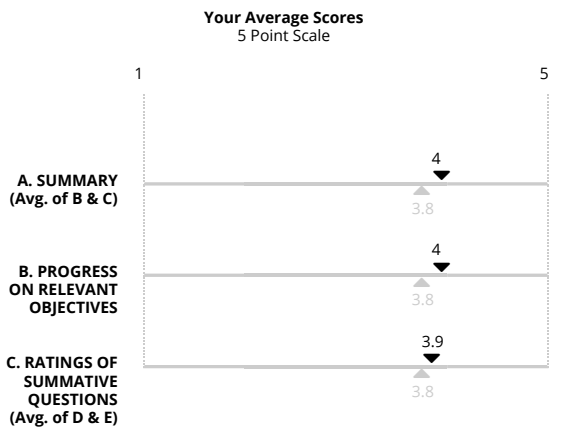


Summative

▼ | Adjusted

▲ | Raw

▢ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

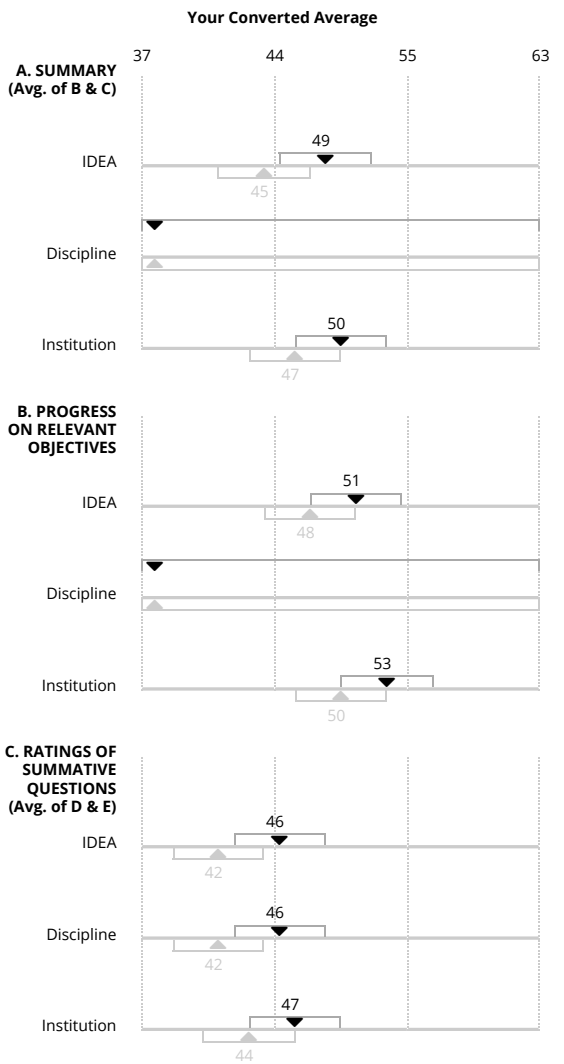
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	3.9	4
E. Excellent Course	3.6	3.8

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	43	46
Discipline	44	47
Institution	45	47
E. Excellent Course		
IDEA	41	45
Discipline	40	45
Institution	43	47

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	3.9	4	9	65	45	47	45	48	46	49
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.4	2.4	52	22	24	24	23	25	30	32
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	3.7	3.8	13	57	42	45	41	45	45	48
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4	4.2	9	70	47	53	46	51	48	53
Acquiring skills in working with others as a member of a team	I	4.1	4.4	13	74	54	58	52	56	55	58
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.8	2.9	43	30	36	38			40	43
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	2.5	2.5	57	26	29	29			35	37
Developing skill in expressing myself orally or in writing	I	3.1	3.2	26	48	38	39	36	40	42	45
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.9	4.1	13	70	49	52	47	51	51	54
Developing ethical reasoning and/or ethical decision making	M	3.3	3.3	26	57	40	40			44	46
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.6	3.6	17	61	43	43	44	46	46	48
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.5	3.6	17	52	41	44			45	48
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	4.1	4.2	4	78	55	56			57	58

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	4.1	66	67	63
Difficulty of subject matter	4.2	65	73	63

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4	54	52	52
I really wanted to take this course regardless of who taught it.	3.3	41	41	44
When this course began I believed I could master its content.	3.5	39	37	41
My background prepared me well for this course's requirements.	3.2	39	38	40

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	4	9% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Demonstrated the importance and significance of the subject matter	4.5	0% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.4	9% (1 or 2) 87% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	3.7	13% (1 or 2) 65% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.9	13% (1 or 2) 74% (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	4.2	13% (1 or 2) 83% (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	13% (1 or 2) 65% (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)	3.4	13% (1 or 2) 52% (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	4.3	4% (1 or 2) 91% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	3.6	17% (1 or 2) 65% (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	4.1	13% (1 or 2) 74% (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	4.3	9% (1 or 2) 74% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Collaborative Learning	Your Average	Students Rating	Suggested Action
Formed teams or groups to facilitate learning	4.7	4% (1 or 2) 87% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Asked students to help each other understand ideas or concepts	3.8	13% (1 or 2) 70% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.3	9% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Involved students in hands-on projects such as research, case studies, or real life activities	4.6	4% (1 or 2) 87% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.2	9% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
The Instructor:									
Found ways to help students answer their own questions	0% (0)	8.7% (2)	13.04% (3)	43.48% (10)	34.78% (8)	23	0	0.91	4.04
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	8.7% (2)	4.35% (1)	34.78% (8)	39.13% (9)	13.04% (3)	23	0	1.06	3.43
Encouraged students to reflect on and evaluate what they have learned	0% (0)	4.35% (1)	4.35% (1)	47.83% (11)	43.48% (10)	23	0	0.75	4.3
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	17.39% (4)	17.39% (4)	65.22% (15)	23	0	0.77	4.48
Formed teams or groups to facilitate learning	0% (0)	4.35% (1)	8.7% (2)	4.35% (1)	82.61% (19)	23	0	0.81	4.65
Made it clear how each topic fit into the course	0% (0)	8.7% (2)	4.35% (1)	26.09% (6)	60.87% (14)	23	0	0.92	4.39
Provided meaningful feedback on students' academic performance	13.04% (3)	4.35% (1)	17.39% (4)	39.13% (9)	26.09% (6)	23	0	1.28	3.61
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	13.04% (3)	13.04% (3)	26.09% (6)	47.83% (11)	23	0	1.06	4.09
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	8.7% (2)	13.04% (3)	21.74% (5)	56.52% (13)	23	0	0.99	4.26
Explained course material clearly and concisely	13.04% (3)	0% (0)	21.74% (5)	30.43% (7)	34.78% (8)	23	0	1.29	3.74

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	4.35% (1)	8.7% (2)	30.43% (7)	56.52% (13)	23	0	0.82	4.39
Created opportunities for students to apply course content outside the classroom	0% (0)	8.7% (2)	17.39% (4)	13.04% (3)	60.87% (14)	23	0	1.03	4.26
Introduced stimulating ideas about the subject	0% (0)	13.04% (3)	13.04% (3)	47.83% (11)	26.09% (6)	23	0	0.95	3.87
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	4.35% (1)	8.7% (2)	13.04% (3)	73.91% (17)	23	0	0.82	4.57
Inspired students to set and achieve goals which really challenged them	4.35% (1)	8.7% (2)	4.35% (1)	30.43% (7)	52.17% (12)	23	0	1.13	4.17
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	17.39% (4)	13.04% (3)	39.13% (9)	17.39% (4)	13.04% (3)	23	0	1.23	2.96
Asked students to help each other understand ideas or concepts	4.35% (1)	8.7% (2)	17.39% (4)	39.13% (9)	30.43% (7)	23	0	1.09	3.83
Gave projects, tests, or assignments that required original or creative thinking	4.35% (1)	4.35% (1)	8.7% (2)	30.43% (7)	52.17% (12)	23	0	1.06	4.22
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.35% (1)	8.7% (2)	21.74% (5)	17.39% (4)	47.83% (11)	23	0	1.2	3.96
<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	8.7% (2)	26.09% (6)	34.78% (8)	30.43% (7)	23	0	0.95	3.87
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	30.43% (7)	21.74% (5)	26.09% (6)	21.74% (5)	0% (0)	23	0	1.13	2.39
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	4.35% (1)	8.7% (2)	30.43% (7)	26.09% (6)	30.43% (7)	23	0	1.12	3.7
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	8.7% (2)	21.74% (5)	34.78% (8)	34.78% (8)	23	0	0.95	3.96
Acquiring skills in working with others as a member of a team	4.35% (1)	8.7% (2)	13.04% (3)	17.39% (4)	56.52% (13)	23	0	1.19	4.13
Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	21.74% (5)	21.74% (5)	26.09% (6)	17.39% (4)	13.04% (3)	23	0	1.32	2.78
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	21.74% (5)	34.78% (8)	17.39% (4)	21.74% (5)	4.35% (1)	23	0	1.17	2.52
Developing skill in expressing myself orally or in writing	21.74% (5)	4.35% (1)	26.09% (6)	34.78% (8)	13.04% (3)	23	0	1.33	3.13
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	13.04% (3)	17.39% (4)	34.78% (8)	34.78% (8)	23	0	1.02	3.91
Developing ethical reasoning and/or ethical decision making	17.39% (4)	8.7% (2)	17.39% (4)	43.48% (10)	13.04% (3)	23	0	1.29	3.26
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	8.7% (2)	8.7% (2)	21.74% (5)	34.78% (8)	26.09% (6)	23	0	1.21	3.61
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	17.39% (4)	30.43% (7)	39.13% (9)	13.04% (3)	23	0	0.93	3.48
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	4.35% (1)	17.39% (4)	39.13% (9)	39.13% (9)	23	0	0.85	4.13
<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	N	DNA	SD	M
Amount of coursework	0% (0)	0% (0)	21.74% (5)	43.48% (10)	34.78% (8)	23	0	0.74	4.13
Difficulty of subject matter	0% (0)	4.35% (1)	8.7% (2)	52.17% (12)	34.78% (8)	23	0	0.76	4.17

<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)	4.35% (1)	26.09% (6)	39.13% (9)	30.43% (7)	23	0	0.86	3.96
I really wanted to take this course regardless of who taught it.	4.35% (1)	17.39% (4)	39.13% (9)	26.09% (6)	13.04% (3)	23	0	1.03	3.26
When this course began I believed I could master its content.	0% (0)	13.04% (3)	26.09% (6)	56.52% (13)	4.35% (1)	23	0	0.77	3.52
My background prepared me well for this course's requirements.	0% (0)	21.74% (5)	43.48% (10)	26.09% (6)	8.7% (2)	23	0	0.88	3.22
Overall, I rate this instructor an excellent teacher.	0% (0)	13.04% (3)	26.09% (6)	17.39% (4)	43.48% (10)	23	0	1.1	3.91
Overall, I rate this course as excellent.	4.35% (1)	17.39% (4)	17.39% (4)	34.78% (8)	26.09% (6)	23	0	1.17	3.61

	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)	4.35% (1)	34.78% (8)	56.52% (13)	4.35% (1)	23	0	0.77	4.43

	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.	4.35% (1)	13.04% (3)	52.17% (12)	8.7% (2)	21.74% (5)	23	0	0.97	3.48

	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)	17.39% (4)	39.13% (9)	13.04% (3)	30.43% (7)	23	0	0.93	3.48

Qualitative

Comments -
- Overall, Dr. Jessup is extremely enthusiastic about marketing research, and he does a great job at presenting the subject matter. He expects the utmost of his students which is overall a great thing, however when it comes to certain problems that students run into he could bare to be a little more understanding. - Seemed to be slightly passive aggressive. Also grades way too hard for someone without much real world exp in this specific field. I recognize being a hard grader makes us better, which it has, but he doesn't offer many other chances for us to raise our grades and we suffer because of that. - I think Ryan is a great guy but has an arrogant attitude about him that makes it hard to want to be in this class every morning. It seems as if he likes to call students out and ask them questions they clearly don't know the answers to, and then have a snide smile while he tells him the correct answer. His tests are the hardest tests I've ever taken while at ACU and he doesn't help students do well whatsoever on them. Good guy, hard, and in my opinion taken way too seriously class. - Grading system was very frustrating. I never knew what my grade was because the course didn't use canvas and I don't think that is fair to the students. Even the weird grade reports he sent out occasionally had 3 potential grades on it, very frustrating. Ended up hurting my GPA. - Although he has a vibrant personality and positive outlook on teaching us, his ego certainly drives his decision making. There were numerous instances where practicality was thrown out the window to support his substancially bias opinions. - Expects a lot and is willing to help a lot if you put in the effort. - Although it is not always enjoyable to do the amount of course work assigned to us. This course was one that I gained more learning and experience than any other class. - Definitely not my favorite person I've ever met. - This was the hardest class I had all semester and possibly in college so far, but I think it may have been one of the most beneficial as well - Great teacher, hard grader, but he does it to help us improve! - Nice guy, who cares about his students. - This course may require a lot of work but the results are learning skills I will actually use in my career. This class taught me how to correctly preform research in the marketing field. - Doesn't use Canvas which can be a pain at times. MyACU files isn't that organized and grades were hard to determine on what was my actual grade.

What specific actions and attitudes did you notice from your instructor that demonstrated his/her Christ-like character and conduct? -
- He prayed before class and gave a bible verse relative to our research - Integrated scriptures into lessons and opened class in prayer - Was patient and willing to help during office hours - We prayed every morning before class started and gave his daily bible verses. - He prayed before every class which was nice. - Prayer at the beginning of each class. - he always had us do a prayer before every class began - He prays for us every morning and teaches us how to be ethical in our practices. - Prayed everyday and quoted bible verses often. Was all around nice guy. - prayed before class - Pray at beginning of class which not many ACU professors do on a regular basis. - I appreciate him praying before each class and incorporating scripture into his lectures. - Prayer and incorporation of verses