

There were: 8 possible respondents.

	Question Text	N	Agree	Do Not	Don't Know			
1	Abide by the CSU Principles of Community	2	100% (2)	0% (0)	0% (0)			
			<b>None</b>	<b>1-20%</b>	<b>21-40%</b>	<b>41-60%</b>	<b>61-80%</b>	<b>81-100%</b>
2	Time allocated to discussion	2	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	0% (0)
3	Time allocated to online	2	0% (0)	100% (2)	0% (0)	0% (0)	0% (0)	0% (0)
4	Time allocated to projects	2	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)
5	Time allocated to homework	2	0% (0)	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)
6	Time allocated to activities/labs	2	0% (0)	0% (0)	0% (0)	50% (1)	0% (0)	50% (1)
7	Time allocated to lectures	2	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	0% (0)
			<b>Impact</b>	<b>No Impact</b>				
8	Lectures	2	100% (2)	0% (0)				
9	Discussions	2	100% (2)	0% (0)				
10	Assignments	2	100% (2)	0% (0)				
11	Activities	2	100% (2)	0% (0)				
12	Labs	2	100% (2)	0% (0)				
13	Instructor	2	100% (2)	0% (0)				
14	Classmates	2	50% (1)	50% (1)				
			<b>Not Stated</b>	<b>Low</b>	<b>Reasonable</b>	<b>High</b>	<b>Very High</b>	
15	Classmates/peer expectations for student to contribute	2	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	
			<b>Not Enough</b>	<b>Reasonable</b>	<b>Challenging</b>	<b>Overwhelming</b>		
17	Course workload	2	0% (0)	50% (1)	50% (1)	0% (0)		
			<b>Strength</b>	<b>Not Strength</b>				
19	Inclusive environment	2	100% (2)	0% (0)				
20	Clarity of expectations and grading	2	50% (1)	50% (1)				
21	Timing of Feedback	2	50% (1)	50% (1)				
22	Challenge of the course	2	100% (2)	0% (0)				
23	Accessibility and usefulness of materials	2	50% (1)	50% (1)				
24	Instructor Communication	2	50% (1)	50% (1)				
25	Support from Instructor	2	100% (2)	0% (0)				
			<b>Enhance</b>	<b>Do Not Enhance</b>				
26	Inclusive environment	2	0% (0)	100% (2)				
27	Clarity of expectations and grading	2	100% (2)	0% (0)				
28	Timing of Feedback	2	0% (0)	100% (2)				

29	Challenge of the course	2	0% (0)	100% (2)			
30	Accessibility and usefulness of materials	2	50% (1)	50% (1)			
31	Instructor Communication	2	50% (1)	50% (1)			
32	Support from Instructor	2	0% (0)	100% (2)			
			No	Yes			
34	Student wishes to sign name to comments	2	50% (1)	50% (1)			
			Str Agree	Agree	Undecided	Disagree	Str Disagree
36	Concept Application	2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)
37	Expectation communication	2	0% (0)	50% (1)	0% (0)	50% (1)	0% (0)
38	Engagement	2	50% (1)	50% (1)	0% (0)	0% (0)	0% (0)
39	Class outlines	2	0% (0)	100% (2)	0% (0)	0% (0)	0% (0)
			Not Stated	Low	Reasonable	High	Very High
40	Instructor's expectations	2	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)
			None	Inconsistent	Not Enough	Enough	Too Much
42	Instructor feedback	2	0% (0)	0% (0)	0% (0)	100% (2)	0% (0)
			Too Late	Timely	Inconsistent		
44	Instructor feedback timely	2	0% (0)	100% (2)	0% (0)		

Instructor	Text Responses
	<b>Question: Describe your classmates/peers expectations for you to contribute. Please include specifics. TEF domains - Student Motivation</b>
	put together full individual looks for each assignment
	Im usually expected to be quiet in class and not joining conversations, which is reasonable to me since thats whats preferred for me. When I work on activities and makeup I do the work I am told to do. For my actual makeup presentations, classmates have been very encouraging.
	<b>Question: Describe the workload. Please give specific examples. TEF domains - Student Motivation, Feedback and Assessment</b>
	wigs and complete makeup looks for each assignment as well as website updates and schematics
	Outside of class, we have to create a site, research our makeup, create a schematic, come up with a character statement or design statement or other background, put information about products and tools on our sites, write out our process with pictures, write reflections, occasionally do extra activities (gore handout, wig styling, period presentations) and practice at home.
	<b>Question: How could the timing of the feedback be improved? What might that look like? Please be specific in your comments. TEF Domains - Feedback and Assessment</b>
	Timing of feedback is good as is; feedback happens during practice and after applications, and we receive our grades back by the next class or so.
	<b>Question: Describe the instructors expectations. Please include specifics. TEF Domains - Curriculum/Curricular Alignment</b>
Carignan	Expectations include bringing our materials to class, uploading information to our site on time, bringing our schematics on application day, paying attention to the professor, staying off of our phones during lectures, not interrupting or having simultaneous conversations during lectures, and participating/answering questions/asking questions/working on what we are told to do.

	<b>Question: How could the amount of feedback be improved? What might that look like? Please provide details. tip: it may help to put the amount of feedback in context with how much work you submitted to get that feedback. TEF Domains - Feedback and Assessment</b>
Carignan	It seems fine as is
	<b>Question: If you have any other comments about the Instructor, please provide them here</b>
Carignan	I had some issues during the semester with organization of the class. I messaged the TA pretty often asking about where things were located on Canvas (they hadnt been uploaded yet but were supposed to be), or asking about due dates (they hadnt been updated on the live schedule to reflect our time), or requesting access for something that I needed for class. It was good that me communicating these issues resulted in a quick response and adjustment, but it was a little frustrating because it seemed like I was the only one in class who was noticing these things and actively communicating them. Some of the changes would happen the night before the class (like Sunday nights) that made them more difficult. I was fine, I just worry that these things could have been issues for other students as well who may have remained quiet.
	<b>Question: You chose to sign this evaluation, Please type your name in the box below.</b>
	Avi Miller