

Question	Type	Category
Any comments about the laboratories?	Comment	Open-Ended Questions
Any comments about the learning resources/textbooks?	Comment	Open-Ended Questions
Any comments about the course as a whole?	Comment	Open-Ended Questions
Any comments about the discussion section?	Comment	Open-Ended Questions
What were the most useful aspects of the course?	Comment	Open-Ended Questions
What suggestions for change or improvement would you like to make?	Comment	Open-Ended Questions
laboratory, changing the textbook, changing the way that students are assessed). What suggestions would you make for this?	Comment	Open-Ended Questions
The instructor's lectures broadened my knowledge of the area beyond the information presented in the readings.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor's use of case studies (or illustrations) helped clarify concepts.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor demonstrated how the course was related to practical situations.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor demonstrated that the course material was worthwhile.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor related the course material to my previous learning experiences.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor incorporated current material into the course.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor made me aware of the current problems in this field.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor's use of examples helped to get points across in class.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor's use of personal experiences helped to get points across in class.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor clarified complex sections of the text.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)

The instructor adapted the course to a level of comprehension that was (1=not challenging enough; 3=appropriately challenging; 5=too difficult).	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor accepted other viewpoints that could possibly be valid.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor provided information that supplemented assigned material.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor provided essential material that was not in the text.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor's explanations were clear.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor encouraged independent thought.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor guided the preparation of student reports.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor stressed important points in lectures.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor provided opportunities for self directed learning.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor required that students employ concepts to demonstrate comprehension.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor provided discussion material that supplemented lecture content.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor was an excellent resource person.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor's evaluation of students' performances was constructive.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor presented contrasting points of view.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor related topics to other areas of knowledge.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor carefully answered questions raised by students.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor stimulated class discussion.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)

The instructor provided very helpful critiques of student papers.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor stressed important points in discussion.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor showed mastery of the subject matter.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor uses teaching methods that help students learn.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor allows students to proceed at their own pace.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor adequately helped me prepare for exams.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor's quizzes stress important points.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor helps me apply theory for solving homework problems.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor accepts suggestions from students.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor offers specific suggestions for improving my weaknesses.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor returns assignments quickly enough to benefit me.	Rank (1-5)	Contributions by the Instructor (in the lecture, laboratory, discussion)
The instructor was receptive to the expression of student views.	Rank (1-5)	Instructor Attitude Toward Students
The instructor was concerned with whether or not the students learned the material.	Rank (1-5)	Instructor Attitude Toward Students
The instructor developed a good rapport with me.	Rank (1-5)	Instructor Attitude Toward Students
The instructor recognized individual differences in students' abilities.	Rank (1-5)	Instructor Attitude Toward Students
The instructor maintained an atmosphere of good feeling in the class.	Rank (1-5)	Instructor Attitude Toward Students
The instructor treated students with respect.	Rank (1-5)	Instructor Attitude Toward Students

The instructor could be relied upon for support in stressful situations.	Rank (1-5)	Instructor Attitude Toward Students
Students were encouraged to express their own opinions.	Rank (1-5)	Instructor Attitude Toward Students
The instructor helped students to feel free to ask questions.	Rank (1-5)	Instructor Attitude Toward Students
The instructor was skillful in observing student reactions.	Rank (1-5)	Instructor Attitude Toward Students
The instructor was friendly.	Rank (1-5)	Instructor Attitude Toward Students
The instructor gave individual attention to students in this course.	Rank (1-5)	Instructor Attitude Toward Students
The instructor demonstrated sensitivity to students' needs.	Rank (1-5)	Instructor Attitude Toward Students
The instructor was flexible in dealing with students.	Rank (1-5)	Instructor Attitude Toward Students
The instructor meets informally with students out of class.	Rank (1-5)	Instructor Attitude Toward Students
The instructor stimulates my thinking.	Rank (1-5)	Instructor Attitude Toward Students
The instructor deals fairly and impartially with students.	Rank (1-5)	Instructor Attitude Toward Students
The instructor relates to students as individuals.	Rank (1-5)	Instructor Attitude Toward Students
The instructor tells students when they have done particularly well.	Rank (1-5)	Instructor Attitude Toward Students
The instructor motivates me to do my best work.	Rank (1-5)	Instructor Attitude Toward Students
The instructor provided me with an effective range of challenges.	Rank (1-5)	Instructor Attitude Toward Students
The instructor stimulates intellectual curiosity.	Rank (1-5)	Instructor Attitude Toward Students
The instructor offers specific suggestions for improving my weaknesses.	Rank (1-5)	Instructor Attitude Toward Students

The instructor provides me with incentives for learning.	Rank (1-5)	Instructor Attitude Toward Students
The instructor rewards success.	Rank (1-5)	Instructor Attitude Toward Students
This course has increased my capacity for analytic thinking.	Rank (1-5)	Student Outcomes
This course was helpful in developing new skills.	Rank (1-5)	Student Outcomes
I understood the material presented in this course.	Rank (1-5)	Student Outcomes
This course challenged me intellectually.	Rank (1-5)	Student Outcomes
I have become more competent in this area because of this course.	Rank (1-5)	Student Outcomes
My opinions about some of the course topics changed because of taking this course.	Rank (1-5)	Student Outcomes
Some of the ideas discussed really made me think.	Rank (1-5)	Student Outcomes
The course helped me to become a more critical thinker.	Rank (1-5)	Student Outcomes
The course helped me become a more creative thinker.	Rank (1-5)	Student Outcomes
The course was intellectually exciting.	Rank (1-5)	Student Outcomes
I learned a great deal of factual material in this course.	Rank (1-5)	Student Outcomes
I developed the ability to communicate clearly about the subject.	Rank (1-5)	Student Outcomes
I developed the ability to solve real problems in this field.	Rank (1-5)	Student Outcomes
I learned how to identify main points and central issues in this field.	Rank (1-5)	Student Outcomes
I developed an ability to evaluate new work in this field.	Rank (1-5)	Student Outcomes

I was stimulated to discuss related topics outside of class.	Rank (1-5)	Student Outcomes
I participated actively in class discussion.	Rank (1-5)	Student Outcomes
I developed leadership skills in this class.	Rank (1-5)	Student Outcomes
I developed greater awareness of societal problems.	Rank (1-5)	Student Outcomes
I learned to value new viewpoints.	Rank (1-5)	Student Outcomes
I gained a better understanding of myself through this course.	Rank (1-5)	Student Outcomes
I increased my awareness of my own interests.	Rank (1-5)	Student Outcomes
I feel that I performed up to my potential.	Rank (1-5)	Student Outcomes
I read independently beyond the required readings in this course.	Rank (1-5)	Student Outcomes
I felt free to ask for extra help from the instructor.	Rank (1-5)	Student Outcomes
The course provided me with a general background in the area.	Rank (1-5)	Relevance of Course
I have learned basic concepts from this course which I will be able to relate to other situations.	Rank (1-5)	Relevance of Course
The material covered in this course will be directly relevant to my veterinary career.	Rank (1-5)	Relevance of Course
The course gave me skills that will be directly applicable to my veterinary career.	Rank (1-5)	Relevance of Course
The course content was valuable.	Rank (1-5)	Relevance of Course
I gained an excellent understanding of concepts in this field.	Rank (1-5)	Relevance of Course
I learned to apply principles from this course to other situations.	Rank (1-5)	Relevance of Course

I deepened my interest in the subject matter of this course.	Rank (1-5)	Relevance of Course
I developed a clearer sense of professional identity.	Rank (1-5)	Relevance of Course
This course has changed my behavior (instructor should specify a behavior).	Rank (1-5)	Relevance of Course
The class demonstrations were effective in helping me learn.	Rank (1-5)	Relevance of Course
The catalog description of this course gave an accurate description of its content.	Rank (1-5)	Relevance of Course
The class discussions broadened by knowledge of the area beyond what I learned from the readings	Rank (1-5)	Use of Class Time
Students had adequate opportunities to ask questions.	Rank (1-5)	Use of Class Time
The instructor used student questions as a source of discovering points of confusion.	Rank (1-5)	Use of Class Time
Regular class attendance was necessary for understanding course material.	Rank (1-5)	Use of Class Time
The instructor used class time well.	Rank (1-5)	Use of Class Time
The instructor provided time for discussion.	Rank (1-5)	Use of Class Time
The instructor encouraged class participation.	Rank (1-5)	Use of Class Time
The instructor's class presentations were designed for easy note-taking.	Rank (1-5)	Organization and Preparation
The instructor presented material in a clear manner.	Rank (1-5)	Organization and Preparation
The course was well organized.	Rank (1-5)	Organization and Preparation
The course material appeared to be presented in logical content units.	Rank (1-5)	Organization and Preparation
There was continuity from one class to the next.	Rank (1-5)	Organization and Preparation

The instructor presented a systematic approach to the course material.	Rank (1-5)	Organization and Preparation
Instructor's presentations were well organized.	Rank (1-5)	Organization and Preparation
Course concepts were related in a systematic manner.	Rank (1-5)	Organization and Preparation
The instructor was well prepared for each class.	Rank (1-5)	Organization and Preparation
Class discussions were well organized.	Rank (1-5)	Organization and Preparation
The instructor was prepared for topics brought up during impromptu class discussions.	Rank (1-5)	Organization and Preparation
The instructor provided a good mixture of lecture and discussion.	Rank (1-5)	Organization and Preparation
The instructor's voice was audible.	Rank (1-5)	Clarity of Presentation
The instructor's voice was understandable.	Rank (1-5)	Clarity of Presentation
The instructor could communicate his/her subject matter to the students.	Rank (1-5)	Clarity of Presentation
The instructor recognizes when some students fail to comprehend course material.	Rank (1-5)	Clarity of Presentation
The instructor wrote legibly on the blackboard, papers, etc.	Rank (1-5)	Clarity of Presentation
The instructor emphasizes conceptual understanding of course material.	Rank (1-5)	Clarity of Presentation
The instructor seemed to be interested in teaching.	Rank (1-5)	Instructor Characteristics
The instructor was enthusiastic when presenting course material.	Rank (1-5)	Instructor Characteristics
The instructor was relaxed in front of the class.	Rank (1-5)	Instructor Characteristics
The instructor exhibited self-confidence.	Rank (1-5)	Instructor Characteristics

The instructor demonstrated role model qualities that were of use to me.	Rank (1-5)	Instructor Characteristics
The instructor demonstrated an appropriate sense of humor.	Rank (1-5)	Instructor Characteristics
When lecturing, the instructor holds the attention of the class.	Rank (1-5)	Instructor Characteristics
The instructor appears to grasp quickly what a student is saying.	Rank (1-5)	Instructor Characteristics
The instructor made the subject matter interesting.	Rank (1-5)	Interest of Presentation
The instructor's presentations were thought-provoking.	Rank (1-5)	Interest of Presentation
The course was quite interesting.	Rank (1-5)	Interest of Presentation
The instructor was an effective speaker.	Rank (1-5)	Interest of Presentation
The course assignments were clearly specified.	Rank (1-5)	Expectations and Objectives
I was informed of the direction the course was to take.	Rank (1-5)	Expectations and Objectives
The content of this course was appropriate to the aims and objectives of the course.	Rank (1-5)	Expectations and Objectives
The instructor informed students of their progress.	Rank (1-5)	Expectations and Objectives
The instructor defined realistic objectives for the students.	Rank (1-5)	Expectations and Objectives
Objectives were stated for each unit in the course.	Rank (1-5)	Expectations and Objectives
The course objectives were clear.	Rank (1-5)	Expectations and Objectives
I understood what was expected of me in this course.	Rank (1-5)	Expectations and Objectives
The course objectives allowed me to know when I was making progress.	Rank (1-5)	Expectations and Objectives

The time spent in this course was worthwhile.	Rank (1-5)	Behavioral Indications of Student Attitude Toward Course
I would recommend this course to a fellow student.	Rank (1-5)	Behavioral Indications of Student Attitude Toward Course
One real strength of this course was the classroom discussion.	Rank (1-5)	Behavioral Indications of Student Attitude Toward Course
I enjoyed going to class.	Rank (1-5)	Behavioral Indications of Student Attitude Toward Course
In this course I used my study time effectively.	Rank (1-5)	Behavioral Indications of Student Attitude Toward Course
I would recommend this instructor to a fellow student.	Rank (1-5)	General Student Attitude Toward Instructor
The instructor was excellent.	Rank (1-5)	General Student Attitude Toward Instructor
Prerequisites in addition to those stated in the catalog are necessary for understanding the material in this course.	Rank (1-5)	Speed and Depth of Coverage
Within the time limitations, the instructor covered the course content in sufficient depth.	Rank (1-5)	Speed and Depth of Coverage
The instructor lectured at a pace that was (1= too slow, 3= at a good pace, 5= too fast).	Rank (1-5)	Speed and Depth of Coverage
The course was (1= too easy, 3=appropriately challenging, 5=too difficult) for me.	Rank (1-5)	Speed and Depth of Coverage
The amount of material covered in the course was (1= too little, 3= about right, 5= too much.)	Rank (1-5)	Speed and Depth of Coverage
Assistance from the instructor outside of class was readily available.	Rank (1-5)	Instructor Availability Outside of Class
Talking to the instructor in his/her office was helpful.	Rank (1-5)	Instructor Availability Outside of Class
I was able to get personal help in this course if I needed it.	Rank (1-5)	Instructor Availability Outside of Class
The instructor encouraged out-of-class consultations.	Rank (1-5)	Instructor Availability Outside of Class
The types of test questions used were good.	Rank (1-5)	Examinations

The instructor should cover the course material more adequately in the examinations.	Rank (1-5)	Examinations
The exams were worded clearly.	Rank (1-5)	Examinations
The exams covered the reading assignments well.	Rank (1-5)	Examinations
The exams concentrated on important aspects of the course.	Rank (1-5)	Examinations
The exams were given (1= too infrequently, 3=at an appropriate frequency, 5=too frequently)	Rank (1-5)	Examinations
The exams were fair.	Rank (1-5)	Examinations
Course objectives were reflected in the exams.	Rank (1-5)	Examinations
Exams adequately covered the text material.	Rank (1-5)	Examinations
exam was given.	Rank (1-5)	Examinations
Enough time was provided to complete the examinations.	Rank (1-5)	Examinations
5=too much).	Rank (1-5)	Examinations
Examinations were (1=not challenging enough, 3=appropriately	Rank (1-5)	Examinations
essay questions.	Rank (1-5)	Examinations
The exams required original thought.	Rank (1-5)	Examinations
The exams were returned promptly.	Rank (1-5)	Examinations
The exams were graded carefully.	Rank (1-5)	Examinations
The exams were used to help students find their strengths and weaknesses.	Rank (1-5)	Examinations
The exams were of instructional value.	Rank (1-5)	Examinations
The exams stressed the important points of the lectures.	Rank (1-5)	Examinations
The exams required conceptual understanding of the material in order to be able to get a high score.	Rank (1-5)	Examinations

Exams emphasized understanding rather than memorization.	Rank (1-5)	Examinations
Audiovisual aids were used (1= too little, 3=an appropriate amount, 5=too much) in this class.	Rank (1-5)	Visual Aids
The audiovisual aids (charts, movies, slides, etc.) used were effective in helping me learn.	Rank (1-5)	Visual Aids
My grades accurately reflected my knowledge and skills in the course.	Rank (1-5)	Grading
The instructor adequately explained the grading system.	Rank (1-5)	Grading
The instructor adequately assessed how well students mastered the material.	Rank (1-5)	Grading
The procedure for grading was fair.	Rank (1-5)	Grading
The instructor had a realistic definition of good performance.	Rank (1-5)	Grading
My papers had adequate comments on them.	Rank (1-5)	Grading
The outside readings were (1=not challenging enough, 3=appropriately challenging, 5=too difficult).	Rank (1-5)	Assignments (homework. reading. written, textbook. laboratory. etc.)
The course required (1=too little outside reading, 3= an appropriate amount of outside reading, 5=too much outside reading).	Rank (1-5)	Assignments (homework. reading. written, textbook. laboratory. etc.)
The text(s) used in this course were helpful.	Rank (1-5)	Assignments (homework. reading. written, textbook. laboratory. etc.)
The assignments (instructor can fill in a particular assignment) was (1=too easy, 3=appropriately challenging, 5=too difficult).	Rank (1-5)	Assignments (homework. reading. written, textbook. laboratory. etc.)
The amount of work was (1=too little,3= appropriate, 5=too much) for the credit received.	Rank (1-5)	Assignments (homework. reading. written, textbook. laboratory. etc.)
The assignments were relevant to what was presented in class.	Rank (1-5)	Assignments (homework. reading. written, textbook. laboratory. etc.)
The assignments provided background for the lectures.	Rank (1-5)	Assignments (homework. reading. written, textbook. laboratory. etc.)
The assignments appeared to be chosen carefully.	Rank (1-5)	Assignments (homework. reading. written, textbook. laboratory. etc.)

The assignments made students think.	Rank (1-5)	Assignments (homework, reading, written, textbook, laboratory, etc.)
Directions for assignments were clear.	Rank (1-5)	Assignments (homework, reading, written, textbook, laboratory, etc.)
Assignments were helpful in understanding the course.	Rank (1-5)	Assignments (homework, reading, written, textbook, laboratory, etc.)
Assignments were graded fairly.	Rank (1-5)	Assignments (homework, reading, written, textbook, laboratory, etc.)
Assignments were returned promptly.	Rank (1-5)	Assignments (homework, reading, written, textbook, laboratory, etc.)
The instructor supplemented student summaries/presentations with additional material when necessary.	Rank (1-5)	Assignments (homework, reading, written, textbook, laboratory, etc.)
The instructor did not cover reading assignments in sufficient depth in class.	Rank (1-5)	Assignments (homework, reading, written, textbook, laboratory, etc.)
The instructor gave additional sources where supplementary information might be found.	Rank (1-5)	Assignments (homework, reading, written, textbook, laboratory, etc.)
The assignments were related to the goals of the course.	Rank (1-5)	Assignments (homework, reading, written, textbook, laboratory, etc.)
The assignments were of definite instructional value.	Rank (1-5)	Assignments (homework, reading, written, textbook, laboratory, etc.)
The assigned readings were well integrated into the course.	Rank (1-5)	Assignments (homework, reading, written, textbook, laboratory, etc.)
The questions on the laboratory/discussion quizzes were a good sample of what I was expected to know.	Rank (1-5)	Laboratory or Discussion Sections
The laboratory increased my competence in manipulating laboratory materials.	Rank (1-5)	Laboratory or Discussion Sections
The laboratory equipment was, on most occasions, effectively set up.	Rank (1-5)	Laboratory or Discussion Sections
The laboratory/discussion instructor extended the coverage of topics presented in lecture.	Rank (1-5)	Laboratory or Discussion Sections
The laboratory/discussion section appeared well integrated with the lecture.	Rank (1-5)	Laboratory or Discussion Sections
My laboratory/discussion work was beneficial in terms of the goals of this course.	Rank (1-5)	Laboratory or Discussion Sections

My laboratory/discussion work was beneficial in terms of my personal goals.	Rank (1-5)	Laboratory or Discussion Sections
There was ample opportunity to ask questions in the laboratory/discussion section.	Rank (1-5)	Laboratory or Discussion Sections
The laboratory/discussion section clarified lecture material.	Rank (1-5)	Laboratory or Discussion Sections
Students received individual attention in the laboratory/discussion section.	Rank (1-5)	Laboratory or Discussion Sections
The instructor gave every student a chance to practice.	Rank (1-5)	Laboratory or Discussion Sections
The amount of material covered in each laboratories was (1=not enough; 3=about right; 5=too much).	Rank (1-5)	Laboratory or Discussion Sections
The laboratories were generally (1=not challenging enough; 3=appropriately challenging; 5=too difficult).	Rank (1-5)	Laboratory or Discussion Sections
I generally found the laboratory (or discussion or clinical) sessions valuable.	Rank (1-5)	Laboratory or Discussion Sections
The laboratory/discussion instructor thoroughly understands the experiments and assignments.	Rank (1-5)	Laboratory or Discussion Sections
The course would be improved by adding a laboratory/discussion section.	Rank (1-5)	Laboratory or Discussion Sections
There was opportunity to do imaginative work in the labs.	Rank (1-5)	Laboratory or Discussion Sections
The teaching done in clinical settings increased my learning.	Rank (1-5)	Clinical
The instructor provided relevant clinical experiences.	Rank (1-5)	Clinical
The instructor observed students' techniques of physical examination.	Rank (1-5)	Clinical
The seminar approach was effectively implemented in the course.	Rank (1-5)	Seminars
The seminar provided me with diverse insights into the course materials.	Rank (1-5)	Seminars
The seminar leader effectively included every one's views into the discussion.	Rank (1-5)	Seminars

The seminar allowed me to learn from other students.	Rank (1-5)	Seminars
The team teaching method provided me with a valuable learning experience.	Rank (1-5)	Team Teaching
Instruction was well coordinated among the team members.	Rank (1-5)	Team Teaching
The team teaching approach was effectively implemented in this course.	Rank (1-5)	Team Teaching
Team teaching provided insights that a single instructor could not.	Rank (1-5)	Team Teaching
The field trips were of instructional value.	Rank (1-5)	Field Trips
The field trips were well planned.	Rank (1-5)	Field Trips
The course should include a field trip.	Rank (1-5)	Field Trips
The field trips fit in with the course objectives.	Rank (1-5)	Field Trips
The timing of the field trips was well-planned relative to the progress of the course.	Rank (1-5)	Field Trips
The field trips offered insights that the lectures and/or readings could not provide.	Rank (1-5)	Field Trips