**Importance of Key Aspects of Course Design to Students**

**Modal**

**Response**

1 = Not Important; 2 = Somewhat Important; 3 = Very Important

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| --- | --- | --- | --- | --- | --- | --- |
| **Statement** | ***N*** | **Not Impt** | **Somewhat** | **Very Impt** | **Not Sure/IDK** | **Mean Score[[1]](#footnote-1)** |
| 1. A syllabus is provided that clearly identifies campus-based student support services (what services/programs are available and how to seek these services on your campus). | *749* | 9.6% | 34.2% | **53.0%** | 3.2% | 2.45 |
| 1. **A syllabus is provided that clearly identifies all course requirements, expectations and due dates.** | *752* | 0.9% | 4.0% | **95.1%** | 0.0% | 2.94 |
| 1. **Faculty provide contact information so you have varied ways to contact the professor with questions or concerns (telephone, email and office hours are listed on the syllabus).** | *749* | 0.9% | 13.0% | **85.8%** | 0.3% | 2.85 |
| 1. Faculty use multiple ways to teach important course concepts which incorporate different teaching styles (presenting information visually and verbally etc.). | *751* | 0.9% | 21.4% | **76.3%** | 1.3% | 2.76 |
| 1. Faculty provide multiple ways of clearly identifying and explaining essential course concepts (highlight the main or big ideas covered during the term in different ways). | *744* | 1.5% | 17.7% | **79.7%** | 1.1% | 2.79 |
| 1. Examples and/or illustrations are provided of all major course assignments or activities (offers examples of previous student work or helpful ways showing what is expected). | *748* | 1.9% | 25.1% | **72.1%** | 0.9% | 2.71 |
| 1. Course design provides various ways to involve students in the learning process throughout the term (combines lecture, small group work, online assignments, class discussion, hands-on activities). | *728* | 2.6% | 32.8% | **63.7%** | 0.8% | 2.62 |
| 1. Course design encourages natural support systems (study/partner work, study groups, etc.). | *748* | 9.9% | 40.1% | **46.8%** | 3.2% | 2.38 |
| 1. Course design provides alternatives for how students can participate in and/or complete all major course assignments or activities (offers different ways to complete class assignments or activities). | *742* | 6.3% | 40.8% | **48.4%** | 4.4% | 2.44 |
| 1. Faculty offer clear and specific feedback on assignments and encourages re-submission of assignments, as appropriate. | *742* | 1.1% | 13.3% | **84.4%** | 1.5% | 2.85 |
| 1. Course design allows students to demonstrate what they have learned in more than one way (offers options such as oral presentations or a written report, multiple choice tests or oral exams). | *740* | 4.1% | 34.6% | **59.7%** | 1.6% | 2.57 |
| 1. **Course design provides clear guidelines, outlines, and/or evaluation rubrics for all major course assignments or activities (i.e. offers clear expectations for how assignments are to be created and graded).** | *745* | 1.1% | 13.3% | **85.0%** | 0.7% | 2.84 |

**Analysis:** While modal responses indicated that all 12 elements were *very important*, items 2, 3 and 12 were the highest amongst all aspects of course design assessed.

1. [↑](#footnote-ref-1)