

STUDENT FEEDBACK COURSE ADMINISTRATION


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NURS 6202.DE7: Concepts in Population Health

Instructors: K. Acquaviva (primary), M. El-Banna



Survey for Term Spring 2014 (April 21 - May 4, 2014)

Participation: Primary Course Shortened Set

Results: 15 out of 15 eligible students evaluated this course.

About the course

1. Amount you learned in the course

[16]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Almost nothing [1]	0	0%	0%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	2	13%	13%
(5) A great deal [5]	13	87%	87%
Mean of student responses: **	4.9		
Standard deviation of student responses: ****	0.3		

2. Overall, how would you rate your level of intellectual challenge in the course?

[117]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Not at all challenged [1]	0	0%	0%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	6	40%	40%
(5) Very challenged [5]	9	60%	60%
Mean of student responses: **	4.6		
Standard deviation of student responses: ****	0.5		

3. Amount of effort / work required was:

[123]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Very little [1]	0	0%	0%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	6	40%	40%
(5) A great deal [5]	9	60%	60%
Not applicable / No opinion [x]	0	0%	--
Mean of student responses: **	4.6		
Standard deviation of student responses: ****	0.5		

4. Overall, how would you rate your level of engagement in the subject matter?

[118]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Not at all engaged [1]	0	0%	0%
(2) [2]	0	0%	0%
(3) [3]	1	7%	7%
(4) [4]	3	20%	20%
(5) Very engaged [5]	11	73%	73%
Mean of student responses: **	4.7		
Standard deviation of student responses: ****	0.6		

5. Increased conceptual understanding and/or critical thinking.

[129]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Not at all [1]	0	0%	0%
(2) [2]	0	0%	0%

(3) [3]	0		0%	0%
(4) [4]	2		13%	13%
(5) A great deal [5]	13		87%	87%
Not applicable / No opinion [x]	0		0%	--
Mean of student responses: **		4.9		
Standard deviation of student responses: ****		0.3		

6. Course content was organized in a manner that facilitated learning. [122]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Not at all [1]	0	0%	0%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	4	27%	27%
(5) Completely [5]	11	73%	73%
Not applicable / No opinion [x]	0	0%	--
Mean of student responses: **		4.7	
Standard deviation of student responses: ****		0.4	

7. Number of hours per week outside of class typically spent doing readings, assignments, reviewing notes, writing papers, studying for exams [15]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
Less than one hour or none	0	0%	--
1-2 hours	0	0%	--
3-4 hours	1	7%	--
5-6 hours	3	20%	--
7-8 hours	5	33%	--
9-10 hours	5	33%	--
More than 10 hours	1	7%	--

8. Overall rating of the course [680]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Poor [1]	0	0%	0%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	1	7%	7%
(5) Excellent [5]	14	93%	93%
Mean of student responses: **		4.9	
Standard deviation of student responses: ****		0.2	

About the instructor

9. Was knowledgeable about the subject and course material. [132]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Not at all knowledgeable [1]	0	0%	0%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	0	0%	0%
(5) Very knowledgeable [5]	15	100%	100%
Not applicable / No opinion [x]	0	0%	--
Mean of student responses: **		5.0	
Standard deviation of student responses: ****		0.0	

10. Accessibility outside of class. [134]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Not at all accessible [1]	0	0%	0%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	0	0%	0%
(5) Very accessible [5]	15	100%	100%
Not applicable / No opinion [x]	0	0%	--
Mean of student responses: **		5.0	
Standard deviation of student responses: ****		0.0	

11. Enthusiasm for topic/subject. [133]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Not at all enthusiastic [1]	0	0%	0%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%

(4) [4]	0	0%	0%
(5) Very enthusiastic [5]	15	100%	100%
Not applicable / No opinion [x]	0	0%	--
Mean of student responses: **	5.0		
Standard deviation of student responses: ****	0.0		

12. Designed and used fair grading procedures.

[135]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Not at all fair [1]	0	0%	0%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	2	13%	13%
(5) Very fair [5]	13	87%	87%
Not applicable / No opinion [x]	0	0%	--
Mean of student responses: **	4.9		
Standard deviation of student responses: ****	0.3		

13. Provided adequate feedback on exams/papers/performance.

[136]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Not adequate [1]	0	0%	0%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	2	13%	13%
(5) Very adequate [5]	13	87%	87%
Not applicable / No opinion [x]	0	0%	--
Mean of student responses: **	4.9		
Standard deviation of student responses: ****	0.3		

14. Overall rating of the instructor

[679]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Poor [1]	0	0%	0%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	0	0%	0%
(5) Excellent [5]	15	100%	100%
Mean of student responses: **	5.0		
Standard deviation of student responses: ****	0.0		

15. Use this space for any comments you may have about the course, the instructor, readings, etc.

[681]

Student 11: Course- This course is very well designed to meet the learning objectives. Also, the pace of the course is perfect, as their is much work to be done but it is not so fast paced that the learner feels overwhelmed and just checking off the list of 'to do's. The pace allowed for me to have time to research, read, and respond to the course learning activities and was a great balance with the Knowledge Management course. I very much appreciate the thoughtfulness that goes into coordinating the courses taught in the same semester and this course exemplifies this! Two recommendations: 1) I recommend the text that was purchased for program evaluation be dropped, as the instructor provided plenty of other materials in order for me to understand program eval. 2) Either provide a narration or offer a collaborate in the beginning of the course to introduce program evaluation and set the tone for where the assignments are headed for program evaluation. It felt a bit uncertain working toward the final products without the bigger perspective. It would be helpful to have an example of how to leverage program evaluation in the beginning of the course. Instructor- I cannot say enough positive about Kim. She is a fantastic example and balance of kind, consistent, approachable, available, knowledgeable yet holds students accountable for a fine product! Kim's timely and consistent communication with students and feedback on assignments is much appreciated and to be commended. I hope that Kim will teach other DNP courses as we progress! I LOVE her!

Student 1: Dr. Acquaviva provided an extremely stimulating format through the course work and discussion board. She has gone above and beyond helping students through the semester, always available for questions (even on the weekends). I am glad that she is a faculty member for the DNP track at GWU. I look forward to taking classes with her in the future.

Student 7: Understanding, flexible, and realized that this was not our only class. I appreciate that.

Student 6: Instructor was very organized, accessible, approachable and showed a clear interest and enthusiasm for population health!

Student 5: DR. Acquaviva was outstanding

Student 3: Dr. Acquaviva was very accessible, communicated frequently and was present each week for discussions and providing feedback on major assignments. I really enjoyed her style!

Student 12: the style of teaching how to perform an evaluation was terrific -- by doing a step at a time, receiving feedback before going to the next step -- very valuable! Professor provided excellent feedback and was very fair and always supportive.

Student 13: I think Dr. Acquaviva did a very good job teaching this course. She was always very responsive to any questions that we had and very willing to provide clarification on things that we found unclear. My one complaint is that some of the assignments were a little bit unclear and there was some reptition between them. If there was a way to fix that or adjust the assignments, it would be greatly appreciated by the next group, I'm sure.

Student 9: Prof Kim is very knowledgable, and insightful about the course topics. She is very engaged and responsive during discussions, in response to emails, and phone conversations. She timely returned papers with very helpful comments.

Department-Specific Questions

16. Expected grade in the course

[2311]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
A	14	93%	--
B	0	0%	--
C	0	0%	--

D	0	0%	--
F	0	0%	--
Don't know	1	7%	--

17. Course expectations were clear.

[1765]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Strongly disagree [1]	2	13%	13%
(2) [2]	0	0%	0%
(3) [3]	1	7%	7%
(4) [4]	0	0%	0%
(5) Strongly agree [5]	12	80%	80%
Not applicable/No opinion [x]	0	0%	--
Mean of student responses: **	4.3		
Standard deviation of student responses: ****	1.4		

18. Course materials were relevant and current.

[1766]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Strongly disagree [1]	1	7%	7%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	1	7%	7%
(5) Strongly agree [5]	13	87%	87%
Not applicable/No opinion [x]	0	0%	--
Mean of student responses: **	4.7		
Standard deviation of student responses: ****	1.0		

19. Materials in Blackboard were organized and easily accessible.

[1767]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Strongly disagree [1]	1	7%	7%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	2	13%	13%
(5) Strong agree [5]	12	80%	80%
Not applicable/No opinion [x]	0	0%	--
Mean of student responses: **	4.6		
Standard deviation of student responses: ****	1.0		

20. Feedback on assignments and examinations was received in a timely manner.

[1445]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	14	93%	
Unanswered:	1	7%	
(1) Strong disagree [1]	1	7%	7%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	0	0%	0%
(5) Strongly agree [5]	13	87%	93%
Not applicable/ No opinion [x]	0	0%	--
Mean of student responses: **	4.7		
Standard deviation of student responses: ****	1.0		

21. The instructor encouraged discussions, questions, and the expression of ideas.

[1768]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Strongly disagree [1]	1	7%	7%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	0	0%	0%
(5) Strongly agree [5]	14	93%	93%
Not applicable/No opinion [x]	0	0%	--
Mean of student responses: **	4.7		
Standard deviation of student responses: ****	1.0		

22. The instructor encouraged the use of current resources.

[2312]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	15	100%	
Unanswered:	0	0%	
(1) Strongly disagree [1]	1	7%	7%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	0	0%	0%
(5) Strongly agree [5]	14	93%	93%
Not applicable/No opinion	0	0%	--

Mean of student responses: **	4.7
Standard deviation of student responses: ****	1.0

23. The instructor used effective instructional strategies.

[2313]

	Number Responses	Percent	
		All	Valid Percent ¹
Answered:	14	93%	
Unanswered:	1	7%	
(1) Strongly disagree [1]	1	7%	7%
(2) [2]	0	0%	0%
(3) [3]	0	0%	0%
(4) [4]	1	7%	7%
(5) Strongly agree [5]	12	80%	86%
Not applicable/No opinion	0	0%	--
Mean of student responses: **	4.6		
Standard deviation of student responses: ****	1.0		

24. Please describe the most positive aspect(s) of this course. What should stay the same? (If multiple instructors are responsible for implementing this course, identify the instructor by name when applicable).

[2314]

Student 11: The pace! Just right for processing material yet moving along the trajectory to completion. Kim's respect toward and availability for students! The instructor sets the psychological tone for the class, especially important when there is no face-to-face interaction!

Student 10: organized and informative feedback

Student 9: The structure and course-work should remain unchanged. Population health enabled students to think about healthcare beyond the patient, to include community and society on a whole. Reducing healthcare barriers and disparities should be the focus and goal for all healthcare professionals - especially doctoral prepared nurses. Future research will be necessary to find effective solutions to population health. The assignments and discussions pertaining to program evaluation enabled students understand how to assess, and perform effective program evaluations.

Student 8: There was a significant amount of peer interaction with this class. This was successful because of the number of students in the class. I have had other classes with only a handful of students which made it difficult to have meaningful discussions. Dr. Acquaviva is an excellent instructor. She was very engaged in our learning. I think she truly understands what it's like to be in our shoes as most of us are working full time and dealing with the demands of the doctorate program. I had several things happen in my personal life this semester that affected my ability to get some of my assignments in the day they were due. She also gave us all "freebee" weeks where we could opt out of an assignment on the weeks we chose. This was a lifesaver for me.

Student 1: All of the assignments were appropriate and provided opportunity for growth.

Student 6: The amount of time for sessions were helpful--many were over 2 weeks rather than being squeezed into one week.

Student 5: I learned more than I thought I was. I felt the class was very relevant to the DNP Program

Student 4: Well organized. I liked having examples of past students' papers/projects to give an idea of what is expected--that was fantastic! Kim is a great motivator, she provides honest and thoughtful feedback for every assignment, which was wonderfully refreshing. She remembers what it was like to be a student and she offers encouragement and has realistic expectations. I liked having assignments open and available on BB the entire semester, so I could work ahead when possible. I had an opportunity to fix a mistake on an assignment and turn it back in, which was also very appreciated. I hope I can take another class with her before I graduate!

Student 3: Love Dr. Acquaviva's style, organization, communication, availability, and expertise on the subject. My concurrent courses this semester had multiple Blackboard problems - Dr. Acquaviva rolled with it and had quick, easy fixes for any issues that came up whereas the other coursework ground to a halt.

Student 2: The format for project evaluation project was a new and useful tool for me.

Student 12: kim - as noted above

Student 7: accessibility and timeliness of response

25. Which aspect(s) of the course need(s) the greatest improvement and what recommendations do you have for improvement? (If multiple instructors are responsible for implementing this course, identify the instructor by name when applicable).

[2315]

Student 6: I honestly have none. It was the most well-organized distance class I have ever taken and Kim was an extremely engaged in the topic. Thank you!

Student 5: Instructors gave sample papers, but it was interesting that the sample papers did not really follow the class rubric

Student 4: Just a slight recommendation for Assignment #3--clarifying the datasets and specific variables by NUMBER, I don't know if it was just me, but I didn't quite understand the full scope of specificity necessary for that paper, just by reading the assignment directions. I only used the verbal descriptions of the variables and not the numeric portion found in the study. Just a very minor clarification.

Student 3: Only feedback is that towards the last third of the semester, it seemed like the discussion boards were "ahead" of the assignment (4-6 page papers) content. For instance, we had a Logic Model paper due on Apr 6. But the discussion board where we posted our logic model was due by Apr 7, with feedback due by Apr 12. It seems like it would have been beneficial to have the discussion board about a week earlier so we could get feedback and make changes to our Logic Models before the paper was due.

Student 2: Course was excellent as is.....no changes recommended

Student 1: I don't have any recommendation for changes.

Student 11: Please see comments made above.

Student 9: Not applicable.

Student 8: I was a little frustrated when the discussion board assignments lasted for 2 weeks opposed to just one week. It was sometimes difficult to follow what was going on. This also had to do with the number of students in the class (which I also noted was a positive thing). There were so many postings to go through that sometimes it made the experience distracting. I don't know if they groups could have been a little bit smaller or not, or somehow made going through the posts a little less confusing. Again, I like the discussions, but perhaps the process could be a little different.

Student 7: can't think of any

¹ - Valid Percent: Excludes missing, not applicable, and/or blank responses.

** - Mean of student responses: The mean is the arithmetic average of a set of scores found by summing the scores from each student and dividing that sum by the number of students who answered with a valid answer to this question.

*** - Mean of courses: The mean is the arithmetic average of a set of scores found by summing the mean from each course and dividing that sum by the number of courses that asked this question. This can be viewed as the mean of means of courses.

**** - Standard deviation of student responses: A measure of the variability or dispersion in a set of scores that provides an indication of the average amount by which the student scores deviate from the student mean of the distribution

***** - Standard deviation of courses: A measure of the variability or dispersion in a set of scores (mean of each course) that provides an indication of the average amount by which each of the course mean deviates from the mean of the distribution of all course means. This is the standard deviation that you should refer to if you are comparing one course to all the courses.

Student Statistics

Statistics for the 15 students who submitted this evaluation:								
Student Level	College	Major	Degree Status	Expected Graduation Date				
Graduate	100%	--	100%	Adult/GerontologyPrimaryCareNP 7%	Doctor of Nursing	93%	05-2018	7%
				Executive Leadership 13%	Practice		05-2019	53%
				Health Care Quality 7%	M S in Nursing	7%	08-2014	7%
				Nursing Education 27%			08-2019	33%
				Nursing Practice 47%				

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