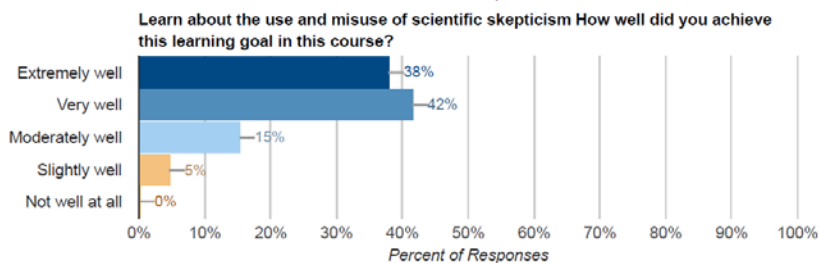
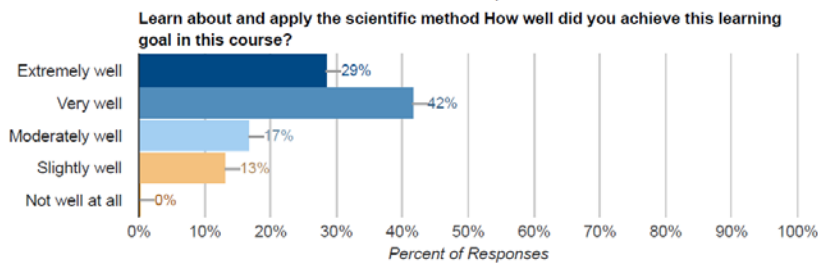
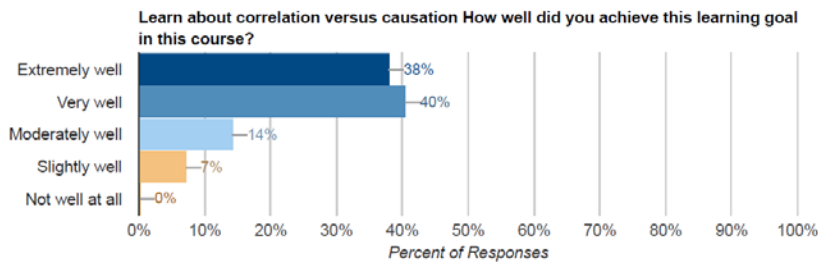
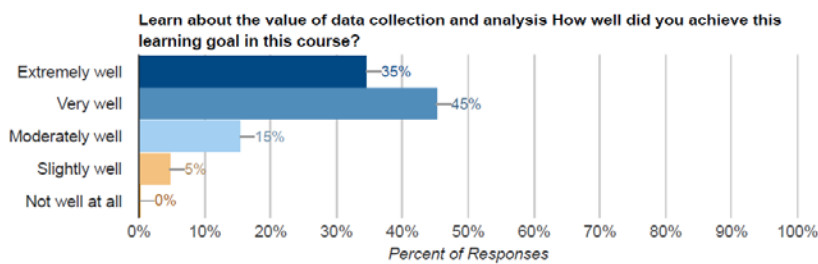


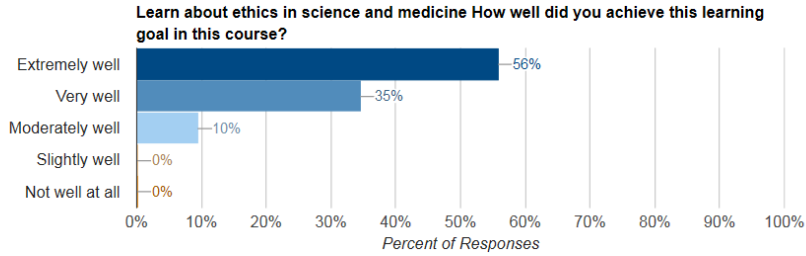
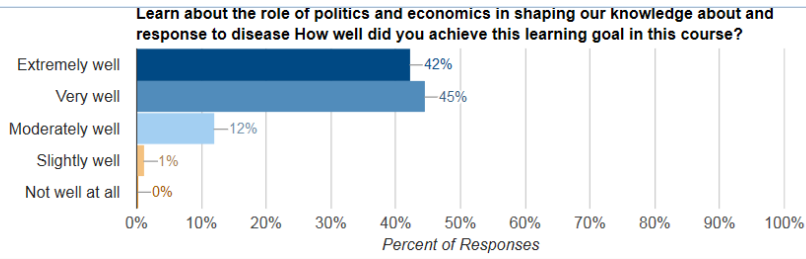
Learning Goals

Students are most likely to say their learning goals have been met when

- The goals are clearly articulated in the syllabus and/or directly to students
- There's a clear connection between the goals and the exams, quizzes, and/or assignments in the class
- Students have adequate practice doing work that is relevant to the goals

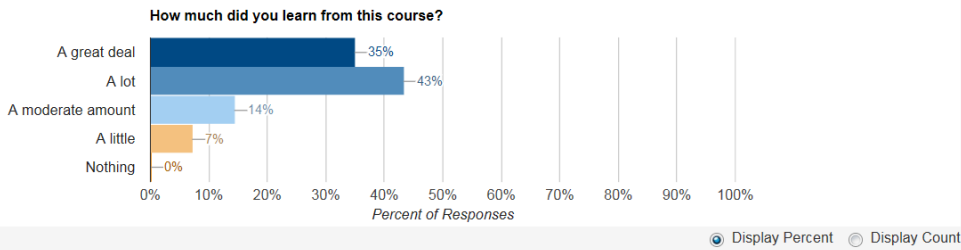
For information on writing effective learning goals, please see Writing Learning Goals (<https://vptl.stanford.edu/teaching-learning/teach/evaluation/stanfords-new-course-evaluations/writing-learning>).





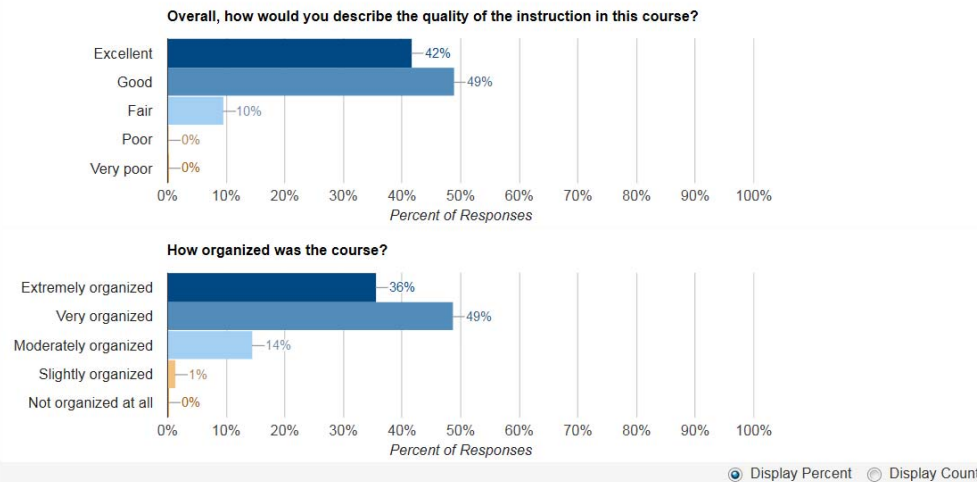
Student Learning

For information on factors that contribute to students' learning, please see [Interpreting Your Course Evaluation Report](#).



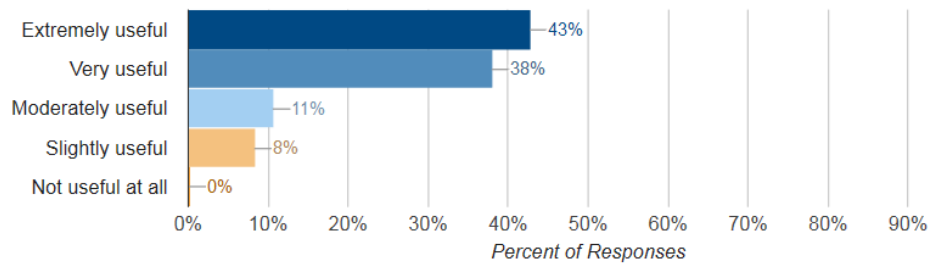
Instruction and Organization

For information about effective teaching in a variety of contexts, please see [Teaching Strategies](#).

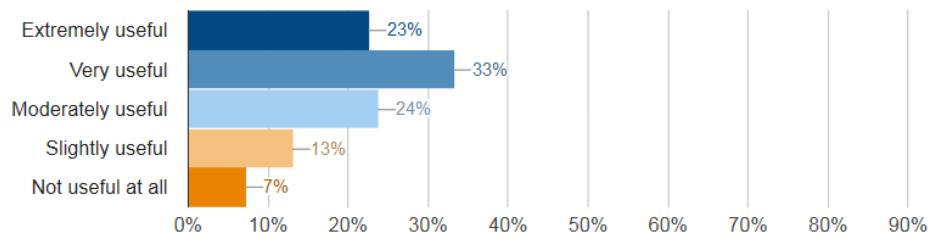


Course Elements

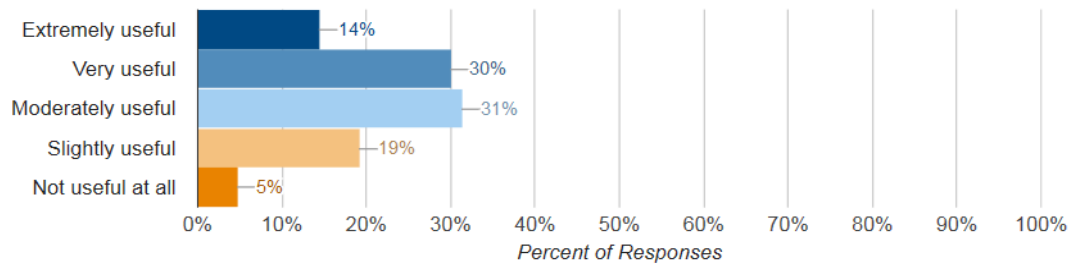
How useful to you were the discussion sections?



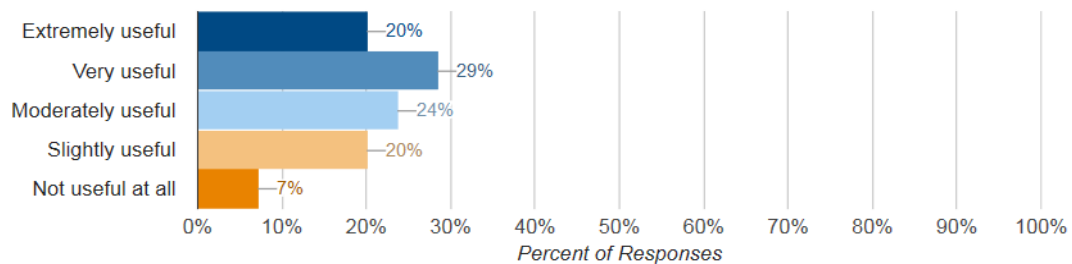
How useful to you was the final project?



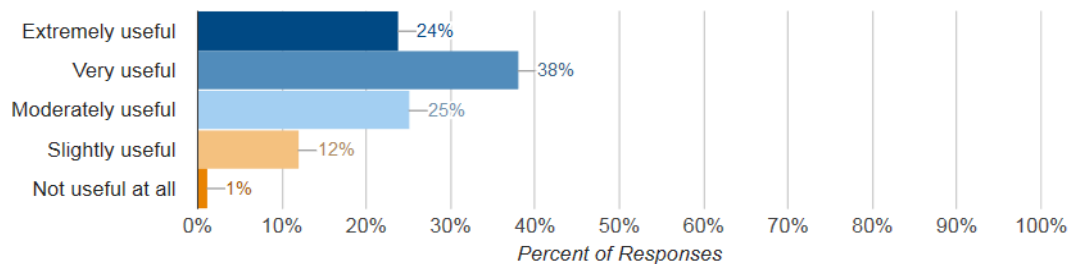
How useful to you were the writing assignments?



How useful to you were the lectures?

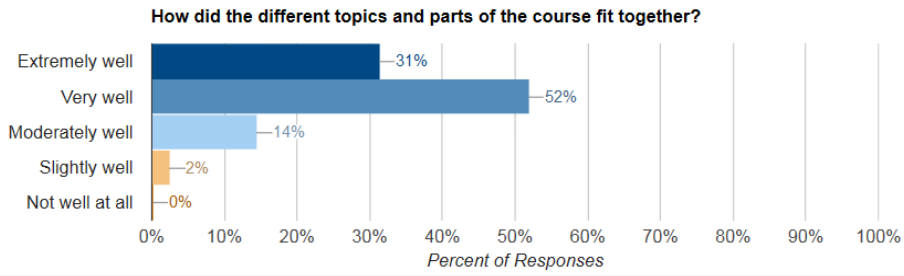
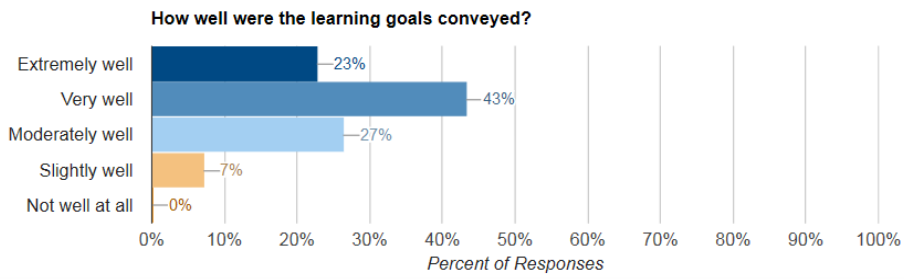


How useful to you were the readings?



Instructor Added Questions

Close-Ended Questions



Display Percent Display Count