

**Level 1 Course Evaluation -- SAMPLE—**

Field Epidemiology & Laboratory Management  
Training Program  
Introductory Course Evaluation

Please help us improve the FELTP course by reflecting on the past 4 weeks and responding candidly to the following statements.

Scale Definition: 1-Strongly Disagree 2-Disagree 3-Neither Agree nor Disagree 4-Agree 5-Strongly Agree

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|---|---|---|---|---|---|
| 1. The course met my expectations                             | 1 | 2 | 3 | 4 | 5 |
| 2. The course included an appropriate amount of detail        | 1 | 2 | 3 | 4 | 5 |
| 3. Discussions and exercises were used to enhance my learning | 1 | 2 | 3 | 4 | 5 |
| 4. The classes were engaging and held my interest             | 1 | 2 | 3 | 4 | 5 |
| 5. The course prepared me for field work                      | 1 | 2 | 3 | 4 | 5 |
| 6. The program was coordinated well and run properly          | 1 | 2 | 3 | 4 | 5 |
| 7. I would recommend this facility for future training events | 1 | 2 | 3 | 4 | 5 |

What did you like most about the introductory course?

What did you like least about the introductory course?

How can we improve the introductory course?

## Field Activity

Please help us improve field activities by responding to the following statements.

Scale Definition: 1-Strongly Disagree 2-Disagree 3-Neither Agree nor Disagree 4-Agree 5-Strongly Agree
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|---|---|---|---|---|---|
| 1. The field activity was well organized                        | 1 | 2 | 3 | 4 | 5 |
| 2. Adequate time was allotted for the activity                  | 1 | 2 | 3 | 4 | 5 |
| 3. Adequate time was allotted for discussion after the activity | 1 | 2 | 3 | 4 | 5 |
| 4. Classroom time prepared me for the field activity            | 1 | 2 | 3 | 4 | 5 |
| 5. The team size was appropriate                                | 1 | 2 | 3 | 4 | 5 |
| 6. Travel time was reasonable                                   | 1 | 2 | 3 | 4 | 5 |
| 7. Overall the activity was satisfactory                        | 1 | 2 | 3 | 4 | 5 |
| 8. How can we improve the field activity?                       |   |   |   |   |   |

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