

MGMT 439 (01): Strategic Management

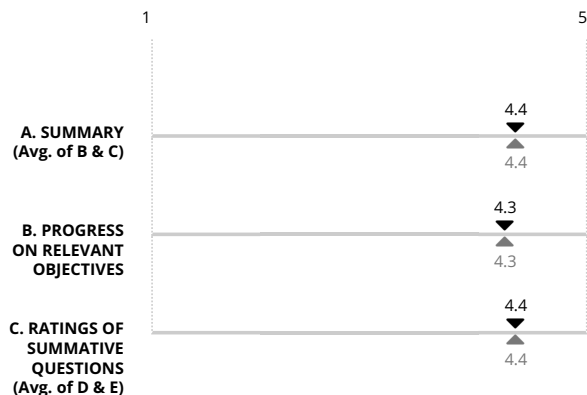
Fall 2016 | Sarah Easter | Course CIP Code: 52.0201

39 | Students Enrolled
30 | Students Responded
76.92% | Response Rate

Summative

▼ | Adjusted
▲ | Raw
| 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.7	4.7
E. Excellent Course	4.1	4.1

Your Overall Converted Ratings

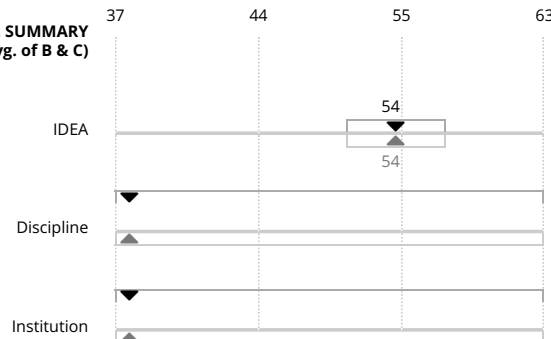
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	56	56
Discipline	56	56
Institution		
E. Excellent Course		
IDEA	49	49
Discipline	49	49
Institution		

Converted Average Buckets
Based on a Bell Curve

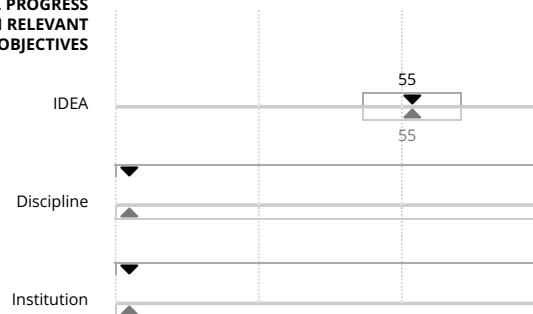
Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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Your Converted Average

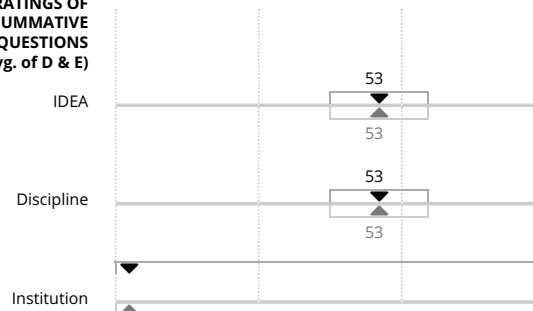
A. SUMMARY (Avg. of B & C)



B. PROGRESS ON RELEVANT OBJECTIVES



C. RATINGS OF SUMMATIVE QUESTIONS (Avg. of D & E)



		Your Average (5 Point Scale)				% of Students Rating		Your Converted Average					
		Raw		Adj.		1 or 2	4 or 5	Raw		Adj.		Raw	
Student Ratings of Learning on Relevant Objectives		Importance Rating											
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4.4	4.4	0	90			56	56	55	55		
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.3	4.3	0	86			56	56				
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	4.4	4.4	0	93			56	56	54	54		
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.3	4.3	0	86			54	54	53	53		
Acquiring skills in working with others as a member of a team	M	4.2	4.2	7	83			55	55	54	54		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.9	3.9	10	69			51	51				
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.6	3.6	17	55			46	46				
Developing skill in expressing myself orally or in writing	M	4	4	10	79			51	51	51	51		
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.2	4.2	7	79			54	54				
Developing ethical reasoning and/or ethical decision making	M	4.1	4.1	7	76			53	53				
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.4	4.4	0	86			58	58	55	56		
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.2	4.2	3	83			54	54				
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	3.9	3.9	21	72			51	51				

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.2	47	46	
Difficulty of subject matter	3.3	48	47	

		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	53	51	
I really wanted to take this course regardless of who taught it.	3.6	48	48	
When this course began I believed I could master its content.	4.1	56	55	
My background prepared me well for this course's requirements.	4.1	58	56	

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	4.4	0% (1 or 2) 93% (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	4.6	0% (1 or 2) 100% (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	4.7	0% (1 or 2) 97% (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	4.7	0% (1 or 2) 97% (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	4.5	0% (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.
Inspired students to set and achieve goals which really challenged them	4.4	3% (1 or 2) 83% (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)	4.7	0% (1 or 2) 93% (4 or 5)	You employed the method more frequently than 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)	4.7	0% (1 or 2) 97% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.7	0% (1 or 2) 100% (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	4.4	0% (1 or 2) 90% (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	4.8	0% (1 or 2) 100% (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	4.2	7% (1 or 2) 80% (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
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Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	4.6	3% (1 or 2) 97% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	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)	6.67% (2)	46.67% (14)	46.67% (14)	30	0	0.61	4.4
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	3.33% (1)	20% (6)	76.67% (23)	30	0	0.51	4.73
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	26.67% (8)	73.33% (22)	30	0	0.44	4.73
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	36.67% (11)	63.33% (19)	30	0	0.48	4.63
Formed teams or groups to facilitate learning	0% (0)	0% (0)	3.33% (1)	26.67% (8)	70% (21)	30	0	0.54	4.67
Made it clear how each topic fit into the course	0% (0)	0% (0)	3.33% (1)	26.67% (8)	70% (21)	30	0	0.54	4.67
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	20% (6)	40% (12)	40% (12)	30	0	0.75	4.2
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	10% (3)	36.67% (11)	53.33% (16)	30	0	0.67	4.43
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	26.67% (8)	26.67% (8)	46.67% (14)	30	0	0.83	4.2
Explained course material clearly and concisely	0% (0)	0% (0)	3.33% (1)	26.67% (8)	70% (21)	30	0	0.54	4.67

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional-ly	Sometimes	Frequently	Almost Al-ways	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situa-tions	0% (0)	0% (0)	0% (0)	23.33% (7)	76.67% (23)	30	0	0.42	4.77
Created opportunities for students to ap-ply course content outside the classroom	0% (0)	6.67% (2)	13.33% (4)	33.33% (10)	46.67% (14)	30	0	0.91	4.2
Introduced stimulating ideas about the subject	0% (0)	0% (0)	13.33% (4)	26.67% (8)	60% (18)	30	0	0.72	4.47
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	0% (0)	10% (3)	90% (27)	30	0	0.3	4.9
Inspired students to set and achieve goals which really challenged them	0% (0)	3.33% (1)	13.33% (4)	26.67% (8)	56.67% (17)	30	0	0.84	4.37
Asked students to share ideas and experi-ences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	13.33% (4)	33.33% (10)	53.33% (16)	30	0	0.71	4.4
Asked students to help each other under-stand ideas or concepts	0% (0)	3.33% (1)	10% (3)	23.33% (7)	63.33% (19)	30	0	0.81	4.47
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	3.33% (1)	0% (0)	30% (9)	66.67% (20)	30	0	0.66	4.6
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	6.67% (2)	20% (6)	73.33% (22)	30	0	0.6	4.67

<i>Describe your progress on:</i>	No Appar-ent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the sub-ject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	10.34% (3)	37.93% (11)	51.72% (15)	29	1	0.67	4.41
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	13.79% (4)	41.38% (12)	44.83% (13)	29	1	0.7	4.31
Learning to <i>apply</i> course material (to im-prove thinking, problem solving, and deci-sions)	0% (0)	0% (0)	6.9% (2)	44.83% (13)	48.28% (14)	29	1	0.62	4.41
Developing specific skills, competencies, and points of view needed by profession-als in the field most closely related to this course	0% (0)	0% (0)	13.79% (4)	41.38% (12)	44.83% (13)	29	1	0.7	4.31
Acquiring skills in working with others as a member of a team	0% (0)	6.9% (2)	10.34% (3)	34.48% (10)	48.28% (14)	29	1	0.9	4.24
Developing creative capacities (inventing; designing; writing; performing in art, mu-sic, drama, etc.)	0% (0)	10.34% (3)	20.69% (6)	41.38% (12)	27.59% (8)	29	1	0.94	3.86
Gaining a broader understanding and ap-preciation of intellectual/cultural activity (music, science, literature, etc.)	6.9% (2)	10.34% (3)	27.59% (8)	27.59% (8)	27.59% (8)	29	1	1.19	3.59
Developing skill in expressing myself oral-ly or in writing	3.45% (1)	6.9% (2)	10.34% (3)	48.28% (14)	31.03% (9)	29	1	1	3.97
Learning how to find, evaluate, and use re-sources to explore a topic in depth	0% (0)	6.9% (2)	13.79% (4)	31.03% (9)	48.28% (14)	29	1	0.92	4.21
Developing ethical reasoning and/or ethi-cal decision making	3.45% (1)	3.45% (1)	17.24% (5)	34.48% (10)	41.38% (12)	29	1	1.01	4.07
Learning to <i>analyze</i> and <i>critically evalu-ate</i> ideas, arguments, and points of view	0% (0)	0% (0)	13.79% (4)	27.59% (8)	58.62% (17)	29	1	0.72	4.45
Learning to apply knowledge and skills to benefit others or serve the public good	3.45% (1)	0% (0)	13.79% (4)	34.48% (10)	48.28% (14)	29	1	0.93	4.24
Learning appropriate methods for collect-ing, analyzing, and interpreting numerical information	0% (0)	20.69% (6)	6.9% (2)	31.03% (9)	41.38% (12)	29	1	1.14	3.93

<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 Av-erage	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	3.45% (1)	75.86% (22)	13.79% (4)	6.9% (2)	29	0	0.62	3.24
Difficulty of subject matter	3.45% (1)	10.34% (3)	44.83% (13)	37.93% (11)	3.45% (1)	29	0	0.83	3.28

<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	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	6.9% (2)	10.34% (3)	62.07% (18)	20.69% (6)	29	0	0.76	3.97
I really wanted to take this course regardless of who taught it.	3.45% (1)	13.79% (4)	31.03% (9)	27.59% (8)	24.14% (7)	29	0	1.1	3.55
When this course began I believed I could master its content.	0% (0)	3.45% (1)	13.79% (4)	48.28% (14)	34.48% (10)	29	0	0.78	4.14
My background prepared me well for this course's requirements.	0% (0)	10.34% (3)	6.9% (2)	41.38% (12)	41.38% (12)	29	0	0.94	4.14
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	6.9% (2)	20.69% (6)	72.41% (21)	29	0	0.6	4.66
Overall, I rate this course as excellent.	0% (0)	6.9% (2)	27.59% (8)	17.24% (5)	48.28% (14)	29	0	1.01	4.07

	Strongly Disagree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
In relating to students in the course, the instructor exhibited Christ-like character and conduct.	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)	1	0	0	5

	Strongly Disagree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
This course helped me apply Christian beliefs and values to my life and work.	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	1	0	0	3

	Strongly Disagree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
This course helped me better understand Christian beliefs and values to the content area of the course.	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	1	0	0	3

Qualitative

Comments -
- I really appreciate how Dr. Easter ran her class. Using real life case studies was helpful in seeing how the concepts we learned would apply in the business world. She tried to make the class exciting and expected everyone to engaged which allowed for good discussions. I think the content of this course is important to anyone who intends to go into the business world, and Dr. Easter did an excellent job at making it important, meaningful, and interesting. - not bad for a rookie - Learned a lot in your class this year. - I really enjoyed your class and getting to know you at your game and dessert night. The only suggestion I have is to make the instructions for projects a little more detailed. - Great class, loved that there was no busy work the entire semester! - Great professor. She made a the information easy to understand and helped us succeed in the class. - Great semester, appreciate your efforts to make the class challenging, interactive and applicable to our lives - Really enjoyed the class, and you were very prepared even in first semester of teaching the class! It helped to make the class more interesting. - Great job, loved the class! - Great. - I have enjoyed having Dr. Easter as a professor. I love the format of the class, and the real life application and case study analysis. I think the quiz questions could be more clear, and that was a more challenging part of the class than I had anticipated. Overall, this was a great class, I learned a lot, and Dr. Easter was a great professor to have my Senior year. - Great job on your first year! I deeply apologize that I was not a better student in your class (it's been a rough semester!). You were an excellent teacher and you made class interesting and fun, which is hard to do at 8am. Keep up the good attitude and continue to be supportive and encouraging of your students. - Dr. Easter is a great teacher who really cares about her students in class and outside of class. - Awesome personality and ready to teach every day!! - Dr. Easter did a great job teaching in her first semester here at ACU. The class was very well organized and structured. I liked that she was dynamic and allowed for student feedback regarding the quizzes (making them every Thursday instead of random pop quizzes). Overall this was a good course, not too easy, but not overly difficult. - A really good class with great learning intentions, however the class required so much especially at 8am. I like there's not a final. I do think the students should be consistently given feedback and pointers from the cases about the final paper throughout the semester, not just before it's due. It takes a lot of weight and confusion off. Also, less interactive lessons would be appreciated. You're a great teacher with exceptional knowledge. - I honestly do not think a first year professor should be teaching a capstone course. She has the degrees to teach the course but she only has minimal experience and with this course coming at the end of my college career I would prefer a professor who has more real life experience to relate this class too. Also this being her first class to teach means she was learning as she went which is not what a capstone professor should be doing. - Overall the class was good. I wish in the beginning there was a more defined set of when quizzes would be conducted to avoid surprises. Quizzes given over every case from the beginning. The cases could be shorter like the USPS one was a good amount of reading.

MGMT 439 (02): Strategic Management

Fall 2016 | Sarah Easter | Course CIP Code: 52.0201

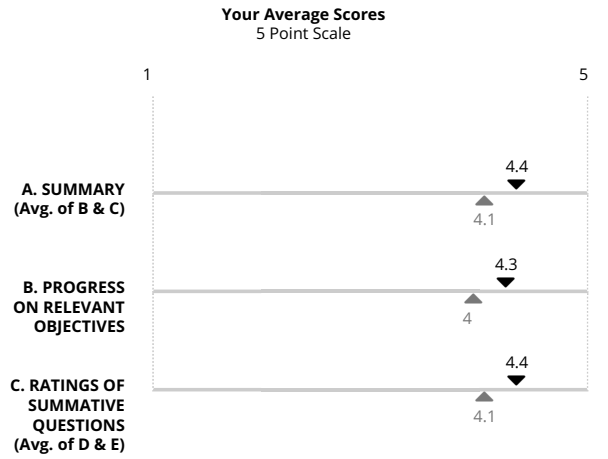
36		Students Enrolled
33		Students Responded
91.67%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

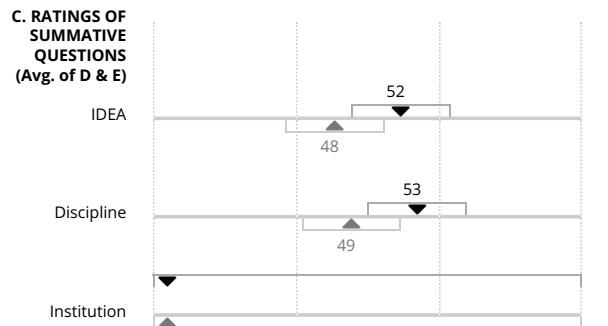
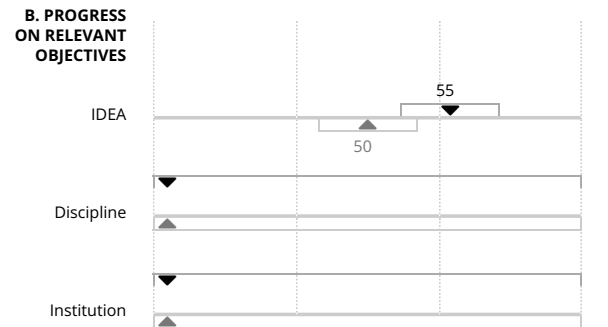
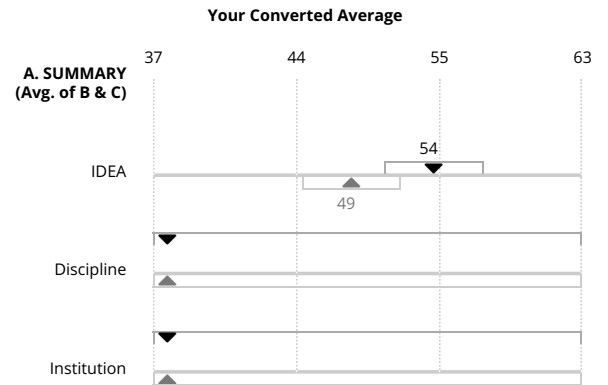
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.3	4.5
E. Excellent Course	3.9	4.2

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	50	53
Discipline	51	53
Institution		
E. Excellent Course		
IDEA	46	51
Discipline	46	52
Institution		

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 Average (5 Point Scale)		% of Students Rating		Your Converted Average					
						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	4.2	9	73	47	52	48	53		
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.2	4.4	6	79	53	58				
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	4.1	4.4	6	76	51	57	50	55		
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.9	4.2	9	73	46	53	46	52		
Acquiring skills in working with others as a member of a team	M	4.2	4.7	9	82	54	62	53	59		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.7	4.1	12	58	49	56				
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.8	4	12	67	49	53				
Developing skill in expressing myself orally or in writing	M	3.9	4.2	6	73	51	56	50	55		
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.1	4.5	3	73	53	59				
Developing ethical reasoning and/or ethical decision making	M	4.2	4.5	6	82	54	60				
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.2	4.4	6	79	53	57	51	56		
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.1	4.5	9	76	51	59				
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	3.8	4.1	21	70	49	53				

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	2.9	41	40	
Difficulty of subject matter	3	43	42	

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.5	38	40	
I really wanted to take this course regardless of who taught it.	3.1	38	39	
When this course began I believed I could master its content.	3.9	50	50	
My background prepared me well for this course's requirements.	3.8	51	51	

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	4.4	6% (1 or 2) 88% (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	4.5	6% (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.
Made it clear how each topic fit into the course	4.5	6% (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.
Explained course material clearly and concisely	4.3	9% (1 or 2) 79% (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	4.3	6% (1 or 2) 85% (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	4.1	9% (1 or 2) 76% (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)	4.2	12% (1 or 2) 79% (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)	4.4	3% (1 or 2) 82% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.6	3% (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.
Stimulated students to intellectual effort beyond that required by most courses	4.1	6% (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.
Related course material to real life situations	4.5	3% (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.
Created opportunities for students to apply course content outside the classroom	4.2	9% (1 or 2) 76% (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	4.4	3% (1 or 2) 85% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	6.06% (2)	6.06% (2)	27.27% (9)	60.61% (20)	33	0	0.85	4.42
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	3.03% (1)	15.15% (5)	21.21% (7)	60.61% (20)	33	0	0.85	4.39
Encouraged students to reflect on and evaluate what they have learned	0% (0)	3.03% (1)	6.06% (2)	21.21% (7)	69.7% (23)	33	0	0.74	4.58
Demonstrated the importance and significance of the subject matter	6.06% (2)	0% (0)	3.03% (1)	21.21% (7)	69.7% (23)	33	0	1.02	4.48
Formed teams or groups to facilitate learning	0% (0)	0% (0)	6.06% (2)	12.12% (4)	81.82% (27)	33	0	0.55	4.76
Made it clear how each topic fit into the course	0% (0)	6.06% (2)	3.03% (1)	21.21% (7)	69.7% (23)	33	0	0.82	4.55
Provided meaningful feedback on students' academic performance	3.03% (1)	6.06% (2)	21.21% (7)	21.21% (7)	48.48% (16)	33	0	1.1	4.06
Stimulated students to intellectual effort beyond that required by most courses	3.03% (1)	3.03% (1)	24.24% (8)	24.24% (8)	45.45% (15)	33	0	1.04	4.06
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	9.09% (3)	3.03% (1)	18.18% (6)	15.15% (5)	54.55% (18)	33	0	1.29	4.03
Explained course material clearly and concisely	0% (0)	9.09% (3)	12.12% (4)	21.21% (7)	57.58% (19)	33	0	0.99	4.27

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional-ly	Sometimes	Frequently	Almost Al-ways	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situa-tions	0% (0)	3.03% (1)	6.06% (2)	27.27% (9)	63.64% (21)	33	0	0.74	4.52
Created opportunities for students to ap-ply course content outside the classroom	0% (0)	9.09% (3)	15.15% (5)	27.27% (9)	48.48% (16)	33	0	0.99	4.15
Introduced stimulating ideas about the subject	3.03% (1)	3.03% (1)	9.09% (3)	27.27% (9)	57.58% (19)	33	0	0.97	4.33
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	3.03% (1)	9.09% (3)	18.18% (6)	69.7% (23)	33	0	0.78	4.55
Inspired students to set and achieve goals which really challenged them	3.03% (1)	6.06% (2)	15.15% (5)	33.33% (11)	42.42% (14)	33	0	1.04	4.06
Asked students to share ideas and experi-ences with others whose backgrounds and viewpoints differ from their own	3.03% (1)	3.03% (1)	15.15% (5)	12.12% (4)	66.67% (22)	33	0	1.04	4.36
Asked students to help each other under-stand ideas or concepts	3.03% (1)	3.03% (1)	12.12% (4)	18.18% (6)	63.64% (21)	33	0	1.01	4.36
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	3.03% (1)	12.12% (4)	24.24% (8)	60.61% (20)	33	0	0.82	4.42
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	12.12% (4)	9.09% (3)	24.24% (8)	54.55% (18)	33	0	1.04	4.21

<i>Describe your progress on:</i>	No Appar-ent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the sub-ject (e.g., factual knowledge, methods, principles, generalizations, theories)	3.03% (1)	6.06% (2)	18.18% (6)	33.33% (11)	39.39% (13)	33	0	1.04	4
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	6.06% (2)	15.15% (5)	36.36% (12)	42.42% (14)	33	0	0.89	4.15
Learning to <i>apply</i> course material (to im-prove thinking, problem solving, and deci-sions)	0% (0)	6.06% (2)	18.18% (6)	33.33% (11)	42.42% (14)	33	0	0.91	4.12
Developing specific skills, competencies, and points of view needed by profession-als in the field most closely related to this course	6.06% (2)	3.03% (1)	18.18% (6)	42.42% (14)	30.3% (10)	33	0	1.07	3.88
Acquiring skills in working with others as a member of a team	3.03% (1)	6.06% (2)	9.09% (3)	33.33% (11)	48.48% (16)	33	0	1.03	4.18
Developing creative capacities (inventing; designing; writing; performing in art, mu-sic, drama, etc.)	6.06% (2)	6.06% (2)	30.3% (10)	24.24% (8)	33.33% (11)	33	0	1.16	3.73
Gaining a broader understanding and ap-preciation of intellectual/cultural activity (music, science, literature, etc.)	9.09% (3)	3.03% (1)	21.21% (7)	33.33% (11)	33.33% (11)	33	0	1.2	3.79
Developing skill in expressing myself oral-ly or in writing	6.06% (2)	0% (0)	21.21% (7)	39.39% (13)	33.33% (11)	33	0	1.04	3.94
Learning how to find, evaluate, and use re-sources to explore a topic in depth	0% (0)	3.03% (1)	24.24% (8)	30.3% (10)	42.42% (14)	33	0	0.88	4.12
Developing ethical reasoning and/or ethi-cal decision making	0% (0)	6.06% (2)	12.12% (4)	39.39% (13)	42.42% (14)	33	0	0.87	4.18
Learning to <i>analyze</i> and <i>critically evalu-ate</i> ideas, arguments, and points of view	3.03% (1)	3.03% (1)	15.15% (5)	33.33% (11)	45.45% (15)	33	0	0.99	4.15
Learning to apply knowledge and skills to benefit others or serve the public good	3.03% (1)	6.06% (2)	15.15% (5)	30.3% (10)	45.45% (15)	33	0	1.05	4.09
Learning appropriate methods for collect-ing, analyzing, and interpreting numerical information	9.09% (3)	12.12% (4)	9.09% (3)	30.3% (10)	39.39% (13)	33	0	1.32	3.79

<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 Cour-ses	About Av-erage	More than Most Cour-ses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	3.03% (1)	15.15% (5)	69.7% (23)	12.12% (4)	0% (0)	33	0	0.62	2.91
Difficulty of subject matter	6.06% (2)	6.06% (2)	69.7% (23)	15.15% (5)	3.03% (1)	33	0	0.76	3.03

<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	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	15.15% (5)	33.33% (11)	36.36% (12)	15.15% (5)	33	0	0.93	3.52
I really wanted to take this course regardless of who taught it.	12.12% (4)	12.12% (4)	42.42% (14)	24.24% (8)	9.09% (3)	33	0	1.1	3.06
When this course began I believed I could master its content.	3.03% (1)	3.03% (1)	21.21% (7)	45.45% (15)	27.27% (9)	33	0	0.93	3.91
My background prepared me well for this course's requirements.	0% (0)	6.06% (2)	27.27% (9)	48.48% (16)	18.18% (6)	33	0	0.81	3.79
Overall, I rate this instructor an excellent teacher.	6.06% (2)	3.03% (1)	6.06% (2)	24.24% (8)	60.61% (20)	33	0	1.11	4.3
Overall, I rate this course as excellent.	6.06% (2)	9.09% (3)	15.15% (5)	27.27% (9)	42.42% (14)	33	0	1.22	3.91
	Strongly Disagree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
In relating to students in the course, the instructor exhibited Christ-like character and conduct.	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	2	0	0.5	4.5
	Strongly Disagree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
This course helped me apply Christian beliefs and values to my life and work.	0% (0)	0% (0)	100% (2)	0% (0)	0% (0)	2	0	0	4
	Strongly Disagree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
This course helped me better understand Christian beliefs and values to the content area of the course.	0% (0)	0% (0)	50% (1)	50% (1)	0% (0)	2	0	0.5	4.5

Qualitative

Comments -

- Thank you for teaching. I think after the switch to regular Thursday quizzes the class had a great flow. Keep them regular.
- I liked the structure of the class but I feel the wording of the questions on the quizzes was sometimes vague and could easily be argued another answer choice. On the grading of the goals essay I feel maybe not grading so hard could be easier because of the very broad range of ways we could have approached the essay it was hard to write it according to your standards. I also wish there was more opportunities to participate. It is hard to talk in front of class when there is a lot of people and it moves quickly. But having the participation grade is important because it adds to the class so I liked that it "forced" me to vocally contribute.
- The content was very useful. You are a super sweet and excellent teacher; however, I feel you may be better suited to teach younger students. You give a little bit too much time for quizzes and group discussions.. Sometimes we run out of things to talk about in groups and it gets awkwardly silent. I like the format (case, quiz) it allows students to prepare accordingly.
- Dr. Easter made this class really fun. Not only would've work with real life cases but she equipped us in how to analyzed case and come uppy recommendations. I really enjoyed the class and was glad that Dr. Easter knew her material which made learning easier.
- Dr. Easter is very engaged with her students. She is interested in their lives and enthusiastic about the subject. However, I think she could use some work in some areas as this is her first year teaching. First, her grading is very much subjective, which is unfortunate if you don't know how to improve your work for the class. When providing feedback she might give somebody only positive comments but then the individual receives a B or lower on the assignment. Second, because there are no tests and only quizzes, I feel as if I did not retain the information well. Third, I felt like I was in middle school again while in this class. It was very micromanaged in how she kept tallies of students who made comments in class and who did not. She was very enthusiastic while teaching and engaging the class in group discussions, but she could definitely improve.
- Very enthusiastic and knowledgeable about the subject of strategic management. However, I believe students need the opportunity to thoroughly think through business problems in today's world. But overall good course and teacher.
- Difficult subject matter, but professor is willing to meet with students and work with them.
- Dr. Easter quickly became one of my favorite professors at ACU. I wish I could have taken other courses with her.
- She made our pop quizzes 25% of our grade and we didn't know when they were at first so it hurt my grade. Then she had them on Thursdays only and sometimes the questions were a little confusing despite reading the material before class. I wish she would have had tests instead of the final project also. Kinda felt like the material that we learned in class was a waste as we only had quizzes that barely addressed what we learned.
- Dr. Easter is a good professor but the class doesn't seem necessary and a number of the case studies seem irrelevant.
- Dr. Easter was very prepared for all of our classes. She always had a "road map" that detailed what we were going to learn, how we were going to learn it, and why it mattered. She also used a lot of great examples and assignments that tied it all together. The only critique that I have is that the quizzes were sometime difficult not because I didn't understand the content, but because I didn't understand the question being asked.
- Excellent teaching method employed. The dynamic nature of class and the time provided for reflection provided an excellent learning experience. The practical nature of class also made the material relevant, consequently increasing the desire to learn and think.
- Great teacher, really cares about students
- Sarah Easter is a great professor and even though the course she teaches isn't the most interesting to learn about, she is enthusiastic about each class. She makes this class bearable through the semester.
- She was very helpful and could tell she genuinely cared about her students.
- Knowledgeable and excited about the course materials. Made the class fun and relatable for students.
- :) :)
- Great class
- The teaching methods are more appropriate for young intellectuals who are having difficulty grasping the topic. To engage college students you can't bait answers out of them for an hour and a half every class period and expect them to be interested enough to learn anything. The intellectual stimulation was literally nonexistent and it was painful to sit through class and wait for 4 minutes for someone to answer a question every time one was asked. The material could have been covered in 30 minutes or less every day if the professor would stop waiting for someone to answer every question that she posed.
- I enjoyed Dr. Easter as a professor. What I enjoyed the most was when she used her personal experiences to explain topics. This not only helped me understand the content, but also connect how the concepts would work in real life. The hands on activities were mostly beneficial, but sometimes I think the class felt uncomfortable. Breaking down barriers and even class bonding could be a way to overcome that. I felt like the coursework was fair. I do wish that there would have been more deadlines for the Business Plan so that I could have incentive to work on it ahead of time and get feedback as well. I also wish there were other opportunities to earn points other than mostly quizzes. Overall it was a great class.
- I would rename the Business Plan Project to Case Analysis project. I enjoyed this class a lot. Thank you for teaching me
- I think that there needs to be more professors like Dr. Easter at ACU. She not only taught about the core of strategic management but also how it relates to a global context. Great class.
- Dr. Easter did an excellent job with this first class this semester! She was fun and engaging, and she was very helpful anytime students had questions. There are some things that she might want to restructure about the course, but overall it was really good. I enjoyed this class very much! (Especially telestrations :)

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

- She played Christian music before class sometimes and had upstanding character.
- Dr. Easter always encouraged us to apply the Christian viewpoint to any case we evaluated and she frequently spoke of how we should incorporate our Christ-like character into our careers.

MGMT 439 (01): Strategic Management

Spring 2017 | Sarah Easter | Course CIP Code: 52.0201

28		Students Enrolled
20		Students Responded
71.43%		Response Rate

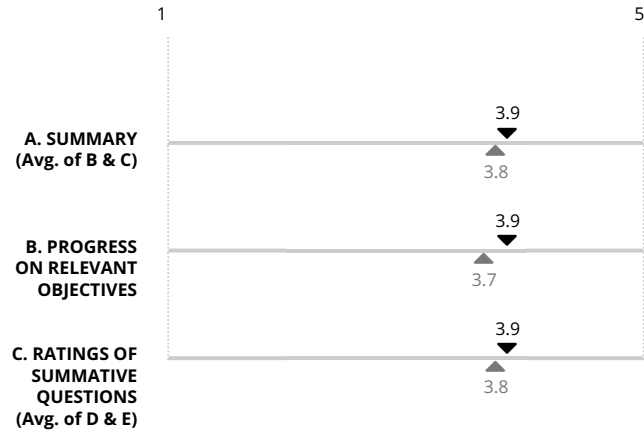
Summative

▼ | Adjusted

▲ | Raw

| 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.1	4.3
E. Excellent Course	3.4	3.5

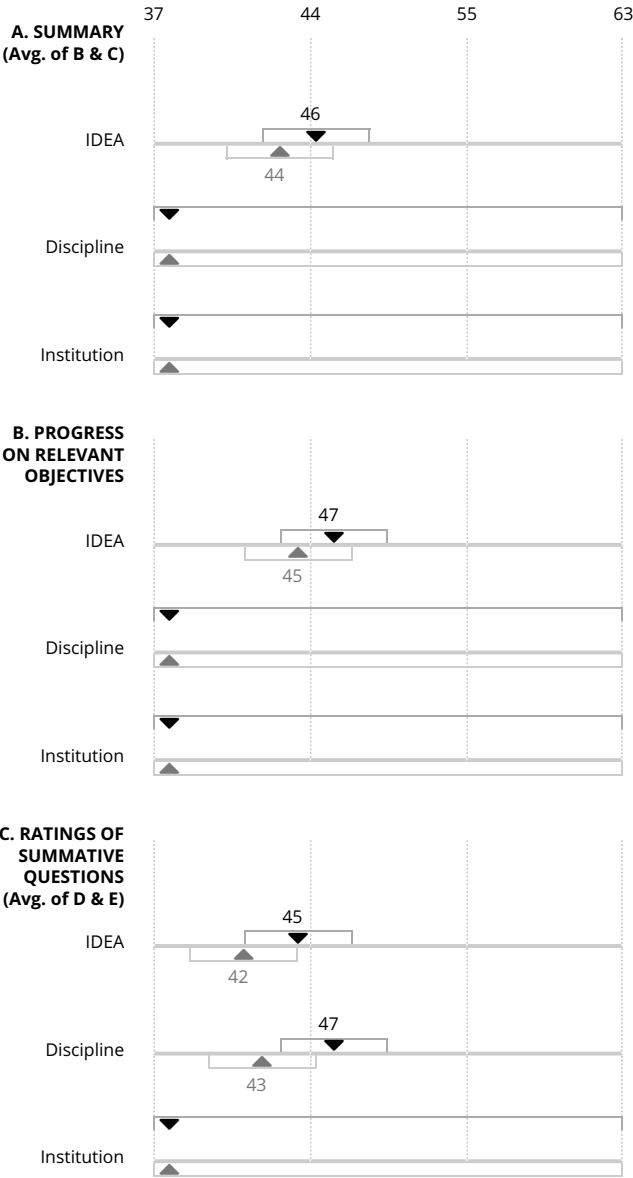
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	47	50
Discipline	48	51
Institution		
E. Excellent Course		
IDEA	37	39
Discipline	38	43
Institution		

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 Converted Average					
							Your Aver- age (5 Point Scale)		% of Stu- dents Rat- ing		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)		M	3.5	3.5	15	55	37	37	39	42		
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		E	3.7	3.8	10	60	46	48				
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		E	3.7	3.9	10	55	42	45	43	47		
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		M	3.3	3.3	25	40	34	35	36	39		
Acquiring skills in working with others as a member of a team		I	3.6	3.8	15	55	45	49	45	48		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		M	3.1	3.2	35	35	39	41				
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		M	2.8	2.8	40	40	32	32				
Developing skill in expressing myself orally or in writing		M	3.3	3.3	25	35	40	40	42	43		
Learning how to find, evaluate, and use resources to explore a topic in depth		M	3.5	3.6	20	55	41	43				
Developing ethical reasoning and/or ethical decision making		M	3.4	3.4	25	45	41	41				
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		E	3.8	3.9	5	65	46	48	46	49		
Learning to apply knowledge and skills to benefit others or serve the public good		M	3.5	3.7	15	55	41	45				
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		M	3.1	3.1	25	35	38	38				

Your Converted Average				
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	2.8	38	38	
Difficulty of subject matter	3	42	42	

Your Converted Average				
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.9	51	50	
I really wanted to take this course regardless of who taught it.	3	37	38	
When this course began I believed I could master its content.	3.9	48	49	
My background prepared me well for this course's requirements.	3.6	47	47	

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.1	5% (1 or 2) 90% (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	3.8	10% (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.
Inspired students to set and achieve goals which really challenged them	3.6	15% (1 or 2) 55% (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)	4.5	0% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.5	5% (1 or 2) 95% (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	3.6	20% (1 or 2) 60% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.7	0% (1 or 2) 100% (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	4.6	0% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4	0% (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
Involved students in hands-on projects such as research, case studies, or real life activities	4.6	0% (1 or 2) 95% (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	3.8	10% (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.

Quantitative

Describe the frequency of your instructor's teaching procedures.	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)	5% (1)	10% (2)	60% (12)	25% (5)	20	0	0.74	4.05
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	10% (2)	30% (6)	60% (12)	20	0	0.67	4.5
Encouraged students to reflect on and evaluate what they have learned	0% (0)	5% (1)	0% (0)	40% (8)	55% (11)	20	0	0.74	4.45
Demonstrated the importance and significance of the subject matter	0% (0)	5% (1)	5% (1)	65% (13)	25% (5)	20	0	0.7	4.1
Formed teams or groups to facilitate learning	0% (0)	0% (0)	5% (1)	35% (7)	60% (12)	20	0	0.59	4.55
Made it clear how each topic fit into the course	0% (0)	10% (2)	0% (0)	40% (8)	50% (10)	20	0	0.9	4.3
Provided meaningful feedback on students' academic performance	5% (1)	10% (2)	25% (5)	35% (7)	25% (5)	20	0	1.11	3.65
Stimulated students to intellectual effort beyond that required by most courses	5% (1)	15% (3)	20% (4)	35% (7)	25% (5)	20	0	1.16	3.6
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	5% (1)	5% (1)	35% (7)	25% (5)	30% (6)	20	0	1.1	3.7
Explained course material clearly and concisely	0% (0)	15% (3)	10% (2)	35% (7)	40% (8)	20	0	1.05	4

<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)	0% (0)	0% (0)	35% (7)	65% (13)	20	0	0.48	4.65
Created opportunities for students to apply course content outside the classroom	5% (1)	10% (2)	15% (3)	40% (8)	30% (6)	20	0	1.12	3.8
Introduced stimulating ideas about the subject	5% (1)	5% (1)	25% (5)	35% (7)	30% (6)	20	0	1.08	3.8
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	5% (1)	35% (7)	60% (12)	20	0	0.59	4.55
Inspired students to set and achieve goals which really challenged them	0% (0)	15% (3)	30% (6)	35% (7)	20% (4)	20	0	0.97	3.6
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	30% (6)	40% (8)	30% (6)	20	0	0.77	4
Asked students to help each other understand ideas or concepts	0% (0)	15% (3)	15% (3)	40% (8)	30% (6)	20	0	1.01	3.85
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	10% (2)	15% (3)	65% (13)	10% (2)	20	0	0.77	3.75
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	5% (1)	25% (5)	40% (8)	30% (6)	20	0	0.86	3.95

<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)	15% (3)	30% (6)	45% (9)	10% (2)	20	0	0.87	3.5
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	10% (2)	30% (6)	40% (8)	20% (4)	20	0	0.9	3.7
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	10% (2)	35% (7)	30% (6)	25% (5)	20	0	0.95	3.7
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	10% (2)	15% (3)	35% (7)	20% (4)	20% (4)	20	0	1.22	3.25
Acquiring skills in working with others as a member of a team	0% (0)	15% (3)	30% (6)	35% (7)	20% (4)	20	0	0.97	3.6
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	15% (3)	20% (4)	30% (6)	15% (3)	20% (4)	20	0	1.32	3.05
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	30% (6)	10% (2)	20% (4)	30% (6)	10% (2)	20	0	1.4	2.8
Developing skill in expressing myself orally or in writing	0% (0)	25% (5)	40% (8)	15% (3)	20% (4)	20	0	1.05	3.3
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	20% (4)	25% (5)	40% (8)	15% (3)	20	0	0.97	3.5
Developing ethical reasoning and/or ethical decision making	5% (1)	20% (4)	30% (6)	25% (5)	20% (4)	20	0	1.15	3.35
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	5% (1)	30% (6)	45% (9)	20% (4)	20	0	0.81	3.8
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	15% (3)	30% (6)	45% (9)	10% (2)	20	0	0.87	3.5
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	15% (3)	10% (2)	40% (8)	20% (4)	15% (3)	20	0	1.22	3.1

<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 Cour- ses	About Av- erage	More than Most Cour- ses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	25% (5)	70% (14)	5% (1)	0% (0)	20	0	0.51	2.8
Difficulty of subject matter	0% (0)	15% (3)	70% (14)	15% (3)	0% (0)	20	0	0.55	3

<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	N	DNA	SD	M
As a rule, I put forth more effort than oth- er students on academic work.	5% (1)	5% (1)	15% (3)	45% (9)	30% (6)	20	0	1.04	3.9
I really wanted to take this course regard- less of who taught it.	10% (2)	20% (4)	35% (7)	30% (6)	5% (1)	20	0	1.05	3
When this course began I believed I could master its content.	5% (1)	0% (0)	30% (6)	35% (7)	30% (6)	20	0	1.01	3.85
My background prepared me well for this course's requirements.	0% (0)	10% (2)	35% (7)	40% (8)	15% (3)	20	0	0.86	3.6
Overall, I rate this instructor an excellent teacher.	0% (0)	5% (1)	15% (3)	45% (9)	35% (7)	20	0	0.83	4.1
Overall, I rate this course as excellent.	5% (1)	25% (5)	20% (4)	30% (6)	20% (4)	20	0	1.19	3.35

	Strongly Dis- agree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
In relating to students in the course, the instructor exhibited Christ-like character and conduct.	0% (0)	0% (0)	50% (10)	50% (10)	0% (0)	20	0	0.5	4.5

	Strongly Dis- agree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
This course helped me apply Christian be- liefs and values to my life and work.	0% (0)	5% (1)	70% (14)	25% (5)	0% (0)	20	0	0.65	4.15

	Strongly Dis- agree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
This course helped me better understand Christian beliefs and values to the content area of the course.	0% (0)	5% (1)	65% (13)	20% (4)	10% (2)	20	0	0.71	4

Qualitative

Comments -

- Dr. Easter is an awesome professor and is incredibly adept in the subject. Sometimes I feel like I can be in an elementary school classroom with the amount of group counting, games, and the way she can talk to students.
- Dr. Easter brings new ideas and methods to the table. It makes the class more invigorating.
- I really thought I would be challenged by this class but I have not been. This is supposed to be a senior level writing intensive course and I have not felt that way this far. Especially with the games that we play every Tuesday.
- I don't think it's your fault we had a bunch of incompetent students in our class, you need to figure out a way to keep the case discussions on track and not let people say just anything that has nothing to do with the study
- Not really into all of the group games we have to do and how we are required to speak in class. The quizzes are difficult and assignments are outrageous with not a very straight forward thesis. I would rather have been given an organization then had to have picked one out.
- Even though this course was discussion based and Dr. Easter encouraged participation, it was hard for me to participate because every time I contributed to the discussion she always put my ideas and thoughts down. Dr. Easter is close minded and does not consider any options and thoughts other than her own. She also favors male students and tends to agree with their thoughts more often. Overall, Dr. Easter was vague about her expectations for assignments and left students confused on what she wanted in presentations and writing assignments, which was frustrating for students.
- The only comment I would make is that it may be helpful or just nice for the class if we went off script every now and then. It was good for the structure of the class for sure, but most students probably felt that no matter what we brought up it would always get steered back to the script of that in particular class. Honestly this is more of a petty issue because I certainly enjoyed the class.
- Kind and approachable. Wants to help you as much as possible, and as a senior, I was out of town often for interviews. She allowed the class to be flexible and I appreciated that. As far as material goes, I did not enjoy the subject too much. This was probably due to the fact that I am graduating and lacking in motivation.
- NA
- She is very sweet, truly cares about her students, and has a passion for teaching them strategies that apply to real life!
- I think the class is great. I love no test and just quizzes. I think there should be no attendance policy because we are adults and if we want to make the poor decision to skip it will reflect in our grade.
- Overall all good, but no attendance policy makes people not want to show up, so that could incorporate more into participation grade
- Great teaching style.
- really great teacher with a knack to encourage students who want to think critically for themselves.
- Amazing first-year professor. Really takes the time to know her students and is a great teacher. The material is very helpful and the projects are actually meaningful. There is no busy work in this class and participation in class from all students shows how great of a teacher she is.

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

- Her stories in the work industry shows how her faith has grown. She tries to help us see how we can bring christ-like characteristics in the workplace.
- Her views of on business ethics and values.
- Ethical decisions based on cases we worked on
- She would play Christian music before class started.
- She played Christian worship music before every class.
- the way she treated everyone and had a smile on her face
- .
- Showed grace often depending on the situation but was nice to everyone and always joyful. I also enjoyed the Christian music before the start of classes.
- An overall positive attitude that was brought to class.
- Music at beginning of class and non profit work
- respect for others
- She was kind and patient with everyone.

MGMT 439 (02): Strategic Management

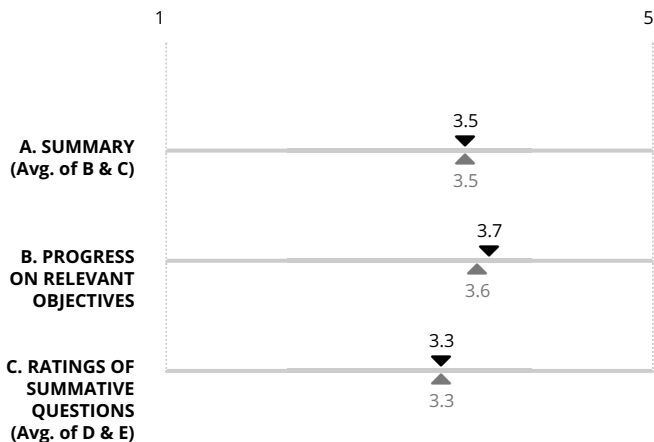
Spring 2017 | Sarah Easter | Course CIP Code: 52.0201

50	Students Enrolled
29	Students Responded
58%	Response Rate

Summative

- ▼ | Adjusted
- ▲ | Raw
- 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	3.9	3.9
E. Excellent Course	2.8	2.8

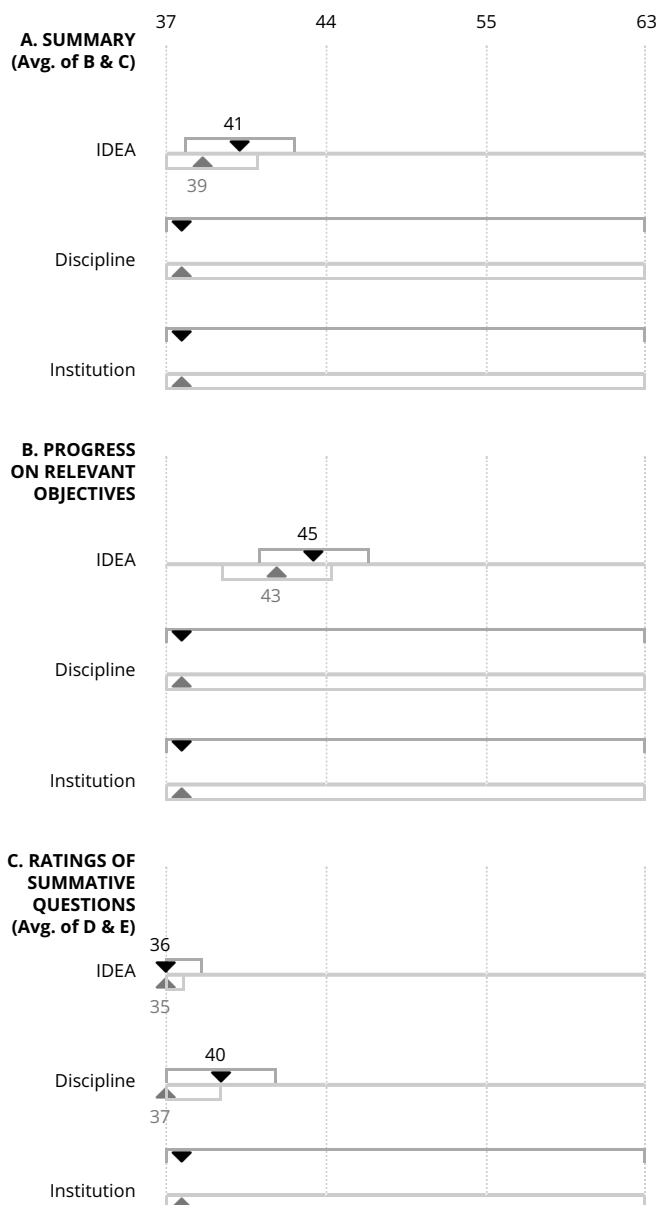
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	43	44
Discipline	44	46
Institution		
E. Excellent Course		
IDEA	27	27
Discipline	30	34
Institution		

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 Converted Average					
						IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)						38	40	41	44		
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures						44	44				
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)						41	43	42	45		
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course						37	41	39	44		
Acquiring skills in working with others as a member of a team						46	48	46	48		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)						37	37				
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)						37	37				
Developing skill in expressing myself orally or in writing						38	38	40	41		
Learning how to find, evaluate, and use resources to explore a topic in depth						41	41				
Developing ethical reasoning and/or ethical decision making						41	42				
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view						44	45	45	47		
Learning to apply knowledge and skills to benefit others or serve the public good						44	48				
Learning appropriate methods for collecting, analyzing, and interpreting numerical information						38	40				

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3	42	41	
Difficulty of subject matter	2.5	33	32	

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.6	42	43	
I really wanted to take this course regardless of who taught it.	2.6	28	30	
When this course began I believed I could master its content.	4.1	55	55	
My background prepared me well for this course's requirements.	4.1	58	56	

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	3.9	7% (1 or 2) 76% (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	3.4	24% (1 or 2) 48% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.4	28% (1 or 2) 48% (4 or 5)	You employed the method less frequently than 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)	4.1	0% (1 or 2) 79% (4 or 5)	You employed the method more 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	3% (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	3.2	31% (1 or 2) 48% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.5	3% (1 or 2) 93% (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	4.6	0% (1 or 2) 97% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4	3% (1 or 2) 72% (4 or 5)	You employed the method more frequently than 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) 83% (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	3.8	14% (1 or 2) 62% (4 or 5)	You employed the method with frequency typical of 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)	10.34% (3)	17.24% (5)	48.28% (14)	24.14% (7)	29	0	0.9	3.86
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	20.69% (6)	51.72% (15)	27.59% (8)	29	0	0.69	4.07
Encouraged students to reflect on and evaluate what they have learned	0% (0)	3.45% (1)	10.34% (3)	41.38% (12)	44.83% (13)	29	0	0.78	4.28
Demonstrated the importance and significance of the subject matter	3.45% (1)	3.45% (1)	17.24% (5)	48.28% (14)	27.59% (8)	29	0	0.94	3.93
Formed teams or groups to facilitate learning	0% (0)	0% (0)	3.45% (1)	34.48% (10)	62.07% (18)	29	0	0.56	4.59
Made it clear how each topic fit into the course	3.45% (1)	0% (0)	10.34% (3)	48.28% (14)	37.93% (11)	29	0	0.87	4.17
Provided meaningful feedback on students' academic performance	6.9% (2)	3.45% (1)	24.14% (7)	41.38% (12)	24.14% (7)	29	0	1.08	3.72
Stimulated students to intellectual effort beyond that required by most courses	10.34% (3)	20.69% (6)	20.69% (6)	34.48% (10)	13.79% (4)	29	0	1.21	3.21
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	17.24% (5)	27.59% (8)	37.93% (11)	17.24% (5)	29	0	0.97	3.55
Explained course material clearly and concisely	0% (0)	6.9% (2)	24.14% (7)	44.83% (13)	24.14% (7)	29	0	0.86	3.86

<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	3.45% (1)	0% (0)	3.45% (1)	31.03% (9)	62.07% (18)	29	0	0.86	4.48
Created opportunities for students to apply course content outside the classroom	10.34% (3)	3.45% (1)	24.14% (7)	27.59% (8)	34.48% (10)	29	0	1.26	3.72
Introduced stimulating ideas about the subject	13.79% (4)	10.34% (3)	27.59% (8)	20.69% (6)	27.59% (8)	29	0	1.35	3.38
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	17.24% (5)	27.59% (8)	55.17% (16)	29	0	0.76	4.38
Inspired students to set and achieve goals which really challenged them	3.45% (1)	24.14% (7)	24.14% (7)	24.14% (7)	24.14% (7)	29	0	1.19	3.41
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	3.45% (1)	24.14% (7)	41.38% (12)	31.03% (9)	29	0	0.83	4
Asked students to help each other understand ideas or concepts	0% (0)	6.9% (2)	27.59% (8)	37.93% (11)	27.59% (8)	29	0	0.9	3.86
Gave projects, tests, or assignments that required original or creative thinking	6.9% (2)	6.9% (2)	24.14% (7)	27.59% (8)	34.48% (10)	29	0	1.19	3.76
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	3.45% (1)	3.45% (1)	34.48% (10)	20.69% (6)	37.93% (11)	29	0	1.07	3.86

<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)	3.57% (1)	7.14% (2)	35.71% (10)	35.71% (10)	17.86% (5)	28	1	0.98	3.57
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	3.57% (1)	10.71% (3)	28.57% (8)	32.14% (9)	25% (7)	28	1	1.08	3.64
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	3.57% (1)	3.57% (1)	39.29% (11)	35.71% (10)	17.86% (5)	28	1	0.94	3.61
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	3.57% (1)	14.29% (4)	35.71% (10)	28.57% (8)	17.86% (5)	28	1	1.05	3.43
Acquiring skills in working with others as a member of a team	3.57% (1)	10.71% (3)	28.57% (8)	32.14% (9)	25% (7)	28	1	1.08	3.64
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	17.86% (5)	17.86% (5)	32.14% (9)	21.43% (6)	10.71% (3)	28	1	1.23	2.89
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	17.86% (5)	10.71% (3)	35.71% (10)	21.43% (6)	14.29% (4)	28	1	1.27	3.04
Developing skill in expressing myself orally or in writing	7.14% (2)	21.43% (6)	25% (7)	39.29% (11)	7.14% (2)	28	1	1.07	3.18
Learning how to find, evaluate, and use resources to explore a topic in depth	10.71% (3)	3.57% (1)	32.14% (9)	35.71% (10)	17.86% (5)	28	1	1.15	3.46
Developing ethical reasoning and/or ethical decision making	7.14% (2)	17.86% (5)	21.43% (6)	35.71% (10)	17.86% (5)	28	1	1.18	3.39
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	10.71% (3)	3.57% (1)	17.86% (5)	42.86% (12)	25% (7)	28	1	1.2	3.68
Learning to apply knowledge and skills to benefit others or serve the public good	7.14% (2)	7.14% (2)	28.57% (8)	25% (7)	32.14% (9)	28	1	1.2	3.68
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	21.43% (6)	10.71% (3)	21.43% (6)	28.57% (8)	17.86% (5)	28	1	1.4	3.11
<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	7.14% (2)	10.71% (3)	60.71% (17)	17.86% (5)	3.57% (1)	28	0	0.85	3
Difficulty of subject matter	14.29% (4)	28.57% (8)	50% (14)	7.14% (2)	0% (0)	28	0	0.82	2.5
<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	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	17.86% (5)	17.86% (5)	46.43% (13)	17.86% (5)	28	0	0.97	3.64
I really wanted to take this course regardless of who taught it.	14.29% (4)	39.29% (11)	25% (7)	17.86% (5)	3.57% (1)	28	0	1.05	2.57
When this course began I believed I could master its content.	3.57% (1)	3.57% (1)	7.14% (2)	50% (14)	35.71% (10)	28	0	0.94	4.11
My background prepared me well for this course's requirements.	0% (0)	0% (0)	21.43% (6)	46.43% (13)	32.14% (9)	28	0	0.72	4.11
Overall, I rate this instructor an excellent teacher.	7.14% (2)	3.57% (1)	25% (7)	25% (7)	39.29% (11)	28	0	1.19	3.86
Overall, I rate this course as excellent.	25% (7)	17.86% (5)	17.86% (5)	28.57% (8)	10.71% (3)	28	0	1.36	2.82

	Strongly Dis-agree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
In relating to students in the course, the instructor exhibited Christ-like character and conduct.	0% (0)	0% (0)	28.57% (8)	67.86% (19)	3.57% (1)	28	0	0.55	4.64

	Strongly Dis-agree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
This course helped me apply Christian beliefs and values to my life and work.	3.57% (1)	10.71% (3)	53.57% (15)	25% (7)	7.14% (2)	28	0	1.03	3.86

	Strongly Dis-agree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
This course helped me better understand Christian beliefs and values to the content area of the course.	3.57% (1)	17.86% (5)	39.29% (11)	25% (7)	14.29% (4)	28	0	1.14	3.64

Qualitative

Comments -

- This class is a hard to teach because it takes interaction from the students and acu has a culture of put your head down and do your own work. I would establish a "take a stance" debate after the presentations to help develop the conversation. I've been in a socratic teaching style classroom and found it very intriguing and expanding the subject. Jim Litton could be a good resource on this subject.
- I cannot believe that I paid money for this "upper level" course. One class period, I watched grown adults throw paper at each other for Dr. Easter to poorly relate it to a management strategy. Not only was this course a waste of time and money I was also disappointed that this was a capstone class. While Dr. Easter is a nice person she needs a better teaching style. The set up of the class was weird in the sense that we were made to take quizzes at the beginning of class and then sit through students present on the same material we already were supposed to have gone through on our own. While in another class this would have been helpful if we were to be tested on the material again it was absolutely pointless because we never had tests in her class.
- First of all, Professor Easter is so nice, and you can tell she is really trying. BUT the whole set up and style of her class is the most frustrating class I have ever been a part of at ACU. First of all, it is a SENIOR CAPSTONE class, and it is structured like a freshman level class. She comes up with activities and "fun" exercises for the class to relate to the material, but they usually don't relate at all, or are so far stretched out to force them to relate when they really do not at all. She thinks that the activities will make us engage and be excited, but as seniors, I know we all expected more senior level work and thinking. The cases we go over each week are a great way to learn and apply material to real life situations, but there's a big problem. On Tuesdays, we go over material, are supposed to read a case in our book, and then have a quiz on it the following Thursday. BUT, we take the quiz at the beginning of the class, then have a group present the case, and then she spends the remainder of the class going over the quiz. That is a huge waste of time and a way to make sure no one is paying attention. There are no tests in the class, so what is the point to go over the entire case AFTER we took the quiz and a group presented on it. Again, Professor Easter is so so nice, and really engaged in her students, she's great. But as a senior class, she needs to completely restructure it!
- I like that there are no exams!
- Dr. Easter is a great teacher and really works to keep the class engaged. She is kind, genuinely caring, and intelligent on the subject matter. The nature of this specific course is still a little vague to me, however. I felt like the benefits of this class were not very concrete/tangible/practical. Sometimes I felt like what I was learning was practical, but other times it was not at all.
- She was good at making us be interactive even when we didn't want to. Made the topics interesting by relating to the real world
- I appreciate how you facilitated class-time and how you made yourself available when needed. I met with you early in the semester and you made my responsibilities for passing the class very clear.
- She is a great teacher and really cares about the student's learning. I don't know how much value the class itself adds though.
- I think no one could teach this as well as Dr. Easter. She's creative and wants people's engagement. Sometimes I was a little confused when she would explain things, and I think I'm more literal than she is so that made quizzes difficult in the beginning cause they could go a couple different ways. I got used to how she interprets better as things went along though.
- for the presentations the group should present the case tuesday. then thursday explain how it relates to the course
- Wasn't a huge fan of the group work/warm ups, I felt that there was too much of it.
- This class was all material we had learned before and had gone over in other classes. The cases were fun to listen to but overall felt like it was a lot of work to do for easier material.
- Dr. Easter truly cares for her students and that is shown each and every day that I see her in class. She has been a great professor to give us an overview of a lot of the material we have learned in other courses and also taught us a lot of new stuff along the way.
- Dr. Easter is a great professor but is having to teach a difficult class to teach. MGMT 439 is not a great class. The general topics are all covered in other classes. Dr. Easter did the best she could do with the class she was handed. I think she would be better suited teaching a different class.
- Dr. Easter really tries to engage students. She wants the to be enthusiastic and interested in the subject matter like she is.
- Dr. Easter is super nice and helpful. She tries to keep students engaged at all times.
- Dr. Easter was a great professor and mentor. I enjoyed her class because she didn't make it harder than it had to be. I learned more in her class than a few other classes I have taken because she wasn't concerned with tests or extra reading. She just wanted us to understand the subject being discussed. I appreciate her as a teacher and friend
- Quizzes after the presentation and less group activities. If we have a team activity on Tuesday, it is too much to do one on Thursday.
- The group work in class feels very juvenile and I didn't see the importance of most of it. Also, sometimes Dr. Easter talks to her students like they are much younger than they are. We are college students (most of us seniors) we don't like to be talked down to

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

- Related the cases to a Christian perspective
- She is a really nice lady that cares a lot about student success
- Dr. Easter was always kind and respectful to all students. She was patient in answering all questions and waiting for class participation.
- Playing worship music before class.
- Dr. Easter plays great uplifting Christian music before class and carries herself in a way that exemplifies her love for the Lord!
- cared about students. Wanted to interact with and get to know them out of class.
- She is calm and patient. She has respect for people.
- She treated everyone fairly and with respect.
- Played worship music, was kind and demonstrated excellent character
- She played worship music at the beginning of every class! So awesome to get filled in the Spirit!
- The only Christ-like conduct I saw was her playing Christian music before class and we hardly ever (as far as I can remember) talked about faith in the workplace aside from a couple of days. I would rather see a more thorough integration of faith in the workplace/business rather than just boxing it away in one class time.
- Super nice, friendly, and cares about the success of her students
- She tried her best to show the ethical issues in case studies and relate it to christian views.

MGMT 440 (01): ST: Business & Sustainability

Summer 2017 | Sarah Easter

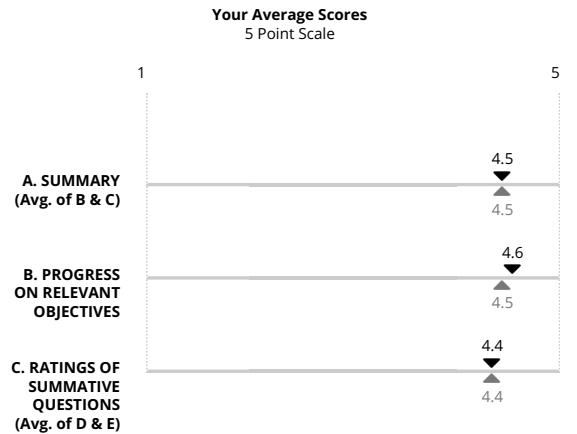
18		Students Enrolled
14		Students Responded
77.78%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

| 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

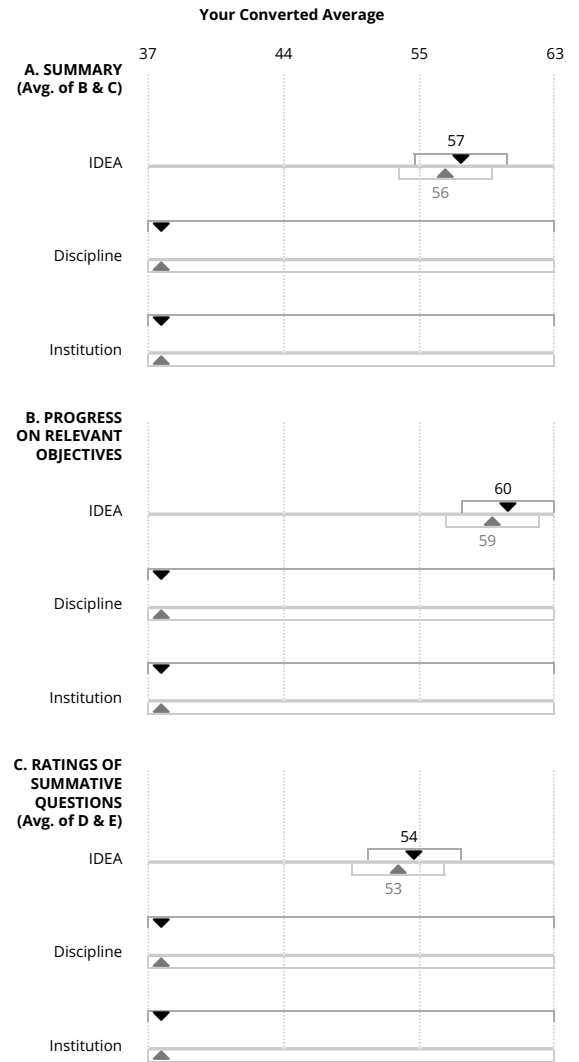
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.4	4.4
E. Excellent Course	4.4	4.4

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	52	52
Discipline		
Institution		
E. Excellent Course		
IDEA	54	55
Discipline		
Institution		

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	4.6	4.6	0	86	59	61				
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	4.6	4.7	0	93	62	63				
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.4	4.4	7	79	55	56				
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.3	4.4	7	79	54	55				
Acquiring skills in working with others as a member of a team	M	4.1	4.2	7	64	54	55				
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.4	3.4	29	50	45	45				
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.9	3.9	14	64	50	50				
Developing skill in expressing myself orally or in writing	M	3.9	3.9	14	64	51	51				
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.9	3.9	21	64	49	49				
Developing ethical reasoning and/or ethical decision making	M	4.2	4.2	14	79	55	55				
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.3	4.3	7	79	55	55				
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.2	4.3	7	79	53	54				
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.7	3.7	21	57	48	48				

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3	42		
Difficulty of subject matter	3.1	45		

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.9	52		
I really wanted to take this course regardless of who taught it.	3.4	45		
When this course began I believed I could master its content.	4	52		
My background prepared me well for this course's requirements.	3.9	54		

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.8	0% (1 or 2) 93% (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	4.9	0% (1 or 2) 100% (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	4.8	0% (1 or 2) 100% (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	4.8	0% (1 or 2) 100% (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.

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)	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.9	0% (1 or 2) 100% (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	4.8	0% (1 or 2) 100% (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	4.8	0% (1 or 2) 93% (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	4.6	0% (1 or 2) 93% (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
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4.6	0% (1 or 2) 93% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Active Learning	Your Average	Students Rating	Suggested Action

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)	7.14% (1)	0% (0)	21.43% (3)	71.43% (10)	14	0	0.82	4.57
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	21.43% (3)	78.57% (11)	14	0	0.41	4.79
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	14.29% (2)	85.71% (12)	14	0	0.35	4.86
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	7.14% (1)	7.14% (1)	85.71% (12)	14	0	0.56	4.79
Formed teams or groups to facilitate learning	0% (0)	0% (0)	0% (0)	7.14% (1)	92.86% (13)	14	0	0.26	4.93
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	14.29% (2)	85.71% (12)	14	0	0.35	4.86
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	7.14% (1)	14.29% (2)	78.57% (11)	14	0	0.59	4.71
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	21.43% (3)	78.57% (11)	14	0	0.41	4.79
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	14.29% (2)	7.14% (1)	78.57% (11)	14	0	0.72	4.64
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	21.43% (3)	78.57% (11)	14	0	0.41	4.79

<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)	0% (0)	7.14% (1)	7.14% (1)	85.71% (12)	14	0	0.56	4.79
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	7.14% (1)	21.43% (3)	71.43% (10)	14	0	0.61	4.64
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	21.43% (3)	78.57% (11)	14	0	0.41	4.79
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	0% (0)	21.43% (3)	78.57% (11)	14	0	0.41	4.79
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	14.29% (2)	14.29% (2)	71.43% (10)	14	0	0.73	4.57
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	7.14% (1)	28.57% (4)	64.29% (9)	14	0	0.62	4.57
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	7.14% (1)	28.57% (4)	64.29% (9)	14	0	0.62	4.57
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	0% (0)	28.57% (4)	71.43% (10)	14	0	0.45	4.71
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	7.14% (1)	21.43% (3)	71.43% (10)	14	0	0.61	4.64

<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)	0% (0)	14.29% (2)	14.29% (2)	71.43% (10)	14	0	0.73	4.57
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	7.14% (1)	21.43% (3)	71.43% (10)	14	0	0.61	4.64
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	7.14% (1)	14.29% (2)	14.29% (2)	64.29% (9)	14	0	0.97	4.36
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	7.14% (1)	14.29% (2)	21.43% (3)	57.14% (8)	14	0	0.96	4.29
Acquiring skills in working with others as a member of a team	0% (0)	7.14% (1)	28.57% (4)	7.14% (1)	57.14% (8)	14	0	1.06	4.14
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	21.43% (3)	7.14% (1)	21.43% (3)	7.14% (1)	42.86% (6)	14	0	1.59	3.43
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	7.14% (1)	7.14% (1)	21.43% (3)	21.43% (3)	42.86% (6)	14	0	1.25	3.86
Developing skill in expressing myself orally or in writing	7.14% (1)	7.14% (1)	21.43% (3)	14.29% (2)	50% (7)	14	0	1.28	3.93
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	21.43% (3)	14.29% (2)	14.29% (2)	50% (7)	14	0	1.22	3.93
Developing ethical reasoning and/or ethical decision making	0% (0)	14.29% (2)	7.14% (1)	21.43% (3)	57.14% (8)	14	0	1.08	4.21
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	7.14% (1)	14.29% (2)	21.43% (3)	57.14% (8)	14	0	0.96	4.29
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	7.14% (1)	14.29% (2)	28.57% (4)	50% (7)	14	0	0.94	4.21
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	7.14% (1)	14.29% (2)	21.43% (3)	14.29% (2)	42.86% (6)	14	0	1.33	3.71

<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	7.14% (1)	14.29% (2)	57.14% (8)	14.29% (2)	7.14% (1)	14	0	0.93	3
Difficulty of subject matter	0% (0)	14.29% (2)	64.29% (9)	14.29% (2)	7.14% (1)	14	0	0.74	3.14

<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	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	7.14% (1)	0% (0)	14.29% (2)	50% (7)	28.57% (4)	14	0	1.03	3.93
I really wanted to take this course regardless of who taught it.	0% (0)	14.29% (2)	42.86% (6)	28.57% (4)	14.29% (2)	14	0	0.9	3.43
When this course began I believed I could master its content.	0% (0)	0% (0)	35.71% (5)	28.57% (4)	35.71% (5)	14	0	0.85	4
My background prepared me well for this course's requirements.	0% (0)	7.14% (1)	21.43% (3)	42.86% (6)	28.57% (4)	14	0	0.88	3.93
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	14.29% (2)	28.57% (4)	57.14% (8)	14	0	0.73	4.43
Overall, I rate this course as excellent.	0% (0)	0% (0)	14.29% (2)	35.71% (5)	50% (7)	14	0	0.72	4.36

	Strongly Disagree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
In relating to students in the course, the instructor exhibited Christ-like character and conduct.	21.43% (3)	0% (0)	7.14% (1)	64.29% (9)	7.14% (1)	14	0	1.62	3.93

	Strongly Disagree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
This course helped me apply Christian beliefs and values to my life and work.	7.14% (1)	7.14% (1)	14.29% (2)	64.29% (9)	7.14% (1)	14	0	1.26	4.21

	Strongly Disagree	Disagree	Agree	Strongly Agree	Neutral	N	DNA	SD	M
This course helped me better understand Christian beliefs and values to the content area of the course.	14.29% (2)	0% (0)	7.14% (1)	71.43% (10)	7.14% (1)	14	0	1.42	4.21

Qualitative

Comments -
- Loved having Dr. Easter! You can tell she is really passionate about the topic of sustainability and really encouraged us to be open and learn more about it. I love the way she facilitated class discussions and didn't require tests or quizzes. It really allowed me to focus on the material and cultivate my own thoughts and questions instead of memorizing book or lecture info. The field trips were a lot of fun! I'm excited to have her again in the fall. - I loved Dr. Easter. She was a very sweet lady and did a great at responding to our emails, questions, and concerns. - yes - This class was very informative and has made a difference on how I view our world and sustainability - Enjoyed taking class with Dr. Easter again! I must admit the course material needs a little more ironing out, but I am very sure that the small issues will be fixed promptly! It was enjoyable diving further from strategic management into some of the more environmental issues that I so wanted to talk about previously. - Business & Sustainability with Sarah Easter has been a phenomenal learning experience. Change happens with a motivation for a cause that effects more than just corporations and it was great to be able to learn how, as business people, we can change a business environment. This class expanded my perspective of sustainable business practices where I gained knowledge about our ability to sustain the environments we live in through first-hand accounts of business professionals. - I loved this class Dr. Easter made it so easy to understand and allowed us to develop our own thoughts - Loved the class. Dr. Easter made the class more enjoyable by finding creative ways to keep the class engaged outside of lectures.
What specific actions and attitudes did you notice from your instructor that demonstrated his/her Christ-like character and conduct? -
- Incorporated faith into class more seamlessly than any other business class I have taken. - The way that she talks about helping - N/A - She always brought up how our resources that are given to us are from God and how we shouldn't take advantage of them . - She played Christian music a lot and her overall attitude was very Christ-like, always positive. She always is praying for my parents marriage which I appreciate so much! - The love that she had for all of us