

University of Utah
 Custom Report for JULIE SNYDER-YULY Teaching all types in all course levels in all course traits in
 the COMM department 2014 Fall
 There were: 124 possible respondents.



Order	Question Text	N	RR	Avg	COMM Avg	COMM F14	Div Avg	Div F14	Sch Avg	Sch F14						
Grp	SNYDER-YULY Instructor Questions		n/a	4.98	5.33	5.39	5.33	5.34	5.28	5.28						
Grp	Course Questions		n/a	4.67	5.18	5.2	5.2	5.19	5.15	5.13						
											Str Disagr	Disagr	Mild Disagr	Mild Agree	Agree	Str Agree
1	Objectives clearly stated	58	47%	4.81	5.24	5.22	5.25	5.22	5.23	5.19	2% (1)	0% (0)	7% (4)	26% (15)	38% (22)	28% (16)
2	Objectives met	58	47%	4.91	5.24	5.29	5.24	5.25	5.21	5.2	2% (1)	0% (0)	3% (2)	26% (15)	38% (22)	31% (18)
3	Content well-organized	57	46%	4.67	5.15	5.19	5.16	5.14	5.12	5.1	4% (2)	7% (4)	5% (3)	19% (11)	33% (19)	32% (18)
4	Course materials helpful	58	47%	4.5	5.13	5.17	5.16	5.17	5.11	5.1	2% (1)	5% (3)	17% (10)	21% (12)	28% (16)	28% (16)
5	Assignments & exams covered the course	57	46%	4.58	5.24	5.28	5.27	5.28	5.18	5.17	4% (2)	2% (1)	14% (8)	23% (13)	30% (17)	28% (16)
6	Learned great deal	58	47%	4.62	5.11	5.12	5.14	5.12	5.11	5.09	0% (0)	5% (3)	7% (4)	36% (21)	24% (14)	28% (16)
7	Overall effective course	57	46%	4.58	5.12	5.16	5.15	5.14	5.1	5.08	5% (3)	2% (1)	11% (6)	23% (13)	32% (18)	28% (16)
9	Explored humanities for students without background in the subject	57	46%	4.84	5.04	5.01	5.11	5.05	5.11	5.06	0% (0)	2% (1)	5% (3)	26% (15)	40% (23)	26% (15)
10	Helped me develop communication skills oral, written, analytical skills	57	46%	4.61	5	4.98	4.88	4.84	4.85	4.78	0% (0)	4% (2)	7% (4)	37% (21)	30% (17)	23% (13)
11	I would recommend for fulfilling humanities requirement	56	45%	4.54	4.89	4.85	4.9	4.85	4.88	4.8	7% (4)	0% (0)	11% (6)	25% (14)	29% (16)	29% (16)
12	Took this course to meet a General Education or Bach degree	58	47%	4.9	5.28	5.25	5.23	5.22	5.19	5.17	5% (3)	2% (1)	7% (4)	14% (8)	29% (17)	43% (25)
13	SNYDER-YULY Instructor was organized	58	47%	4.9	5.24	5.29	5.24	5.23	5.22	5.2	2% (1)	0% (0)	5% (3)	28% (16)	31% (18)	34% (20)
14	SNYDER-YULY Instructor presented effectively	58	47%	4.76	5.18	5.26	5.2	5.21	5.13	5.13	3% (2)	3% (2)	5% (3)	24% (14)	29% (17)	34% (20)
15	SNYDER-YULY Instructor created respectful environment	57	46%	5.11	5.38	5.46	5.38	5.41	5.34	5.35	4% (2)	0% (0)	4% (2)	18% (10)	26% (15)	49% (28)
16	SNYDER-YULY Demonstrated thorough knowledge	57	46%	4.77	5.45	5.49	5.47	5.47	5.43	5.42	4% (2)	4% (2)	5% (3)	19% (11)	37% (21)	32% (18)
17	SNYDER-YULY Instructor encouraged questions/ opinions	58	47%	5.31	5.42	5.49	5.4	5.43	5.34	5.33	0% (0)	0% (0)	3% (2)	14% (8)	31% (18)	52% (30)
18	SNYDER-YULY Instructor available for student consultation	58	47%	5.14	5.36	5.4	5.37	5.36	5.3	5.3	2% (1)	2% (1)	3% (2)	10% (6)	40% (23)	43% (25)
19	SNYDER-YULY Overall effective instructor	55	44%	4.84	5.27	5.33	5.28	5.29	5.23	5.22	2% (1)	2% (1)	7% (4)	24% (13)	31% (17)	35% (19)
											V Discrim	Discrim	Avg	N Discrim	Careless	
	How discriminating the student was this semester	60	48%								20% (12)	12% (7)	7% (4)	37% (22)	25% (15)	
											Very Easy	Easy	Avg	Hard	Very Hard	
	Rating tendency - this semester	60	48%								25% (15)	17% (10)	13% (8)	27% (16)	18% (11)	
											Very Easy	Easy	Avg	Hard	Very Hard	
	Rating tendency - overall	60	48%								15% (9)	22% (13)	25% (15)	20% (12)	18% (11)	
Text Responses																
Question: Comments on course effectiveness																
COMM 2110: The lab on a Friday is pointless since all we do is take more notes just like we do in lecture. Everything that was in lecture was straight out of the book so it is pointless that Julie made lecture mandatory if she was only going to repeat what i read.																
COMM 2110: A lab for this class was unnecessary since all we did was do the same things that were done in class aka take notes on the lecture which was straight out of the book. The lab should just be regular lecture. The discussions never showed up on canvas' to-do assignment list, so I would make sure that they do. I would not have things due at 8:35 but rather midnight.																
COMM 2110: The participation was nice and loved the smaller lab sections.																
COMM 2110: Presentations at the end were great in helping me engage in specific topics. Stories during lecture helped me understand some topics better.																
COMM 2110: If you are super worried about the fact that people don't attend the lecture based classes then you need to make those worth something, rather than being upset with the people who do show up to class.																
COMM 2110: Overall, it was a good course. The hardest part was the fact that you lectured very vaguely, and then your exams were nothing like your lectures. The practice tests before the exams were helpful, but they should've been open to view more than once.																
COMM 2110: first test was way too hard, more study guides like the last one.																
COMM 2110: N/A																
COMM 2110: The textbook for the class is terrible!																
COMM 2110: weird confusing																
COMM 2110: weird confusing																
COMM 2110: Don't post notes, wasn't accommodating. POST NOTES. EVERY other professor does it, get off your high horse. It'll help overall and people won't be so angry to attend your class. Not posting notes was her passive-aggressive way of trying to get people to her class. Sent a rude email to the entire class and told us she wasn't going to put forth effort anymore.																
COMM 2110: Seemed a bit bland and sometimes just no excitement for the subject.																
COMM 2110: I liked that we could pick which paper we wanted to do so we could focus on something that interested us. I also liked when she used clips from television shows as examples, those are the examples that really stuck with me.																
COMM 2110: it was nice to be able to break the class down into smaller groups and get some more one on one time with Julie																
COMM 2110: She was a very laid-back teacher and that made her easy to approach.																
COMM 2110: a lot of visual learning which helped along with communication within the class not just the teacher																

