

Topic: Course Evaluation Form

	Yes	No	Uncertain
Explicit and Content-Specific Learning Objectives			
Goals are clearly stated and explained.			
Course goals are tied explicitly to content in the course.			
Goals are set for each unit within the course.			
Overall, course goals are set upfront.			
Goals are measurable.			
Course Content Matches Targeted Audience Experience, Backgrounds, and Needs			
Content builds upon students' existing knowledge base in terms of vocabulary, theoretical knowledge, and experiences.			
Course description/syllabus clearly indicates the audience level.			
Content is presented in a logical progression of difficulty. Assignments, exercises, and assessments all increase in level of difficulty at a logical pace as students progress through course.			
Examples and supporting activities are targeted to the audience, with a general appeal to varying backgrounds and experiences.			
Assessment and Evaluation Methods Enable Learning Outcomes			
Rationale is given for assessment methods employed.			
Frequent, timely, and specific feedback with clear direction for improvement and fitting the learning objectives is dispensed.			
Methods geared to multiple learning styles are used, including concrete experiences, observation (such as lecture or videos), hands-on experimentation, and conceptualization of principles.			
Where specific knowledge is being assessed, assessment is equitably specified and objectively measured.			
Where judgment is being used in the assessment, the rationale for the judgment is stated or referenced.			
Students know what is expected of them in each form of assessment that is present.			
Assessment is built into the course design.			

Course Design Supports Good Teaching Principles			
Design facilitates student-to-student interaction.			
Design facilitates student-to-faculty interaction.			
Activities and assignments promote active learning.			
Opportunities are offered to demonstrate and practice time on task.			