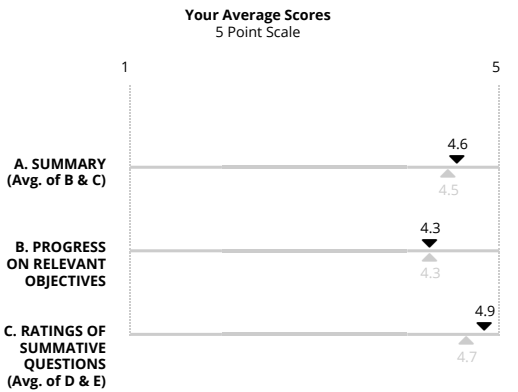


Summative

▼ | Adjusted

▲ | Raw

| 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

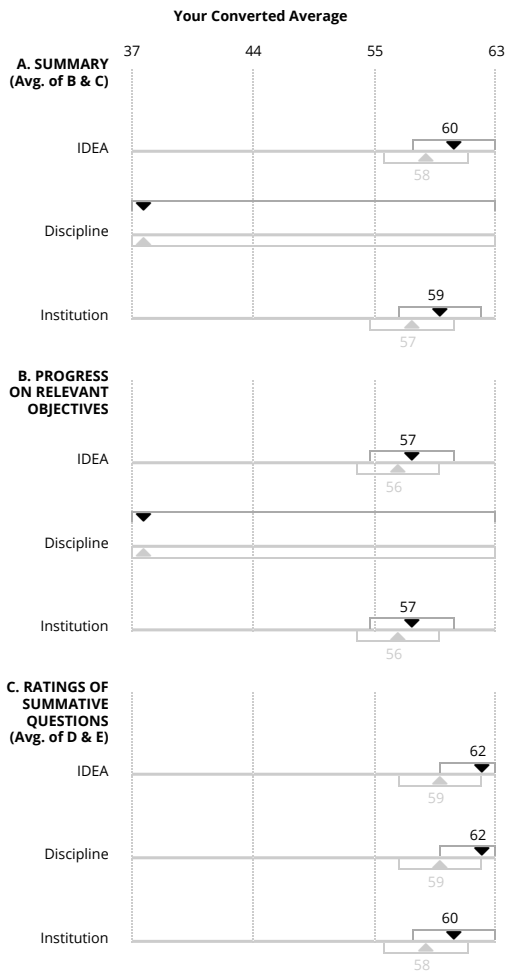
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.7	4.8
E. Excellent Course	4.7	4.9

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	57	59
Discipline	58	60
Institution	56	58
E. Excellent Course		
IDEA	60	64
Discipline	60	63
Institution	59	61

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	
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	4.5	0	86	57	58	57	59	55	57
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.6	2.7	43	29	27	28			33	36
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.3	4.4	0	71	54	57	55	57	54	56
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4.1	4.2	0	71	51	52			51	53
Acquiring skills in working with others as a member of a team	M	4	4.2	0	71	52	55			53	56
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.6	2.6	57	29	33	34			37	41
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.1	3.2	29	43	39	41			43	46
Developing skill in expressing myself orally or in writing	M	2.9	3	43	29	33	35			38	42
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.9	4	14	57	48	50			50	53
Developing ethical reasoning and/or ethical decision making	M	2.6	2.6	57	29	29	29			34	37
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.1	4.2	14	71	53	54			54	55
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.6	3.7	29	57	43	44			46	48
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	E	4.4	4.4	0	86	60	60			61	61

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.4	52	50	51
Difficulty of subject matter	4.3	68	69	66

		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	55	53	53
I really wanted to take this course regardless of who taught it.	4.1	59	60	57
When this course began I believed I could master its content.	3.1	29	33	34
My background prepared me well for this course's requirements.	3.1	37	39	39

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	4.4	0% (1 or 2) 86% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Demonstrated the importance and significance of the subject matter	4.7	0% (1 or 2) 86% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.6	0% (1 or 2) 86% (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	4.6	0% (1 or 2) 86% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.4	0% (1 or 2) 86% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.6	0% (1 or 2) 86% (4 or 5)	You employed the method more frequently than 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	0% (1 or 2) 57% (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
Encouraged students to reflect on and evaluate what they have learned	4.4	0% (1 or 2) 86% (4 or 5)	You employed the method more 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) 86% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.4	0% (1 or 2) 86% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4	0% (1 or 2) 57% (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
Asked students to help each other understand ideas or concepts	4.1	0% (1 or 2) 71% (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
Involved students in hands-on projects such as research, case studies, or real life activities	4.4	0% (1 or 2) 86% (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	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	14.29% (1)	14.29% (1)	14.29% (1)	14.29% (1)	42.86% (3)	7	0	1.5	3.57
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	14.29% (1)	0% (0)	85.71% (6)	7	0	0.7	4.71
Formed teams or groups to facilitate learning	0% (0)	0% (0)	28.57% (2)	14.29% (1)	57.14% (4)	7	0	0.88	4.29
Made it clear how each topic fit into the course	0% (0)	0% (0)	14.29% (1)	14.29% (1)	71.43% (5)	7	0	0.73	4.57
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	57.14% (4)	0% (0)	42.86% (3)	7	0	0.99	3.86
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	14.29% (1)	42.86% (3)	42.86% (3)	7	0	0.7	4.29
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	14.29% (1)	0% (0)	14.29% (1)	42.86% (3)	28.57% (2)	7	0	1.28	3.71
Explained course material clearly and concisely	0% (0)	0% (0)	14.29% (1)	14.29% (1)	71.43% (5)	7	0	0.73	4.57
<i>The Instructor:</i>									
<i>Describe the frequency of your instructor's teaching procedures.</i>									
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	42.86% (3)	14.29% (1)	42.86% (3)	7	0	0.93	4
Introduced stimulating ideas about the subject	0% (0)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	14.29% (1)	14.29% (1)	71.43% (5)	7	0	0.73	4.57
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	14.29% (1)	0% (0)	14.29% (1)	28.57% (2)	42.86% (3)	7	0	1.36	3.86
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	28.57% (2)	28.57% (2)	42.86% (3)	7	0	0.83	4.14
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	14.29% (1)	14.29% (1)	71.43% (5)	7	0	0.73	4.57
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	42.86% (3)	14.29% (1)	42.86% (3)	7	0	0.93	4

<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)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	42.86% (3)	0% (0)	28.57% (2)	14.29% (1)	14.29% (1)	7	0	1.5	2.57
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	28.57% (2)	14.29% (1)	57.14% (4)	7	0	0.88	4.29
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	28.57% (2)	28.57% (2)	42.86% (3)	7	0	0.83	4.14
Acquiring skills in working with others as a member of a team	0% (0)	0% (0)	28.57% (2)	42.86% (3)	28.57% (2)	7	0	0.76	4
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	28.57% (2)	28.57% (2)	14.29% (1)	14.29% (1)	14.29% (1)	7	0	1.4	2.57
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	28.57% (2)	0% (0)	28.57% (2)	14.29% (1)	28.57% (2)	7	0	1.55	3.14
Developing skill in expressing myself orally or in writing	14.29% (1)	28.57% (2)	28.57% (2)	14.29% (1)	14.29% (1)	7	0	1.25	2.86
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	14.29% (1)	28.57% (2)	14.29% (1)	42.86% (3)	7	0	1.12	3.86
Developing ethical reasoning and/or ethical decision making	28.57% (2)	28.57% (2)	14.29% (1)	14.29% (1)	14.29% (1)	7	0	1.4	2.57
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	14.29% (1)	14.29% (1)	14.29% (1)	57.14% (4)	7	0	1.12	4.14
Learning to apply knowledge and skills to benefit others or serve the public good	14.29% (1)	14.29% (1)	14.29% (1)	14.29% (1)	42.86% (3)	7	0	1.5	3.57
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43

<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)	57.14% (4)	42.86% (3)	0% (0)	7	0	0.49	3.43
Difficulty of subject matter	0% (0)	0% (0)	0% (0)	71.43% (5)	28.57% (2)	7	0	0.45	4.29

<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)	42.86% (3)	14.29% (1)	42.86% (3)	7	0	0.93	4
I really wanted to take this course regardless of who taught it.	0% (0)	0% (0)	14.29% (1)	57.14% (4)	28.57% (2)	7	0	0.64	4.14
When this course began I believed I could master its content.	0% (0)	14.29% (1)	57.14% (4)	28.57% (2)	0% (0)	7	0	0.64	3.14
My background prepared me well for this course's requirements.	0% (0)	28.57% (2)	42.86% (3)	14.29% (1)	14.29% (1)	7	0	0.99	3.14
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	14.29% (1)	0% (0)	85.71% (6)	7	0	0.7	4.71
Overall, I rate this course as excellent.	0% (0)	0% (0)	14.29% (1)	0% (0)	85.71% (6)	7	0	0.7	4.71

	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)	14.29% (1)	85.71% (6)	0% (0)	7	0	0.35	4.86

	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)	14.29% (1)	14.29% (1)	28.57% (2)	42.86% (3)	7	0	1.05	3.57

	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)	42.86% (3)	28.57% (2)	28.57% (2)	7	0	0.76	4

Qualitative

Comments - - I really enjoyed this course and learning from Dr. Jessup, A few suggestions: - Add a part two to this course that explores DM more in depth --> focus more on applying knowledge - Use Canvas - Test three covers too many concepts - Focus more on the beginning of the semester on actually using XLMiner - Update the "worked hw folder" examples to use the new version of XLMiner If students focus and participate in this class it is not difficult. This has been one of my favorite classes at ACU and will definitely be helpful in the future. - I love this class and professor! Dr. Jessup challenges us and teaches us high-level topics that I am grateful to have been exposed to before graduation. - He's a creatively intelligent professor and a great person

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

- He considered everyone and offered one on one time and energy with homework and projects.
- Played gospel songs at the beginning of every class
- Dr. Jessup is always patient and good-humored.
- overfitting is the devil
- Dr. Jessup is a little more hands off than other professors but he still cares about each and every one of us in his own way. I have stopped by his office numerous times for advice and he is always willing to listen and talk things out with me. He is very intelligent and helps the students really challenge their faith through math and data. Its cool!