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**Teaching Evaluation Data and Student Comments for  
EPIDEMIOLOGY (10:832:335)**

Over the years I have experimented a good deal with various formats and assignments for this course. Although calculations of basic measures are an essential part of the course, I always try to put them in the context of real world examples in order to teach our students the critical thinking skills they need for the workplace. In 2010, I developed a successful online version of this course, which is based on the premise of learning by doing. In 2013, I transitioned my on-campus lecture based course into a hybrid format, where I utilize polling technology as a way to conduct in-class review quizzes, as well as increase participation and attendance. Since then, I have further refined and developed these courses. In 2017, I moved both the hybrid and online modalities of this course to Canvas, which facilitated the development of additional instructional materials and methods. For the online course, I subsequently developed and recorded support videos I refer to as “Highlights and Selections” to better introduce the more difficult concepts and calculations for this course. Although extremely labor intensive, this strengthened the online format of this course and feedback from students has been very positive. After attending an active learning workshop as part of the Undergraduate Summit on Public Health Education in 2018, I completely revised my in-class presentation assignment for students in the hybrid modality, resulting in higher quality student presentations with greater class participation. In spring 2020, I developed an applied project, which is now administered in all sections of Epidemiology and is used to evaluate the program-level competency associated with this course.

**Course evaluations:**

- Required course for the major; Prerequisites are Principles of Public Health and Statistics
- I developed an online modality for this course in 2010 and a hybrid modality in 2013
- I typically teach this course spring, summer, fall, winter terms (online, hybrid)

<b>Measure</b>	<b>Summary data through Fall 2020</b>
Number of times taught since fall 2014	<b>40</b>
Average class size in fall/spring terms	<b>30</b>
Teaching effectiveness (mean)	<b>4.71</b>
Course quality (mean)	<b>4.64</b>

Student comments on epidemiology hybrid or epidemiology in general:

“Prior to taking Epidemiology, people had told me that it is a difficult subject (not necessarily people from Rutgers), but Professor Abruzzi provides her students with so many resources and opportunities to succeed that I did not even notice that the material

might be tough. She teaches objective information in a way that encourages you to think like an Epidemiologist and become invested in the study's role in Public Health."

"I liked how Dr. Abruzzi made everything seem interesting, even if it was just statistics. I also liked how we have online exams where we have a couple of days to take it because it gives me time to make sure I am fully prepared."

"Dr. Abruzzi has given us many ways of learning and understanding, such as the quizzes (online and in class) as well as helpful worksheets, etc."

"The course has helped me develop a good understanding of the basics of epidemiology, including study designs, data analysis, basic outcome measures, disease prevention, and screening. The instructor has encouraged me to study the material well, think critically during student discussions, and apply my understanding of concepts to current public health issues.

"Professor Abruzzi is definitely one of the best professors if not the best I have had at Rutgers. She truly cares about her students learning the material and that is what allows students to learn a lot and do well in her class."

"Professor Abruzzi's warm and caring personality, along with her enthusiasm for the course. Her interest in the course material is contagious and she is very thorough when responding to questions."

"Professor Abruzzi is an excellent teacher and a wonderful person. I really enjoy coming to her class every week and she genuinely wants her students to do well."

#### About the online modality in particular:

"Everything was very clearly laid out at all times, modules were well-organized, and lectures were extremely helpful. Peer discussions were a good outlet to touch on subjects that were not explicitly mentioned in the text. It was a good way to look at the practical uses of public health. Grading was fair and the professor was constantly available for any feedback or questions."

"Unlike other classes I've taken, nearly all the information was new to me. The more empirical focus of this class is going to help me be able to understand future public health data that I may encounter in the field. It was always very obvious to me why this is a mandatory class in the public health department."

"This is by far the most clear and effective online class I've ever taken, and I think other online classes should use it as a model. I don't know why it isn't more common for online classes to also come with video lectures."

"I was nervous about taking this course because it was online, but Professor Abruzzi made it easy to access the material and was very communicative when it came to each lesson. She also answered questions and responded to emails very fast which was helpful. She organized the course very well."

“I liked it that I was able to pick which discussion post I wanted to participate in as it allowed me to learn further about a topic that I found interesting.”

“I love how structured the course is. It is very easy to navigate through and keeping myself organized was not difficult because of the layout Dr. Abruzzi offered. Her teaching style was very helpful and she also provided little side notes and extra material if ever needed it.”

“Professor Abruzzi encouraged intellectual growth through always willing to help when needed. She always offered us multiple ways and times in which we could contact her if we had any questions whatsoever. I found this very generous and am very grateful.”

“By far the best course I have taken at Rutgers. The best professor I have had yet.”

“Professor Abruzzi was absolutely amazing to work with this semester. She really stuck an interest in epidemiology and I thoroughly enjoyed her class. She was prompt answering any emails, always available to speak on the telephone and always made time for her students. I will definitely take another course that she teaches in the future during my time at Rutgers.”

“Professor Abruzzi took a difficult subject for me, statistics, and put it into terms that were much easier for me to understand than in a text book. Her step-by-step instructions were just what I needed to be able to make sense of what we were learning.”

“I loved how helpful the professor was, I think I wouldn't have enjoyed the online experience as much if I had a different professor. Professor Abruzzi was amazing and helpful, and responded to any questions or concerns I had. She made me feel comfortable asking for help, and made the course very interesting.”

“This professor is an exceptional professor. For an online teacher, she deserves a raise. I've never had an online professor that is willing to be on campus for office hours for as much as she was/is, or how easy it was to reach her personally, other than email. She seems very dedicated to her job as an instructor and educating students. I would love to take another course offered by her.”

“I have been avoiding this course for a year due to fear of complicated materials involved. What I enjoyed about this class was professor Abruzzi making me feel less stressed out. She is very organized and the learning objectives correlated with the assignments. She treats everyone as an individual and with genuine concern about their progress in the course. There was never a time that she did not respond to my questions by email. If it wasn't for her patience and teaching methods, I probably would have failed or dropped the course. I hope she is teaching another required course of mine.”

“I really enjoyed how organized and available [she was] to the students. She made it very clear when we could contact her with any questions. I called her one afternoon to have a method explained further to me and she took the time and stayed on the phone until she was sure I understood. This helped me when it was time to take the midterm exam. I also really liked how she clearly laid out when each assignment was going to be due. I also

thought that her giving us choices each week for the discussion board was helpful in us choosing a topic that was of most interest or a topic we wanted to educate ourselves on

further. I felt that even though we did not have to answer every discussion we were able to see what kinds of topics are included in this area of study.”

“I really like how the professor had a discussion thread to look into different issues of epidemiology. This really put a real-life implication to the course and showed how important epidemiology is in the world. I also really appreciated the openness of the professor to call her if we had questions about the materials and having the flexible hours to do so.”

“The professor would definitely push for our intellectual growth just not memorizing the information but applying it to real-life situation in both our exams and quiz question. This skill will be used in later professional and high levels of education.”

**My teaching evaluation data for Epidemiology (10:832:335), fall 2014 to date:**

<b>Semester</b>	<b>Modality</b>	<b>Enrollment</b>	<b>Teaching Effectiveness</b>	<b>Course Quality</b>
Wi21	Online	12	5	4.75
Fa20	Online	40	4.61	4.61
Fa20	Online	29	4.36	4.36
Su20	Online	35	4.63	4.5
Sp20	Online	34	4.85	4.73
Sp20	Online	35	4.67	4.67
Wi20	Online	24	4.9	4.73
Fa19	Online	25	4.81	4.81
Fa19	Hybrid	36	4.9	4.76
Su19	Online	22	5	4.88
Sp19	Online	24	4.3	4.3
Sp19	Online	35	4.87	4.73
Wi19	Online	11	5	5
Fa18	Online	33	4.77	4.69
Fa18	Hybrid	30	5	4.92
Su18	Online	24	4.9	4.8
Sp18	Online	21	4.8	4.8
Sp18	Online	22	4.64	4.45

Sp18	Online	30	4.77	4.76
Wi18	Online	16	4.77	4.83
Fa17	Online	30	4.67	4.71
Fa17	Hybrid	37	4.7	4.58
Su17	Online	23	4.67	4.67
Sp17	Online	34	4.76	4.72
Sp17	Online	26	4.76	4.72
Fa16	Online	28	4.46	4.26
Fa16	Hybrid	36	4.83	4.74
Su16	Online	26	4.68	4.45
Sp16	Online	35	4.39	4.5
Sp16	Online	26	4.57	4.48
Wi16	Online	24	4.63	4.63
Fa15	Online	35	4.5	4.47
Fa15	Hybrid	31	4.89	4.84
Su16	Online	26	4.68	4.45
Su15	Online	23	4.76	4.76
Sp15	Online	26	4.63	4.63
Wi15	Online	25	4.6	4.5
Fa14	Online	33	4.53	4.5
Fa14	Hybrid	50	4.64	4.48

Average response rate: 66.5%