - To a considerable degree (33.05%)
   - To a very high degree (22.22%)
   - Total (63)

4. Assigned work was appropriate to credits.
   - Hardy at all (0.00%)
   - To a small degree (1.59%)
   - To a moderate degree (9.52%)
   - To a considerable degree (39.06%)
   - To a very high degree (49.21%)
   - Total (63)

5. Course content reflected recent developments in the field.
   - Hardy at all (0.00%)
   - To a small degree (3.23%)
   - To a moderate degree (6.45%)
   - To a considerable degree (29.06%)
   - To a very high degree (61.29%)
   - Total (62)

6. Course content duplicated that of other courses I have taken.
   - Hardy at all (30.16%)
   - To a small degree (26.98%)
   - To a moderate degree (14.29%)
   - To a considerable degree (12.90%)
   - To a very high degree (15.87%)
   - Total (63)

7. Would you recommend this course to other students?
   - Hardy at all (3.13%)
   - To a small degree (7.81%)
   - To a moderate degree (29.69%)
   - To a considerable degree (32.58%)
   - To a very high degree (26.56%)
   - Total (64)
Additional GSPH Course Items

I am taking this course as an elective.

Compared to other courses, in this course I have learned:

Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

Were the guest lecturers and/or multiple instructors used effectively?
Rate each of the following according to how much it contributed to your attainment of the course objectives.

1. Lectures
   - Very little (4.92%)
   - Moderate amount (26.23%)
   - Very much (68.85%)
   [Total (61)]

2. Discussions
   - Very little (13.33%)
   - Moderate amount (45.00%)
   - Very much (41.67%)
   [Total (60)]

3. Readings
   - Very little (3.23%)
   - Moderate amount (40.99%)
   - Very much (55.74%)
   [Total (61)]

4. Audio-visuals
   - Very little (8.70%)
   - Moderate amount (43.48%)
   - Very much (47.83%)
   [Total (46)]

5. Assignments (exams, projects, and written papers)
   - Very little (9.09%)
   - Moderate amount (41.82%)
   - Very much (49.09%)
   [Total (55)]

6. Classroom activities
   - Very little (17.24%)
   - Moderate amount (44.83%)
   - Very much (37.93%)
   [Total (29)]

7. Lab / Recitation
   - Very little (33.33%)
   - Moderate amount (33.33%)
   - Very much (33.33%)
   [Total (9)]
Copy of Spring 2018 - Alton James

HPM 2001 - HLTH POLC & MGT IN PUBLIC HLTH - 1070 - Lecture

2184- Teaching Survey Spring 2018
Total Enrollment 73
Responses Received 31
Response Rate 42.47%

Subject Details

<table>
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<th>Name</th>
<th>HPM 2001 - HLTH POLC &amp; MGT IN PUBLIC HLTH - 1070 - Lecture</th>
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</tr>
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<td>Professor</td>
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Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date    Wed, May 02, 2018
## University Questions

### Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>The instructor stimulated my thinking.</td>
<td>4.71</td>
</tr>
<tr>
<td>The instructor was enthusiastic about teaching the course.</td>
<td>4.74</td>
</tr>
<tr>
<td>The instructor presented the course in an organized manner.</td>
<td>4.68</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable participating.</td>
<td>4.65</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable seeking assistance.</td>
<td>4.68</td>
</tr>
<tr>
<td>The instructor provided helpful feedback.</td>
<td>4.42</td>
</tr>
<tr>
<td>Assignments contributed to my understanding of the subject.</td>
<td>4.52</td>
</tr>
</tbody>
</table>

### Instructor's overall teaching effectiveness

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Express your judgment of the instructor's overall teaching effectiveness.</td>
<td>4.58</td>
</tr>
</tbody>
</table>
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (0.00%)
   - Agree (29.03%)
   - Strongly agree (70.97%)
   [Total (31)]

2. The instructor was enthusiastic about teaching the course.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (0.00%)
   - Agree (25.81%)
   - Strongly agree (74.19%)
   [Total (31)]

3. The instructor presented the course in an organized manner.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (3.23%)
   - Agree (25.81%)
   - Strongly agree (70.97%)
   [Total (31)]

4. The instructor maintained an environment where students felt comfortable participating.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (0.00%)
   - Agree (35.48%)
   - Strongly agree (64.52%)
   [Total (31)]

5. The instructor maintained an environment where students felt comfortable seeking assistance.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (0.00%)
   - Agree (32.66%)
   - Strongly agree (67.44%)
   [Total (31)]

6. The instructor provided helpful feedback.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (9.68%)
   - Agree (38.71%)
   - Strongly agree (51.61%)
   [Total (31)]

7. Assignments contributed to my understanding of the subject.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (6.45%)
   - Agree (35.48%)
   - Strongly agree (58.06%)
   [Total (31)]

Instructor's overall teaching effectiveness:

- Ineffective (0.00%)
- Only fair (0.00%)
- Competent (3.23%)
- Very good (35.48%)
- Excellent (61.29%)
[Total (31)]

Alton James (HPM 2001 - HLTH POLC & MGT IN PUBLC HLTH - 1070 - Lecture)
## GSPH Questions

### GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Course objectives were presented.</td>
<td>4.68</td>
</tr>
<tr>
<td>Stated objectives agreed with what was taught.</td>
<td>4.77</td>
</tr>
<tr>
<td>Course made a worthwhile contribution to my professional development.</td>
<td>4.68</td>
</tr>
<tr>
<td>Assigned work was appropriate to credits.</td>
<td>4.70</td>
</tr>
<tr>
<td>Course content reflected recent developments in the field.</td>
<td>4.77</td>
</tr>
<tr>
<td>Course content duplicated that of other courses I have taken.</td>
<td>3.06</td>
</tr>
<tr>
<td>Would you recommend this course to other students?</td>
<td>4.61</td>
</tr>
</tbody>
</table>
GSPH Course Items: Detailed Results

1. Course objectives were presented.

2. Stated objectives agreed with what was taught.

3. Course made a worthwhile contribution to my professional development.

4. Assigned work was appropriate to credits.

5. Course content reflected recent developments in the field.

6. Course content duplicated that of other courses I have taken.

7. Would you recommend this course to other students?

Alton James (HPM 2001 - HLTH POLC & MGT IN PUBLIC HLTH - 1070 - Lecture)
Additional GSPH Course Items

I am taking this course as an elective.

Compared to other courses, in this course I have learned:

Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

Were the guest lecturers and/or multiple instructors used effectively?
Rate each of the following according to how much it contributed to your attainment of the course objectives.

1. Lectures
   - Very little (0.00%)
   - Moderate amount (13.33%)
   - Very much (86.67%)
   [Total (30)]

2. Discussions
   - Very little (8.00%)
   - Moderate amount (32.00%)
   - Very much (60.00%)
   [Total (25)]

3. Readings
   - Very little (17.24%)
   - Moderate amount (37.93%)
   - Very much (44.83%)
   [Total (29)]

4. Audio-visuals
   - Very little (3.70%)
   - Moderate amount (22.22%)
   - Very much (74.07%)
   [Total (27)]

5. Assignments (exams, projects, and written papers)
   - Very little (6.67%)
   - Moderate amount (30.00%)
   - Very much (63.33%)
   [Total (30)]

6. Classroom activities
   - Very little (8.33%)
   - Moderate amount (33.33%)
   - Very much (58.33%)
   [Total (12)]

7. Lab / Recitation
   - Very little (0.00%)
   - Moderate amount (60.00%)
   - Very much (40.00%)
   [Total (5)]
Copy of Spring 2018 - Jeremy Martinson

PUBHLT 2011 - ESSENTIALS OF PUBLIC HEALTH - 1030 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 73
Responses Received 38
Response Rate 52.05%

Subject Details

<table>
<thead>
<tr>
<th>Name</th>
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<td>Assistant Professor</td>
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Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018
# University Questions

## Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>The instructor stimulated my thinking.</td>
<td>4.22</td>
</tr>
<tr>
<td>The instructor was enthusiastic about teaching the course.</td>
<td>4.54</td>
</tr>
<tr>
<td>The instructor presented the course in an organized manner.</td>
<td>4.38</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable participating.</td>
<td>4.41</td>
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<tr>
<td>The instructor maintained an environment where students felt comfortable seeking assistance.</td>
<td>4.27</td>
</tr>
<tr>
<td>The instructor provided helpful feedback.</td>
<td>3.70</td>
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<tr>
<td>Assignments contributed to my understanding of the subject.</td>
<td>4.08</td>
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## Instructor's overall teaching effectiveness

<table>
<thead>
<tr>
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<th>Results</th>
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<tbody>
<tr>
<td></td>
<td>Mean</td>
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<tr>
<td>Express your judgment of the instructor's overall teaching effectiveness.</td>
<td>4.32</td>
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</table>
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (16.22%)
   - Agree (45.95%)
   - Strongly agree (37.84%)
   - Total (37)

2. The instructor was enthusiastic about teaching the course.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (8.11%)
   - Agree (29.73%)
   - Strongly agree (62.16%)
   - Total (37)

3. The instructor presented the course in an organized manner.
   - Strongly disagree (0.00%)
   - Disagree (2.70%)
   - Neutral (16.22%)
   - Agree (21.62%)
   - Strongly agree (59.46%)
   - Total (37)

4. The instructor maintained an environment where students felt comfortable participating.
   - Strongly disagree (0.00%)
   - Disagree (2.70%)
   - Neutral (5.41%)
   - Agree (40.54%)
   - Strongly agree (51.35%)
   - Total (37)

5. The instructor maintained an environment where students felt comfortable seeking assistance.
   - Strongly disagree (0.00%)
   - Disagree (2.70%)
   - Neutral (16.22%)
   - Agree (32.43%)
   - Strongly agree (48.65%)
   - Total (37)

6. The instructor provided helpful feedback.
   - Strongly disagree (2.70%)
   - Disagree (13.51%)
   - Neutral (16.22%)
   - Agree (35.14%)
   - Strongly agree (27.03%)
   - Total (37)

7. Assignments contributed to my understanding of the subject.
   - Strongly disagree (2.70%)
   - Disagree (2.70%)
   - Neutral (10.81%)
   - Agree (51.35%)
   - Strongly agree (32.43%)
   - Total (37)

Instructor's overall teaching effectiveness:

- Ineffective (0.00%)
- Only fair (0.00%)
- Competent (16.22%)
- Very good (35.14%)
- Excellent (48.65%)
- Total (37)
### GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

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<th>Results</th>
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<td>Stated objectives agreed with what was taught.</td>
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<td>Course made a worthwhile contribution to my professional development.</td>
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<td>Assigned work was appropriate to credits.</td>
<td>4.50</td>
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<td>Course content reflected recent developments in the field.</td>
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<td>Course content duplicated that of other courses I have taken.</td>
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<td>Would you recommend this course to other students?</td>
<td>3.69</td>
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</table>
1. Course objectives were presented.

2. Stated objectives agreed with what was taught.

3. Course made a worthwhile contribution to my professional development.

4. Assigned work was appropriate to credits.

5. Course content reflected recent developments in the field.

6. Course content duplicated that of other courses I have taken.

7. Would you recommend this course to other students?

Jeremy Martinson (PUBHLT 2011 - ESSENTIALS OF PUBLIC HEALTH - 1030 - Lecture)
Additional GSPH Course Items

I am taking this course as an elective.

Compared to other courses, in this course I have learned:

Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

Were the guest lecturers and/or multiple instructors used effectively?
Rate each of the following according to how much it contributed to your attainment of the course objectives.

1. Lectures
2. Discussions
3. Readings
4. Audio-visuals
5. Assignments (exams, projects, and written papers)
6. Classroom activities
7. Lab / Recitation
Copy of Spring 2018 - Elizabeth Felter

PUBHLT 2016 - CAPSTONE:PROBLEM SOLVING IN PH - 1040 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 31
Responses Received 22
Response Rate 70.97%

Subject Details

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Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date  Wed, May 02, 2018
### Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

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<tr>
<th>Question</th>
<th>Mean</th>
<th>Response Count</th>
<th>Standard Deviation</th>
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<td>The instructor stimulated my thinking.</td>
<td>3.59</td>
<td>22</td>
<td>1.10</td>
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<tr>
<td>The instructor was enthusiastic about teaching the course.</td>
<td>4.18</td>
<td>22</td>
<td>1.05</td>
</tr>
<tr>
<td>The instructor presented the course in an organized manner.</td>
<td>3.23</td>
<td>22</td>
<td>1.07</td>
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<tr>
<td>The instructor maintained an environment where students felt comfortable participating.</td>
<td>4.23</td>
<td>22</td>
<td>0.92</td>
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<tr>
<td>The instructor maintained an environment where students felt comfortable seeking assistance.</td>
<td>4.18</td>
<td>22</td>
<td>0.96</td>
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<tr>
<td>The instructor provided helpful feedback.</td>
<td>3.91</td>
<td>22</td>
<td>1.11</td>
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<tr>
<td>Assignments contributed to my understanding of the subject.</td>
<td>3.36</td>
<td>22</td>
<td>1.18</td>
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### Instructor's overall teaching effectiveness

<table>
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<th>Question</th>
<th>Mean</th>
<th>Response Count</th>
<th>Standard Deviation</th>
</tr>
</thead>
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<tr>
<td>Express your judgment of the instructor's overall teaching effectiveness.</td>
<td>3.59</td>
<td>22</td>
<td>1.10</td>
</tr>
</tbody>
</table>
1. The instructor stimulated my thinking.
   - Strongly disagree (4.55%)
   - Disagree (13.64%)
   - Neutral (18.18%)
   - Agree (45.45%)
   - Strongly agree (18.18%)
   [Total (22)]

2. The instructor was enthusiastic about teaching the course.
   - Strongly disagree (4.55%)
   - Disagree (0.00%)
   - Neutral (18.18%)
   - Agree (27.27%)
   - Strongly agree (50.00%)
   [Total (22)]

3. The instructor presented the course in an organized manner.
   - Strongly disagree (4.55%)
   - Disagree (18.18%)
   - Neutral (40.91%)
   - Agree (22.73%)
   - Strongly agree (13.64%)
   [Total (22)]

4. The instructor maintained an environment where students felt comfortable participating.
   - Strongly disagree (4.55%)
   - Disagree (0.00%)
   - Neutral (4.55%)
   - Agree (50.00%)
   - Strongly agree (40.91%)
   [Total (22)]

5. The instructor maintained an environment where students felt comfortable seeking assistance.
   - Strongly disagree (4.55%)
   - Disagree (9.09%)
   - Neutral (9.09%)
   - Agree (45.45%)
   - Strongly agree (40.91%)
   [Total (22)]

6. The instructor provided helpful feedback.
   - Strongly disagree (4.55%)
   - Disagree (9.09%)
   - Neutral (9.09%)
   - Agree (45.45%)
   - Strongly agree (31.82%)
   [Total (22)]

7. Assignments contributed to my understanding of the subject.
   - Strongly disagree (4.55%)
   - Disagree (27.27%)
   - Neutral (9.09%)
   - Agree (45.45%)
   - Strongly agree (13.64%)
   [Total (22)]

Instructor's overall teaching effectiveness:

- Ineffective (0.00%)
- Only fair (18.18%)
- Competent (31.82%)
- Very good (22.73%)
- Excellent (27.27%)
[Total (22)]
## GSPH Questions

### GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Course objectives were presented.</td>
<td>4.05</td>
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<tr>
<td>Stated objectives agreed with what was taught.</td>
<td>3.91</td>
</tr>
<tr>
<td>Course made a worthwhile contribution to my professional development.</td>
<td>2.91</td>
</tr>
<tr>
<td>Assigned work was appropriate to credits.</td>
<td>3.71</td>
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<tr>
<td>Course content reflected recent developments in the field.</td>
<td>3.18</td>
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<td>Course content duplicated that of other courses I have taken.</td>
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<td>Would you recommend this course to other students?</td>
<td>2.68</td>
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GSPH Course Items: Detailed Results

1. Course objectives were presented.

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<tr>
<td>To a small degree</td>
<td>4.55%</td>
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<tr>
<td>To a moderate degree</td>
<td>18.18%</td>
</tr>
<tr>
<td>To a considerable degree</td>
<td>31.82%</td>
</tr>
<tr>
<td>To a very high degree</td>
<td>31.82%</td>
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<td>Total</td>
<td>22</td>
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</table>

2. Stated objectives agreed with what was taught.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Hardly at all</td>
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<td>To a small degree</td>
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<td>22.73%</td>
</tr>
<tr>
<td>To a considerable degree</td>
<td>22.73%</td>
</tr>
<tr>
<td>To a very high degree</td>
<td>22.73%</td>
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<tr>
<td>Total</td>
<td>22</td>
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3. Course made a worthwhile contribution to my professional development.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Hardly at all</td>
<td>13.64%</td>
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<tr>
<td>To a small degree</td>
<td>22.73%</td>
</tr>
<tr>
<td>To a moderate degree</td>
<td>31.82%</td>
</tr>
<tr>
<td>To a considerable degree</td>
<td>9.09%</td>
</tr>
<tr>
<td>To a very high degree</td>
<td>9.09%</td>
</tr>
<tr>
<td>Total</td>
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</table>

4. Assigned work was appropriate to credits.

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<tbody>
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<td>4.76%</td>
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<tr>
<td>To a small degree</td>
<td>9.52%</td>
</tr>
<tr>
<td>To a moderate degree</td>
<td>19.05%</td>
</tr>
<tr>
<td>To a considerable degree</td>
<td>23.81%</td>
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<tr>
<td>To a very high degree</td>
<td>23.81%</td>
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5. Course content reflected recent developments in the field.

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<tr>
<td>To a small degree</td>
<td>9.09%</td>
</tr>
<tr>
<td>To a moderate degree</td>
<td>40.91%</td>
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<tr>
<td>To a considerable degree</td>
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<td>To a very high degree</td>
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6. Course content duplicated that of other courses I have taken.

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<td>9.09%</td>
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<tr>
<td>To a small degree</td>
<td>4.55%</td>
</tr>
<tr>
<td>To a moderate degree</td>
<td>22.73%</td>
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<tr>
<td>To a considerable degree</td>
<td>22.73%</td>
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<td>To a very high degree</td>
<td>22.73%</td>
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7. Would you recommend this course to other students?

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<th>Percentage</th>
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<td>27.27%</td>
</tr>
<tr>
<td>To a small degree</td>
<td>18.18%</td>
</tr>
<tr>
<td>To a moderate degree</td>
<td>22.73%</td>
</tr>
<tr>
<td>To a considerable degree</td>
<td>22.73%</td>
</tr>
<tr>
<td>To a very high degree</td>
<td>9.09%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
</tr>
</tbody>
</table>
Additional GSPH Course Items

I am taking this course as an elective.

Compared to other courses, in this course I have learned:

Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

Were the guest lecturers and/or multiple instructors used effectively?
Rate each of the following according to how much it contributed to your attainment of the course objectives.

1. Lectures
   - Very little (13.64%)
   - Moderate amount (54.55%)
   - Very much (31.82%)
   [Total (22)]

2. Discussions
   - Very little (9.09%)
   - Moderate amount (45.45%)
   - Very much (45.45%)
   [Total (22)]

3. Readings
   - Very little (27.73%)
   - Moderate amount (55.56%)
   - Very much (16.67%)
   [Total (18)]

4. Audio-visuals
   - Very little (4.76%)
   - Moderate amount (52.38%)
   - Very much (42.86%)
   [Total (21)]

5. Assignments (exams, projects, and written papers)
   - Very little (9.09%)
   - Moderate amount (50.00%)
   - Very much (40.91%)
   [Total (22)]

6. Classroom activities
   - Very little (13.64%)
   - Moderate amount (54.55%)
   - Very much (31.82%)
   [Total (22)]

7. Lab / Recitation
   - Very little (33.33%)
   - Moderate amount (33.33%)
   - Very much (33.33%)
   [Total (3)]
Copy of Spring 2018 - Elizabeth Felter

PUBHLT 2016 - CAPSTONE:PROBLEM SOLVING IN PH - 1060 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 26
Responses Received 17
Response Rate 65.38%

Subject Details

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<td>Elizabeth</td>
</tr>
<tr>
<td>Last Name</td>
<td>Felter</td>
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<td>TENURE</td>
<td>NT</td>
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Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date    Wed, May 02, 2018
### University Questions

#### Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Mean</th>
<th>Response Count</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor stimulated my thinking.</td>
<td></td>
<td>3.53</td>
<td>17</td>
<td>1.01</td>
</tr>
<tr>
<td>The instructor was enthusiastic about teaching the course.</td>
<td></td>
<td>4.06</td>
<td>17</td>
<td>0.66</td>
</tr>
<tr>
<td>The instructor presented the course in an organized manner.</td>
<td></td>
<td>3.18</td>
<td>17</td>
<td>1.19</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable participating.</td>
<td></td>
<td>3.94</td>
<td>17</td>
<td>0.97</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable seeking assistance.</td>
<td></td>
<td>4.24</td>
<td>17</td>
<td>0.83</td>
</tr>
<tr>
<td>The instructor provided helpful feedback.</td>
<td></td>
<td>3.94</td>
<td>17</td>
<td>1.03</td>
</tr>
<tr>
<td>Assignments contributed to my understanding of the subject.</td>
<td></td>
<td>3.47</td>
<td>17</td>
<td>0.94</td>
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</table>

#### Instructor's overall teaching effectiveness

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Mean</th>
<th>Response Count</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express your judgment of the instructor's overall teaching effectiveness.</td>
<td></td>
<td>3.35</td>
<td>17</td>
<td>1.00</td>
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</tbody>
</table>
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.
   - Strongly disagree (5.88%)
   - Disagree (5.88%)
   - Neutral (29.41%)
   - Agree (47.06%)
   - Strongly agree (11.76%)
   [Total (17)]

2. The instructor was enthusiastic about teaching the course.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (17.65%)
   - Agree (58.82%)
   - Strongly agree (23.53%)
   [Total (17)]

3. The instructor presented the course in an organized manner.
   - Strongly disagree (11.76%)
   - Disagree (11.76%)
   - Neutral (35.29%)
   - Agree (29.41%)
   - Strongly agree (11.76%)
   [Total (17)]

4. The instructor maintained an environment where students felt comfortable participating.
   - Strongly disagree (0.00%)
   - Disagree (11.76%)
   - Neutral (11.76%)
   - Agree (47.06%)
   - Strongly agree (29.41%)
   [Total (17)]

5. The instructor maintained an environment where students felt comfortable seeking assistance.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (23.53%)
   - Agree (29.41%)
   - Strongly agree (47.06%)
   [Total (17)]

6. The instructor provided helpful feedback.
   - Strongly disagree (0.00%)
   - Disagree (11.76%)
   - Neutral (17.65%)
   - Agree (35.29%)
   - Strongly agree (35.29%)
   [Total (17)]

7. Assignments contributed to my understanding of the subject.
   - Strongly disagree (5.88%)
   - Disagree (0.00%)
   - Neutral (47.06%)
   - Agree (35.29%)
   - Strongly agree (11.76%)
   [Total (17)]

Instructor's overall teaching effectiveness:
   - Ineffective (5.88%)
   - Only fair (11.76%)
   - Competent (29.41%)
   - Very good (47.06%)
   - Excellent (5.88%)
   [Total (17)]
## GSPH Questions

### GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Course objectives were presented.</td>
<td>4.00</td>
</tr>
<tr>
<td>Stated objectives agreed with what was taught.</td>
<td>3.63</td>
</tr>
<tr>
<td>Course made a worthwhile contribution to my professional development.</td>
<td>2.81</td>
</tr>
<tr>
<td>Assigned work was appropriate to credits.</td>
<td>3.75</td>
</tr>
<tr>
<td>Course content reflected recent developments in the field.</td>
<td>3.00</td>
</tr>
<tr>
<td>Course content duplicated that of other courses I have taken.</td>
<td>3.56</td>
</tr>
<tr>
<td>Would you recommend this course to other students?</td>
<td>2.44</td>
</tr>
</tbody>
</table>
GSPH Course Items: Detailed Results

1. Course objectives were presented.
   - Hardly at all (6.25%)
   - To a small degree (25.00%)
   - To a considerable degree (43.75%)
   - To a very high degree (31.25%)
   [Total (16)]

2. Stated objectives agreed with what was taught.
   - Hardly at all (6.25%)
   - To a small degree (6.25%)
   - To a moderate degree (37.50%)
   - To a considerable degree (18.75%)
   - To a very high degree (31.25%)
   [Total (16)]

3. Course made a worthwhile contribution to my professional development.
   - Hardly at all (12.50%)
   - To a small degree (31.25%)
   - To a moderate degree (31.25%)
   - To a considerable degree (12.50%)
   - To a very high degree (31.25%)
   [Total (16)]

4. Assigned work was appropriate to credits.
   - Hardly at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (43.75%)
   - To a considerable degree (18.75%)
   - To a very high degree (31.25%)
   [Total (16)]

5. Course content reflected recent developments in the field.
   - Hardly at all (12.50%)
   - To a small degree (18.75%)
   - To a moderate degree (37.50%)
   - To a considerable degree (12.50%)
   - To a very high degree (31.25%)
   [Total (16)]

6. Course content duplicated that of other courses I have taken.
   - Hardly at all (12.50%)
   - To a small degree (18.75%)
   - To a moderate degree (12.50%)
   - To a considerable degree (31.25%)
   - To a very high degree (31.25%)
   [Total (16)]

7. Would you recommend this course to other students?
   - Hardly at all (25.00%)
   - To a small degree (31.25%)
   - To a moderate degree (18.75%)
   - To a considerable degree (25.00%)
   - To a very high degree (0.00%)
   [Total (16)]
Additional GSPH Course Items

I am taking this course as an elective.

Compared to other courses, in this course I have learned:

Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

Were the guest lecturers and/or multiple instructors used effectively?
Rate each of the following according to how much it contributed to your attainment of the course objectives.

1. Lectures
   - Very little (31.25%)
   - Moderate amount (50.00%)
   - Very much (18.75%)
   [Total (16)]

2. Discussions
   - Very little (25.00%)
   - Moderate amount (37.50%)
   - Very much (37.50%)
   [Total (16)]

3. Readings
   - Very little (53.85%)
   - Moderate amount (23.08%)
   - Very much (23.08%)
   [Total (13)]

4. Audio-visuals
   - Very little (6.67%)
   - Moderate amount (53.33%)
   - Very much (40.00%)
   [Total (15)]

5. Assignments (exams, projects, and written papers)
   - Very little (12.50%)
   - Moderate amount (25.00%)
   - Very much (62.50%)
   [Total (16)]

6. Classroom activities
   - Very little (6.25%)
   - Moderate amount (31.25%)
   - Very much (62.50%)
   [Total (16)]

7. Lab / Recitation
   - Very little (25.00%)
   - Moderate amount (25.00%)
   - Very much (50.00%)
   [Total (4)]
### Semesters Offered | Overall teaching effectiveness OMET score

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<td>Ryan Minster</td>
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<td>Candy Kammerer</td>
<td>Candy Kammerer</td>
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<td>Elizabeth Felter</td>
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</table>

* multiple sections

OMET Question: Instructor’s overall teaching effectiveness

Data available from Fall 2011

Express your judgment of the instructor’s overall teaching effectiveness

Scale 1-5
Copy of Spring 2018 - Martha Terry

BCHS 2509 - SOCL BEHVRL SCI & PUBLC HLTH - 1030 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 42
Responses Received 19
Response Rate 45.24%

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<tr>
<td>RANK_DESCR</td>
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</tr>
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</table>

Report Comments

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  - Additional QP Questions (if applicable)

Creation Date   Wed, May 02, 2018
## University Questions

### Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>The instructor stimulated my thinking.</td>
<td>3.95</td>
</tr>
<tr>
<td>The instructor was enthusiastic about teaching the course.</td>
<td>4.58</td>
</tr>
<tr>
<td>The instructor presented the course in an organized manner.</td>
<td>3.79</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable participating.</td>
<td>4.28</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable seeking assistance.</td>
<td>4.00</td>
</tr>
<tr>
<td>The instructor provided helpful feedback.</td>
<td>3.74</td>
</tr>
<tr>
<td>Assignments contributed to my understanding of the subject.</td>
<td>3.89</td>
</tr>
</tbody>
</table>

### Instructor's overall teaching effectiveness

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Express your judgment of the instructor's overall teaching effectiveness.</td>
<td>3.89</td>
</tr>
</tbody>
</table>
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.
   - Strongly disagree (0.00%)
   - Disagree (5.26%)
   - Neutral (21.05%)
   - Agree (47.37%)
   - Strongly agree (26.32%)
   - Total (19)

2. The instructor was enthusiastic about teaching the course.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (5.26%)
   - Agree (31.58%)
   - Strongly agree (63.16%)
   - Total (19)

3. The instructor presented the course in an organized manner.
   - Strongly disagree (0.00%)
   - Disagree (10.53%)
   - Neutral (15.79%)
   - Agree (36.84%)
   - Strongly agree (36.84%)
   - Total (19)

4. The instructor maintained an environment where students felt comfortable participating.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (11.11%)
   - Agree (50.00%)
   - Strongly agree (38.89%)
   - Total (18)

5. The instructor maintained an environment where students felt comfortable seeking assistance.
   - Strongly disagree (0.00%)
   - Disagree (10.53%)
   - Neutral (15.79%)
   - Agree (36.84%)
   - Strongly agree (36.84%)
   - Total (19)

6. The instructor provided helpful feedback.
   - Strongly disagree (5.26%)
   - Disagree (10.53%)
   - Neutral (15.79%)
   - Agree (42.11%)
   - Strongly agree (26.32%)
   - Total (19)

7. Assignments contributed to my understanding of the subject.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (33.33%)
   - Agree (44.44%)
   - Strongly agree (22.22%)
   - Total (18)

Instructor's overall teaching effectiveness:

- Ineffective (0.00%)
- Only fair (5.26%)
- Competent (31.58%)
- Very good (31.58%)
- Excellent (31.58%)
- Total (19)
## GSPH Questions

### GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
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<tbody>
<tr>
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<td>Mean</td>
</tr>
<tr>
<td>Course objectives were presented.</td>
<td>4.53</td>
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<tr>
<td>Stated objectives agreed with what was taught.</td>
<td>4.11</td>
</tr>
<tr>
<td>Course made a worthwhile contribution to my professional development.</td>
<td>3.53</td>
</tr>
<tr>
<td>Assigned work was appropriate to credits.</td>
<td>4.32</td>
</tr>
<tr>
<td>Course content reflected recent developments in the field.</td>
<td>3.84</td>
</tr>
<tr>
<td>Course content duplicated that of other courses I have taken.</td>
<td>2.84</td>
</tr>
<tr>
<td>Would you recommend this course to other students?</td>
<td>3.32</td>
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</table>

Martha Terry (BCHS 2509 - SOCL BEHVRL SCI & PUBLIC HLTH - 1030 - Lecture)
GSPH Course Items: Detailed Results

1. Course objectives were presented.

2. Stated objectives agreed with what was taught.

3. Course made a worthwhile contribution to my professional development.

4. Assigned work was appropriate to credits.

5. Course content reflected recent developments in the field.

6. Course content duplicated that of other courses I have taken.

7. Would you recommend this course to other students?
Additional GSPH Course Items

I am taking this course as an elective.

Compared to other courses, in this course I have learned:

Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

Were the guest lecturers and/or multiple instructors used effectively?
Rate each of the following according to how much it contributed to your attainment of the course objectives.

1. Lectures
   - Very little (5.25%)
   - Moderate amount (47.37%)
   - Very much (47.37%)
   [Total (19)]

2. Discussions
   - Very little (0.00%)
   - Moderate amount (42.11%)
   - Very much (57.89%)
   [Total (19)]

3. Readings
   - Very little (33.33%)
   - Moderate amount (55.56%)
   - Very much (11.11%)
   [Total (18)]

4. Audio-visuals
   - Very little (5.56%)
   - Moderate amount (72.22%)
   - Very much (22.22%)
   [Total (18)]

5. Assignments (exams, projects, and written papers)
   - Very little (0.00%)
   - Moderate amount (63.16%)
   - Very much (36.84%)
   [Total (19)]

6. Classroom activities
   - Very little (15.79%)
   - Moderate amount (52.63%)
   - Very much (31.58%)
   [Total (19)]

7. Lab / Recitation
   - Very little (0.00%)
   - Moderate amount (100.00%)
   - Very much (0.00%)
   [Total (1)]
Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLES STATISTICAL REASNING - 1020 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 55
Responses Received 37
Response Rate 67.27%

Subject Details

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<td>First Name</td>
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<tr>
<td>Last Name</td>
<td>Peddada</td>
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<tr>
<td>RANK_DESCR</td>
<td>Professor</td>
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<td>TENURE</td>
<td>NT</td>
</tr>
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Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date  Wed, May 02, 2018
## University Questions

### Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
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<td></td>
<td>Mean</td>
</tr>
<tr>
<td>The instructor stimulated my thinking.</td>
<td>3.95</td>
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<tr>
<td>The instructor was enthusiastic about teaching the course.</td>
<td>4.54</td>
</tr>
<tr>
<td>The instructor presented the course in an organized manner.</td>
<td>3.83</td>
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<tr>
<td>The instructor maintained an environment where students felt comfortable participating.</td>
<td>4.24</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable seeking assistance.</td>
<td>4.41</td>
</tr>
<tr>
<td>The instructor provided helpful feedback.</td>
<td>4.00</td>
</tr>
<tr>
<td>Assignments contributed to my understanding of the subject.</td>
<td>4.47</td>
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</table>

### Instructor's overall teaching effectiveness

<table>
<thead>
<tr>
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<th>Results</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Express your judgment of the instructor's overall teaching effectiveness.</td>
<td>3.81</td>
</tr>
</tbody>
</table>
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.
   - Strongly disagree (0.00%)
   - Disagree (5.41%)
   - Neutral (18.92%)
   - Agree (51.35%)
   - Strongly agree (24.32%)
   [Total (37)]

2. The instructor was enthusiastic about teaching the course.
   - Strongly disagree (0.00%)
   - Disagree (5.41%)
   - Neutral (0.00%)
   - Agree (29.73%)
   - Strongly agree (64.06%)
   [Total (37)]

3. The instructor presented the course in an organized manner.
   - Strongly disagree (2.78%)
   - Disagree (8.33%)
   - Neutral (19.44%)
   - Agree (41.67%)
   - Strongly agree (27.78%)
   [Total (36)]

4. The instructor maintained an environment where students felt comfortable participating.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (13.51%)
   - Agree (48.65%)
   - Strongly agree (37.84%)
   [Total (37)]

5. The instructor maintained an environment where students felt comfortable seeking assistance.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (8.11%)
   - Agree (43.24%)
   - Strongly agree (48.65%)
   [Total (37)]

6. The instructor provided helpful feedback.
   - Strongly disagree (0.00%)
   - Disagree (5.41%)
   - Neutral (24.32%)
   - Agree (35.14%)
   - Strongly agree (35.14%)
   [Total (37)]

7. Assignments contributed to my understanding of the subject.
   - Strongly disagree (0.00%)
   - Disagree (2.78%)
   - Neutral (2.78%)
   - Agree (38.89%)
   - Strongly agree (55.56%)
   [Total (36)]

Instructor's overall teaching effectiveness:

- Ineffective (0.00%)
- Only fair (10.81%)
- Competent (18.92%)
- Very good (48.65%)
- Excellent (21.62%)
[Total (37)]
# GSPH Questions

## GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Course objectives were presented.</td>
<td>4.38</td>
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<tr>
<td>Stated objectives agreed with what was taught.</td>
<td>4.53</td>
</tr>
<tr>
<td>Course made a worthwhile contribution to my professional development.</td>
<td>3.74</td>
</tr>
<tr>
<td>Assigned work was appropriate to credits.</td>
<td>4.15</td>
</tr>
<tr>
<td>Course content reflected recent developments in the field.</td>
<td>3.52</td>
</tr>
<tr>
<td>Course content duplicated that of other courses I have taken.</td>
<td>2.82</td>
</tr>
<tr>
<td>Would you recommend this course to other students?</td>
<td>3.38</td>
</tr>
</tbody>
</table>
1. Course objectives were presented.

2. Stated objectives agreed with what was taught.

3. Course made a worthwhile contribution to my professional development.

4. Assigned work was appropriate to credits.

5. Course content reflected recent developments in the field.

6. Course content duplicated that of other courses I have taken.

7. Would you recommend this course to other students?
Additional GSPH Course Items

I am taking this course as an elective.

Compared to other courses, in this course I have learned:

Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

Were the guest lecturers and/or multiple instructors used effectively?
Rate each of the following according to how much it contributed to your attainment of the course objectives.

1. Lectures
   - Very little (8.82%)
   - Moderate amount (32.35%)
   - Very much (58.82%)
   [Total (34)]

2. Discussions
   - Very little (32.00%)
   - Moderate amount (40.00%)
   - Very much (28.00%)
   [Total (25)]

3. Readings
   - Very little (59.09%)
   - Moderate amount (27.27%)
   - Very much (13.64%)
   [Total (22)]

4. Audio-visuals
   - Very little (18.13%)
   - Moderate amount (40.91%)
   - Very much (40.91%)
   [Total (22)]

5. Assignments (exams, projects, and written papers)
   - Very little (2.94%)
   - Moderate amount (23.53%)
   - Very much (73.53%)
   [Total (34)]

6. Classroom activities
   - Very little (18.75%)
   - Moderate amount (43.75%)
   - Very much (37.50%)
   [Total (16)]

7. Lab / Recitation
   - Very little (34.43%)
   - Moderate amount (24.14%)
   - Very much (41.38%)
   [Total (29)]
Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLES STATISTICAL REASONING - 1030 - Recitation

2184- Teaching Survey Spring 2018
Total Enrollment 32
Responses Received 16
Response Rate 50.0%

<table>
<thead>
<tr>
<th>Subject Details</th>
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<tbody>
<tr>
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<td>RANK_DESCR</td>
<td>Professor</td>
</tr>
<tr>
<td>TENURE</td>
<td>NT</td>
</tr>
</tbody>
</table>

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date  Wed, May 02, 2018
### RECITATION Questions

#### Instructor Summary of Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
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<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>The recitation instructor was well-prepared for the recitations.</td>
<td>4.21</td>
</tr>
<tr>
<td>The recitation instructor appeared knowledgeable about course subject matter.</td>
<td>4.14</td>
</tr>
<tr>
<td>The recitation instructor clarified material covered in course lectures.</td>
<td>4.21</td>
</tr>
<tr>
<td>The recitation instructor showed interest in helping students understand the material.</td>
<td>4.38</td>
</tr>
<tr>
<td>The recitation instructor returned assignments within a reasonable amount of time.</td>
<td>4.75</td>
</tr>
<tr>
<td>The recitation instructor was concerned about students’ progress in the course.</td>
<td>4.00</td>
</tr>
<tr>
<td>The recitation instructor provided helpful answers to students’ questions.</td>
<td>4.00</td>
</tr>
<tr>
<td>The recitation instructor treated students with respect.</td>
<td>4.79</td>
</tr>
<tr>
<td>The recitation instructor provided constructive feedback on assignments.</td>
<td>3.75</td>
</tr>
<tr>
<td>The recitation instructor maintained an environment in which students felt comfortable asking questions.</td>
<td>4.57</td>
</tr>
<tr>
<td>The recitation instructor was available for help outside of the labs. Mark (NA) if you did not seek outside help.</td>
<td>4.50</td>
</tr>
<tr>
<td>The recitation instructor communicates effectively.</td>
<td>4.00</td>
</tr>
<tr>
<td>The recitation instructor comprehends students’ communication.</td>
<td>4.50</td>
</tr>
<tr>
<td>The recitation instructor led this recitation effectively.</td>
<td>4.14</td>
</tr>
</tbody>
</table>

Shyamal Peddada (BIOST 2011 - PRINCIPLS STATISTICAL REASNING - 1030 - Recitation)
Instructor Evaluation: Detailed Results

1. The recitation instructor was well-prepared for the recitations.
   - Hardly at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (28.57%)
   - To a considerable degree (21.43%)
   - To a very high degree (50.00%)
   [Total (14)]

2. The recitation instructor appeared knowledgeable about course subject matter.
   - Hardly at all (0.00%)
   - To a small degree (7.14%)
   - To a moderate degree (21.43%)
   - To a considerable degree (21.43%)
   - To a very high degree (50.00%)
   [Total (14)]

3. The recitation instructor clarified material covered in course lectures.
   - Hardly at all (7.14%)
   - To a small degree (0.00%)
   - To a moderate degree (7.14%)
   - To a considerable degree (35.71%)
   - To a very high degree (50.00%)
   [Total (14)]

4. The recitation instructor showed interest in helping students understand the material.
   - Hardly at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (7.14%)
   - To a considerable degree (46.15%)
   - To a very high degree (46.15%)
   [Total (13)]

5. The recitation instructor returned assignments within a reasonable amount of time.
   - Hardly at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (0.00%)
   - To a considerable degree (25.71%)
   - To a very high degree (75.00%)
   [Total (12)]

6. The recitation instructor was concerned about students' progress in the course.
   - Hardly at all (0.00%)
   - To a small degree (7.14%)
   - To a moderate degree (21.43%)
   - To a considerable degree (35.71%)
   - To a very high degree (35.71%)
   [Total (14)]

7. The recitation instructor provided helpful answers to students' questions.
   - Hardly at all (7.14%)
   - To a small degree (7.14%)
   - To a moderate degree (14.29%)
   - To a considerable degree (21.43%)
   - To a very high degree (50.00%)
   [Total (14)]

8. The recitation instructor treated students with respect.
   - Hardly at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (7.14%)
   - To a considerable degree (7.14%)
   - To a very high degree (85.71%)
   [Total (14)]

9. The recitation instructor provided constructive feedback on assignments.
   - Hardly at all (16.67%)
   - To a small degree (0.00%)
   - To a moderate degree (25.00%)
   - To a considerable degree (8.57%)
   - To a very high degree (50.00%)
   [Total (12)]

10. The recitation instructor maintained an environment in which students felt comfortable asking questions.
    - Hardly at all (0.00%)
    - To a small degree (0.00%)
    - To a moderate degree (7.14%)
    - To a considerable degree (21.43%)
    - To a very high degree (64.29%)
    [Total (14)]
Instructor Evaluation: Detailed Results (continued)

11. The recitation instructor was available for help outside of the labs. Mark (NA) if you did not seek outside help.

12. The recitation instructor communicates effectively.

13. The recitation instructor comprehends students' communication.

14. The recitation instructor led this recitation effectively.
Did the recitations contribute to your learning in this course?

What grade do you expect in the course?

What grade do you expect in this recitation?

What percent of the recitations did you attend?
The material covered in recitation is well connected to the lectures.

Would you recommend this recitation instructor to other students who are going to take this course?
Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLES STATISTICAL REASONING - 1040 - Recitation

2184- Teaching Survey Spring 2018
Total Enrollment 13
Responses Received 5
Response Rate 38.46%

Subject Details

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<tr>
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<th>BIOST 2011 - PRINCIPLES STATISTICAL REASONING - 1040 - Recitation</th>
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Report Comments

Table of Contents:

Instructor and Course Survey Results:
- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018
## Instructor Summary of Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
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<tbody>
<tr>
<td><strong>Mean</strong></td>
<td><strong>Response Count</strong></td>
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<tr>
<td>The recitation instructor was well-prepared for the recitations.</td>
<td>3.00</td>
</tr>
<tr>
<td>The recitation instructor appeared knowledgeable about course subject matter.</td>
<td>3.75</td>
</tr>
<tr>
<td>The recitation instructor clarified material covered in course lectures.</td>
<td>3.75</td>
</tr>
<tr>
<td>The recitation instructor showed interest in helping students understand the material.</td>
<td>3.00</td>
</tr>
<tr>
<td>The recitation instructor returned assignments within a reasonable amount of time.</td>
<td>4.33</td>
</tr>
<tr>
<td>The recitation instructor was concerned about students’ progress in the course.</td>
<td>3.50</td>
</tr>
<tr>
<td>The recitation instructor provided helpful answers to students’ questions.</td>
<td>3.50</td>
</tr>
<tr>
<td>The recitation instructor treated students with respect.</td>
<td>4.75</td>
</tr>
<tr>
<td>The recitation instructor provided constructive feedback on assignments.</td>
<td>4.00</td>
</tr>
<tr>
<td>The recitation instructor maintained an environment in which students felt comfortable asking questions.</td>
<td>4.50</td>
</tr>
<tr>
<td>The recitation instructor was available for help outside of the labs. <em>Mark (NA) if you did not seek outside help.</em></td>
<td>N/A</td>
</tr>
<tr>
<td>The recitation instructor communicates effectively.</td>
<td>3.50</td>
</tr>
<tr>
<td>The recitation instructor comprehends students’ communication.</td>
<td>3.75</td>
</tr>
<tr>
<td>The recitation instructor led this recitation effectively.</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Instructor Evaluation: Detailed Results

1. The recitation instructor was well-prepared for the recitations.

<table>
<thead>
<tr>
<th>Hardly at all (25.00%)</th>
<th>To a small degree (25.00%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a moderate degree (25.00%)</td>
<td>To a considerable degree (25...</td>
</tr>
<tr>
<td>To a very high degree (50.00%)</td>
<td></td>
</tr>
</tbody>
</table>
   [ Total (4) ]

2. The recitation instructor appeared knowledgeable about course subject matter.

<table>
<thead>
<tr>
<th>Hardly at all (25.00%)</th>
<th>To a small degree (25.00%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a moderate degree (0.00%)</td>
<td>To a considerable degree (25...</td>
</tr>
<tr>
<td>To a very high degree (50.00%)</td>
<td></td>
</tr>
</tbody>
</table>
   [ Total (4) ]

3. The recitation instructor clarified material covered in course lectures.

<table>
<thead>
<tr>
<th>Hardly at all (0.00%)</th>
<th>To a small degree (50.00%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a moderate degree (25.00%)</td>
<td>To a considerable degree (0...</td>
</tr>
<tr>
<td>To a very high degree (66.67%)</td>
<td></td>
</tr>
</tbody>
</table>
   [ Total (3) ]

4. The recitation instructor showed interest in helping students understand the material.

<table>
<thead>
<tr>
<th>Hardly at all (25.00%)</th>
<th>To a small degree (25.00%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a moderate degree (25.00%)</td>
<td>To a considerable degree (25...</td>
</tr>
<tr>
<td>To a very high degree (25.00%)</td>
<td></td>
</tr>
</tbody>
</table>
   [ Total (4) ]

5. The recitation instructor returned assignments within a reasonable amount of time.

<table>
<thead>
<tr>
<th>Hardly at all (0.00%)</th>
<th>To a small degree (0.00%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a moderate degree (33.33%)</td>
<td>To a considerable degree (0...</td>
</tr>
<tr>
<td>To a very high degree (66.67%)</td>
<td></td>
</tr>
</tbody>
</table>
   [ Total (3) ]

6. The recitation instructor was concerned about students' progress in the course.

<table>
<thead>
<tr>
<th>Hardly at all (0.00%)</th>
<th>To a small degree (0.00%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a moderate degree (25.00%)</td>
<td>To a considerable degree (25...</td>
</tr>
<tr>
<td>To a very high degree (25.00%)</td>
<td></td>
</tr>
</tbody>
</table>
   [ Total (4) ]

7. The recitation instructor provided helpful answers to students' questions.

<table>
<thead>
<tr>
<th>Hardly at all (0.00%)</th>
<th>To a small degree (25.00%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a moderate degree (25.00%)</td>
<td>To a considerable degree (25...</td>
</tr>
<tr>
<td>To a very high degree (25.00%)</td>
<td></td>
</tr>
</tbody>
</table>
   [ Total (4) ]

8. The recitation instructor treated students with respect.

<table>
<thead>
<tr>
<th>Hardly at all (0.00%)</th>
<th>To a small degree (0.00%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a moderate degree (0.00%)</td>
<td>To a considerable degree (25...</td>
</tr>
<tr>
<td>To a very high degree (75.00%)</td>
<td></td>
</tr>
</tbody>
</table>
   [ Total (4) ]

9. The recitation instructor provided constructive feedback on assignments.

<table>
<thead>
<tr>
<th>Hardly at all (0.00%)</th>
<th>To a small degree (0.00%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a moderate degree (0.00%)</td>
<td>To a considerable degree (10...</td>
</tr>
<tr>
<td>To a very high degree (0.00%)</td>
<td></td>
</tr>
</tbody>
</table>
   [ Total (3) ]

10. The recitation instructor maintained an environment in which students felt comfortable asking questions.

    | Hardly at all (0.00%) | To a small degree (0.00%) |
    |---|---|
    | To a moderate degree (0.00%) | To a considerable degree (50... |
    | To a very high degree (50.00%) |
    [ Total (4) ]
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*

![Graph showing availability of the recitation instructor.](image1)

12. The recitation instructor communicates effectively.

![Graph showing communication effectiveness.](image2)

13. The recitation instructor comprehends students' communication.

![Graph showing comprehension of students' communication.](image3)

14. The recitation instructor led this recitation effectively.

![Graph showing effectiveness of recitation.](image4)
Did the recitations contribute to your learning in this course?

What grade do you expect in the course?

What grade do you expect in this recitation?

What percent of the recitations did you attend?
The material covered in recitation is well connected to the lectures.

Would you recommend this recitation instructor to other students who are going to take this course?
Copy of Spring 2018 - Shyamal Peddada

BIOST 2011 - PRINCIPLES STATISTICAL REASNING - 1045 - Recitation

2184- Teaching Survey Spring 2018
Total Enrollment 10
Responses Received 5
Response Rate 50.0%

Subject Details
Name BIOST 2011 - PRINCIPLES STATISTICAL REASNING - 1045 - Recitation
DEPARTMENT_CD BIOST
CAMPUS_CD PIT
SCHOOL_CD PUBHL
CLASS_NBR 31808
COURSE_NUMBER 2011
SECTION_NUMBER 1045
TERM_NUMBER 2184
COURSE_TYPE Recitation
CLASS_ATTRIBUTE
First Name Shyamal
Last Name Peddada
RANK_DESCR Professor
TENURE NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018
## RECITATION Questions

### Instructor Summary of Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Mean</th>
<th>Response Count</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The recitation instructor was well-prepared for the recitations.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor appeared knowledgeable about course subject matter.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor clarified material covered in course lectures.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor showed interest in helping students understand the material.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor returned assignments within a reasonable amount of time.</td>
<td></td>
<td>4.50</td>
<td>2</td>
<td>0.71</td>
</tr>
<tr>
<td>The recitation instructor was concerned about students’ progress in the course.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor provided helpful answers to students’ questions.</td>
<td></td>
<td>4.67</td>
<td>3</td>
<td>0.58</td>
</tr>
<tr>
<td>The recitation instructor treated students with respect.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor provided constructive feedback on assignments.</td>
<td></td>
<td>5.00</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor maintained an environment in which students felt comfortable asking questions.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor was available for help outside of the labs. Mark (NA) if you did not seek outside help.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor communicates effectively.</td>
<td></td>
<td>4.67</td>
<td>3</td>
<td>0.58</td>
</tr>
<tr>
<td>The recitation instructor comprehends students’ communication.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>The recitation instructor led this recitation effectively.</td>
<td></td>
<td>5.00</td>
<td>3</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Instructor Evaluation: Detailed Results

1. The recitation instructor was well-prepared for the recitations.
   - Hardly at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (0.00%)
   - To a considerable degree (0.00%)
   - To a very high degree (100.00%)
   [ Total (3) ]

2. The recitation instructor appeared knowledgeable about course subject matter.
   - Hardly at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (0.00%)
   - To a considerable degree (0.00%)
   - To a very high degree (100.00%)
   [ Total (3) ]

3. The recitation instructor clarified material covered in course lectures.
   - Hardly at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (0.00%)
   - To a considerable degree (50.00%)
   - To a very high degree (50.00%)
   [ Total (2) ]

4. The recitation instructor showed interest in helping students understand the material.
   - Hardly at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (0.00%)
   - To a considerable degree (0.00%)
   - To a very high degree (100.00%)
   [ Total (3) ]

5. The recitation instructor returned assignments within a reasonable amount of time.
   - Hardly at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (0.00%)
   - To a considerable degree (33.33%)
   - To a very high degree (66.67%)
   [ Total (3) ]

6. The recitation instructor was concerned about students' progress in the course.
   - Hardly at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (0.00%)
   - To a considerable degree (0.00%)
   - To a very high degree (100.00%)
   [ Total (3) ]

7. The recitation instructor provided helpful answers to students' questions.
   - Hardly at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (0.00%)
   - To a considerable degree (33.33%)
   - To a very high degree (66.67%)
   [ Total (3) ]

8. The recitation instructor treated students with respect.
   - Hardly at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (0.00%)
   - To a considerable degree (0.00%)
   - To a very high degree (100.00%)
   [ Total (3) ]

9. The recitation instructor provided constructive feedback on assignments.
   - Hardly at all (0.00%)
   - To a small degree (0.00%)
   - To a moderate degree (0.00%)
   - To a considerable degree (0.00%)
   - To a very high degree (100.00%)
   [ Total (2) ]

10. The recitation instructor maintained an environment in which students felt comfortable asking questions.
    - Hardly at all (0.00%)
    - To a small degree (0.00%)
    - To a moderate degree (0.00%)
    - To a considerable degree (0.00%)
    - To a very high degree (100.00%)
    [ Total (3) ]
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*

12. The recitation instructor communicates effectively.

13. The recitation instructor comprehends students' communication.

14. The recitation instructor led this recitation effectively.
Did the recitations contribute to your learning in this course?

What grade do you expect in the course?

What grade do you expect in this recitation?

What percent of the recitations did you attend?
The material covered in recitation is well connected to the lectures.

Would you recommend this recitation instructor to other students who are going to take this course?
Copy of Spring 2018 - Aaron Barchowsky

EOH 2013 - ENVIRONMENTAL HEALTH & DISEASE - 1030 - Lecture

2184- Teaching Survey Spring 2018

Total Enrollment 122
Responses Received 65
Response Rate 53.28%

Subject Details

Name                EOH 2013 - ENVIRONMENTAL HEALTH & DISEASE - 1030 - Lecture
DEPARTMENT_CD      EOH
CAMPUS_CD          PIT
SCHOOL_CD          PUBHL
CLASS_NBR          14007
COURSE_NUMBER      2013
SECTION_NUMBER     1030
TERM_NUMBER        2184
COURSE_TYPE        Lecture
CLASS_ATTRIBUTE    WEB
First Name          Aaron
Last Name           Barchowsky
RANK_DESCR         Professor
TENURE             T

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date     Wed, May 02, 2018
## Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Mean</th>
<th>Response</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor stimulated my thinking.</td>
<td></td>
<td>4.00</td>
<td>64</td>
<td>0.82</td>
</tr>
<tr>
<td>The instructor was enthusiastic about teaching the course.</td>
<td></td>
<td>4.22</td>
<td>64</td>
<td>0.74</td>
</tr>
<tr>
<td>The instructor presented the course in an organized manner.</td>
<td></td>
<td>4.39</td>
<td>64</td>
<td>0.66</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable participating.</td>
<td></td>
<td>4.16</td>
<td>64</td>
<td>0.76</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable seeking assistance.</td>
<td></td>
<td>4.27</td>
<td>64</td>
<td>0.86</td>
</tr>
<tr>
<td>The instructor provided helpful feedback.</td>
<td></td>
<td>3.97</td>
<td>64</td>
<td>0.99</td>
</tr>
<tr>
<td>Assignments contributed to my understanding of the subject.</td>
<td></td>
<td>4.14</td>
<td>63</td>
<td>0.91</td>
</tr>
</tbody>
</table>

## Instructor's overall teaching effectiveness

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th>Mean</th>
<th>Response</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express your judgment of the instructor's overall teaching effectiveness.</td>
<td></td>
<td>4.08</td>
<td>65</td>
<td>0.74</td>
</tr>
</tbody>
</table>
## Instructor Items: Detailed Results

1. The instructor stimulated my thinking.

<table>
<thead>
<tr>
<th>Strongly disagree (1.56%)</th>
<th>Disagree (0.00%)</th>
<th>Neutral (23.44%)</th>
<th>Agree (46.88%)</th>
<th>Strongly agree (29.13%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ Total (64) ]</td>
<td>50%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. The instructor was enthusiastic about teaching the course.

<table>
<thead>
<tr>
<th>Strongly disagree (0.00%)</th>
<th>Disagree (1.56%)</th>
<th>Neutral (14.06%)</th>
<th>Agree (45.31%)</th>
<th>Strongly agree (39.06%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ Total (64) ]</td>
<td>50%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. The instructor presented the course in an organized manner.

<table>
<thead>
<tr>
<th>Strongly disagree (0.00%)</th>
<th>Disagree (0.00%)</th>
<th>Neutral (9.38%)</th>
<th>Agree (42.19%)</th>
<th>Strongly agree (48.44%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ Total (64) ]</td>
<td>50%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. The instructor maintained an environment where students felt comfortable participating.

<table>
<thead>
<tr>
<th>Strongly disagree (0.00%)</th>
<th>Disagree (0.00%)</th>
<th>Neutral (21.88%)</th>
<th>Agree (40.63%)</th>
<th>Strongly agree (37.50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ Total (64) ]</td>
<td>50%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. The instructor maintained an environment where students felt comfortable seeking assistance.

<table>
<thead>
<tr>
<th>Strongly disagree (1.56%)</th>
<th>Disagree (1.56%)</th>
<th>Neutral (12.50%)</th>
<th>Agree (37.50%)</th>
<th>Strongly agree (46.88%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ Total (64) ]</td>
<td>50%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. The instructor provided helpful feedback.

<table>
<thead>
<tr>
<th>Strongly disagree (0.00%)</th>
<th>Disagree (9.38%)</th>
<th>Neutral (21.88%)</th>
<th>Agree (31.25%)</th>
<th>Strongly agree (37.50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ Total (64) ]</td>
<td>50%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Assignments contributed to my understanding of the subject.

<table>
<thead>
<tr>
<th>Strongly disagree (1.59%)</th>
<th>Disagree (6.35%)</th>
<th>Neutral (6.35%)</th>
<th>Agree (47.62%)</th>
<th>Strongly agree (38.10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ Total (63) ]</td>
<td>50%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Instructor's overall teaching effectiveness:

- Ineffective (0.00%)
- Only fair (0.00%)
- Competent (23.08%)
- Very good (46.15%)
- Excellent (30.77%)

[ Total (65) ]
# GSPH Questions

## GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Course objectives were presented.</td>
<td>4.33</td>
</tr>
<tr>
<td>Stated objectives agreed with what was taught.</td>
<td>4.40</td>
</tr>
<tr>
<td>Course made a worthwhile contribution to my professional development.</td>
<td>3.56</td>
</tr>
<tr>
<td>Assigned work was appropriate to credits.</td>
<td>4.37</td>
</tr>
<tr>
<td>Course content reflected recent developments in the field.</td>
<td>4.48</td>
</tr>
<tr>
<td>Course content duplicated that of other courses I have taken.</td>
<td>2.57</td>
</tr>
<tr>
<td>Would you recommend this course to other students?</td>
<td>3.72</td>
</tr>
</tbody>
</table>
1. Course objectives were presented.

2. Stated objectives agreed with what was taught.

3. Course made a worthwhile contribution to my professional development.

4. Assigned work was appropriate to credits.

5. Course content reflected recent developments in the field.

6. Course content duplicated that of other courses I have taken.

7. Would you recommend this course to other students?
Additional GSPH Course Items

I am taking this course as an elective.

Compared to other courses, in this course I have learned:

- Much less than in most courses...
- Somewhat less (15.63%)
- About the same (34.38%)
- Somewhat more (29.69%)
- Much more (18.75%)

Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

- No (6.35%)
- Yes (93.65%)

Were the guest lecturers and/or multiple instructors used effectively?

- No (0.00%)
- Yes (100.00%)
Rate each of the following according to how much it contributed to your attainment of the course objectives.

1. Lectures
   - Very little (4.92%)
   - Moderate amount (26.23%)
   - Very much (68.85%)
   [Total (61)]

2. Discussions
   - Very little (13.33%)
   - Moderate amount (45.00%)
   - Very much (41.67%)
   [Total (60)]

3. Readings
   - Very little (3.23%)
   - Moderate amount (40.99%)
   - Very much (55.74%)
   [Total (61)]

4. Audio-visuals
   - Very little (8.70%)
   - Moderate amount (43.48%)
   - Very much (47.83%)
   [Total (46)]

5. Assignments (exams, projects, and written papers)
   - Very little (9.09%)
   - Moderate amount (41.82%)
   - Very much (49.09%)
   [Total (55)]

6. Classroom activities
   - Very little (17.24%)
   - Moderate amount (44.83%)
   - Very much (37.93%)
   [Total (29)]

7. Lab / Recitation
   - Very little (33.33%)
   - Moderate amount (33.33%)
   - Very much (33.33%)
   [Total (9)]
Copy of Spring 2018 - Alton James

HPM 2001 - HLTH POLC & MGT IN PUBLC HLTH - 1070 - Lecture

2184- Teaching Survey Spring 2018
Total Enrollment 73
Responses Received 31
Response Rate 42.47%

### Subject Details

<table>
<thead>
<tr>
<th>Name</th>
<th>HPM 2001 - HLTH POLC &amp; MGT IN PUBLC HLTH - 1070 - Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT_CD</td>
<td>HPM</td>
</tr>
<tr>
<td>CAMPUS_CD</td>
<td>PIT</td>
</tr>
<tr>
<td>SCHOOL_CD</td>
<td>PUBHL</td>
</tr>
<tr>
<td>CLASS_NBR</td>
<td>14005</td>
</tr>
<tr>
<td>COURSE_NUMBER</td>
<td>2001</td>
</tr>
<tr>
<td>SECTION_NUMBER</td>
<td>1070</td>
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<td>TERM_NUMBER</td>
<td>2184</td>
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<td>COURSE_TYPE</td>
<td>Lecture</td>
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<tr>
<td>CLASS_ATTRIBUTE</td>
<td>WEB</td>
</tr>
<tr>
<td>First Name</td>
<td>Alton</td>
</tr>
<tr>
<td>Last Name</td>
<td>James</td>
</tr>
<tr>
<td>RANK_DESCR</td>
<td>Professor</td>
</tr>
<tr>
<td>TENURE</td>
<td>T</td>
</tr>
</tbody>
</table>

### Report Comments

Table of Contents:

- Instructor and Course Survey Results:
  - Numerical
  - Comments
  - Additional School or Department Questions (if applicable)
  - Additional QP Questions (if applicable)

### Creation Date

Wed, May 02, 2018
# University Questions

## Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>The instructor stimulated my thinking.</td>
<td>4.71</td>
</tr>
<tr>
<td>The instructor was enthusiastic about teaching the course.</td>
<td>4.74</td>
</tr>
<tr>
<td>The instructor presented the course in an organized manner.</td>
<td>4.68</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable participating.</td>
<td>4.65</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable seeking assistance.</td>
<td>4.68</td>
</tr>
<tr>
<td>The instructor provided helpful feedback.</td>
<td>4.42</td>
</tr>
<tr>
<td>Assignments contributed to my understanding of the subject.</td>
<td>4.52</td>
</tr>
</tbody>
</table>

## Instructor's overall teaching effectiveness

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Express your judgment of the instructor's overall teaching effectiveness.</td>
<td>4.58</td>
</tr>
</tbody>
</table>
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (0.00%)
   - Agree (29.03%)
   - Strongly agree (70.97%)
   [Total (31)]

2. The instructor was enthusiastic about teaching the course.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (0.00%)
   - Agree (25.81%)
   - Strongly agree (74.19%)
   [Total (31)]

3. The instructor presented the course in an organized manner.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (3.23%)
   - Agree (25.81%)
   - Strongly agree (70.97%)
   [Total (31)]

4. The instructor maintained an environment where students felt comfortable participating.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (0.00%)
   - Agree (35.48%)
   - Strongly agree (64.52%)
   [Total (31)]

5. The instructor maintained an environment where students felt comfortable seeking assistance.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (0.00%)
   - Agree (32.26%)
   - Strongly agree (67.74%)
   [Total (31)]

6. The instructor provided helpful feedback.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (9.68%)
   - Agree (38.71%)
   - Strongly agree (51.61%)
   [Total (31)]

7. Assignments contributed to my understanding of the subject.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (6.45%)
   - Agree (35.48%)
   - Strongly agree (58.06%)
   [Total (31)]

Instructor's overall teaching effectiveness:

- Ineffective (0.00%)
- Only fair (0.00%)
- Competent (3.23%)
- Very good (35.48%)
- Excellent (61.29%)
[Total (31)]
## GSPH Questions

### GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Course objectives were presented.</td>
<td>4.68</td>
</tr>
<tr>
<td>Stated objectives agreed with what was taught.</td>
<td>4.77</td>
</tr>
<tr>
<td>Course made a worthwhile contribution to my professional development.</td>
<td>4.68</td>
</tr>
<tr>
<td>Assigned work was appropriate to credits.</td>
<td>4.70</td>
</tr>
<tr>
<td>Course content reflected recent developments in the field.</td>
<td>4.77</td>
</tr>
<tr>
<td>Course content duplicated that of other courses I have taken.</td>
<td>3.06</td>
</tr>
<tr>
<td>Would you recommend this course to other students?</td>
<td>4.61</td>
</tr>
</tbody>
</table>
GSPH Course Items: Detailed Results

1. Course objectives were presented.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardly at all (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a small degree (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a moderate degree (3.23%)</td>
<td>100%</td>
</tr>
<tr>
<td>To a considerable degree (25%)</td>
<td>20%</td>
</tr>
<tr>
<td>To a very high degree (70.97%)</td>
<td>100%</td>
</tr>
<tr>
<td>Total (31)</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. Stated objectives agreed with what was taught.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardly at all (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a small degree (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a moderate degree (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a considerable degree (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a very high degree (77.42%)</td>
<td>100%</td>
</tr>
<tr>
<td>Total (30)</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. Course made a worthwhile contribution to my professional development.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardly at all (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a small degree (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a moderate degree (3.33%)</td>
<td>25%</td>
</tr>
<tr>
<td>To a considerable degree (23%)</td>
<td>100%</td>
</tr>
<tr>
<td>To a very high degree (73.33%)</td>
<td>100%</td>
</tr>
<tr>
<td>Total (31)</td>
<td>100%</td>
</tr>
</tbody>
</table>

4. Assigned work was appropriate to credits.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardly at all (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a small degree (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a moderate degree (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a considerable degree (3.33%)</td>
<td>100%</td>
</tr>
<tr>
<td>To a very high degree (73.33%)</td>
<td>100%</td>
</tr>
<tr>
<td>Total (30)</td>
<td>100%</td>
</tr>
</tbody>
</table>

5. Course content reflected recent developments in the field.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardly at all (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a small degree (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a moderate degree (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a considerable degree (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a very high degree (77.42%)</td>
<td>100%</td>
</tr>
<tr>
<td>Total (31)</td>
<td>100%</td>
</tr>
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</table>

6. Course content duplicated that of other courses I have taken.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardly at all (25.81%)</td>
<td>100%</td>
</tr>
<tr>
<td>To a small degree (25.81%)</td>
<td>100%</td>
</tr>
<tr>
<td>To a moderate degree (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a considerable degree (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a very high degree (35.48%)</td>
<td>100%</td>
</tr>
<tr>
<td>Total (31)</td>
<td>100%</td>
</tr>
</tbody>
</table>

7. Would you recommend this course to other students?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardly at all (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a small degree (0.00%)</td>
<td>0.00%</td>
</tr>
<tr>
<td>To a moderate degree (6.45%)</td>
<td>25%</td>
</tr>
<tr>
<td>To a considerable degree (25%)</td>
<td>100%</td>
</tr>
<tr>
<td>To a very high degree (67.74%)</td>
<td>100%</td>
</tr>
<tr>
<td>Total (31)</td>
<td>100%</td>
</tr>
</tbody>
</table>
Additional GSPH Course Items

I am taking this course as an elective.

Compared to other courses, in this course I have learned:

Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

Were the guest lecturers and/or multiple instructors used effectively?
Rate each of the following according to how much it contributed to your attainment of the course objectives.

1. Lectures
   - Very little (0.00%)
   - Moderate amount (13.33%)
   - Very much (86.67%)
   [Total (30)]

2. Discussions
   - Very little (8.00%)
   - Moderate amount (32.00%)
   - Very much (60.00%)
   [Total (25)]

3. Readings
   - Very little (17.24%)
   - Moderate amount (37.93%)
   - Very much (44.83%)
   [Total (29)]

4. Audio-visuals
   - Very little (3.70%)
   - Moderate amount (22.22%)
   - Very much (74.07%)
   [Total (27)]

5. Assignments (exams, projects, and written papers)
   - Very little (6.67%)
   - Moderate amount (30.00%)
   - Very much (63.33%)
   [Total (30)]

6. Classroom activities
   - Very little (8.33%)
   - Moderate amount (33.33%)
   - Very much (58.33%)
   [Total (12)]

7. Lab / Recitation
   - Very little (0.00%)
   - Moderate amount (60.00%)
   - Very much (40.00%)
   [Total (5)]
Copy of Spring 2018 - Jeremy Martinson

PUBHLT 2011 - ESSENTIALS OF PUBLIC HEALTH - 1030 - Lecture

2184- Teaching Survey Spring 2018
Total Enrollment 73
Responses Received 38
Response Rate 52.05%

Subject Details

<table>
<thead>
<tr>
<th>Name</th>
<th>PUBHLT 2011 - ESSENTIALS OF PUBLIC HEALTH - 1030 - Lecture</th>
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<td>PIT</td>
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<td>SCHOOL_CD</td>
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<tr>
<td>First Name</td>
<td>Jeremy</td>
</tr>
<tr>
<td>Last Name</td>
<td>Martinson</td>
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<tr>
<td>RANK_DESCR</td>
<td>Assistant Professor</td>
</tr>
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<td>NT</td>
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</table>

Report Comments

Table of Contents:

Instructor and Course Survey Results:
- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Wed, May 02, 2018
### University Questions

#### Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Response Count</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>The instructor stimulated my thinking.</td>
<td>4.22</td>
<td>37</td>
<td>0.71</td>
</tr>
<tr>
<td>The instructor was enthusiastic about teaching the course.</td>
<td>4.54</td>
<td>37</td>
<td>0.65</td>
</tr>
<tr>
<td>The instructor presented the course in an organized manner.</td>
<td>4.38</td>
<td>37</td>
<td>0.86</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable participating.</td>
<td>4.41</td>
<td>37</td>
<td>0.72</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable seeking assistance.</td>
<td>4.27</td>
<td>37</td>
<td>0.84</td>
</tr>
<tr>
<td>The instructor provided helpful feedback.</td>
<td>3.70</td>
<td>37</td>
<td>1.10</td>
</tr>
<tr>
<td>Assignments contributed to my understanding of the subject.</td>
<td>4.08</td>
<td>37</td>
<td>0.89</td>
</tr>
</tbody>
</table>

#### Instructor's overall teaching effectiveness

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Response Count</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>Express your judgment of the instructor's overall teaching effectiveness.</td>
<td>4.32</td>
<td>37</td>
<td>0.75</td>
</tr>
</tbody>
</table>
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (16.22%)
   - Agree (45.95%)
   - Strongly agree (37.84%)
   - [Total (37)]

2. The instructor was enthusiastic about teaching the course.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (8.11%)
   - Agree (29.73%)
   - Strongly agree (62.16%)
   - [Total (37)]

3. The instructor presented the course in an organized manner.
   - Strongly disagree (0.00%)
   - Disagree (2.70%)
   - Neutral (16.22%)
   - Agree (21.62%)
   - Strongly agree (59.46%)
   - [Total (37)]

4. The instructor maintained an environment where students felt comfortable participating.
   - Strongly disagree (0.00%)
   - Disagree (2.70%)
   - Neutral (5.41%)
   - Agree (40.54%)
   - Strongly agree (51.35%)
   - [Total (37)]

5. The instructor maintained an environment where students felt comfortable seeking assistance.
   - Strongly disagree (0.00%)
   - Disagree (2.70%)
   - Neutral (16.22%)
   - Agree (32.43%)
   - Strongly agree (48.65%)
   - [Total (37)]

6. The instructor provided helpful feedback.
   - Strongly disagree (2.70%)
   - Disagree (13.51%)
   - Neutral (2.16%)
   - Agree (35.14%)
   - Strongly agree (27.03%)
   - [Total (37)]

7. Assignments contributed to my understanding of the subject.
   - Strongly disagree (2.70%)
   - Disagree (2.70%)
   - Neutral (10.81%)
   - Agree (51.35%)
   - Strongly agree (32.43%)
   - [Total (37)]

Instructor's overall teaching effectiveness:

- Ineffective (0.00%)
- Only fair (0.00%)
- Competent (16.22%)
- Very good (35.14%)
- Excellent (48.65%)
- [Total (37)]
## GSPH Questions

### GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course objectives were presented.</td>
<td>Mean: 4.39, Min: 2.00, Max: 5.00, Response Count: 36, Standard Deviation: 0.77</td>
</tr>
<tr>
<td>Stated objectives agreed with what was taught.</td>
<td>Mean: 4.49, Min: 3.00, Max: 5.00, Response Count: 35, Standard Deviation: 0.61</td>
</tr>
<tr>
<td>Course made a worthwhile contribution to my professional development.</td>
<td>Mean: 3.64, Min: 1.00, Max: 5.00, Response Count: 36, Standard Deviation: 1.17</td>
</tr>
<tr>
<td>Assigned work was appropriate to credits.</td>
<td>Mean: 4.50, Min: 1.00, Max: 5.00, Response Count: 36, Standard Deviation: 0.91</td>
</tr>
<tr>
<td>Course content reflected recent developments in the field.</td>
<td>Mean: 4.63, Min: 3.00, Max: 5.00, Response Count: 35, Standard Deviation: 0.60</td>
</tr>
<tr>
<td>Course content duplicated that of other courses I have taken.</td>
<td>Mean: 2.50, Min: 1.00, Max: 5.00, Response Count: 36, Standard Deviation: 1.28</td>
</tr>
<tr>
<td>Would you recommend this course to other students?</td>
<td>Mean: 3.69, Min: 1.00, Max: 5.00, Response Count: 36, Standard Deviation: 1.14</td>
</tr>
</tbody>
</table>
GSPH Course Items: Detailed Results

1. Course objectives were presented.

2. Stated objectives agreed with what was taught.

3. Course made a worthwhile contribution to my professional development.

4. Assigned work was appropriate to credits.

5. Course content reflected recent developments in the field.

6. Course content duplicated that of other courses I have taken.

7. Would you recommend this course to other students?
Additional GSPH Course Items

I am taking this course as an elective.

Compared to other courses, in this course I have learned:

- Much less than in most courses
- Somewhat less
- About the same
- Somewhat more
- Much more

Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

- No
- Yes

Were the guest lecturers and/or multiple instructors used effectively?

- No
- Yes
Rate each of the following according to how much it contributed to your attainment of the course objectives.

<table>
<thead>
<tr>
<th>1. Lectures</th>
<th>2. Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little (0.00%)</td>
<td>Very little (31.53%)</td>
</tr>
<tr>
<td>Moderate amount (22.22%)</td>
<td>Moderate amount (36.84%)</td>
</tr>
<tr>
<td>Very much (77.78%)</td>
<td>Very much (31.53%)</td>
</tr>
<tr>
<td>[Total (36)]</td>
<td>[Total (19)]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Readings</th>
<th>4. Audio-visuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little (36.03%)</td>
<td>Very little (10.71%)</td>
</tr>
<tr>
<td>Moderate amount (36.03%)</td>
<td>Moderate amount (35.71%)</td>
</tr>
<tr>
<td>Very much (28.00%)</td>
<td>Very much (53.57%)</td>
</tr>
<tr>
<td>[Total (25)]</td>
<td>[Total (28)]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Assignments (exams, projects, and written papers)</th>
<th>6. Classroom activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little (5.71%)</td>
<td>Very little (17.65%)</td>
</tr>
<tr>
<td>Moderate amount (45.71%)</td>
<td>Moderate amount (52.94%)</td>
</tr>
<tr>
<td>Very much (48.57%)</td>
<td>Very much (29.41%)</td>
</tr>
<tr>
<td>[Total (35)]</td>
<td>[Total (17)]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Lab / Recitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little (100.00%)</td>
</tr>
<tr>
<td>Moderate amount (0.00%)</td>
</tr>
<tr>
<td>Very much (0.00%)</td>
</tr>
<tr>
<td>[Total (1)]</td>
</tr>
</tbody>
</table>
Copy of Spring 2018 - Elizabeth Felter

PUBHLT 2016 - CAPSTONE:PROBLEM SOLVING IN PH - 1040 - Lecture

2184- Teaching Survey Spring 2018
Total Enrollment 31
Responses Received 22
Response Rate 70.97%

Subject Details
Name: PUBHLT 2016 - CAPSTONE:PROBLEM SOLVING IN PH - 1040 - Lecture
DEPARTMENT_CD: GSPH-DEAN
CAMPUS_CD: PIT
SCHOOL_CD: PUBHL
CLASS_NBR: 24606
COURSE_NUMBER: 2016
SECTION_NUMBER: 1040
TERM_NUMBER: 2184
COURSE_TYPE: Lecture
CLASS_ATTRIBUTE: First Name: Elizabeth
Last Name: Felter
RANK_DESCR: Assistant Professor
TENURE: NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date  Wed, May 02, 2018
### University Questions

**Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>The instructor stimulated my thinking.</td>
<td>3.59</td>
</tr>
<tr>
<td>The instructor was enthusiastic about teaching the course.</td>
<td>4.18</td>
</tr>
<tr>
<td>The instructor presented the course in an organized manner.</td>
<td>3.23</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable participating.</td>
<td>4.23</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable seeking assistance.</td>
<td>4.18</td>
</tr>
<tr>
<td>The instructor provided helpful feedback.</td>
<td>3.91</td>
</tr>
<tr>
<td>Assignments contributed to my understanding of the subject.</td>
<td>3.36</td>
</tr>
</tbody>
</table>

**Instructor’s overall teaching effectiveness**

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Express your judgment of the instructor’s overall teaching effectiveness.</td>
<td>3.59</td>
</tr>
</tbody>
</table>
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.
   - Strongly disagree (4.55%)
   - Disagree (13.64%)
   - Neutral (18.18%)
   - Agree (45.45%)
   - Strongly agree (18.18%)
   [Total (22)]

2. The instructor was enthusiastic about teaching the course.
   - Strongly disagree (4.55%)
   - Disagree (0.00%)
   - Neutral (18.18%)
   - Agree (27.27%)
   - Strongly agree (50.00%)
   [Total (22)]

3. The instructor presented the course in an organized manner.
   - Strongly disagree (4.55%)
   - Disagree (18.18%)
   - Neutral (40.91%)
   - Agree (22.73%)
   - Strongly agree (13.64%)
   [Total (22)]

4. The instructor maintained an environment where students felt comfortable participating.
   - Strongly disagree (4.55%)
   - Disagree (0.00%)
   - Neutral (4.55%)
   - Agree (40.91%)
   - Strongly agree (49.09%)
   [Total (22)]

5. The instructor maintained an environment where students felt comfortable seeking assistance.
   - Strongly disagree (4.55%)
   - Disagree (0.00%)
   - Neutral (9.09%)
   - Agree (45.45%)
   - Strongly agree (40.91%)
   [Total (22)]

6. The instructor provided helpful feedback.
   - Strongly disagree (4.55%)
   - Disagree (9.09%)  
   - Neutral (9.09%)
   - Agree (45.45%)
   - Strongly agree (31.82%)
   [Total (22)]

7. Assignments contributed to my understanding of the subject.
   - Strongly disagree (4.55%)
   - Disagree (27.27%)
   - Neutral (9.09%)
   - Agree (45.45%)
   - Strongly agree (13.64%)
   [Total (22)]

Instructor's overall teaching effectiveness:

- Ineffective (0.00%)
- Only fair (18.18%)
- Competent (31.82%)
- Very good (22.73%)
- Excellent (27.27%)
[Total (22)]
### GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Course objectives were presented.</td>
<td>4.05</td>
</tr>
<tr>
<td>Stated objectives agreed with what was taught.</td>
<td>3.91</td>
</tr>
<tr>
<td>Course made a worthwhile contribution to my professional development.</td>
<td>2.91</td>
</tr>
<tr>
<td>Assigned work was appropriate to credits.</td>
<td>3.71</td>
</tr>
<tr>
<td>Course content reflected recent developments in the field.</td>
<td>3.18</td>
</tr>
<tr>
<td>Course content duplicated that of other courses I have taken.</td>
<td>3.68</td>
</tr>
<tr>
<td>Would you recommend this course to other students?</td>
<td>2.68</td>
</tr>
</tbody>
</table>
GSPH Course Items: Detailed Results

1. Course objectives were presented.
   - Hardly at all (0.00%)
   - To a small degree (4.55%)
   - To a moderate degree (18.18%)
   - To a considerable degree (45.45%)
   - To a very high degree (31.62%)
   [Total (22)]

2. Stated objectives agreed with what was taught.
   - Hardly at all (0.00%)
   - To a small degree (4.55%)
   - To a moderate degree (22.73%)
   - To a considerable degree (22.73%)
   - To a very high degree (22.73%)
   [Total (22)]

3. Course made a worthwhile contribution to my professional development.
   - Hardly at all (13.64%)
   - To a small degree (22.73%)
   - To a moderate degree (31.62%)
   - To a considerable degree (22.73%)
   - To a very high degree (9.09%)
   [Total (22)]

4. Assigned work was appropriate to credits.
   - Hardly at all (4.76%)
   - To a small degree (9.52%)
   - To a moderate degree (19.05%)
   - To a considerable degree (42.22%)
   - To a very high degree (23.81%)
   [Total (21)]

5. Course content reflected recent developments in the field.
   - Hardly at all (13.64%)
   - To a small degree (9.09%)
   - To a moderate degree (40.91%)
   - To a considerable degree (18.18%)
   - To a very high degree (18.18%)
   [Total (22)]

6. Course content duplicated that of other courses I have taken.
   - Hardly at all (9.09%)
   - To a small degree (4.55%)
   - To a moderate degree (22.73%)
   - To a considerable degree (36.36%)
   - To a very high degree (22.73%)
   [Total (22)]

7. Would you recommend this course to other students?
   - Hardly at all (27.27%)
   - To a small degree (18.18%)
   - To a moderate degree (22.73%)
   - To a considerable degree (22.73%)
   - To a very high degree (9.09%)
   [Total (22)]
Additional GSPH Course Items

I am taking this course as an elective.

Compared to other courses, in this course I have learned:

- Much less than in most courses: 22.73%
- Somewhat less: 22.73%
- About the same: 18.18%
- Somewhat more: 9.09%
- Much more: 9.09%

Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

- No: 27.27%
- Yes: 72.73%

Were the guest lecturers and/or multiple instructors used effectively?

- No: 6.25%
- Yes: 93.75%
Rate each of the following according to how much it contributed to your attainment of the course objectives.

1. Lectures
   - Very little (13.64%)
   - Moderate amount (54.55%)
   - Very much (31.82%)
   [Total (22)]

2. Discussions
   - Very little (9.09%)
   - Moderate amount (45.45%)
   - Very much (45.45%)
   [Total (22)]

3. Readings
   - Very little (27.73%)
   - Moderate amount (55.56%)
   - Very much (16.67%)
   [Total (18)]

4. Audio-visuals
   - Very little (4.76%)
   - Moderate amount (52.38%)
   - Very much (42.86%)
   [Total (21)]

5. Assignments (exams, projects, and written papers)
   - Very little (9.09%)
   - Moderate amount (50.00%)
   - Very much (40.91%)
   [Total (22)]

6. Classroom activities
   - Very little (13.64%)
   - Moderate amount (54.55%)
   - Very much (31.82%)
   [Total (22)]

7. Lab / Recitation
   - Very little (33.33%)
   - Moderate amount (33.33%)
   - Very much (33.33%)
   [Total (3)]
Copy of Spring 2018 - Elizabeth Felter

PUBHLT 2016 - CAPSTONE:PROBLEM SOLVING IN PH - 1060 - Lecture

2184- Teaching Survey Spring 2018
Total Enrollment 26
Responses Received 17
Response Rate 65.38%

<table>
<thead>
<tr>
<th>Subject Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>DEPARTMENT_CD</td>
</tr>
<tr>
<td>CAMPUS_CD</td>
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<tr>
<td>SCHOOL_CD</td>
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<td>CLASS_NBR</td>
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<tr>
<td>COURSE_NUMBER</td>
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<td>SECTION_NUMBER</td>
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<td>CLASS_ATTRIBUTE</td>
</tr>
<tr>
<td>First Name</td>
</tr>
<tr>
<td>Last Name</td>
</tr>
<tr>
<td>RANK_DESCR</td>
</tr>
<tr>
<td>TENURE</td>
</tr>
</tbody>
</table>

Report Comments

Table of Contents:

Instructor and Course Survey Results:
- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date    Wed, May 02, 2018
### University Questions

#### Instructor Summary of Results - Scale: Strongly Disagree (1) to Strongly Agree (5)

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>The instructor stimulated my thinking.</td>
<td>3.53</td>
</tr>
<tr>
<td>The instructor was enthusiastic about teaching the course.</td>
<td>4.06</td>
</tr>
<tr>
<td>The instructor presented the course in an organized manner.</td>
<td>3.18</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable participating.</td>
<td>3.94</td>
</tr>
<tr>
<td>The instructor maintained an environment where students felt comfortable seeking assistance.</td>
<td>4.24</td>
</tr>
<tr>
<td>The instructor provided helpful feedback.</td>
<td>3.94</td>
</tr>
<tr>
<td>Assignments contributed to my understanding of the subject.</td>
<td>3.47</td>
</tr>
</tbody>
</table>

#### Instructor's overall teaching effectiveness

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Express your judgment of the instructor's overall teaching effectiveness.</td>
<td>3.35</td>
</tr>
</tbody>
</table>
Instructor Items: Detailed Results

1. The instructor stimulated my thinking.
   - Strongly disagree (5.88%)
   - Disagree (5.88%)
   - Neutral (29.41%)
   - Agree (47.06%)
   - Strongly agree (11.76%)
   [Total (17)]

2. The instructor was enthusiastic about teaching the course.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (17.65%)
   - Agree (58.82%)
   - Strongly agree (23.53%)
   [Total (17)]

3. The instructor presented the course in an organized manner.
   - Strongly disagree (11.76%)
   - Disagree (11.75%)
   - Neutral (35.29%)
   - Agree (29.41%)
   - Strongly agree (11.75%)
   [Total (17)]

4. The instructor maintained an environment where students felt comfortable participating.
   - Strongly disagree (0.00%)
   - Disagree (11.76%)
   - Neutral (11.76%)
   - Agree (47.06%)
   - Strongly agree (29.41%)
   [Total (17)]

5. The instructor maintained an environment where students felt comfortable seeking assistance.
   - Strongly disagree (0.00%)
   - Disagree (0.00%)
   - Neutral (23.53%)
   - Agree (29.41%)
   - Strongly agree (47.06%)
   [Total (17)]

6. The instructor provided helpful feedback.
   - Strongly disagree (0.00%)
   - Disagree (11.76%)
   - Neutral (17.65%)
   - Agree (35.29%)
   - Strongly agree (35.29%)
   [Total (17)]

7. Assignments contributed to my understanding of the subject.
   - Strongly disagree (5.88%)
   - Disagree (0.00%)
   - Neutral (47.06%)
   - Agree (35.29%)
   - Strongly agree (11.76%)
   [Total (17)]

Instructor's overall teaching effectiveness:
   - Ineffective (5.88%)
   - Only fair (11.76%)
   - Competent (29.41%)
   - Very good (47.06%)
   - Excellent (5.88%)
   [Total (17)]

Elizabeth Felter (PUBHLT 2016 - CAPSTONE:PROBLEM SOLVING IN PH - 1060 - Lecture)
## GSPH Questions

### GSPH Course Items - Scale: Strongly Disagree to Strongly Agree

<table>
<thead>
<tr>
<th>Question</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Course objectives were presented.</td>
<td>4.00</td>
</tr>
<tr>
<td>Stated objectives agreed with what was taught.</td>
<td>3.63</td>
</tr>
<tr>
<td>Course made a worthwhile contribution to my professional development.</td>
<td>2.81</td>
</tr>
<tr>
<td>Assigned work was appropriate to credits.</td>
<td>3.75</td>
</tr>
<tr>
<td>Course content reflected recent developments in the field.</td>
<td>3.00</td>
</tr>
<tr>
<td>Course content duplicated that of other courses I have taken.</td>
<td>3.56</td>
</tr>
<tr>
<td>Would you recommend this course to other students?</td>
<td>2.44</td>
</tr>
</tbody>
</table>
GSPH Course Items: Detailed Results

1. Course objectives were presented.
   - Hardly at all (6.25%)
   - To a small degree (0.00%)
   - To a moderate degree (25.00%)
   - To a considerable degree (25.00%)
   - To a very high degree (43.75%)
   [Total (16)]

2. Stated objectives agreed with what was taught.
   - Hardly at all (6.25%)
   - To a small degree (0.00%)
   - To a moderate degree (37.50%)
   - To a considerable degree (18.75%)
   - To a very high degree (31.25%)
   [Total (16)]

3. Course made a worthwhile contribution to my professional development.
   - Hardly at all (12.50%)
   - To a small degree (31.25%)
   - To a moderate degree (31.25%)
   - To a considerable degree (12.50%)
   - To a very high degree (12.50%)
   [Total (16)]

4. Assigned work was appropriate to credits.
   - Hardly at all (0.00%)
   - To a small degree (6.25%)
   - To a moderate degree (43.75%)
   - To a considerable degree (31.25%)
   - To a very high degree (31.25%)
   [Total (16)]

5. Course content reflected recent developments in the field.
   - Hardly at all (12.50%)
   - To a small degree (18.75%)
   - To a moderate degree (37.50%)
   - To a considerable degree (18.75%)
   - To a very high degree (12.50%)
   [Total (16)]

6. Course content duplicated that of other courses I have taken.
   - Hardly at all (12.50%)
   - To a small degree (12.50%)
   - To a moderate degree (12.50%)
   - To a considerable degree (31.25%)
   - To a very high degree (31.25%)
   [Total (16)]

7. Would you recommend this course to other students?
   - Hardly at all (25.00%)
   - To a small degree (31.25%)
   - To a moderate degree (18.75%)
   - To a considerable degree (25.00%)
   - To a very high degree (0.00%)
   [Total (16)]
Addition GSPH Course Items

I am taking this course as an elective.

Compared to other courses, in this course I have learned:

Guest Lecturers and/or Multiple Instructors

Were there guest lecturers and/or multiple instructors in this course?

Were the guest lecturers and/or multiple instructors used effectively?
Rate each of the following according to how much it contributed to your attainment of the course objectives.

1. Lectures
   - Very little (31.25%)
   - Moderate amount (50.00%)
   - Very much (18.75%)
   [Total (16)]

2. Discussions
   - Very little (25.00%)
   - Moderate amount (37.50%)
   - Very much (37.50%)
   [Total (16)]

3. Readings
   - Very little (53.85%)
   - Moderate amount (23.08%)
   - Very much (23.08%)
   [Total (13)]

4. Audio-visuals
   - Very little (6.67%)
   - Moderate amount (53.33%)
   - Very much (40.00%)
   [Total (15)]

5. Assignments (exams, projects, and written papers)
   - Very little (12.50%)
   - Moderate amount (25.00%)
   - Very much (62.50%)
   [Total (16)]

6. Classroom activities
   - Very little (6.25%)
   - Moderate amount (31.25%)
   - Very much (62.50%)
   [Total (16)]

7. Lab / Recitation
   - Very little (25.00%)
   - Moderate amount (25.00%)
   - Very much (50.00%)
   [Total (4)]
Academic Integrity Statement for Pitt Public Health Syllabi

[copied as standalone policy from Pitt Public Health Syllabus Template]

The statement below details the school’s policy that is required on all Pitt Public Health syllabi.

All students are expected to adhere to the school’s standards of academic honesty. Any work submitted by a student for evaluation must represent their own intellectual contribution and efforts. The Graduate School of Public Health’s policy on academic integrity, approved by EPCC on 10/14/08 and revised on 6/14/2010, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook (section II) [www.publichealth.pitt.edu/home/academics/academic-requirements]. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Students committing acts of academic dishonesty, including plagiarism, unauthorized collaboration on assignments, cheating on exams, misrepresentation of data, and facilitating dishonesty by others, will receive sanctions appropriate to the violation(s) committed. Sanctions include, but are not limited to, reduction of a grade for an assignment or a course, failure of a course, and dismissal from the school.

All student violations of academic integrity must be documented by the appropriate faculty member; this documentation will be kept in a confidential student file maintained by the Office of Student Affairs. If a sanction for a violation is agreed upon by the student and instructor, the record of this agreement will be expunged from the student file upon the student’s graduation. If the case is referred to the Pitt Public Health Academic Integrity Hearing Board, a record will remain in the student’s permanent file.

The statement above in addition to a customized academic integrity statement from the faculty instructor can also be placed on course syllabi. That statement should also outline the guidelines and standards to which the students in the class will be held to by the faculty instructors. An example would be to include a statement as to whether students are or are not permitted to collaborate on homework or take-home exams.
Member Responsibilities

- Attend meetings or ensure that departmental representation will be in attendance in the form of named departmental back-up representative. [upcoming meeting schedule]
- Review meeting documents prior to meetings. [available here]
- Act as a liaison between your department and the committee, including reporting updates to your department regularly.
- Bring departmental concerns to the committee.
- Inform departmental faculty of the upcoming EPCC deadlines for proposal reviews.
- Review syllabi from your department prior to EPCC submission.
- When students in your department are named during the student record review, each representative must communicate with the student’s advisor to alert them of the issue(s).

Notes: proposed updates

About being an EPCC member

- We wholeheartedly seek input from all members
- We value our student members’ perspectives
- We are a green committee and no hard copies of meeting documents will be distributed - please feel free to bring a laptop or tablet to the meeting

Charge of the Committee

The specific charge of the EPCC includes:
- Establish academic policies and procedures for the Graduate School of Public Health.
- Maintain and distribute to all faculty the policies and procedures document that contains the guidelines or criteria that relate to Pitt Public Health educational or curriculum matters.
- Update the policies and procedures document, as appropriate, with full review and re-approval at least every five years or when major changes in Pitt Public Health or University policy occur.
- Review and recommend action to Pitt Public Health Council on all curriculum changes.
- Assist the Dean and Associate Dean for Student Affairs and Education in the integration and coordination of the School's curriculum.
- Review and evaluate the School's educational courses and programs; core curriculum subcommittee of the EPCC also reviews and evaluates the School-wide core curriculum.
- Make recommendations to the Pitt Public Health Council on the implementation of educational policies.
- Review student academic performance three times annually; student representatives will be excused from these meetings.
- Establish and interpret admissions policies.
- Form ad hoc subcommittees, as may be necessary, to accomplish its charge effectively. Chairpersons of subcommittees normally should be members of EPCC but members of subcommittees can be drawn from the faculty at large.
- Meet on a monthly basis, or more often as necessary, to accomplish its charge. Interim meetings may be called at any time by the Chairperson or on request of three or more members or at request of Pitt Public Health Council.
- Make regular oral reports to the Pitt Public Health Council and provide a report summarizing its activities at least once each year at the School-wide faculty meeting.

Official committee bylaws governing the scope of the committee. Bylaws cannot be modified unless approved by the EPCC and the Graduate School of Public Health Council.
Terms of Office for Committee Members

The elected faculty members of the EPCC serve three-year staggered terms. Elections to replace members whose terms have expired are held annually (see Section 9). Faculty elected to the EPCC may serve two successive terms and, thereafter, only following an interval of three years after the completion of the second term. Once an individual is elected as the Committee Chair, the term of office as the Committee Chair continues until the individual's term of office as a faculty representative to the EPCC expires. An individual can serve repeated tenures as Chair as long as he/she is a faculty representative of the EPCC.

Procedural Steps for Election of a New Chair

The Chair of the EPCC must be chosen from the selected faculty representatives currently serving on the committee at their first meeting of the academic year. This meeting will be chaired by the outgoing chair. The election will be by secret ballot, with the results tallied immediately by the committee support staff person. The President of the FSEC will inform the Pitt Public Health Council of the results.
Recent Report Released by National Association for College Admission Counseling (NACAC)

DEFINING ACCESS: HOW TEST-OPTIONAL WORKS

In this study, Hiss, Syverson, and Franks collected student-record level data from 28 institutions that illustrate the variety among institutions that have adopted a test-optional policy (TOP). The institutions ranged in undergraduate enrollments from 1,500 to 20,000 and 15%-90% admit rates in selectivity, and included long-time users of TOP as well as recent adopters of the policy. In most instances the authors received four cohorts of student data, in total representing a dataset of 955,774 individual applicant records.

A TOP was described by many of the admission deans of the participating institutions as a tool they employed in the hope of increasing applications from a more diverse range of students, so this report focuses great attention on traditionally under-represented populations in American higher education. To do so, the authors used record-level data to identify the intersectionality of these underserved populations: First-Generation College Bound, students from lower SES backgrounds (Pell recipients as proxy), and students from racial and ethnic groups that have traditionally been underrepresented in college populations (URM). The authors identified students associated with any of these three groups and designated them as a single category of “Expanded Diversity,” and when possible, used it in their explorations.

The experiences of institutions in this study provide evidence that the adoption of a well-executed test-optional admission policy can lead to an increase in overall applications as well as an increase in the representation of URM students (both numeric and proportionate) in the applicant pool and the freshman class. Roughly two-thirds of the study’s TOP institutions experienced URM growth above that of a matched test-requiring peer institution. A similar but smaller magnitude increase was seen among Pell recipients.

Download the full report here.
ASPPH Webinar – Holistic Admissions
June 27 (2pm EST) | Recording available (see link below)

Summary: In this webinar admissions and student services staff will take a deep dive into what it means to have a holistic admissions process. Learning from the panelists and each other, participants will review enrollment management targets and how they fit into the holistic process, why it's important to review holistically, what this type of review means for each part of the application, and how to discuss with your faculty. Attendees will leave empowered to implement or re-align a holistic approach their review process.

Learning Outcome(s):
- Understand the meaning and importance of holistic review
- Identify successes and challenges of your admissions review process
- Describe the benefits of holistic review to faculty and deans

Speakers:
Erin Schneider, MPH
Director of Student Affairs, Texas A&M School of Public Health (TAMSPH)
Johnston King, MAEd
Enrollment Management Coordinator, University of North Carolina at Chapel Hill Gillings School of Global Public Health
Meghan Sullivan, MPA
Associate Director of Academic Programs, Department of Behavioral Sciences and Health Education, Emory University Rollins School of Public Health

Webinar recording and materials from webinar available at:
https://www.aspph.org/event/aspph-presents-webinar-student-services-spotlight-holistic-admissions/
ASPPH Presents,
Student Services Spotlight:
Holistic Admissions
Method for Submitting Questions/Comments

Join the Conversation...

- You can ask questions in writing anytime during the webinar.
- Simply type them in the “Questions” field on the right side of your screen.

ASPPH Presents WEBINAR

ASSOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH
Learning Objectives

• Understand the meaning and importance of holistic review
• Identify successes and challenges of your admissions review process
• Describe the benefits of holistic review to faculty and deans
Today’s Presenters

Erin Schneider, MPH
Director, Office of Student Affairs,
School of Public Health
Texas A&M University

Johnston King, MAEd
Enrollment Management Coordinator,
Gillings School of Global Public Health
University of North Carolina at Chapel Hill

Meghan Sullivan, MPA
Associate Director of Academic Programs,
Department of Behavioral Sciences and Health Education,
Rollins School of Public Health
Emory University
Holistic Admissions

Enrollment Management Planning
And Holistic Admissions

06/27/2018
Johnston King, MAEd

- Enrollment Management Coordinator at the UNC Gillings School of Global Public Health for 3 years
- 2017 NAGAP pre-conference PDI Fellowship
- ASPPH SRAC Member
Outlining an Enrollment Management Plan

• Use three stages and the admissions funnel theory
• Define enrollment management planning
• Identify who is involved
• Discuss the components involved in the planning
Three Stages for Admissions and Recruitment

Pool of Potential Applicants

Pre-Application Recruitment

Prospective Students

In-Progress Application Recruitment

Applicants

Admitted Student Recruitment

Admitted Students

Enrolled Students
Three Stages for Admissions and Recruitment

• Pre-application
  • Prospective students collect program information

• In-progress application
  • Prospective students submit their application

• Admitted Student
  • Prospective students receive an offer of admission
Defining an Enrollment Management Plan

• The purpose of an enrollment management plan is to have a comprehensive approach to the methods by which an institution recruits, admits, supports, retains, and graduates baccalaureate and post-baccalaureate students in their respective degree programs (NAGAP, 2009).
Who Will Lead Your Enrollment Management Plan?

• Buy in from school/program academic leaders
• Faculty
• Representative from data team/office
• Finance/accounting/business office
• Academic and student affairs
• Communications team member
• Include people of different identities
Components of an Enrollment Management Plan

- Establish guiding principles
- Evaluate program enrollment data
- Identify prospective student behavior trends
- Develop and implement recruitment strategies
- Evaluate the plan throughout the admissions cycle
• Connect holistic application review to guiding principals and institution mission

• Align admissions and recruitment efforts
  • Diversity recruitment of underrepresented minorities
  • Consistent communication to prospective students
Strategies for In-Progress Application Stage

• Holistic admissions training
  • Use data from previous years

• Training on how to use GRE scores

• Develop and implement a school/program wide rubric

• Implicit bias training
Recruitment – Admissions - Recruitment

• Start of admissions cycle
• Pre-application recruitment
• Admissions decision
• Admitted student recruitment
• End of recruitment cycle
Meghan Rios Sullivan, MPA

- Associate Director of Academic Programs, Emory/Rollins School of Public Health
- Reviewer, New York University Office of Admissions
What do you expect?
- To be fair.

What does it mean to be fair?
- To treat everyone the same.

To treat everyone the same would be inherently unfair.
- Access, opportunities, and experiences vary greatly.
Application Walkthrough

• Personal Information
• Test Scores
• Transcript
• Resume/CV
• Personal Statement
• Letters of Recommendation
A cut-off score (i.e., a minimum score) should never be used as the only criterion for denial of admission or awarding of a fellowship.
Important Questions

Academic
- Type of institution?
- Major?
- Grades in relevant coursework?
- Grade trend?

Experience
- Impacted by circumstance?
- Part of national program that has already recognized certain qualities?

Recs
- Note of grit/resilience even if indirectly?

Personal/ Fit
- Content of essay?
- Quality of writing in essay?
- Quality of writing in other sections of application?

Prerequisites?
## Case Study

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## Case Study

### 003705: COLLEGE OF WILLIAM AND MARY

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### 003745: UNIVERSITY OF VIRGINIA - CHARLOTTESVILLE

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Case Study

Personal Statement is well written (i.e. good structure, free of/minimal errors).

Themes
- Built Environment
- Media and Health

Indication of Future Success
“Worked with advisors to design an experiment that would expand upon previous qualitative research.”
“...implementing changes and designing interventions that are specific to underserved communities.”

Fit
- Opportunities for hands-on learning
- Socio-Contextual Determinants of Health Certificate
- Proximity to CDC, American Cancer Society, and CARE
Questions

• What does holistic admissions mean to you?
• Do you have any additional questions about holistic admissions?
• What resources or training do you think will help your admissions committees?
THANK YOU

Johnston King – jking3@email.unc.edu
Erin Schneider - eschneider@sph.tamhsc.edu
Meghan Sullivan – meghan.sullivan@emory.edu
Time for Q&A & Discussion

Method for Submitting Questions/Comments

Join the Conversation...

- You can ask questions in writing anytime during the webinar.

- Simply type them in the “Questions” field on the right side of your screen.

ASPPH Presents WEBINAR

ASSOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH
Discussion with Today’s Presenters

Erin Schneider, MPH
Texas A&M University

Johnston King, MAEd
University of North Carolina at Chapel Hill

Meghan Sullivan, MPA
Emory University
Thank You to Today’s Presenters

Erin Schneider, MPH
Director, Office of Student Affairs,
School of Public Health
Texas A&M University
eschneider@sph.tamhsc.edu

Johnston King, MAEd
Enrollment Management Coordinator, Gillings School of
Global Public Health
University of North Carolina at Chapel Hill
jking3@email.unc.edu

Meghan Sullivan, MPA
Associate Director of Academic Programs, Department of Behavioral Sciences and Health Education, Rollins School of Public Health
Emory University
meghan.christina.rios@emory.edu
Thank You!

This webinar has been recorded and will be available on the webinar event page on the ASPPH website soon:

https://www.aspph.org/event/aspph-presents-webinar-student-services-spotlight-holistic-admissions/

Contact: sweiner@aspph.org
ASPPH Presents Webinar: Policy, Advocacy, and the Missions of Academic Public Health

Tuesday, August 7, 2:00 p.m. – 3:00 p.m. Eastern

For more information about and to register for upcoming webinars, visit the ASPPH Events page:
http://www.aspph.org/events/category/webinar/
New Course: **BIOST 2039: Biostatistical Methods** | Rob Krafty

Dr. Rob Krafty presented an application for a new course being added as part of a general restructuring of the biostatistics curriculum to account for some large class sizes and overlap in content. This restructuring will allow biostatistics students to take more electives. The curriculum revisions were introduced to the EPCC committee by Dr. Krafty on February 1, 2018. In brief: BIOST 2011 will be offered as a class for practitioners, with a focus on data interpretation. BIOST 2041 will remain as an analytical course as part of the MPH core curriculum and adopt a new textbook.

This course (BIOST 2039) will be mandatory for all incoming biostatistics students, replacing the prior BIOST 2041 requirement. In effect, BIOST 2039 will cover the more advanced topics from the retired BIOST 2042, with the regression material moved from BIOST 2042 into BIOST 2049. PhD students with at least two semesters of calculus are also expected to enroll in BIOST 2039 rather than BIOST 2041. BIOST 2050 is the final course in the new BIOST restructuring is to replace BIOST 2046.

**ACTION:** The committee approved this course without changes. Dr. Krafty will send a write/summary of the changes to the biostatistics curriculum.

New Course: **BIOST 2050: Longitudinal and Clustered Data Analysis** | Abdus Wahed

Dr. Abdus Wahed presented an application for a new course being added to as part of the general restructuring of the biostatistics curriculum. It is part of a methods 3 course series for biostatistics students and focuses on longitudinal data and mixed models, in effect serving as a replacement for BIOST 2046.

Raising the cap, originally set at 30 students, was suggested as this course would interest MS and PhD students in departments besides biostatistics. Logistics around the final presentations were also questioned, as requiring presentations could take up a number of class meetings.

**ACTION:** The committee voted to approve this course provided the cap was increased to allow more students into the class, that the learning objectives were modified to comply with measurable outcomes, a letter grading scale with percentage cut offs be added to the syllabus, and a final exam be considered to replace the end-of-term presentation requirement.

New Course: **BCHS 2922: Systems Theories and Approaches** | Stina Mair

Dr. Stina Mair presented an application for a new course that is part of the BCHS MPH curriculum redesign of 3 1-credit courses spread throughout the course of a single semester. This course is to be co-taught with Dr. Mair and Dr. Jessica Burke and will cover an introduction into systems thinking and will introduce a number of methods and models and their importance in public health research. This class will meet once a week for five weeks with 2 hours of lecture
and one hour of discussion each session and will require a project composed from three homework assignments.

**ACTION:** The committee voted to approve this course provided that the grading scale be amended to include a D grade range.

**Discussion I of II on the optional school diversity statements for syllabi, in conjunction with the FDC | Ryan Minster (FDC member)**

Dr. Ryan Minster visited the committee as a representative from the Faculty Diversity Committee to revisit the diversity statements offered for Pitt Public Health syllabi. The committee looked at three different diversity statements that had passed through the committee and professors were about to add onto their syllabus or use as a starting point for statements that they could compose themselves, and they also looked at examples used in other universities. Dr. Minster explained that the school's diversity statements were chosen because they refrained from listing categories for groups might be faced with discrimination (ie, gender, race, etc.). Dr. Minster also said that in looking at the other examples from other universities they noticed a few common elements, including: 1) an acknowledgement of the importance of diversity, 2) justification for why diversity is important, 3) a definition of diversity, 4) an inclusion statement with examples of appropriate conduct, and 5) a statement of accountability, especially with regards to resources and reporting.

Whether a diversity statement was on the EPCC checklist and if the example syllabus included a diversity statement were asked, and the committee asked that the option be added to the EPCC application checklist and a diversity statement be included on example syllabi.

**ACTION:** The committee will revisit this issue and invites contributions to the discussion.

**Approval of May 3 Meeting Minutes | All**

The Committee approved the March meeting minutes.

The meeting was adjourned at 3:33pm.

**Closed session: Spring 2018 Term Student Record Review (open only to voting members)**

Upcoming meetings:
July 26, 1:30-3:30pm, room 1149 | Deadline for new fall 2018 courses