



FACULTY AFFAIRS AND RECORDS

Official Department Standards for Lecturer Faculty for the Department of Finance

Approved by Dr. Pamella H. Oliver, Provost and Vice President for Academic Affairs, on 2/20/2020 for implementation in the 2020-2021 Academic Year

[Verified and posted online at www.fullerton.edu/far/dsl/fin2020lecturer.pdf](http://www.fullerton.edu/far/dsl/fin2020lecturer.pdf)

According to Article 15.3 of the Collective Bargaining Agreement: Evaluation criteria and procedures shall be made available to the faculty unit employee no later than 14 days after the first day of instruction of the academic term. Evaluation criteria and procedures shall be made available to the evaluation committee and the academic administrators prior to the commencement of the evaluation process. Once the evaluation process has begun, there shall be no changes in criteria and procedures used to evaluate the faculty unit employee during the evaluation process.

DEPARTMENT OF FINANCE
CALIFORNIA STATE UNIVERSITY, FULLERTON
STANDARDS FOR LECTURER FACULTY

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1. INTRODUCTION

The mission of the Department of Finance is to provide high quality education to both undergraduate and graduate students. In order to achieve this mission, the Department seeks committed and capable teachers. The objective of this document is to establish guidelines that facilitate the evaluation of lecturers. The standards of performance established in the document are designed to allow reviewers an opportunity to assess an individual's continuing contributions to the University and its students. It is the responsibility of the candidate to develop a record of performance that reflects important contributions to the Department.

These guidelines are prepared in accordance with the requirements of the University Policy Statement "Evaluation of Lecturers," UPS 210.070. Faculty need to be aware that the entire text of UPS 210.070 latest edition is hereby incorporated by reference into this document. All lecturers are required to read the most recent version of UPS 210.070 in conjunction with this document.

The Department Personnel Committee (DPC) of the Finance Department has prepared the following document to assist lecturers in preparing his/her Working Personnel Action File (WPAF) described in UPS 210.070. These guidelines indicate the materials that must be included in WPAF. Since personnel decisions must be based solely on evidence contained in the WPAF, the latter must contain all relevant evidence in accordance with UPS 210.070. The Department Peer Review Committee (DPRC) evaluates only the evidence contained in the WPAF. The WPAF will serve the DPRC and the Department in assuring the impartial application of uniform standards in the lecturer evaluation process.

2. DEPARTMENT PEER REVIEW COMMITTEE

The DPRC is elected by the department in accordance with UPS 210.070. Untenured faculty shall not serve on the Department Peer Review Committee. Faculty member shall not serve on the Department Peer Review Committee when that person is on any type of leave during the academic year. The department may make a request to the President that Faculty Early Retirement Program participants who are employed in both fall and spring semesters of the same academic year may be eligible to run for election to the Department Peer Review Committee. However, the committee cannot be comprised solely of FERP faculty. Other CSUF or CSU policies may impact the ability of individuals to participate in the personnel process (e.g. CSU Nepotism Policy).

3. TYPES OF EVALUATIONS

3.1 Periodic Evaluations

A. Types of Periodic Evaluations

- i. Annual Periodic Evaluation:* Lecturers not undergoing a six-year or a three-year evaluation will undergo an annual periodic evaluation, beginning with their second semester of employment.

- ii. Six Year Comprehensive Evaluation:** Lecturers who are in their sixth consecutive year of service will undergo a comprehensive evaluation in that year to determine eligibility for an initial three-year appointment. This evaluation shall involve a cumulative review of the lecturer's performance for the entire six-year service period.
- iii. Three Year Periodic Evaluation:** A lecturer holding a three-year appointment will undergo a three-year periodic evaluation in the third year of appointment.

B. Frequency of Evaluation

For lecturers in appointments with one semester only, evaluation of the first semester is at the discretion of the Dean in consultation with the Department Chair. Newly hired lecturers shall be evaluated during the second one-semester appointment (whether consecutive or not). Part-time Lecturers undergo annual periodic evaluation in their first five years of employment; those in three-year appointments undergo periodic evaluation in the third year of the appointment.

Faculty who have six consecutive years of service undergo an evaluation in the sixth year to determine eligibility for an initial three-year appointment. Faculty who are eligible and apply for range elevation undergo an evaluation that results in a determination for or against range elevation.

Lecturers may be evaluated more frequently at their request or at the request of the Department Chair or the Dean.

C. Period of Review

- i. Annual Reviews:** The period of review shall be defined as the time period between the start of the semester in which the last review file was submitted and the current file's due date. For a first evaluation, the period of review shall be defined as the time period between the date of the initial appointment and the current file's due date.
- ii. Six Year Comprehensive Evaluation:** The period of review shall be defined as the time period between the start of the beginning of the six-year service as a lecturer, and the file's due date.
- iii. Three Year Periodic Evaluation:** The period of review shall be defined as the time period between the start of the beginning of the three-year appointment and the file's due date.

D. Levels of Review

- i. Annual Reviews:** Part-time lecturers undergoing annual periodic evaluations shall be evaluated by at least two levels of review: the DPRC and the Department Chair. Part-time lecturers may be reviewed by the Dean at the Dean's discretion. Evaluations resulting in less than "Satisfactory" rating by the DPRC or the Department Chair shall be forwarded to the Dean. Full-time lecturers undergoing annual periodic evaluation shall be evaluated by the DPRC, the Department Chair, and the Dean.
- ii. Three-Year Periodic Reviews and Six-Year Comprehensive Reviews** All lecturers undergoing a three-year periodic review or a six-year comprehensive review shall be evaluated by the DPRC, the Department Chair, and the Dean.

3.2 Range Elevation

The Range Elevation evaluation is only carried out when the lecturer is eligible for and requests a range elevation.

A. Range Elevation Period of Review

- i. Period of Review: Evaluation for range elevation considerations shall involve a review of the lecturer's performance in the current range, but because the timing can be extensive, the evaluation should pay particular attention to the most recent five years. The period of review shall be defined as the time period between the start of the academic year five years prior to the current academic year and the date when the file is submitted.
- ii. If a lecturer wishes to include in the WPAF evidence of performance outside this five-year period, they shall limit the evidence to: a) material that is relevant to performance while in the current range, and b) material that provides evidence of performance that cannot otherwise be documented within the most recent five-year period.

B. Range Elevation Evaluation Process

- i. Lecturers under consideration for range elevation shall be evaluated by the DPRC, the Department Chair and the Dean.
- ii. The Provost shall make the final determination on range elevations.

4. EVALUATION RATINGS

UPS 210.070 and MCBE AACSB Faculty Status Policy have set forth the categories upon which a faculty member is to be evaluated. These are (1) teaching, (2) AACSB faculty status, and (3) professional, university and community service (for full-time lecturers only). This document specifies the kinds of evidence the DPRC must have in order to make a judgment about the faculty member's performance in these categories and describes the standards that are applied and the methods used to evaluate that evidence.

Four rating categories specify the overall evaluation of lecturers:

Exceeds Expectations – Performance in assigned duties is better than satisfactory

Satisfactory – Performance meets expectations

Needs Improvement – Performance does not meet expectations

Unsatisfactory – Performance is seriously deficient

UPS 210.070 specifies evaluation criteria when reviewing the performance of lecturers. The principal evaluation criteria for lectures exclusively assigned to teaching are teaching performance and disciplinary and pedagogical currency. Examples and sources of evidence in the tables below are for illustrative purposes and are not comprehensive lists. Criteria for educational performance includes the first six criteria below. The seventh criterion only applies to lecturers with full-time appointments (12 WTUs per semester) who are granted service credit (3 WTUs per semester).

Criteria
1. Compliance with University, College, and Department policies governing instructional duties as outlined in faculty handbooks and University Policy Statements. Examples: Gives final exam on date/time assigned by the University; maintains office hours.
2. Establishment of a course environment conducive to learning. Examples: Provides means for students to contribute to course learning by encouraging inquiry; provides coherent structure for course meetings which is understood by the students.
3. Effective implementation of a course syllabus clearly linking learning goals to methods of assessment and student outcomes. Examples: Learning goals made clear to students at the start of course; assessments and grading practices are clearly related to learning goals.
4. Effective use of a variety of instructional methods. Examples: Instructional methods are appropriate to course goals; Technology (e.g., response clickers, blogs, discussion boards) is used to enhance participation.
5. Establishment of appropriate academic standards and holding students accountable for the standards of the discipline of study. Examples: Academic integrity is stressed in the course; effectiveness, fairness and timeliness of testing, other assessments and grading procedures are evident.
6. Pedagogical currency and disciplinary currency as related to teaching. Examples: Course content emphasizes students' acquisition of knowledge and skills that are currently valued in the discipline. Pedagogical methods are current in relation to the discipline and subject matter; continuing professional engagement in the discipline and/or professional developing as relevant to teaching assignment.
7. Service (full-time lecturers only). Examples: Service on department, college or university committees; community outreach in the service of the department, college or university; student advising or mentoring.

Faculty members will receive an overall rating based on following specific evaluation items: 1) student evaluations (statistical summaries); 2) student evaluations (open-ended comments); 3) class GPAs; 4) course design; 5) pedagogical currency and discipline currency; 6) AACSB qualification; and 7) service (for full-time lecturers only). The scores on each evaluation item are based on the compliance with the UPS 210.070 criteria. The table below links each evaluation item with its corresponding UPS criteria and sources of evidence used to assess faculty. The Appendix contains a sample evaluation form that covers these evaluation items. This sample evaluation form will be used to evaluate part-time and full-time lecturers. Part-time lecturers will be evaluated on teaching only. Full-time lecturers will be evaluated on teaching and service.

	Evaluation Item	UPS 210.070 Criteria	Source of Evidence
1	Student Evaluations (Statistical summaries)	2	SOQs
2	Student Evaluations (Open Ended Comments)	2, 4, 6	SOQs
3	Class Grade Point Average	5	Narrative summary, grade distribution reports
4	Course Design (Stated objectives in course syllabus, relevancy of assignments, supplemental course materials/readings, use of technology)	1, 3, 4, 5, 6	Syllabus, narrative summary, examples of course projects and student work
5	Pedagogical Currency and Disciplinary Currency	6	CV, narrative summary, SOQs

6	AACSB Qualification	1	CV, Digital Measures Report
7	Service (for full-time lecturers only)	7	CV, Digital Measures Report

Guidelines for Each Evaluation Item

1.Student Evaluations (Statistical Summary)	
Exceeds Expectations	Satisfactory
Mean SOQ scores fall within the following range: 3.4-4.0	Mean SOQ scores fall within the following range: 2.9-3.39
Needs Improvement	Unsatisfactory
Mean SOQ scores fall within the following range: 2.6-2.89	Mean SOQ scores are below 2.6.

Review of student evaluations (statistical summary) also may take into account department average ratings, variability of ratings, trends in ratings over time, class size, inclusion in honors program, online versus face-to-face format, and ratings on individual criteria (e.g., ability to communicate, overall teaching effectiveness, helpfulness to students).

2. Student Evaluations (Open Ended Comments)	
Exceeds Expectations	Satisfactory
Substantial majority of positive statements. Student comments demonstrate faculty member developed an exceptional environment conducive to learning and used varied instructional methods.	Generally positive statements. Student comments suggest faculty member developed a satisfactory environment conducive to learning and used somewhat varied instructional methods.
Needs Improvement	Unsatisfactory
Generally more negative statements than positive ones. Student comments demonstrate faculty member developed a limited environment for learning, with limited but varied instructional methods, and limited use of timely topics.	Substantial preponderance of negative statements. Student comments indicate faculty member failed to develop an environment conducive to learning, did not use varied instructional methods, or did not teach timely topics.

Review of student evaluations (open-ended comments) also may take into account consistency in patterns of positive or negative responses, and trends in responses over time.

3. Class Grade Point Average (GPA)	
Exceeds Expectations	Satisfactory
Class GPAs and grade distributions conform to department standards (which suggest the range of an instructor's semester-average class GPAs in table below). Deviations are explained or have a sound rationale.	Class GPAs and grade distributions generally conform to department standards (which suggest the range of an instructor's semester-average class GPAs in table below), but there are deviations without compelling justification.

Needs Improvement	Unsatisfactory
Class GPAs and grade distributions appear to be inconsistent and may vary significantly from department standards (which suggest the range of an instructor's semester-average class GPAs in table below) without compelling justification.	Class GPAs and grade distributions consistently deviate significantly (either high or low) from department standards (which suggest the range of an instructor's semester-average class GPAs in table below).

Course Level	Low	High
300	2.00	3.00
400	2.50	3.30
500	2.80	3.70

4. Course Design	
Exceeds Expectations	Satisfactory
<p>Syllabus and required elements are complete. Modules or sections have extensive details clarifying objectives and providing content. Student learning objectives are clearly defined and linked to assessment methods and student outcomes. Stated objectives are implemented in the course.</p> <p>The course contains a variety of well-defined contemporary and current assignments linked to clearly specified learning objectives. Assignments and exams are effectively and fully implemented in the course.</p> <p>Contemporary or cutting edge textbook, materials and/or supplemental readings. Extensive archive of supplemental materials.</p>	<p>Syllabus is complete and all required elements are present. Student learning objectives are clearly defined. Stated objectives are implemented in the course.</p> <p>The course contains some contemporary and current assignments linked to course objectives. Assignments appear germane to course and students learning. Assignments and exams are implemented in the course.</p> <p>Textbook and/or readings are relevant and contemporary. Some effort to provide supplemental readings.</p>
Needs Improvement	Unsatisfactory
<p>Syllabus is provided, but details are minimal. Required syllabus elements are missing including a clear layout of student learning objectives and methods of assessment. Failure to implement some stated objectives.</p> <p>The course contains minimum activities beyond exams. Additional activities may appear only minimally connected to subject and course.</p> <p>Dated textbook and readings, but with some recent materials. Little effort to provide current or contemporary additional materials and/or supplemental reading.</p>	<p>Syllabus is absent or when it is provided there is a severe lack of important details. Student learning objectives are not well defined. Missing assessment tools and expected student outcomes. Failure to implement some stated objectives.</p> <p>Course assessment is based solely or predominantly on exams. Little or no evidence of other evaluation methods. General lack of assignments or exercises intended to reinforce student learning. Failure to implement some assignments and/or exams in the course.</p> <p>Out of date textbook. Content does not satisfactorily match the course description. Dated or limited readings and/or applications. Lack of additional materials or supplemental reading.</p>

5. Pedagogical Currency and Disciplinary Currency	
Exceeds Expectations	Satisfactory
Demonstrated evidence of multiple training or other activities around pedagogy development and professional expertise.	Evidence of some training or other activities around pedagogy development and/or professional expertise.
Needs Improvement	Unsatisfactory
Some evidence of training or other activity around pedagogy development or professional expertise.	Little evidence (or failure to provide evidence) of training or other activities towards pedagogy development or professional expertise.

6. Is Faculty Member AACSB Qualified?

In accordance with AACSB accreditation requirements, faculty are expected to be classified as either 1) scholarly academic (research active with a doctoral degree or doctoral candidacy earned in last 5 years); 2) practice academic (doctoral degree with relevant consulting experience); 3) instructional academic (graduate degree and research active); 4) instructional practitioner (graduate degree with relevant work and/or consulting and/or professional experience). These categories are based on some combination of doctoral degree candidacy or recent completion of a doctoral degree in a relevant field, and/or publications and/or presentations in scholarly or professional meetings, and/or professional development, and/or consulting or work experience in a relevant field.

The combination of these criteria should lead to classification in one of the above four categories. Instructors not meeting criteria for any of the four categories are classified as “other.” Instructors classified as “other” normally are not reappointed unless approved by the Department Chair and Dean. For further clarification, please refer to AACSB Faculty Qualification Policy and Faculty Qualifications Table available on Titanium Communities/Mihaylo Research Community/AACSB Faculty Status Qualifications. Digital Measures Reports must be completed annually to ensure AACSB qualification criteria are met.

7. Service (for Full-time Lecturers Only)

Lecturers with full-time appointments are expected to provide service to the department, college or university by being an engaged citizen of their department, participating in committee work, advising and mentoring students, and engaging in outreach to the community on behalf of the college (e.g., professional associations). This evaluation may include but not be limited to material based on service records, narrative summary, digital measures, and CV.

Service (for Full-time Lecturers Only)	
Exceeds Expectations	Satisfactory
Faculty member attends and is actively engaged in department meetings, is an engaged member of multiple department, college or university committees, provides substantial student advising, and engages in outreach on behalf of department, college or university.	Faculty member attends and is actively engaged in department meetings, is an active member of at least one department, college or university committee, provides substantial student advising, and engages in some outreach on behalf of department, college or university.

Needs Improvement	Unsatisfactory
Faculty member sporadically attends department meetings, is an inactive member of a department, college or university committee, provides minimal student advising, and does not engage in any outreach on behalf of department, college or university.	Faculty member does not attend department meetings, is not a member of any department, college or university committees, provides minimal or no student advising, and does not engage in any outreach on behalf of department, college or university.

Appendix A

Sample Evaluation Form for Lecturers

Name of Faculty Member:

Semester(s):

Course/s Taught:

Rate the following:

Teaching Performance	Unsatisfactory	Needs Improvement	Satisfactory	Exceeds Expectations
1. Student Evaluations (Statistical Summary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student Evaluations (Open Ended Comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Class Grade Point Average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Course Design (Stated objectives in course syllabus, relevancy of assignments, supplemental course materials/readings, use of technology)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Pedagogical/Disciplinary Currency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is Faculty Member AACSB Qualified?		<input type="checkbox"/> No	<input type="checkbox"/> Yes	
7. Service* (Service to department, college or university through committees, advising, student mentoring, community outreach)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

(Please comment on strengths, weaknesses, areas in need of improvement, and any other issues that may be relevant in assessing the Faculty Member's performance.)

*Note: Section 7 is applicable to full-time lecturers only

Appendix B

Sample Lecturer Evaluation Checklist for Working Personnel Action File

Name: _____ Dept: _____

_____ **Working Personnel Action File Table of Contents**

_____ UPS 210.070 (dated 12-13-2018) and /or Approved Department Standards for Lecturer Faculty

_____ Curriculum Vita

_____ Summary of Assigned Duties and List of Teaching Assignments

_____ Narrative Summary

- ❖ **Please check off that you have included the following materials for each semester during the review period (edit the table as needed).** This documentation is REQUIRED (including any summer courses taught) and available in the CSUF Faculty Portal. If any of the required documents are not present in the WPAF, the faculty member must indicate why the material is missing, or provide a reasonable equivalent.

	Summary Reports of Student Opinion Questionnaires	Completed SOQ Forms from all Courses (Raw Data)	Statistical Summaries of Grade Distributions (Graded Class Lists)
Fall 19			
Summer 19			
Spring 19			
Fall 18			
Summer 18			
Spring 18			
Fall 17			
Summer 17			
Spring 17			
Fall 16			
Summer 16			
Spring 16			
Fall 15			
Summer 15			
Spring 15			
Fall 14			

_____ Additional Evidence of Teaching Performance

_____ Evidence of Currency in Field

_____ If Appropriate to Work Assignment: Evidence of Scholarly/Creative Activities

_____ If Appropriate to Work Assignment: Evidence of University, College, Dept/Division, & Community Service



Mark as shown: Please use a pencil or a dark pen to mark an X inside the box of your choice.

Correction: If you make a mistake, erase or completely fill in the box with the wrong answer and mark an X for the correct answer.

1. Student Opinion Questionnaire - Part 1

EVALUATE YOUR INSTRUCTOR'S...

	Outstanding	Very Good	Average	Below Average	Poor
1.1 Organization of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Knowledge of course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Preparation for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Ability to communicate subject material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Willingness to help students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Overall teaching effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Student Opinion Questionnaire - Part 2

	Outstanding	Very Good	Average	Below Average	Poor
2.1 Ability to make exams consistent with course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Fill in your response.

2.2 The workload for this course was:	<input type="checkbox"/> Very Heavy <input type="checkbox"/> Light	<input type="checkbox"/> Heavy <input type="checkbox"/> Very Light	<input type="checkbox"/> Average
2.3 The level of difficulty of this course was:	<input type="checkbox"/> Very Difficult <input type="checkbox"/> Easy	<input type="checkbox"/> Difficult <input type="checkbox"/> Very Easy	<input type="checkbox"/> Average
2.4 At the beginning of the semester, what grade were you expecting to earn in this class	<input type="checkbox"/> A- to A+ <input type="checkbox"/> D- to D+	<input type="checkbox"/> B- to B+ <input type="checkbox"/> F	<input type="checkbox"/> C- to C+
2.5 Now, what grade do you expect in this class?	<input type="checkbox"/> A- to A+ <input type="checkbox"/> D- to D+	<input type="checkbox"/> B- to B+ <input type="checkbox"/> F	<input type="checkbox"/> C- to C+
2.6 What percentage of classes did you attend?	<input type="checkbox"/> 80 - 100% <input type="checkbox"/> 20 - 40%	<input type="checkbox"/> 60 - 80% <input type="checkbox"/> 0 - 20%	<input type="checkbox"/> 40 - 60%

PLEASE CONTINUE YOUR RESPONSES ON THE OPPOSITE SIDE. Do not write in the space below.



3. Comments

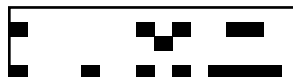
3.1 What did the instructor do well?

3.2 What could you have done to improve your learning experience in this course?

3.3 What could the instructor improve?

3.4 Your instructor would like to know your opinion about the textbook and/or other reading materials.

3.5 Additional comments:





Mark as shown: Please use a pencil or a dark pen to mark an X inside the box of your choice.

Correction: If you make a mistake, erase or completely fill in the box with the wrong answer and mark an X for the correct answer.

1. Student Opinion Questionnaire

EVALUATE YOUR INSTRUCTOR'S . . .

	Excellent	Good	Fair	Poor	Very Poor
1.1 Organization of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Knowledge of course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Quality of materials conveyed over the web	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Effective delivery of course material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Willingness to help students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.6 Indicate your overall learning experience in the course

Indicate your level of agreement with the following statement

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.7 I would recommend this instructor to other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



2. Comments

2.1 What grade do you expect in this online class?

2.2 What did the instructor do well?

2.3 What could the instructor do to improve the class?

2.4 Additional Comments:

