

COLLEGE OF  
**Eastern Utah**

TEACHING EVALUATIONS

**SUSAN RHOADES NEEL**

**Fall 2006**

Susan Neel  
HIST 1700-801  
Fall 2006

1. What did the instructor do especially well that helped your understanding and learning?

- Weekly projects really helped me learn more! Also, showing the films helped me grasp the concepts.
- Had me redo my weekly reports rather than give me a zero
- She lectured
- She had very detailed discussions. She presents ideas well but is sometimes unclear as to what key points are important.
- Lectures were good
- Nothing
- We watched videos
- What she covered she covered it well.
- Nothing I really did not understand the instructor

2. What could the instructor have done better to help your understanding and learning?

- Nothing
- Nothing
- Use the board, more visual examples
- Not given as large of reading assignments. Had the tests match the lectures. Given out a study guide or typed lecture notes. In the large reading assignment it was difficult to grasp concepts that a study guide may have made important
- Have the tests correspond more with the lectures. More frequent test. Less reading in same time frame.
- Stop giving busy work were in college now we dont need that.
- Give better lechtures. Do more than just lechture everyday.
- You're a really good teacher, but the exam questions don't correlate w/ what you teach.
- She jumped a lot from one lecture to another and left out a lot of information.
- Give a better outline of what we need to do, give us a little more time for every thing

3. Make any additional comments you wish to include. These may concern any item in any section of the survey or other information which you feel has not been covered.

- I do not agree with High School students in our class-rooms! This is "higher-education". Their immaturity is a hinderance to many "adult" students!
- She did a great job!
- The tests do not follow class lectures, the wording is confusing and the time given is not atquate. I was unsatisfied with the manner that she assigned papers. She didn't give four warning and dropped garguantant loads of work, to be done in a small amount of time.

- Its hard when you have kids (sick) to come to all of the classes. Grading on attendance is not cool.
- She went over and over and over things
- She needs to treat this like an accul college class. This is not high school, and shes not the only class we have.
- First time teaching at any place is hard! I think you will do great.
- She jumped around a LOT.
- She needs to do somthing other then talking

Susan Neel  
HIST 1700-002  
Fall 2006

1. What did the instructor do especially well that helped your understanding and learning?

- Told stories and compared, didn't just give the plain and boring stuff.
- She would tell stories of how the people felt in that time frame.
- Told stories, delivery of material was not boring had energy
- She picks out good topics to talk about. This helps me.
- She takes enough time on each issue.
- Made lectures exciting a used lots of stories as examples
- She begins with a story to associate her lesson with, so I can get an overview of what lecture will be about
- Detailed lectures of all topics in class.
- Visual aids
- Took the time to answer my specific questions
- Had some visuals.
- She told stories before her lectures and gave examples.
- Good stories & deep subjects.
- The lectures are interesting
- Made a lot of useful information available on the web
- Talked not only about main events but the small ones also
- Expressed points, repeated points that needed to be stressed
- She told stories- gave physical examples
- Made history enjoyable

2. What could the instructor have done better to help your understanding and learning?

- Had a discussion instead of lecturing the whole class.
- Don't just talk the whole time. Get some class interaction, mix things up a little more. Do activities to help us understand
- Decrease information needed for tests. Since tests are open book/notes, give questions that are explained in the book & can be found in the time allowed.
- Write some of her lecture on the board.
- Teach more from the text book
- Nothing.
- Reference the book during lecture, because it doesn't stay with me (knowledge) if I can't read & hear it info.
- Provide more information as to what to expect for on line exams
- Talk a lot less and make a physical test.
- Nothing, I know history well. The things I didn't know she handled very thoroughly.
- Have extra class to answer questions about reading
- Taught more from the text book and show us where it was so we could read more about her lectures

- Review
- A slight less amount of lecture.
- Provide some kind of a sheet w/vocabulary, etc.
- Less chapters for the test
- Told us more on how the test would be like than she did
- Gave a study guide

3. Make any additional comments you wish to include. These may concern any item in any section of the survey or other information which you feel has not been covered.

- I could be made know of what notes we are going to need. She covers a lot and I didn't know what I needed and didn't need.
- You are a wonderful person and consider you as a friend. Just try to have more interation in class.
- Hand out a syllabus instead of requiring students to get it off the internet too many "LARGE" assignments
- N/A
- I think it would be helpful to give out the essays through out the course rather than everything at the end- so you have time to give the assignment your all rather than rushing through each section.
- N/A
- Class time is a little to long
- Mrs. Neel is a very good instructor. I have really enjoyed her class
- Great teacher!
- I enjoyed this class
- She is very good

Susan Neel  
HIST 1700-001  
Fall 2006

1. What did the instructor do especially well that helped your understanding and learning?

- Some weekly projects helped
- She is a good teacher & communicates the subject well but the exams have nothing to do w/what is talked about in class
- ABSOLUTLY NOTHING She laughed at our low test scores, make comments on how good barbies' breast looks, she doesn't teach whats on the test
- Very enthusiastic. Loves history + is very knowledgable
- She had very good description about assignments. Goes into some detail in lectures.
- Not much. She only lectures and posts all assignments on the internet. If she hadn't required attendance I would not come to class and just do assignments from home.
- She is very enteusastic & knowledgeable on the subject.
- She was enthusiastic and held my attention
- Great teacher- enthusiastic & presented material in a very new & neat way! I really enjoy the lectures.
- Not much, a lot of the ways she answers '?'s is by telling us to look in the book.
- She looks at more of the cause of events in History instead of the events themselves
- Explains in great Detail! Very knowledgeable about the subject! Very kind & creative
- I honestly have learned very little in class. Lectures were poor in covering subject matter
- She does go into detail on certain subjects
- Nothing
- Absolutely nothing- except referred me to the book & not answer any questions. Can she really take our attendence out of our grade?!
- Gave us great detailed lectures
- By explaining and elaborating
- She explained stuff well + made sure you understood it.
- Not much of anything. She told us to read the chapters
- Repetition, stories, examples
- Came prepared to teach the lecture
- Unique, technological teaching style.
- Nothing really
- Answered questions by students
- Has really good lectures. Explains Everything well.
- Gives good lectures
- Good stories, good excitment, well prepared
- She is prepared. Lextures really well. She knows what she is talking about.

2. What could the instructor have done better to help your understanding and learning?

- She could help you more by letting you know what your getting for points.

- Describe what to read in the text book. It's huge!!
- Test us on less (our first exam consisted of the 1<sup>st</sup> 14 chapters over 500 pgs- & there was nothing on what was lectured on in class) & test us on more of what is taught in class
- Give us a study guide to at least have an idea on the test & not give 17 chapters for the study guide & maybe 1% out of the book was on the test
- Gives lectures but no test ?'s are relevant to notes. Make ?'s correspond with notes more 17 ch test!!! To much!!! Tests are very hard and also have time limit. I would recommend the tests to be used to test a history teacher with a masters degree not a learning student.
- Talk about text more in class or else have less of it on tests. More open discussions.
- Limit the huge spectrum of information required to be individually sought out.
- Test on what she teaches in class!
- It's kinda weird how everything is done online
- - Provided a study guide so I could focus my listening & studying. – Not have questions on test that require you to have the book memorized to do well.
- Teach whats on the exam (provide a study guide)
- Not Jumped around. Given some notes, on Powerpoint, board, internet etc. Not made every assignment computer based, I can't afford Microsoft office and I work a lot.
- \* Study Guides \* A different textbook \* Maybe showing notes on a projector of what we are learning \* Letting us know whats important to know
- Gave a better understanding of what was on exams and has assignments over the internet
- Explain everything she expects to learn and be tested on. And pick a better book
- More material we had in lectures on the tests, things we actually went over.
- Teach us what we need to learn & what will be on the test. Answer questions, instead of telling students to look in their book.
- The lectures each day are hard to follow. – Make them more comprehensible The textbook is very difficult to read & understand. I never really understood what you wanted us to get out of your lectures and out of the reading.
- A little more from Book
- More visual aids
- More videos
- More straitforward about tests & assignments
- I don't know
- Get a Better text Book, one that's understandable and help full and not be random in her lectures
- Go slower, sometimes it is hard to follow what she is teaching, cant write notes that fast.
- Covered fewer chapters at a time in the course
- Provide study guides. Do not make exams so broad.
- Visual aid, time for questions, study guides, anything more than just talking.
- Teach more of what was on the exams! Text was too confusing to study.
- Nothing
- Told us what exactly to learn from book.

- Did not help us prepare for our test. No idea what the test would cover
- She did just fine on helping me learn.

3. Make any additional comments you wish to include. These may concern any item in any section of the survey or other information which you feel has not been covered.

- She tells you what we are taking about but does not have anything to do with the test.
- She made it very boring, and in my opinion needs to be suspended or if possible fired
- Impossible to achieve an A in her class unless you devote your life to it! Repetive in lectures. Humilates students for poor work!
- The book isn't that great for the way you use it. Its better for story telling and not very easy to learn from. You're a good teacher but the book is terrible. Bring it to life more please.
- Would not recommend class to anyone.
- (sometimes her view of the topic is hard to follow)
- You're a great teacher & I love the lectures but I can't read that much History text book & remember where & what I read.
- All in all the teacher is enthusiastic, I'm just not learning anything.
- Final just a test- we do have other classes, we don't need a gigantic final on our hands.
- Her tests have nothing to do with her lectures. She's a horrible teacher. She sends roll around at 10:55.
- She's great
- None
- One of the nicest teachers but needs improvement on teaching skills.
- Go BYU



Susan Neel  
HIST 1700-801 Green River  
Fall 2006

1. What did the instructor do especially well that helped your understanding and learning?
  - She expounded on concepts and was very detailed
  - The food project was neat.
  - Talked about everything
  
2. What could the instructor have done better to help your understanding and learning?
  - I think class discussion would help with understanding what is being read or talked about
  - Discussion would greatly improve class.
  - Discuss more things as class not just as teacher alone.
  
3. Make any additional comments you wish to include. These may concern any item in any section of the survey or other information which you feel has not been covered.
  - More tests might be effective.

Susan Neel  
HIST 1700-851 Emery  
Fall 2006

1. What did the instructor do especially well that helped your understanding and learning?
  - She is very prepared. She's very knowledgeable of what she is teaching.
  - Lecture, she has a good knowledge & It makes me enjoy listening.
  
2. What could the instructor have done better to help your understanding and learning?
  - More assignments & more quizzes.
  - I liked the course
  
3. Make any additional comments you wish to include. These may concern any item in any section of the survey or other information which you feel has not been covered.

Susan Neel  
HIST 2700-001  
Fall 2006

1. What did the instructor do especially well that helped your understanding and learning?

- Explained concepts well with new ideas that I hadn't thought of before.
- The instructor was very thorough at answering students questions during class and was willing to do extra research outside of class if a student had a question to which this instructor did not know the answer.

2. What could the instructor have done better to help your understanding and learning?

- She could have wrote some of the key items on the board.
- Give more examples.
- Try to make the class a little more interesting and exciting. Admittedly this is difficult given the exceptionally small class size but listening to the instructor lecture off a prepared set of notes day after day gets boring.

3. Make any additional comments you wish to include. These may concern any item in any section of the survey or other information which you feel has not been covered.

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College of Eastern Utah  
Neel, Susan HIST 2700-001, Fall 2006

Total Responding: 3

Date: 01/11/07

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	1	2	0	0	0	0	3	1.7
Percent:	33%	67%	0%	0%	0%			
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Percent:	67%	33%	0%	0%	0%			
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Percent:	67%	33%	0%	0%	0%			
4. Number:	1	2	0	0	0	0	3	1.7
Percent:	33%	67%	0%	0%	0%			
5. Number:	1	1	1	0	0	0	3	2.0
Percent:	33%	33%	33%	0%	0%			
6. Number:	1	2	0	0	0	0	3	1.7
Percent:	33%	67%	0%	0%	0%			
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Percent:	33%	67%	0%	0%	0%			
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Percent:	67%	33%	0%	0%	0%			
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Percent:	33%	67%	0%	0%	0%			
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19. Number:	1	2	0	0	0	0	3	1.7
Percent:	33%	67%	0%	0%	0%			
20. Number:	0	2	1	0	0	0	3	2.3
Percent:	0%	67%	33%	0%	0%			
21. Number:	0	2	1	0	0	0	3	2.3
Percent:	0%	67%	33%	0%	0%			

College of Eastern Utah  
Neel, Susan HIST 1700-851 Emery Fall 2006

Total Responding: 2

Date: 01/25/07

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
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5. Number:	1	1	0	0	0	0	2	1.5
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6. Number:	2	0	0	0	0	0	2	1.0
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15. Number:	2	0	0	0	0	0	2	1.0
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Percent:	0%	0%	50%	50%	0%			
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Percent:	0%	50%	50%	0%	0%			

College of Eastern Utah  
Neel, Susan HIST 1700-851 Fall 2006

Total Responding: 7

Date: 01/25/07

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Percent:	0%	29%	57%	14%	0%			
21. Number:	1	5	1	0	0	0	7	2.0
Percent:	14%	71%	14%	0%	0%			

College of Eastern Utah  
 Neel, Susan HIST 1780-801 Milford, Fall 2006

17 00

Total Responding: 2

Date: 02/14/07

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
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5. Number:	1	0	0	1	0	0	2	2.5
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7. Number:	1	0	1	0	0	0	2	2.0
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18. Number:	1	0	0	1	0	0	2	2.5
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21. Number:	0	1	1	0	0	0	2	2.5
Percent:	0%	50%	50%	0%	0%			

College of Eastern Utah  
Neel, Susan HIST 1700-801 Emery Fall 2006

Total Responding: 2

Date: 01/25/07

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
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Percent:	50%	50%	0%	0%	0%			
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Percent:	100%	0%	0%	0%	0%			
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Percent:	100%	0%	0%	0%	0%			
4. Number:	2	0	0	0	0	0	2	1.0
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6. Number:	2	0	0	0	0	0	2	1.0
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7. Number:	1	1	0	0	0	0	2	1.5
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Percent:	50%	50%	0%	0%	0%			
14. Number:	1	1	0	0	0	0	2	1.5
Percent:	50%	50%	0%	0%	0%			
15. Number:	0	2	0	0	0	0	2	2.0
Percent:	0%	100%	0%	0%	0%			
16. Number:	1	1	0	0	0	0	2	1.5
Percent:	50%	50%	0%	0%	0%			
17. Number:	1	1	0	0	0	0	2	1.5
Percent:	50%	50%	0%	0%	0%			
18. Number:	0	2	0	0	0	0	2	2.0
Percent:	0%	100%	0%	0%	0%			
19. Number:	1	1	0	0	0	0	2	1.5
Percent:	50%	50%	0%	0%	0%			
20. Number:	0	0	1	1	0	0	2	3.5
Percent:	0%	0%	50%	50%	0%			
21. Number:	2	0	0	0	0	0	2	1.0
Percent:	100%	0%	0%	0%	0%			



College of Eastern Utah  
Neel, Susan HIST 1700-801 Green River, Fall 2006

Total Responding: 6

Date: 01/25/07

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	0	5	1	0	0	0	6	2.2
Percent:	0%	83%	17%	0%	0%			
2. Number:	3	3	0	0	0	0	6	1.5
Percent:	50%	50%	0%	0%	0%			
3. Number:	1	3	2	0	0	0	6	2.2
Percent:	17%	50%	33%	0%	0%			
4. Number:	0	3	2	1	0	0	6	2.7
Percent:	0%	50%	33%	17%	0%			
5. Number:	2	3	1	0	0	0	6	1.8
Percent:	33%	50%	17%	0%	0%			
6. Number:	0	2	2	2	0	0	6	3.0
Percent:	0%	33%	33%	33%	0%			
7. Number:	2	4	0	0	0	0	6	1.7
Percent:	33%	67%	0%	0%	0%			
8. Number:	1	4	1	0	0	0	6	2.0
Percent:	17%	67%	17%	0%	0%			
9. Number:	3	1	0	1	0	1	5	1.8
Percent:	60%	20%	0%	20%	0%			
10. Number:	2	3	0	1	0	0	6	2.0
Percent:	33%	50%	0%	17%	0%			
11. Number:	0	1	1	3	1	0	6	3.7
Percent:	0%	17%	17%	50%	17%			
12. Number:	0	2	0	4	0	0	6	3.3
Percent:	0%	33%	0%	67%	0%			
13. Number:	0	1	0	3	1	1	5	3.8
Percent:	0%	20%	0%	60%	20%			
14. Number:	0	1	5	0	0	0	6	2.8
Percent:	0%	17%	83%	0%	0%			
15. Number:	1	4	1	0	0	0	6	2.0
Percent:	17%	67%	17%	0%	0%			
16. Number:	0	5	1	0	0	0	6	2.2
Percent:	0%	83%	17%	0%	0%			
17. Number:	1	3	1	0	0	1	5	2.0
Percent:	20%	60%	20%	0%	0%			
18. Number:	1	2	1	1	0	1	5	2.4
Percent:	20%	40%	20%	20%	0%			
19. Number:	1	3	0	2	0	0	6	2.5
Percent:	17%	50%	0%	33%	0%			
20. Number:	0	2	2	2	0	0	6	3.0
Percent:	0%	33%	33%	33%	0%			
21. Number:	1	3	2	0	0	0	6	2.2
Percent:	17%	50%	33%	0%	0%			

College of Eastern Utah  
Neel, Susan HIST 1700-001, Fall 2006

Total Responding: 33

Date: 01/25/07

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	9	10	9	3	2	0	33	2.4
Percent:	27%	30%	27%	9%	6%			
2. Number:	14	12	3	2	2	0	33	2.0
Percent:	42%	36%	9%	6%	6%			
3. Number:	13	10	4	6	0	0	33	2.1
Percent:	39%	30%	12%	18%	0%			
4. Number:	8	5	5	10	5	0	33	3.0
Percent:	24%	15%	15%	30%	15%			
5. Number:	17	10	4	0	1	1	32	1.7
Percent:	53%	31%	13%	0%	3%			
6. Number:	3	12	5	8	5	0	33	3.0
Percent:	9%	36%	15%	24%	15%			
7. Number:	14	11	3	2	2	1	32	2.0
Percent:	44%	34%	9%	6%	6%			
8. Number:	10	15	7	0	0	1	32	1.9
Percent:	31%	47%	22%	0%	0%			
9. Number:	21	11	1	0	0	0	33	1.4
Percent:	64%	33%	3%	0%	0%			
10. Number:	13	9	8	3	0	0	33	2.0
Percent:	39%	27%	24%	9%	0%			
11. Number:	6	9	8	8	1	1	32	2.7
Percent:	19%	28%	25%	25%	3%			
12. Number:	7	9	11	2	4	0	33	2.6
Percent:	21%	27%	33%	6%	12%			
13. Number:	3	10	4	5	11	0	33	3.3
Percent:	9%	30%	12%	15%	33%			
14. Number:	8	5	7	9	4	0	33	2.9
Percent:	24%	15%	21%	27%	12%			
15. Number:	9	11	5	4	4	0	33	2.5
Percent:	27%	33%	15%	12%	12%			
16. Number:	9	15	3	4	2	0	33	2.2
Percent:	27%	45%	9%	12%	6%			
17. Number:	10	9	5	7	2	0	33	2.5
Percent:	30%	27%	15%	21%	6%			
18. Number:	5	4	7	8	9	0	33	3.4
Percent:	15%	12%	21%	24%	27%			
19. Number:	6	8	7	5	6	1	32	2.9
Percent:	19%	25%	22%	16%	19%			
20. Number:	2	9	18	4	0	0	33	2.7
Percent:	6%	27%	55%	12%	0%			
21. Number:	3	18	9	2	0	1	32	2.3
Percent:	9%	56%	28%	6%	0%			

College of Eastern Utah  
Neel, Susan HIST 1700-002, Fall 2006

Total Responding: 20

Date: 01/12/07

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	11	8	1	0	0	0	20	1.5
Percent:	55%	40%	5%	0%	0%			
2. Number:	13	3	3	1	0	0	20	1.6
Percent:	65%	15%	15%	5%	0%			
3. Number:	14	5	1	0	0	0	20	1.4
Percent:	70%	25%	5%	0%	0%			
4. Number:	12	2	4	2	0	0	20	1.8
Percent:	60%	10%	20%	10%	0%			
5. Number:	17	2	1	0	0	0	20	1.2
Percent:	85%	10%	5%	0%	0%			
6. Number:	5	7	5	2	1	0	20	2.4
Percent:	25%	35%	25%	10%	5%			
7. Number:	13	6	1	0	0	0	20	1.4
Percent:	65%	30%	5%	0%	0%			
8. Number:	9	6	5	0	0	0	20	1.8
Percent:	45%	30%	25%	0%	0%			
9. Number:	16	4	0	0	0	0	20	1.2
Percent:	80%	20%	0%	0%	0%			
10. Number:	17	3	0	0	0	0	20	1.2
Percent:	85%	15%	0%	0%	0%			
11. Number:	10	5	2	3	0	0	20	1.9
Percent:	50%	25%	10%	15%	0%			
12. Number:	7	9	1	3	0	0	20	2.0
Percent:	35%	45%	5%	15%	0%			
13. Number:	8	5	5	0	2	0	20	2.2
Percent:	40%	25%	25%	0%	10%			
14. Number:	6	11	3	0	0	0	20	1.9
Percent:	30%	55%	15%	0%	0%			
15. Number:	10	9	1	0	0	0	20	1.6
Percent:	50%	45%	5%	0%	0%			
16. Number:	10	10	0	0	0	0	20	1.5
Percent:	50%	50%	0%	0%	0%			
17. Number:	9	8	3	0	0	0	20	1.7
Percent:	45%	40%	15%	0%	0%			
18. Number:	6	8	5	1	0	0	20	2.1
Percent:	30%	40%	25%	5%	0%			
19. Number:	4	11	3	2	0	0	20	2.2
Percent:	20%	55%	15%	10%	0%			
20. Number:	1	8	8	3	0	0	20	2.7
Percent:	5%	40%	40%	15%	0%			
21. Number:	5	12	3	0	0	0	20	1.9
Percent:	25%	60%	15%	0%	0%			

College of Eastern Utah  
Neel, Susan HIST 1700-801, Fall 2006

Total Responding: 15

Date: 01/25/07

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	7	3	3	2	0	0	15	2.0
Percent:	47%	20%	20%	13%	0%			
2. Number:	10	2	2	0	0	1	14	1.4
Percent:	71%	14%	14%	0%	0%			
3. Number:	8	3	3	1	0	0	15	1.8
Percent:	53%	20%	20%	7%	0%			
4. Number:	6	5	2	1	1	0	15	2.1
Percent:	40%	33%	13%	7%	7%			
5. Number:	9	4	0	2	0	0	15	1.7
Percent:	60%	27%	0%	13%	0%			
6. Number:	6	2	5	2	0	0	15	2.2
Percent:	40%	13%	33%	13%	0%			
7. Number:	6	4	1	2	1	1	14	2.1
Percent:	43%	29%	7%	14%	7%			
8. Number:	7	2	6	0	0	0	15	1.9
Percent:	47%	13%	40%	0%	0%			
9. Number:	10	4	0	1	0	0	15	1.5
Percent:	67%	27%	0%	7%	0%			
10. Number:	8	5	2	0	0	0	15	1.6
Percent:	53%	33%	13%	0%	0%			
11. Number:	4	5	3	2	1	0	15	2.4
Percent:	27%	33%	20%	13%	7%			
12. Number:	5	6	0	1	3	0	15	2.4
Percent:	33%	40%	0%	7%	20%			
13. Number:	4	1	6	1	3	0	15	2.9
Percent:	27%	7%	40%	7%	20%			
14. Number:	5	2	5	2	1	0	15	2.5
Percent:	33%	13%	33%	13%	7%			
15. Number:	5	4	4	2	0	0	15	2.2
Percent:	33%	27%	27%	13%	0%			
16. Number:	6	6	2	1	0	0	15	1.9
Percent:	40%	40%	13%	7%	0%			
17. Number:	5	5	3	2	0	0	15	2.1
Percent:	33%	33%	20%	13%	0%			
18. Number:	5	0	4	3	2	1	14	2.8
Percent:	36%	0%	29%	21%	14%			
19. Number:	5	3	4	2	1	0	15	2.4
Percent:	33%	20%	27%	13%	7%			
20. Number:	1	2	10	2	0	0	15	2.9
Percent:	7%	13%	67%	13%	0%			
21. Number:	3	6	6	0	0	0	15	2.2
Percent:	20%	40%	40%	0%	0%			