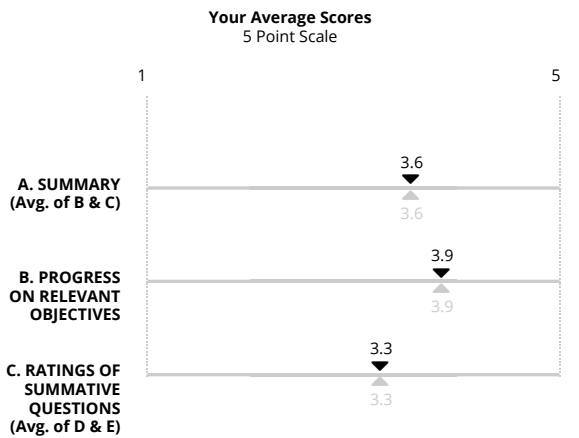


Summative

▼ | Adjusted

▲ | Raw

▢ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

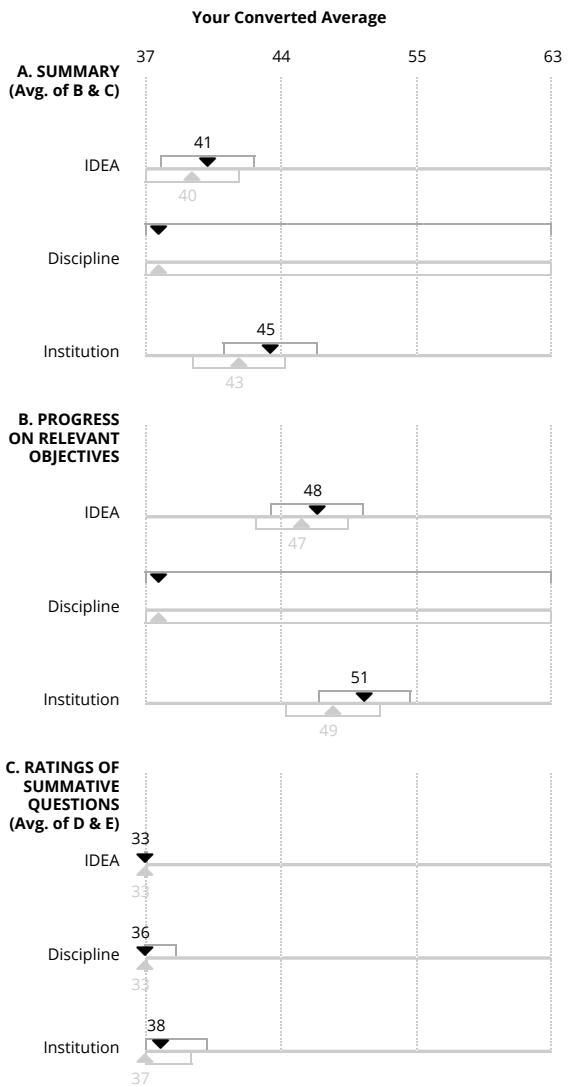
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	3.5	3.5
E. Excellent Course	3	3

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	36	36
Discipline	37	39
Institution	39	40
E. Excellent Course		
IDEA	30	30
Discipline	29	32
Institution	34	35

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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						Your Converted Average					
		Your Average (5 Point Scale)		% of Students Rating		IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives	Importance Rating	Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4	4.1	25	75	47	50	47	51	48	51
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3	3	50	50	34	34	33	35	39	40
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	3.8	3.8	25	50	43	45	42	45	45	48
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.5	3.6	25	50	38	40	38	41	41	44
Acquiring skills in working with others as a member of a team	M	4	4.1	25	75	52	54	50	53	53	56
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.5	2.5	50	25	32	32			36	38
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	2.8	2.8	50	25	33	33			38	40
Developing skill in expressing myself orally or in writing	M	3.5	3.5	50	50	44	44	42	46	47	49
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.8	3.8	25	75	46	48	44	47	49	51
Developing ethical reasoning and/or ethical decision making	M	3.5	3.5	50	50	44	44			47	49
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	3.3	3.3	50	50	36	36	38	41	41	42
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.3	3.3	50	50	38	38			41	44
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	4.3	4.4	25	75	57	59			59	60

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	4.3	68	70	66
Difficulty of subject matter	4	62	69	61

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.8	47	45	47
I really wanted to take this course regardless of who taught it.	3.3	41	40	44
When this course began I believed I could master its content.	4	52	50	51
My background prepared me well for this course's requirements.	3.5	45	43	45

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	3.8	0% (1 or 2) 75% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.5	0% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4	0% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4	25% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4	25% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.3	0% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3	25% (1 or 2) 25% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	3.5	0% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.3	0% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.8	25% (1 or 2) 50% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Collaborative Learning	Your Average	Students Rating	Suggested Action
Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	4.5	0% (1 or 2) 75% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)	4	0	0.43	3.75
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	25% (1)	50% (2)	25% (1)	0% (0)	4	0	0.71	3
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	50% (2)	50% (2)	0% (0)	4	0	0.5	3.5
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	25% (1)	0% (0)	75% (3)	4	0	0.87	4.5
Formed teams or groups to facilitate learning	0% (0)	0% (0)	25% (1)	0% (0)	75% (3)	4	0	0.87	4.5
Made it clear how each topic fit into the course	0% (0)	0% (0)	25% (1)	0% (0)	75% (3)	4	0	0.87	4.5
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0	0.71	4
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	25% (1)	0% (0)	75% (3)	4	0	0.87	4.5
Explained course material clearly and concisely	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0	0.71	4
<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	25% (1)	0% (0)	0% (0)	75% (3)	4	0	1.3	4.25
Created opportunities for students to apply course content outside the classroom	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Introduced stimulating ideas about the subject	0% (0)	25% (1)	0% (0)	25% (1)	50% (2)	4	0	1.22	4
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	25% (1)	0% (0)	0% (0)	75% (3)	4	0	1.3	4.25
Inspired students to set and achieve goals which really challenged them	0% (0)	25% (1)	0% (0)	25% (1)	50% (2)	4	0	1.22	4
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	50% (2)	25% (1)	25% (1)	4	0	0.83	3.75
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	25% (1)	0% (0)	75% (3)	4	0	0.87	4.5
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	25% (1)	0% (0)	25% (1)	50% (2)	4	0	1.22	4
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	25% (1)	25% (1)	0% (0)	25% (1)	25% (1)	4	0	1.58	3
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	25% (1)	25% (1)	0% (0)	50% (2)	4	0	1.3	3.75
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	25% (1)	25% (1)	25% (1)	25% (1)	4	0	1.12	3.5
Acquiring skills in working with others as a member of a team	0% (0)	25% (1)	0% (0)	25% (1)	50% (2)	4	0	1.22	4
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	25% (1)	25% (1)	25% (1)	25% (1)	0% (0)	4	0	1.12	2.5
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	50% (2)	25% (1)	25% (1)	0% (0)	4	0	0.83	2.75
Developing skill in expressing myself orally or in writing	0% (0)	50% (2)	0% (0)	0% (0)	50% (2)	4	0	1.5	3.5
Learning how to find, evaluate, and use resources to explore a topic in depth	25% (1)	0% (0)	0% (0)	25% (1)	50% (2)	4	0	1.64	3.75
Developing ethical reasoning and/or ethical decision making	0% (0)	50% (2)	0% (0)	0% (0)	50% (2)	4	0	1.5	3.5
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	50% (2)	0% (0)	25% (1)	25% (1)	4	0	1.3	3.25
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	50% (2)	0% (0)	25% (1)	25% (1)	4	0	1.3	3.25
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	25% (1)	0% (0)	0% (0)	75% (3)	4	0	1.3	4.25
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
Amount of coursework	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)	4	0	0.43	4.25
Difficulty of subject matter	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0	0.71	4
<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
As a rule, I put forth more effort than other students on academic work.	0% (0)	0% (0)	25% (1)	75% (3)	0% (0)	4	0	0.43	3.75
I really wanted to take this course regardless of who taught it.	0% (0)	25% (1)	25% (1)	50% (2)	0% (0)	4	0	0.83	3.25
When this course began I believed I could master its content.	0% (0)	25% (1)	0% (0)	25% (1)	50% (2)	4	0	1.22	4
My background prepared me well for this course's requirements.	0% (0)	0% (0)	50% (2)	50% (2)	0% (0)	4	0	0.5	3.5
Overall, I rate this instructor an excellent teacher.	0% (0)	25% (1)	25% (1)	25% (1)	25% (1)	4	0	1.12	3.5
Overall, I rate this course as excellent.	25% (1)	0% (0)	25% (1)	50% (2)	0% (0)	4	0	1.22	3
	Strongly Disagree	Disagree	Agree	Strongly Agree	Neutral	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
In relating to students in the course, the instructor exhibited Christ-like character and conduct.	0% (0)	0% (0)	50% (2)	50% (2)	0% (0)	4	0	0.5	4.5
	Strongly Disagree	Disagree	Agree	Strongly Agree	Neutral	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
This course helped me apply Christian beliefs and values to my life and work.	0% (0)	0% (0)	50% (2)	0% (0)	50% (2)	4	0	0.5	3.5
	Strongly Disagree	Disagree	Agree	Strongly Agree	Neutral	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
This course helped me better understand Christian beliefs and values to the content area of the course.	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	3.75

Qualitative

Comments -

- I would make one adjustment to the research project. I would try to find away to let students start collecting data earlier than the week before Thanksgiving. There were several weeks we did not do much with our project and could've used a longer time frame to collect data for the project. Starting the week before Thanksgiving made everyone feel rushed and we had a hard time allowing people time to take the surveys.
- change attendance or take attendance little bit later than right at 8 so that students aren't alway tardy. It's an 8 am on the 3rd floor. Be more understanding of that.
- Very good at conveying material that is difficult to not only understand but apply. Funny, engaging, his kids are cute

What specific actions and attitudes did you notice from your instructor that demonstrated his/her Christ-like character and conduct? -

- He gave examples of a working christian in the business society
- Prayed before every class.