

MGMT 439 (01): Strategic Management

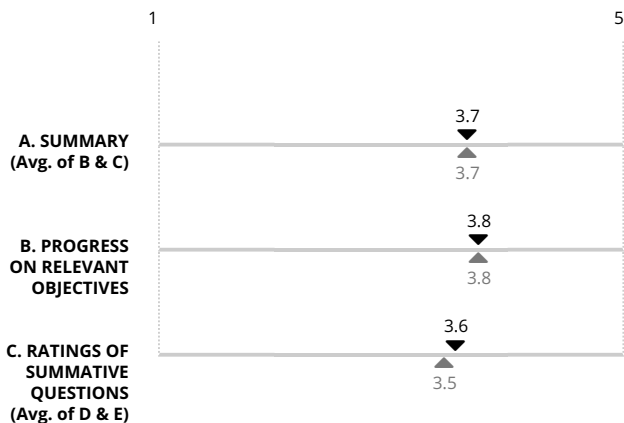
Fall 2017 | Sarah Easter | Course CIP Code: 52.0201

40 | Students Enrolled
35 | Students Responded
87.5% | 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	3.7	3.7
E. Excellent Course	3.3	3.4

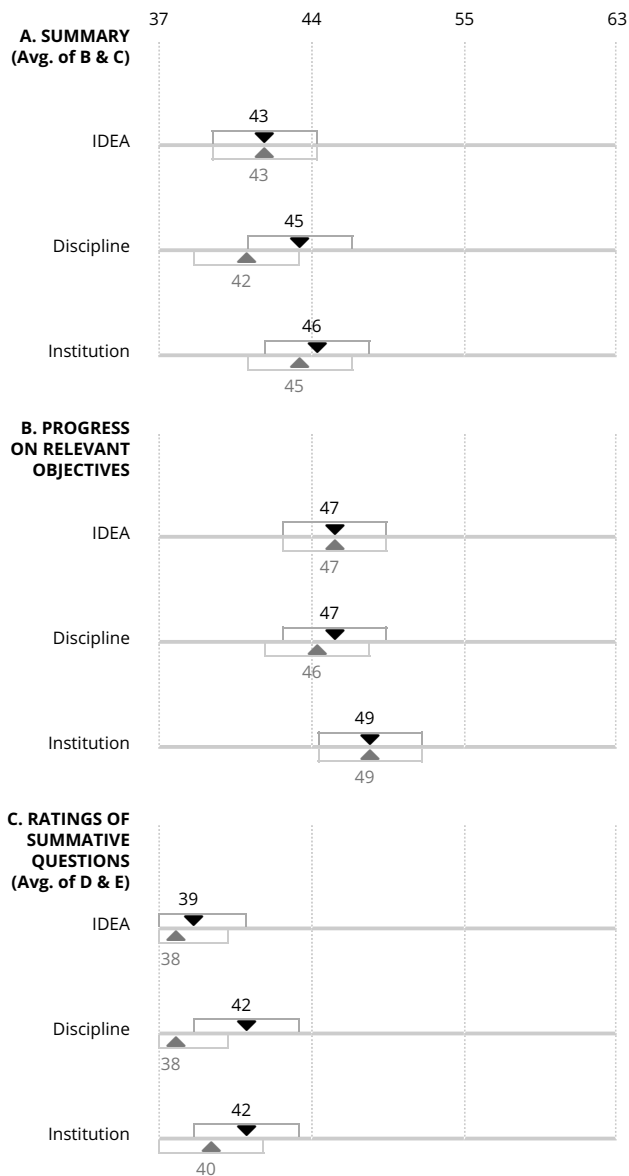
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	40	40
Discipline	40	43
Institution	41	43
E. Excellent Course		
IDEA	35	38
Discipline	35	41
Institution	38	41

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		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)	M	3.6	3.6	14	57	38	38	39	42	41	43
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	3.5	3.5	17	51	43	43	43	43	46	46
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.8	3.9	17	66	45	47	44	47	47	49
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.7	3.8	17	66	41	44	41	46	44	47
Acquiring skills in working with others as a member of a team	M	4.2	4.2	9	80	55	56	53	54	56	56
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.2	3.2	31	46	43	43	43	46	45	47
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	2.8	2.8	46	31	34	34	38	39	39	39
Developing skill in expressing myself orally or in writing	M	3.5	3.5	26	49	44	44	43	45	47	48
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.8	3.8	14	66	47	47	47	48	49	50
Developing ethical reasoning and/or ethical decision making	M	3.6	3.6	11	54	46	46	45	45	49	49
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.1	4.1	9	80	52	52	51	52	54	54
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.8	3.9	11	69	47	48	47	49	49	51
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.3	3.3	29	46	42	42	42	43	47	48

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.7	57	57	56
Difficulty of subject matter	3.4	51	50	50

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4	55	52	53
I really wanted to take this course regardless of who taught it.	2.8	32	33	37
When this course began I believed I could master its content.	3.9	48	48	49
My background prepared me well for this course's requirements.	3.6	47	46	47

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4	6% (1 or 2) 77% (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	3.8	14% (1 or 2) 74% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.1	9% (1 or 2) 77% (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)	4.1	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.
Encouraged students to reflect on and evaluate what they have learned	4.4	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.
Stimulated students to intellectual effort beyond that required by most courses	3.9	9% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.4	6% (1 or 2) 89% (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	4.2	6% (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.
Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	4.1	11% (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.

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	11.43% (4)	8.57% (3)	20% (7)	34.29% (12)	25.71% (9)	35	0	1.27	3.54
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	2.86% (1)	2.86% (1)	2.86% (1)	62.86% (22)	28.57% (10)	35	0	0.82	4.11
Encouraged students to reflect on and evaluate what they have learned	2.86% (1)	0% (0)	0% (0)	45.71% (16)	51.43% (18)	35	0	0.77	4.43
Demonstrated the importance and significance of the subject matter	2.86% (1)	2.86% (1)	17.14% (6)	42.86% (15)	34.29% (12)	35	0	0.94	4.03
Formed teams or groups to facilitate learning	2.86% (1)	0% (0)	0% (0)	31.43% (11)	65.71% (23)	35	0	0.77	4.57
Made it clear how each topic fit into the course	5.71% (2)	2.86% (1)	14.29% (5)	28.57% (10)	48.57% (17)	35	0	1.12	4.11
Provided meaningful feedback on students' academic performance	5.71% (2)	2.86% (1)	11.43% (4)	42.86% (15)	37.14% (13)	35	0	1.06	4.03
Stimulated students to intellectual effort beyond that required by most courses	5.71% (2)	2.86% (1)	8.57% (3)	57.14% (20)	25.71% (9)	35	0	0.98	3.94
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	2.86% (1)	5.71% (2)	11.43% (4)	48.57% (17)	31.43% (11)	35	0	0.96	4
Explained course material clearly and concisely	8.57% (3)	14.29% (5)	14.29% (5)	42.86% (15)	20% (7)	35	0	1.2	3.51

<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	2.86% (1)	2.86% (1)	5.71% (2)	31.43% (11)	57.14% (20)	35	0	0.93	4.37
Created opportunities for students to apply course content outside the classroom	2.86% (1)	5.71% (2)	11.43% (4)	40% (14)	40% (14)	35	0	1	4.09
Introduced stimulating ideas about the subject	5.71% (2)	8.57% (3)	11.43% (4)	48.57% (17)	25.71% (9)	35	0	1.09	3.8
Involved students in hands-on projects such as research, case studies, or real life activities	5.71% (2)	0% (0)	0% (0)	28.57% (10)	65.71% (23)	35	0	0.97	4.49
Inspired students to set and achieve goals which really challenged them	2.86% (1)	5.71% (2)	14.29% (5)	31.43% (11)	45.71% (16)	35	0	1.04	4.11
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	2.86% (1)	2.86% (1)	11.43% (4)	37.14% (13)	45.71% (16)	35	0	0.95	4.2
Asked students to help each other understand ideas or concepts	2.86% (1)	5.71% (2)	14.29% (5)	31.43% (11)	45.71% (16)	35	0	1.04	4.11
Gave projects, tests, or assignments that required original or creative thinking	5.71% (2)	5.71% (2)	5.71% (2)	40% (14)	42.86% (15)	35	0	1.11	4.09
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	2.86% (1)	2.86% (1)	8.57% (3)	42.86% (15)	42.86% (15)	35	0	0.92	4.2
<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)	2.86% (1)	11.43% (4)	28.57% (10)	40% (14)	17.14% (6)	35	0	0.99	3.57
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	2.86% (1)	14.29% (5)	31.43% (11)	31.43% (11)	20% (7)	35	0	1.05	3.51
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	5.71% (2)	11.43% (4)	17.14% (6)	25.71% (9)	40% (14)	35	0	1.23	3.83
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	5.71% (2)	11.43% (4)	17.14% (6)	42.86% (15)	22.86% (8)	35	0	1.12	3.66
Acquiring skills in working with others as a member of a team	2.86% (1)	5.71% (2)	11.43% (4)	31.43% (11)	48.57% (17)	35	0	1.03	4.17
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	11.43% (4)	20% (7)	22.86% (8)	28.57% (10)	17.14% (6)	35	0	1.26	3.2
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	22.86% (8)	22.86% (8)	22.86% (8)	14.29% (5)	17.14% (6)	35	0	1.39	2.8
Developing skill in expressing myself orally or in writing	0% (0)	25.71% (9)	25.71% (9)	20% (7)	28.57% (10)	35	0	1.16	3.51
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	14.29% (5)	20% (7)	37.14% (13)	28.57% (10)	35	0	1.01	3.8
Developing ethical reasoning and/or ethical decision making	0% (0)	11.43% (4)	34.29% (12)	34.29% (12)	20% (7)	35	0	0.93	3.63
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	8.57% (3)	11.43% (4)	40% (14)	40% (14)	35	0	0.92	4.11
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	11.43% (4)	20% (7)	45.71% (16)	22.86% (8)	35	0	0.92	3.8
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	8.57% (3)	20% (7)	25.71% (9)	20% (7)	25.71% (9)	35	0	1.29	3.34

<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	0% (0)	51.43% (18)	25.71% (9)	22.86% (8)	35	0	0.81	3.71
Difficulty of subject matter	2.86% (1)	8.57% (3)	45.71% (16)	31.43% (11)	11.43% (4)	35	0	0.9	3.4

<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	2.86% (1)	2.86% (1)	14.29% (5)	51.43% (18)	28.57% (10)	35	0	0.89	4
I really wanted to take this course regardless of who taught it.	14.29% (5)	25.71% (9)	34.29% (12)	17.14% (6)	8.57% (3)	35	0	1.14	2.8
When this course began I believed I could master its content.	0% (0)	5.71% (2)	22.86% (8)	51.43% (18)	20% (7)	35	0	0.8	3.86
My background prepared me well for this course's requirements.	0% (0)	8.57% (3)	37.14% (13)	40% (14)	14.29% (5)	35	0	0.83	3.6
Overall, I rate this instructor an excellent teacher.	0% (0)	11.43% (4)	31.43% (11)	34.29% (12)	22.86% (8)	35	0	0.95	3.69
Overall, I rate this course as excellent.	11.43% (4)	8.57% (3)	40% (14)	22.86% (8)	17.14% (6)	35	0	1.18	3.26

	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)	42.86% (15)	54.29% (19)	2.86% (1)	35	0	0.55	4.51

	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)	5.71% (2)	62.86% (22)	20% (7)	11.43% (4)	35	0	0.74	3.97

	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)	2.86% (1)	57.14% (20)	28.57% (10)	11.43% (4)	35	0	0.71	4.11

Qualitative

Comments -

- The tests were very spread out and covered very vague information. I felt many times on the test that I would know the answer in a multiple choice list, but I did not know exactly what you were looking for. There tended to be multiple answers to each short answer question which caused stress during the testing. The group project is good, but would recommend spending more time explaining each step, I always felt unsure if we were doing the project correctly.
- This subject matter is not my favorite, however, I believe you worked hard to make it interesting and applicable to all students. Thank you for this. However, I feel that maybe there were too many assignments for this class and I hope you don't take that just to mean we shouldn't have to work hard. I believe that one team case assignment or one individual project would be sufficient to teach students how to set up and analyze a case. Maybe these two assignments could be merged into one. In the future, maybe try stressing the fact that the tests will be short answer, that way students take notes seriously, knowing this will benefit them later. Thank you for your intentionality in trying to make this class applicable and enjoyable to students of all majors!
- Great energy in class. Really enjoyed this semester
- Really a good person, but not a good professor
- I don't think a newer professor should be teaching a capstone course only because what I learned was mostly through my group and when having group discussions it seemed to never be a right answer only people's opinion and Easter sharing her experience but not intellect that connected with me and my background. The course was basically an outline and not straight forward to where I learned only analyzed perception. Also writing your own project while doing the same thing in a group is too much.
- Dr. Easter is such a wonderful human being. I love being around her; she is genuine and actually takes an interest in what is going on in our lives outside of class. She was the one teacher I had this semester that actually took an interest and reached out and tried to keep up with what was going on in our lives. I would love to take another class that she teaches.
- I felt that doing the group assignment throughout the semester was enough work with cases. It was a bit overkill to also have us do an individual assignment. At that point I was over doing work with cases. I did learn with working in a group better and I believe just doing the group assignments accomplished teaching us about cases and how to think critically. The most frustrating thing about this class is how subjective it is. This makes tests hard and perfecting assignments hard. It was helpful to be able to talk to the teacher about questions. The rubrics for the assignments are usually pretty vague. During the group assignment there were many specific comments of criticism that were not directly required in the rubric. This also made the individual assignment harder because we did not get to have regular feedback on it and due to the fact that this class is subjective it was frustrating to try and perfect it.
- The cases we read for class were really interesting, and the discussions in class helped to understand the material more. However, the big group project assigned was vague and difficult. Having to work on the project throughout the semester was a challenge due to the unclear instructions. Plus, when in class, the notes written on the board and discussion of PowerPoint were hard to follow.
- Dr. Easter is really great with students. She is always willing to help and is respectful to everyone. The structure of the lectures seems rigid. Some people can say something extremely insightful, but it is pushed off a little if it does not fit within the lecture notes. Also, a few analytical analysis could add more meaning to the course. Lastly, it'd be nice to see our exams the day after we take them.
- I really enjoyed having Dr. Easter as professor this semester. She made the class content engaging and interesting.
- This course contained much more work than my other courses. The "quizzes" were harder than any test I have been given this year with much more needed knowledge/memorization of the content than most. As a capstone course, I do not believe that the content should be as hard or as time consuming as it was. There were many weeks that I had hours of work to do from this course and not others. The group project was a lot of work that I did not have time for.
- Dr. Easter make her class very entertaining and interesting which it made it easier for me to learn this subject that I first found difficult. Dr. Easter was always there to provide help and she provides helpful comments on the works we had to give back. Overall, it was a good experience to take this class and I really enjoyed it.
- She is a great professor and cares to see that her students really learn. However, sometimes when doing class discussions she makes it difficult to participate because she tends to be looking for one specific answer even though a broad question was asked. So, sometimes you feel ignored and like your answer was wrong even though it was correct, just not what she was looking for. Overall, though, she does very well to consider students and their feelings.
- I don't have many recommendations for the class going forward. As a capstone course, I realize many projects were required by the department or university and I think they were handled with the course material in an adequate manner.
- The group project was unclear and more difficult to excel at than expected.
- It's been real
- I didn't have any problems with the class.
- Very sweet professor. I enjoyed having her.
- I felt the tests were a bit ridiculous. They were initially called quizzes, causing us to feel that they would be about equal to quizzes in other classes. We were met with a 35 question fill-in-the-blank test that was difficult. This wouldn't have been as much of a problem if we were prepared for the difficulty. To make matters worse, those "quizzes" were then graded extremely harshly, looking for exact wording used in class rather than an overall understanding of the concept. None of us were prepared for that. Because there were only 2 tests, this caused anyone who was confused by the first test to be greatly behind in the class. While she offered extra credit, it only added about half a point to the test grade in the end. I feel we were extremely unprepared for this type of test and I felt that she did not try and help us succeed in this instance. I did like the case group project and felt this was a good addition to the class. She gave us a lot of instruction and was helpful in providing examples. Overall, I think Dr. Easter is a great person and does want us to succeed, but I did not always feel that way in the way the class and grading was set up, especially when it came to the tests.
- This course has a lot of potential to help shape future leaders in the world. Having the ability to practice casework and critical thinking is training that will help me go further in my career. However, there were a couple of elements of the course that dampened the overall material. The vague nature of the course allowed for greater subjectivity when grading both projects and tests. Tests should be made more objective in nature to ensure that they are fair. Also, the rubrics used for the projects do not provide adequate understanding of the expectations for the class nor do they assist in guidance of the project. I understand why examples would not be provided, but explanations should be made more clear. The subjects covered in class themselves could be made more relevant to more people-side or concrete information that would allow students greater flexibility of knowledge in their careers. Lessons that involve company evaluation and analysis are memorable and useful, and those that we covered in class should take greater focus.

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

- Extremely nice, friendly, and approachable. Always willing to help, answer questions, and be available for office hours.
- Just sharing person intellect on her cultural experiences
- Dr. Easter really tries to know each one of her students and engaged everyone to participate confidently in the class.
- Dr. Easter engaged with her class and did not shy away from getting to know her students outside of the classroom. She helped students and encouraged growth.
- She was nice
- Dr. Easter is always available for help. She is kind and respectful of all students, and provides an equal opportunity for everyone.
- She would begin each class with a Christina song and then talk about how that song could relate to her life.
- She was kind and treated us with respect.
- Through her teaching
- Dr. Easter was very kind in class. Also, I could tell by her notes the amount of work she put into preparing for lectures which was awesome to see. Christ holds us to an incredible standard of excellence and I think Dr. Easter displays that in the way she prepares and works for her classes!
- She was humble and kind.
- As this was a management class, it is always apparent on how to apply ethics to what we are learning. We did case studies that would ask us what we would do in a position, and that exemplifies our character and if we choose to do what would be considered a "Christian" perspective or action

MGMT 439 (02): Strategic Management

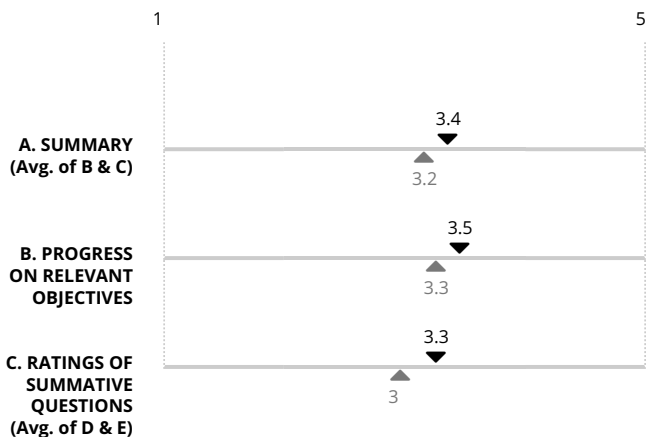
Fall 2017 | Sarah Easter | Course CIP Code: 52.0201

33 | Students Enrolled
21 | Students Responded
63.64% | 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	3.1	3.3
E. Excellent Course	2.8	3.2

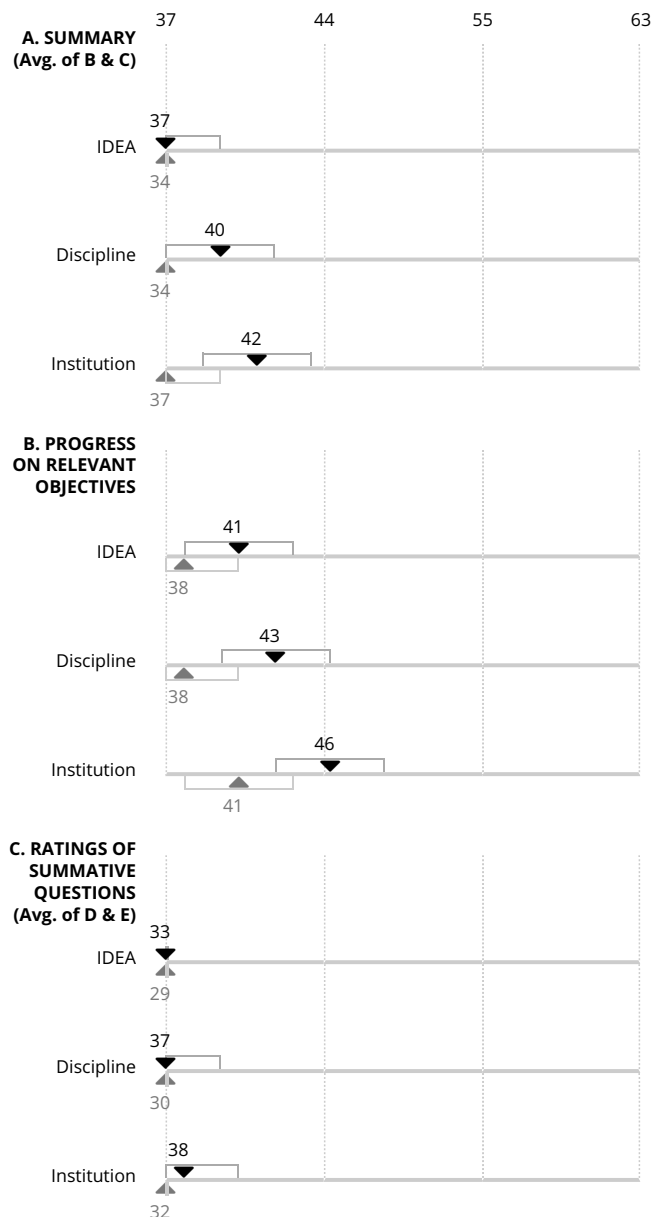
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E. Excellent Course		
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		Your Average (5 Point Scale)		% of Students Rating		IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives		Importance Rating		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)		M		3.1	3.2	33	43	28	31	30	37
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		I		3.2	3.4	24	43	38	41	38	43
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		I		3.3	3.5	33	43	34	39	34	41
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		M		3.2	3.5	14	29	32	38	33	41
Acquiring skills in working with others as a member of a team		M		3.7	4	5	67	48	52	47	51
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		M		3	3.4	24	33	39	45	40	48
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		M		2.7	2.8	38	24	32	34	37	41
Developing skill in expressing myself orally or in writing		M		3.3	3.5	19	38	40	43	40	45
Learning how to find, evaluate, and use resources to explore a topic in depth		M		3.2	3.3	29	48	36	39	37	42
Developing ethical reasoning and/or ethical decision making		M		3.4	3.5	19	48	42	44	41	45
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		I		3.5	3.6	14	52	41	43	41	45
Learning to apply knowledge and skills to benefit others or serve the public good		M		3.3	3.6	24	48	38	43	39	46
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		M		3	3	29	43	36	36	37	40

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.9	61	61	59
Difficulty of subject matter	4	61	62	60

		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	49	49
I really wanted to take this course regardless of who taught it.	2.5	25	27	32
When this course began I believed I could master its content.	3.7	43	43	45
My background prepared me well for this course's requirements.	3.3	41	41	42

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	3.4	24% (1 or 2) 57% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.3	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	3.3	29% (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)	3.7	19% (1 or 2) 52% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	3.8	14% (1 or 2) 71% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.7	24% (1 or 2) 57% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4	14% (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
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	3.7	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.

Active Learning	Your Average	Students Rating	Suggested Action
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

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	14.29% (3)	19.05% (4)	14.29% (3)	23.81% (5)	28.57% (6)	21	0	1.43	3.33
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	19.05% (4)	28.57% (6)	14.29% (3)	38.1% (8)	21	0	1.16	3.71
Encouraged students to reflect on and evaluate what they have learned	4.76% (1)	9.52% (2)	14.29% (3)	47.62% (10)	23.81% (5)	21	0	1.06	3.76
Demonstrated the importance and significance of the subject matter	19.05% (4)	4.76% (1)	19.05% (4)	33.33% (7)	23.81% (5)	21	0	1.4	3.38
Formed teams or groups to facilitate learning	0% (0)	4.76% (1)	14.29% (3)	9.52% (2)	71.43% (15)	21	0	0.91	4.48
Made it clear how each topic fit into the course	14.29% (3)	14.29% (3)	19.05% (4)	23.81% (5)	28.57% (6)	21	0	1.4	3.38
Provided meaningful feedback on students' academic performance	14.29% (3)	9.52% (2)	28.57% (6)	19.05% (4)	28.57% (6)	21	0	1.36	3.38
Stimulated students to intellectual effort beyond that required by most courses	9.52% (2)	14.29% (3)	19.05% (4)	14.29% (3)	42.86% (9)	21	0	1.39	3.67
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	9.52% (2)	9.52% (2)	19.05% (4)	38.1% (8)	23.81% (5)	21	0	1.22	3.57
Explained course material clearly and concisely	23.81% (5)	23.81% (5)	4.76% (1)	28.57% (6)	19.05% (4)	21	0	1.5	2.95

<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)	14.29% (3)	9.52% (2)	38.1% (8)	38.1% (8)	21	0	1.02	4
Created opportunities for students to apply course content outside the classroom	14.29% (3)	9.52% (2)	19.05% (4)	33.33% (7)	23.81% (5)	21	0	1.33	3.43
Introduced stimulating ideas about the subject	9.52% (2)	14.29% (3)	28.57% (6)	28.57% (6)	19.05% (4)	21	0	1.21	3.33
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	4.76% (1)	14.29% (3)	28.57% (6)	52.38% (11)	21	0	0.88	4.29
Inspired students to set and achieve goals which really challenged them	9.52% (2)	19.05% (4)	23.81% (5)	28.57% (6)	19.05% (4)	21	0	1.24	3.29
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	14.29% (3)	23.81% (5)	38.1% (8)	23.81% (5)	21	0	0.98	3.71
Asked students to help each other understand ideas or concepts	4.76% (1)	14.29% (3)	23.81% (5)	28.57% (6)	28.57% (6)	21	0	1.17	3.62
Gave projects, tests, or assignments that required original or creative thinking	9.52% (2)	4.76% (1)	23.81% (5)	23.81% (5)	38.1% (8)	21	0	1.27	3.76
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	14.29% (3)	4.76% (1)	23.81% (5)	28.57% (6)	28.57% (6)	21	0	1.33	3.52

<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)	4.76% (1)	28.57% (6)	23.81% (5)	38.1% (8)	4.76% (1)	21	0	1.02	3.1
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	4.76% (1)	19.05% (4)	33.33% (7)	33.33% (7)	9.52% (2)	21	0	1.02	3.24
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	4.76% (1)	28.57% (6)	23.81% (5)	19.05% (4)	23.81% (5)	21	0	1.24	3.29
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	4.76% (1)	9.52% (2)	57.14% (12)	19.05% (4)	9.52% (2)	21	0	0.91	3.19
Acquiring skills in working with others as a member of a team	4.76% (1)	0% (0)	28.57% (6)	52.38% (11)	14.29% (3)	21	0	0.88	3.71
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	23.81% (5)	0% (0)	42.86% (9)	23.81% (5)	9.52% (2)	21	0	1.25	2.95
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	19.05% (4)	19.05% (4)	38.1% (8)	19.05% (4)	4.76% (1)	21	0	1.12	2.71
Developing skill in expressing myself orally or in writing	9.52% (2)	9.52% (2)	42.86% (9)	19.05% (4)	19.05% (4)	21	0	1.16	3.29
Learning how to find, evaluate, and use resources to explore a topic in depth	9.52% (2)	19.05% (4)	23.81% (5)	38.1% (8)	9.52% (2)	21	0	1.14	3.19
Developing ethical reasoning and/or ethical decision making	4.76% (1)	14.29% (3)	33.33% (7)	33.33% (7)	14.29% (3)	21	0	1.05	3.38
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	4.76% (1)	9.52% (2)	33.33% (7)	38.1% (8)	14.29% (3)	21	0	1.01	3.48
Learning to apply knowledge and skills to benefit others or serve the public good	4.76% (1)	19.05% (4)	28.57% (6)	38.1% (8)	9.52% (2)	21	0	1.03	3.29
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	19.05% (4)	9.52% (2)	28.57% (6)	38.1% (8)	4.76% (1)	21	0	1.2	3

<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	4.76% (1)	28.57% (6)	38.1% (8)	28.57% (6)	21	0	0.87	3.9
Difficulty of subject matter	0% (0)	4.76% (1)	33.33% (7)	23.81% (5)	38.1% (8)	21	0	0.95	3.95

<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)	4.76% (1)	38.1% (8)	23.81% (5)	33.33% (7)	21	0	0.94	3.86
I really wanted to take this course regardless of who taught it.	23.81% (5)	28.57% (6)	28.57% (6)	14.29% (3)	4.76% (1)	21	0	1.14	2.48
When this course began I believed I could master its content.	4.76% (1)	9.52% (2)	28.57% (6)	28.57% (6)	28.57% (6)	21	0	1.13	3.67
My background prepared me well for this course's requirements.	9.52% (2)	9.52% (2)	33.33% (7)	33.33% (7)	14.29% (3)	21	0	1.13	3.33
Overall, I rate this instructor an excellent teacher.	14.29% (3)	19.05% (4)	19.05% (4)	33.33% (7)	14.29% (3)	21	0	1.28	3.14
Overall, I rate this course as excellent.	23.81% (5)	19.05% (4)	23.81% (5)	19.05% (4)	14.29% (3)	21	0	1.37	2.81

	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.	4.76% (1)	4.76% (1)	38.1% (8)	47.62% (10)	4.76% (1)	21	0	1.05	4.19

	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.	4.76% (1)	9.52% (2)	42.86% (9)	28.57% (6)	14.29% (3)	21	0	1.1	3.81

	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.	9.52% (2)	4.76% (1)	66.67% (14)	4.76% (1)	14.29% (3)	21	0	1.01	3.52

Qualitative

Comments -

- Vague assignments but harsh grading made things frustrating at times. Would have liked to have a textbook or be able to take notes electronically. More guidance through the Case Study assignments would have been nice.
- She a great teacher but needs to learn how to engage with her student better. I feel like she is great at giving her input but we don't always understand what she is trying to tell us because of the way she words it. She is also very vague in her description of projects and assignments so its hard to know exactly what she wants us to do. When you ask for help you leave more confused because again of how she chooses to word things and engage with people. Sometimes you just need more simple language than using alot of different word choices that show your upper level of schooling, but leave us confused.
- This class takes up way too much time. At this point in our college career if we are to do team projects, the works needs to be done all in class because we are all busy and all have very different schedules. I like how there was 2 big quizzes rather than quizzes every week. Information for this class needs to be more concise. Students don't read canvas notifications. If we need to do something before class either put it in the syllabus or tell us that class before. When spending a lot of time talking about something have a slide on a powerpoint to go along or else you lose people's attention. The modules contain way too much information that it is overwhelming. Ultimately we need more class time for the group project and your expectations need to be more clear for assignments if you are going to grade that way.
- Dr. Easter is a great professor and is really interested in what she is teaching. She is awesome and I am glad that I took her. The only thing I think she could work on is how difficult she grades. There were many times where I thought I had the right answer but it was not.
- There was absolutely no point to this class.
- Wonderful
- Class participation should be removed for it is near impossible for it to be fair.
- Great job 👍
- I liked turning in the group project assignments in segments throughout the semester. I would have liked to do that with the individual project as well.
- Good professor. Helped students when they asked for it. However, her instructions were often not very clear, and I found a lot of discrepancies between what she said in class, what was in the course pack, and what was on MyACU. I also didn't completely understand the purpose of the class. I think this time may be able to be spent better through allowing students to choose a class that actually interests them, or possibly making the course less intense so that students could focus on analyzing the cases we work on in the class, giving students examples of real-life situations.
- I feel like on the days where we are discussing cases the main points are specifically introduced by the professor (which is helpful for exams) rather than being brought up by the students (which would be more interesting for the conversation)
- 1. It is not fair to change the difficulty of the course every semester. The ever-changing style of the course allows students in previous semesters to make easy A's and some this semester to hardly make a B. While you think it's all about improving yourself, we are all competing for the same jobs and it is not fair for you to play around with our GPA's for your own improvement. 2. In the projects and assignments, there were no clear requirements. We would be given a rubric, but the professor had a list of "hidden expectations" that she would either never say, mention once in an hour-and-a-half lecture, and never put on the rubric that we were supposed to follow. If you want to use a requirement to grade, either put it on the rubric or don't give us a rubric at all. 3. The tests are not effective. There is no textbook or clear information, but we as students are required on the test to answer specific, open-ended questions with the EXACT wording that the professor wants. How are we to know the exact words? All she does is lecture for an hour and a half, put no concrete information on the slides with those specific words, and provides no textbook or review that tells us what words are on the test. Then she expects us to know exactly what she's thinking. IF SHE WANTS SPECIFIC ANSWERS, GIVE US A MULTIPLE CHOICE TEST. If she wants open-ended and free-response answers, then allow in the grading for the answers to be open to interpretation and/or discussion.
- I feel like the grading was very tough at times on exams and other assignments.
- This class sucks. All the grading was incredibly subjective, and I wasn't really motivated to work hard because no matter what I did I just got an 80. Also I basically learned nothing

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

- She was just very Christ like. Many times in class she would start with a verse from the bible or something she wanted to share with us from her spiritual growth. It was a blessing and very nice having her in class.
- played worship music
- Whatever
- her overall demeanor was always friendly and helpful. She truly cares about her students and their success
- They related the ethics to the course.
- Played Christian music as we would walk into class.
- Used bible verses about once a week to begin the class. They were often very profound.

BUSA 419 (02): International Business

Fall 2017 | Sarah Easter | Course CIP Code: 52.0201

28 | Students Enrolled
21 | Students Responded
75% | 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	4.1
E. Excellent Course	3.9	4

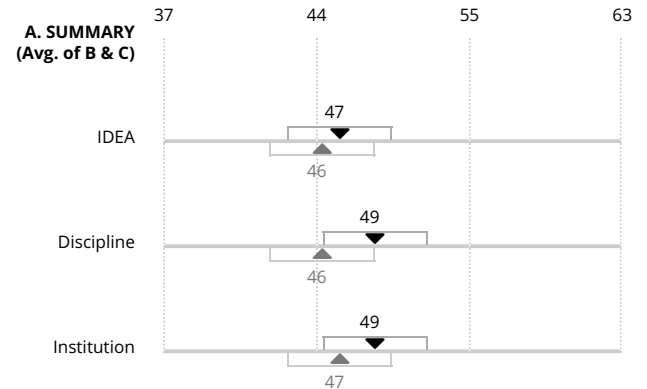
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	46	47
Discipline	46	48
Institution	47	48
E. Excellent Course		
IDEA	45	48
Discipline	45	49
Institution	46	49

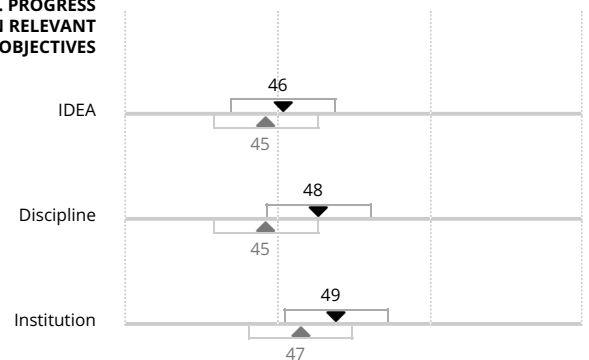
Converted Average Buckets
Based on a Bell Curve

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



B. PROGRESS ON RELEVANT OBJECTIVES



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



							Your Converted Average					
							Your Average (5 Point Scale)		% of Students Rating		IDEA	
Student Ratings of Learning on Relevant Objectives	Importance Rating	Raw	Adj.	1 or 2	4 or 5		Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	3.8	3.8	10	67		42	43	43	46	44	47
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	3.9	3.9	5	67		49	50	49	51	51	52
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.8	3.9	14	71		45	46	43	47	46	49
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.6	3.7	14	67		40	41	39	43	42	45
Acquiring skills in working with others as a member of a team	M	4	4.1	10	67		52	54	51	53	53	55
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.8	2.8	38	29		37	37	38	41	40	42
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.5	3.5	19	57		45	45	47	49	48	49
Developing skill in expressing myself orally or in writing	M	3.5	3.5	14	52		44	44	43	45	47	48
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.7	3.8	19	62		46	47	45	47	48	50
Developing ethical reasoning and/or ethical decision making	M	3.7	3.8	14	62		47	48	46	48	50	51
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.7	3.7	14	57		45	45	44	46	48	49
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.8	3.9	10	57		46	48	46	49	48	51
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.3	3.4	24	43		42	42	41	44	47	49

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.1	46	45	46
Difficulty of subject matter	3	44	43	44

		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	43	42	43
I really wanted to take this course regardless of who taught it.	3.1	39	39	42
When this course began I believed I could master its content.	3.9	49	49	49
My background prepared me well for this course's requirements.	3.7	49	48	49

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4	10% (1 or 2) 67% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.3	0% (1 or 2) 81% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	3.8	24% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.8	19% (1 or 2) 62% (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	3.8	10% (1 or 2) 57% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.2	14% (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 students to reflect on and evaluate what they have learned	4.1	5% (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.
Stimulated students to intellectual effort beyond that required by most courses	4	14% (1 or 2) 71% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.5	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.
Created opportunities for students to apply course content outside the classroom	3.9	10% (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.

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	4.5	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.

Active Learning	Your Average	Students Rating	Suggested Action
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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	4.76% (1)	0% (0)	19.05% (4)	33.33% (7)	42.86% (9)	21	0	1.02	4.1
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	14.29% (3)	9.52% (2)	19.05% (4)	57.14% (12)	21	0	1.1	4.19
Encouraged students to reflect on and evaluate what they have learned	0% (0)	4.76% (1)	19.05% (4)	33.33% (7)	42.86% (9)	21	0	0.89	4.14
Demonstrated the importance and significance of the subject matter	4.76% (1)	4.76% (1)	23.81% (5)	14.29% (3)	52.38% (11)	21	0	1.17	4.05
Formed teams or groups to facilitate learning	0% (0)	0% (0)	9.52% (2)	14.29% (3)	76.19% (16)	21	0	0.64	4.67
Made it clear how each topic fit into the course	0% (0)	0% (0)	19.05% (4)	28.57% (6)	52.38% (11)	21	0	0.78	4.33
Provided meaningful feedback on students' academic performance	4.76% (1)	9.52% (2)	14.29% (3)	42.86% (9)	28.57% (6)	21	0	1.1	3.81
Stimulated students to intellectual effort beyond that required by most courses	4.76% (1)	9.52% (2)	14.29% (3)	23.81% (5)	47.62% (10)	21	0	1.2	4
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	14.29% (3)	23.81% (5)	14.29% (3)	47.62% (10)	21	0	1.13	3.95
Explained course material clearly and concisely	4.76% (1)	19.05% (4)	9.52% (2)	23.81% (5)	42.86% (9)	21	0	1.3	3.81

<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)	4.76% (1)	42.86% (9)	52.38% (11)	21	0	0.59	4.48
Created opportunities for students to apply course content outside the classroom	0% (0)	9.52% (2)	28.57% (6)	23.81% (5)	38.1% (8)	21	0	1.02	3.9
Introduced stimulating ideas about the subject	4.76% (1)	14.29% (3)	19.05% (4)	19.05% (4)	42.86% (9)	21	0	1.26	3.81
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	4.76% (1)	14.29% (3)	28.57% (6)	52.38% (11)	21	0	0.88	4.29
Inspired students to set and achieve goals which really challenged them	4.76% (1)	4.76% (1)	33.33% (7)	23.81% (5)	33.33% (7)	21	0	1.11	3.76
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	9.52% (2)	33.33% (7)	57.14% (12)	21	0	0.66	4.48
Asked students to help each other understand ideas or concepts	0% (0)	4.76% (1)	9.52% (2)	23.81% (5)	61.9% (13)	21	0	0.85	4.43
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	19.05% (4)	4.76% (1)	23.81% (5)	52.38% (11)	21	0	1.15	4.1
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	19.05% (4)	19.05% (4)	14.29% (3)	47.62% (10)	21	0	1.19	3.9

<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)	4.76% (1)	4.76% (1)	23.81% (5)	42.86% (9)	23.81% (5)	21	0	1.02	3.76
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	4.76% (1)	28.57% (6)	38.1% (8)	28.57% (6)	21	0	0.87	3.9
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	4.76% (1)	9.52% (2)	14.29% (3)	42.86% (9)	28.57% (6)	21	0	1.1	3.81
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	4.76% (1)	9.52% (2)	19.05% (4)	57.14% (12)	9.52% (2)	21	0	0.95	3.57
Acquiring skills in working with others as a member of a team	0% (0)	9.52% (2)	23.81% (5)	23.81% (5)	42.86% (9)	21	0	1.02	4
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	19.05% (4)	19.05% (4)	33.33% (7)	19.05% (4)	9.52% (2)	21	0	1.22	2.81
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	14.29% (3)	4.76% (1)	23.81% (5)	33.33% (7)	23.81% (5)	21	0	1.3	3.48
Developing skill in expressing myself orally or in writing	4.76% (1)	9.52% (2)	33.33% (7)	33.33% (7)	19.05% (4)	21	0	1.05	3.52
Learning how to find, evaluate, and use resources to explore a topic in depth	4.76% (1)	14.29% (3)	19.05% (4)	28.57% (6)	33.33% (7)	21	0	1.2	3.71
Developing ethical reasoning and/or ethical decision making	4.76% (1)	9.52% (2)	23.81% (5)	33.33% (7)	28.57% (6)	21	0	1.12	3.71
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	9.52% (2)	4.76% (1)	28.57% (6)	19.05% (4)	38.1% (8)	21	0	1.28	3.71
Learning to apply knowledge and skills to benefit others or serve the public good	4.76% (1)	4.76% (1)	33.33% (7)	23.81% (5)	33.33% (7)	21	0	1.11	3.76
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	4.76% (1)	19.05% (4)	33.33% (7)	23.81% (5)	19.05% (4)	21	0	1.13	3.33

<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	4.76% (1)	4.76% (1)	66.67% (14)	19.05% (4)	4.76% (1)	21	0	0.77	3.14
Difficulty of subject matter	4.76% (1)	14.29% (3)	52.38% (11)	28.57% (6)	0% (0)	21	0	0.79	3.05

<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)	4.76% (1)	42.86% (9)	38.1% (8)	14.29% (3)	21	0	0.79	3.62
I really wanted to take this course regardless of who taught it.	4.76% (1)	14.29% (3)	42.86% (9)	38.1% (8)	0% (0)	21	0	0.83	3.14
When this course began I believed I could master its content.	0% (0)	9.52% (2)	23.81% (5)	33.33% (7)	33.33% (7)	21	0	0.97	3.9
My background prepared me well for this course's requirements.	0% (0)	14.29% (3)	19.05% (4)	47.62% (10)	19.05% (4)	21	0	0.93	3.71
Overall, I rate this instructor an excellent teacher.	0% (0)	14.29% (3)	14.29% (3)	23.81% (5)	47.62% (10)	21	0	1.09	4.05
Overall, I rate this course as excellent.	0% (0)	14.29% (3)	14.29% (3)	42.86% (9)	28.57% (6)	21	0	0.99	3.86

	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)	38.1% (8)	57.14% (12)	4.76% (1)	21	0	0.59	4.52

	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)	4.76% (1)	66.67% (14)	19.05% (4)	9.52% (2)	21	0	0.69	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.	4.76% (1)	0% (0)	66.67% (14)	23.81% (5)	4.76% (1)	21	0	0.84	4.05

Qualitative

Comments -
- Hello Dr. Easter, I just wanted to say that I loved your class - the energy, knowledge, and the environment you have created is truly a wonderful combination to be a part of. If anything, I would say that you could be a little more direct and stern at times. You are a lovely person and I know this may not be your first instinct but to really make sure the students are actually grasping the information I feel this is necessary, especially with no tests being given. I learned and gained so much from this class and I simply want others to do the same. Thank you for a great year and I cannot wait for next semester! - You are one of the best teacher's I have had in terms of creating a very hands on course which facilitates learning in an enjoyable way. I can tell you put a lot of effort into your curriculum and I greatly appreciate it. - I don't actually know what I was supposed to learn. We had lots of good discussion but it's unclear what I needed to know - It was a good semester in International Business! At the beginning of the semester it was difficult to understand and keep up with the different assignments due at different times. It wasn't always clear exactly what was needed and when it was needed. Besides that the class was great and I enjoyed it! - incorporated a lot of class discussions in class - The teaching style Dr. Easter used in her classroom was not the most compatible for my learning style. Being unable to take notes during class and having no tests made it difficult to maintain an interest in the course as the semester went along. Simply having weekly quizzes did not keep me engaged in the topics we were learning or push the class as a priority in comparison with other classes. The projects were interesting and I enjoyed researching and applying what we were studying. I feel like that is where I learned the most during the class. - Dr. Easter genuinely cares about her students and wants them to grow in their knowledge of how to apply international business outside of the classroom. The class was beneficial but could use some improvements. In my opinion, the course failed to engage students and get them excited about the topic. Most days class was a routine and a lot of the material presented in class was replicated from the textbook. My advice would be to find a way to make the class more engaging. - Dr. Easter is a wonderful professor. She's very engaging and manages to balance the class between being challenging and fun. The way she organized the coursework kept the class from being too much of a chore, but still required effort. Projects instead of exams are always preferable to me, and that was especially true of this class because there is so much rich and valuable content that exams wouldn't cover it all. Overall, this was an excellent class taught very well! - She was very energetic and always positive. She engaged students in many different ways which allowed for a better learning experience.

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

- Her high moral standard is evident and is truly worth something to aspire towards
- Everyday before class started, Dr. Easter would play Christian music and she included a few bible verses in her lectures.
- always happy. very patient.
- Dr. Easter took a genuine interest in her students lives and made us feel welcome within her classroom.
- She's a very caring person who is excited about her work
- Dr. Easter came into the classroom every day with the love and joy of Christ shining through her. She genuinely cares about each student and reflects Christ in her work.
- She was very kind, understanding, and got to know us as people as well as students.

MGMT 440 (J1): ST: Business and Sustainabilit

Spring 2018 | Sarah Easter

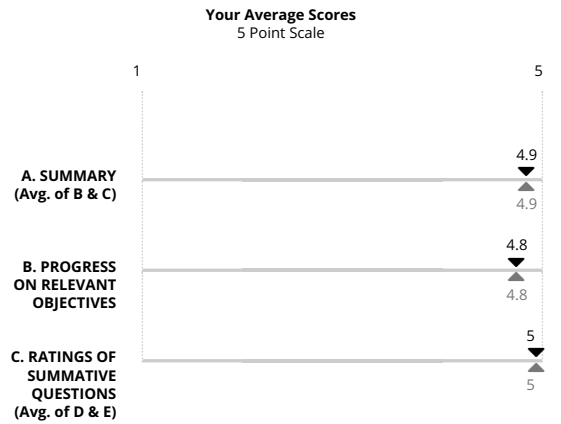
15		Students Enrolled
15		Students Responded
100%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

| 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

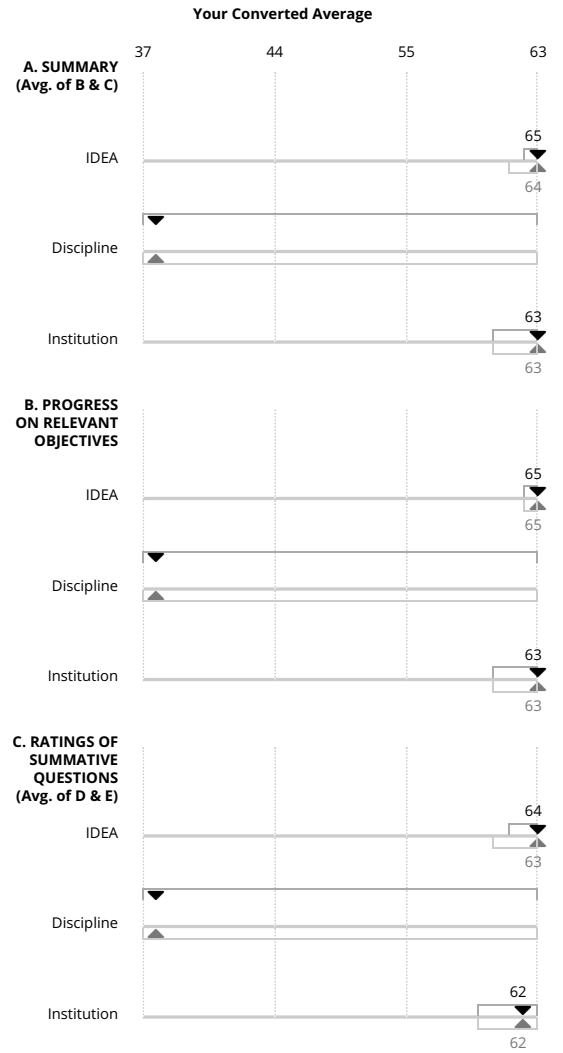
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	5	5
E. Excellent Course	4.9	5

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	62	62
Discipline		
Institution	61	61
E. Excellent Course		
IDEA	64	66
Discipline		
Institution	62	63

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						
						IDEA		Discipline		Institution		
Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Raw	Adj.	Raw	Adj.	Raw	Adj.	
	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	4.8	4.8	0	100	64	65			62	62
	Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	4.8	4.8	0	100	65	65			63	63
	Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.9	4.9	0	100	66	67			63	63
	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.7	4.8	0	100	62	63			60	60
	Acquiring skills in working with others as a member of a team	M	4.5	4.5	7	93	60	60			60	60
	Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4	4	13	73	54	54			54	54
	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.3	4.3	7	80	58	58			58	58
	Developing skill in expressing myself orally or in writing	M	4.3	4.3	0	73	58	58			58	58
	Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.6	4.6	0	93	62	62			61	61
	Developing ethical reasoning and/or ethical decision making	M	4.7	4.7	0	93	63	63			62	62
	Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.5	4.5	0	87	60	60			60	60
	Learning to apply knowledge and skills to benefit others or serve the public good	M	4.8	4.9	0	100	64	65			63	63
	Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.2	4.2	13	80	56	56			58	58

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

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4	55		53
I really wanted to take this course regardless of who taught it.	3.7	51		51
When this course began I believed I could master its content.	4.1	54		53
My background prepared me well for this course's requirements.	3.8	51		50

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
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	4.9	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.

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)	4.9	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.
Encouraged students to reflect on and evaluate what they have learned	5	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	4.7	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.
Created opportunities for students to apply course content outside the classroom	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 Av- erage	Students Rat- ing	Suggested Action
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	5	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.
Active Learning	Your Av- erage	Students Rat- ing	Suggested Action

Quantitative

<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>									
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	20% (3)	80% (12)	15	0	0.4	4.8
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	6.67% (1)	93.33% (14)	15	0	0.25	4.93
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	0% (0)	100% (15)	15	0	0	5
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	0% (0)	100% (15)	15	0	0	5
Formed teams or groups to facilitate learning	0% (0)	0% (0)	0% (0)	0% (0)	100% (15)	15	0	0	5
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	6.67% (1)	93.33% (14)	15	0	0.25	4.93
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	0% (0)	46.67% (7)	53.33% (8)	15	0	0.5	4.53
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	33.33% (5)	66.67% (10)	15	0	0.47	4.67
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	6.67% (1)	20% (3)	73.33% (11)	15	0	0.6	4.67
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	20% (3)	80% (12)	15	0	0.4	4.8

<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 situations	0% (0)	0% (0)	0% (0)	0% (0)	100% (15)	15	0	0	5
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	0% (0)	33.33% (5)	66.67% (10)	15	0	0.47	4.67
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	13.33% (2)	86.67% (13)	15	0	0.34	4.87
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	6.67% (1)	13.33% (2)	80% (12)	15	0	0.57	4.73
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	0% (0)	13.33% (2)	86.67% (13)	15	0	0.34	4.87
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	0% (0)	0% (0)	100% (15)	15	0	0	5
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	0% (0)	13.33% (2)	86.67% (13)	15	0	0.34	4.87
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	6.67% (1)	20% (3)	73.33% (11)	15	0	0.6	4.67
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	20% (3)	13.33% (2)	66.67% (10)	15	0	0.81	4.47

<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)	0% (0)	20% (3)	80% (12)	15	0	0.4	4.8
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	0% (0)	20% (3)	80% (12)	15	0	0.4	4.8
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	0% (0)	13.33% (2)	86.67% (13)	15	0	0.34	4.87
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	0% (0)	26.67% (4)	73.33% (11)	15	0	0.44	4.73
Acquiring skills in working with others as a member of a team	6.67% (1)	0% (0)	0% (0)	20% (3)	73.33% (11)	15	0	1.02	4.53
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	13.33% (2)	13.33% (2)	33.33% (5)	40% (6)	15	0	1.03	4
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	6.67% (1)	13.33% (2)	26.67% (4)	53.33% (8)	15	0	0.93	4.27
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	26.67% (4)	13.33% (2)	60% (9)	15	0	0.87	4.33
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	6.67% (1)	26.67% (4)	66.67% (10)	15	0	0.61	4.6
Developing ethical reasoning and/or ethical decision making	0% (0)	0% (0)	6.67% (1)	20% (3)	73.33% (11)	15	0	0.6	4.67
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	13.33% (2)	20% (3)	66.67% (10)	15	0	0.72	4.53
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	0% (0)	20% (3)	80% (12)	15	0	0.4	4.8
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	13.33% (2)	6.67% (1)	26.67% (4)	53.33% (8)	15	0	1.05	4.2

<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	20% (3)	73.33% (11)	0% (0)	6.67% (1)	15	0	0.68	2.93
Difficulty of subject matter	0% (0)	26.67% (4)	53.33% (8)	20% (3)	0% (0)	15	0	0.68	2.93

<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)	0% (0)	33.33% (5)	33.33% (5)	33.33% (5)	15	0	0.82	4
I really wanted to take this course regardless of who taught it.	0% (0)	6.67% (1)	40% (6)	26.67% (4)	26.67% (4)	15	0	0.93	3.73
When this course began I believed I could master its content.	6.67% (1)	0% (0)	20% (3)	26.67% (4)	46.67% (7)	15	0	1.12	4.07
My background prepared me well for this course's requirements.	0% (0)	20% (3)	13.33% (2)	33.33% (5)	33.33% (5)	15	0	1.11	3.8
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	0% (0)	100% (15)	15	0	0	5
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	6.67% (1)	93.33% (14)	15	0	0.25	4.93

	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.	6.67% (1)	0% (0)	13.33% (2)	80% (12)	0% (0)	15	0	1.02	4.6

	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.	6.67% (1)	0% (0)	20% (3)	66.67% (10)	6.67% (1)	15	0	1.08	4.4

	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.	6.67% (1)	0% (0)	13.33% (2)	80% (12)	0% (0)	15	0	1.02	4.6

Qualitative

Comments -

- This class was amazing! Any January short course is going to be difficult but this is the perfect class for it. The guests were very good and gave us a lot of different perspectives to consider. I felt like everything we did was for a purpose and no time was wasted. An unusual part of the course was that we all come from very different places and opinions on the course topic, but we all respected each others points of view. I will recommend this class to other students who are taking short courses!
- I truly loved this class. It has taught me to be cautious of my environmental efforts and to teach others about sustainability. I enjoyed the Slow Poke farms couple, Dr. Kennedy, Professor Wann, and John Cooper the most. I definitely recommend having them back.
- Dr. Easter did a phenomenal job at helping me learn such a loaded subject in such a short amount of time. I really enjoyed how she runs class and assigns homework and projects. I feel that all classes should be run this way, and that I have learned so much than I do when all I do is take tests. I absolutely LOVED this class and the professor who taught it.
- I really enjoyed the course with all the useful and important information that was given in the week. I also thought the set up of the course was done very well by bringing in other's opinions and going out on field trips. With those and the class discussions and presentations it was broken up in a way that did not make it so exhausting.
- Dr. Easter is an amazing professor, she pay all her attention on calss and the whole calss is so interesting and attractive
- This class was filled with fun activities and very engaging with the information. Though it was a short course i really wish every teacher would take a look into the statistics of having such an active learning environment like yours. Glad i got to spend this week with you as my teacher, you were awesome!
- Thank you for a very interesting, thought provoking, fun class!
- Provided multiple perspectives and concepts to allow me to freely determine my own role, place, and future efforts according to sustainability. This class gave me great ideas to fully capture the need and value of sustainability.
- Ms. Easter was an exceptionable teacher and I so enjoyed being able to take her class. I was worried when I learned that the class was from 8-5 because that is a long time to be learning about one topic but Ms. Easter made every day a new and exciting challenge and helped me to think about world issues in a new and exciting way. I really enjoyed this course!!
- This class was really great, I loved everything we learned in it, all the speakers, and I think Dr. Easter did a great job of putting it all together. It is definitely one I will recommend to other students. One of the best here in COBA.
- I really enjoyed this course and am excited to take strategic management this semester.
- Great professor. Engaged the class well and brought up difficult but beneficial discussions. Very prepared and organized.

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

- Kindness, thoughtfulness, respect.
- Being open to many ideas and not excluding anyone's thoughts or actions during discussions. Very informed and made it a point to be active and involve subject matter in a Christ-like way.
- Humility, the willingness to be open yet loving of other's opinions, encouraging us to participate in God's call to use us as stewards in His kingdom in ways that represent him without hurting others.
- I really want to know more professional concepts about sustainability rather than guest spaeker's presentation.
- This class was based around this concept so everything we did was CHrist-like in a good way and really helped me connect the two.
- Connected concepts to our relationship to others, God and our stewardship
- Professor Easter was patient with all of us in her class and really tried to help when we were struggling with an idea or concept. I could also tell that she was incredibly passionate about the course material and that she truly cared for our ability to understand the course and wanted us to succeed. She was fantastic.
- She found ways to relate the class content back to faith.
- Dr. Easter is very understanding and wants her students to succeed. You can tell that she cares about her students and about the topic she teaches.

MGMT 439 (01): Strategic Management

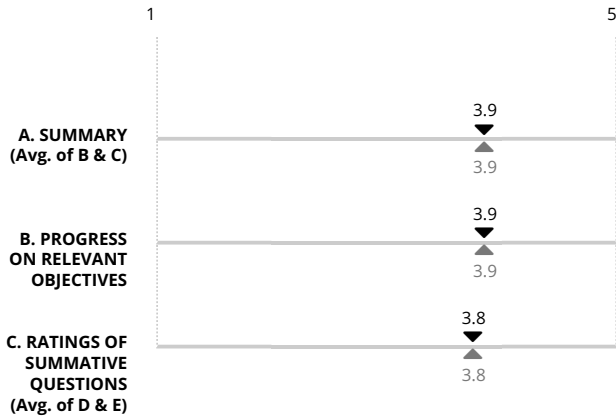
Spring 2018 | Sarah Easter | Course CIP Code: 52.0201

40 | Students Enrolled
24 | Students Responded
60% | 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	4.2	4.2
E. Excellent Course	3.4	3.4

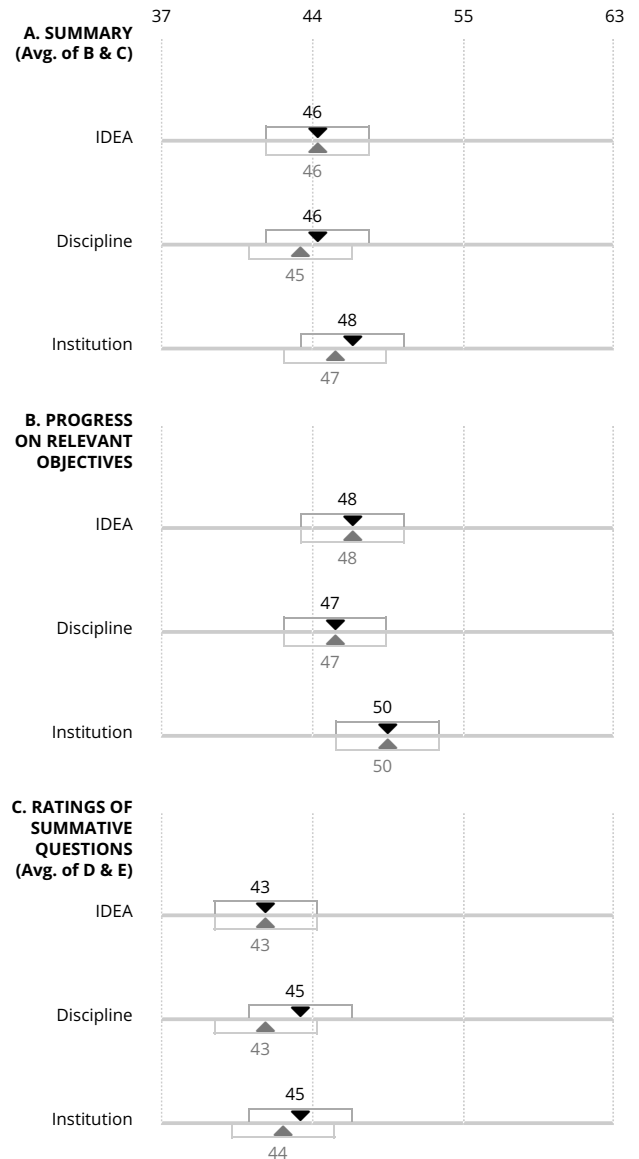
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	48	48
Discipline	48	49
Institution	48	48
E. Excellent Course		
IDEA	37	37
Discipline	37	40
Institution	39	41

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 Average (5 Point Scale)		% of Students Rating		IDEA	
Student Ratings of Learning on Relevant Objectives		Importance Rating	Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)		M	3.8	3.8	13	58	42	42	43	44	44	44
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		I	3.7	3.7	17	58	46	46	46	46	48	48
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		M	3.9	3.9	17	67	47	47	45	47	48	49
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		M	3.6	3.6	25	58	41	41	41	43	43	45
Acquiring skills in working with others as a member of a team		M	3.6	3.6	21	63	46	46	46	46	49	49
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		M	3.1	3.1	33	38	41	41	42	46	43	46
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		M	3.1	3.1	42	38	38	38	42	43	42	43
Developing skill in expressing myself orally or in writing		M	3.3	3.3	25	38	41	41	40	41	44	44
Learning how to find, evaluate, and use resources to explore a topic in depth		M	3.7	3.7	21	58	46	46	45	45	48	48
Developing ethical reasoning and/or ethical decision making		M	3.9	3.9	21	75	51	51	49	49	52	52
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		I	4	4	17	71	49	49	48	48	51	51
Learning to apply knowledge and skills to benefit others or serve the public good		M	3.8	3.8	17	63	47	47	47	48	49	50
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		M	3.3	3.3	29	58	41	41	41	41	47	47

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.3	48	48	48
Difficulty of subject matter	3.4	51	51	51

		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	57	53	54
I really wanted to take this course regardless of who taught it.	2.8	32	33	37
When this course began I believed I could master its content.	3.7	43	43	45
My background prepared me well for this course's requirements.	4.2	60	57	57

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Introduced stimulating ideas about the subject	4.1	13% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.3	4% (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	4.5	4% (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.
Stimulated students to intellectual effort beyond that required by most courses	4.1	13% (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.
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	4.2	13% (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.
Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	4.4	8% (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.

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)	8.33% (2)	8.33% (2)	37.5% (9)	45.83% (11)	24	0	0.91	4.21
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	4.17% (1)	16.67% (4)	29.17% (7)	50% (12)	24	0	0.88	4.25
Encouraged students to reflect on and evaluate what they have learned	0% (0)	4.17% (1)	8.33% (2)	20.83% (5)	66.67% (16)	24	0	0.82	4.5
Demonstrated the importance and significance of the subject matter	4.17% (1)	4.17% (1)	12.5% (3)	25% (6)	54.17% (13)	24	0	1.08	4.21
Formed teams or groups to facilitate learning	0% (0)	0% (0)	4.17% (1)	25% (6)	70.83% (17)	24	0	0.55	4.67
Made it clear how each topic fit into the course	0% (0)	8.33% (2)	8.33% (2)	29.17% (7)	54.17% (13)	24	0	0.93	4.29
Provided meaningful feedback on students' academic performance	0% (0)	8.33% (2)	20.83% (5)	25% (6)	45.83% (11)	24	0	1	4.08
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	12.5% (3)	4.17% (1)	41.67% (10)	41.67% (10)	24	0	0.97	4.13
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.17% (1)	8.33% (2)	12.5% (3)	29.17% (7)	45.83% (11)	24	0	1.14	4.04
Explained course material clearly and concisely	4.17% (1)	8.33% (2)	4.17% (1)	29.17% (7)	54.17% (13)	24	0	1.12	4.21

<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)	25% (6)	75% (18)	24	0	0.43	4.75
Created opportunities for students to apply course content outside the classroom	4.17% (1)	0% (0)	29.17% (7)	25% (6)	41.67% (10)	24	0	1.04	4
Introduced stimulating ideas about the subject	4.17% (1)	8.33% (2)	12.5% (3)	25% (6)	50% (12)	24	0	1.15	4.08
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	4.17% (1)	4.17% (1)	25% (6)	66.67% (16)	24	0	0.76	4.54
Inspired students to set and achieve goals which really challenged them	8.33% (2)	4.17% (1)	12.5% (3)	37.5% (9)	37.5% (9)	24	0	1.19	3.92
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	12.5% (3)	8.33% (2)	25% (6)	54.17% (13)	24	0	1.04	4.21
Asked students to help each other understand ideas or concepts	0% (0)	8.33% (2)	20.83% (5)	16.67% (4)	54.17% (13)	24	0	1.03	4.17
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	8.33% (2)	8.33% (2)	20.83% (5)	62.5% (15)	24	0	0.95	4.38
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	8.33% (2)	4.17% (1)	45.83% (11)	41.67% (10)	24	0	0.87	4.21

<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)	4.17% (1)	8.33% (2)	29.17% (7)	25% (6)	33.33% (8)	24	0	1.13	3.75
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	16.67% (4)	25% (6)	29.17% (7)	29.17% (7)	24	0	1.06	3.71
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	16.67% (4)	16.67% (4)	25% (6)	41.67% (10)	24	0	1.11	3.92
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	4.17% (1)	20.83% (5)	16.67% (4)	25% (6)	33.33% (8)	24	0	1.25	3.63
Acquiring skills in working with others as a member of a team	4.17% (1)	16.67% (4)	16.67% (4)	37.5% (9)	25% (6)	24	0	1.15	3.63
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	8.33% (2)	25% (6)	29.17% (7)	25% (6)	12.5% (3)	24	0	1.15	3.08
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	8.33% (2)	33.33% (8)	20.83% (5)	16.67% (4)	20.83% (5)	24	0	1.29	3.08
Developing skill in expressing myself orally or in writing	0% (0)	25% (6)	37.5% (9)	16.67% (4)	20.83% (5)	24	0	1.07	3.33
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	20.83% (5)	20.83% (5)	25% (6)	33.33% (8)	24	0	1.14	3.71
Developing ethical reasoning and/or ethical decision making	4.17% (1)	16.67% (4)	4.17% (1)	33.33% (8)	41.67% (10)	24	0	1.22	3.92
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	16.67% (4)	12.5% (3)	29.17% (7)	41.67% (10)	24	0	1.1	3.96
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	16.67% (4)	20.83% (5)	25% (6)	37.5% (9)	24	0	1.11	3.83
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	16.67% (4)	12.5% (3)	12.5% (3)	41.67% (10)	16.67% (4)	24	0	1.34	3.29

<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	12.5% (3)	58.33% (14)	20.83% (5)	8.33% (2)	24	0	0.78	3.25
Difficulty of subject matter	4.17% (1)	12.5% (3)	33.33% (8)	37.5% (9)	12.5% (3)	24	0	1	3.42

<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)	4.17% (1)	12.5% (3)	58.33% (14)	25% (6)	24	0	0.73	4.04
I really wanted to take this course regardless of who taught it.	25% (6)	12.5% (3)	33.33% (8)	16.67% (4)	12.5% (3)	24	0	1.32	2.79
When this course began I believed I could master its content.	0% (0)	12.5% (3)	25% (6)	45.83% (11)	16.67% (4)	24	0	0.9	3.67
My background prepared me well for this course's requirements.	0% (0)	4.17% (1)	16.67% (4)	37.5% (9)	41.67% (10)	24	0	0.85	4.17
Overall, I rate this instructor an excellent teacher.	0% (0)	8.33% (2)	16.67% (4)	25% (6)	50% (12)	24	0	0.99	4.17
Overall, I rate this course as excellent.	12.5% (3)	12.5% (3)	29.17% (7)	16.67% (4)	29.17% (7)	24	0	1.35	3.38

	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.	4.17% (1)	0% (0)	8.33% (2)	87.5% (21)	0% (0)	24	0	0.83	4.75

	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)	41.67% (10)	50% (12)	8.33% (2)	24	0	0.64	4.42

	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)	8.33% (2)	41.67% (10)	45.83% (11)	4.17% (1)	24	0	0.88	4.25

Qualitative

Comments -

- I love Dr. Easter. She is genuine, she cares about her students and is passionate about her job. She goes beyond what is required as a professor. The only thing I would change about this class is have it be offered the semester after Introduction to Business. It would help to give a safe space for students to develop critical thinking skills earlier in their college career.
- I wasn't expecting to like this class, but I still came in open-minded because you can't trust everybody else's opinion. And overall, I truly loved this class! I feel that it has been one of the most beneficial courses I've taken at ACU.
- It is difficult to talk about the pros and cons of this class because quite honestly, you are teaching it the best way possible. For me, management is something I find easy and therefore-frustrating to have multiple classes about but this class, while many times too easy(content wise)- felt as though you did a good job of facilitating critical thinking throughout it.
- At times, I felt like I was teaching myself all the content. There were no right or wrong answers, which made everything just seem subjective to what you thought was correct. I appreciate the fact that this is a broad topic class, but I wish more concrete material was covered rather than just talking about everything.
- She definitely cares about her students and that they learn the material. Grades are important to her but more importantly she wants everyone to understand the course material.
- Stay cool
- On tests, if you don't put certain keywords you lose points even ignore you perfectly describe the key word.
- I wish this class was introduced earlier in the management curriculum, because it's such an obscure subject we need more time to develop the skill. Dr. Easter is a wonderful professor who really pushes her students to do well.
- I think Dr. Sara Easter is an amazing professor, I really like her so much, She is so passionate for her teaching, and she cares about student a lot.
- She made class very interesting and interactive. Interested personally and professionally in students and encouraged them to take their thoughts a step further and apply it.
- I think that the layout of the survey should be changed so that more people will take it. Also, test are really hard. But I just suck at test no matter what so maybe thats it :)
- She's a great teacher, who shows us everyday that she is committed to helping her students do better in analyzing subjects that can help us in other classes and outside of school.
- Dr. Easter is a great instructor. The problems with the course are due to the design of the class itself, not her. It is simply not a capstone-level course and requires too little out of COBA majors. Much of this problem stems from the fact that critical thinking is not taught to COBA majors from early semesters like it is in other departments, so there needs to be some serious revamping of the COBA curriculum to ensure that students are actually learning how to think critically.
- Was a great teacher and great person overall. You could really tell that she cares about her students.
- I believe the amount of coursework is extremely high.
- This class is tough but in an enjoyable way. It's definitely excellent at taking everything we've done over the past 4 years and helping you fit it together, tying it up with a pretty bow. Dr. Easter is definitely the right choice to teach this course. Her energy and passion make a course that could easily be tedious and painful into a stimulating challenge. I think the only thing I would change would be to make sure students are more prepared when preparing their schedules for the amount of outside work that this can entail, especially with the final project.

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

- She read and gave her thoughts, on different passages of encouragement- from on the bible/commentary on bible passages
- Dr. Easter cares about the opinions and feelings of everyone in the class even if she doesn't agree with them. She respects our ability to make our own decisions but encourages us and gives us the tools to make the right choice. She cares deeply not only about us but about the world, and strives to equip us to change it for the better.
- She read devotionals most morning! I really liked it! Keep it up!
- Her genuine care, her going above and beyond for me, her empathy, reading a devotional a few mornings out of the semester, praying over us and playing worship music at the beginning of class. Her and Dr. Marquardt are the two most godly professors in COBA.
- She shared devotionals with us almost every class and played Christian music as we walked into class which made it feel like a safe and calm place. - really good way to start class!
- I appreciate how you frequently started class with a devotional or prayed over us. Things like that make it so worth it to come to ACU
- Dr Easter has so much grace and kindness. Even if you are running late or are having a bad day/semester she will welcome you with a big smile and even ask how you are doing. She was definitely a light in a very hard semester.
- She would play Christian music at the beginning of every class and every day when we went over something new she would relate it to the Christian life
- I think we talk about the Christian entity not very much in this class, therefore, I can not evaluate it.
- Read devotional in class and prayer for students. Extremely understanding and good at listening and truly asking students how they are doing.
- I loved the devotions.
- She would pray for us
- Prayed and taught with Christian beliefs in mind.

MGMT 439 (02): Strategic Management

Spring 2018 | Sarah Easter | Course CIP Code: 52.0201

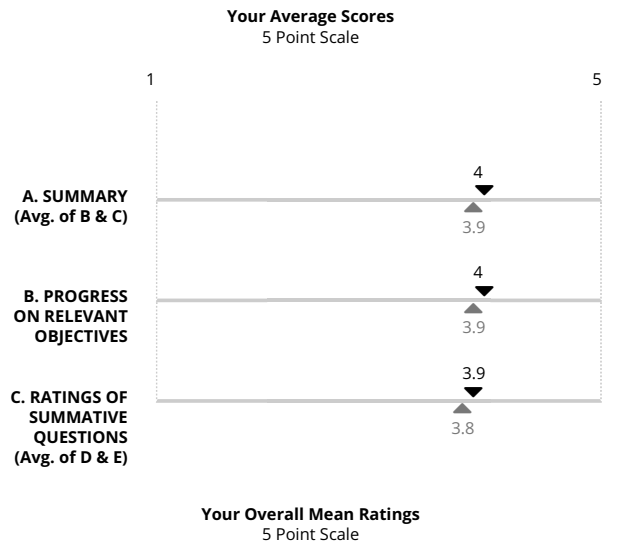
41		Students Enrolled
17		Students Responded
41.46%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

| 3 Point Plus/Minus



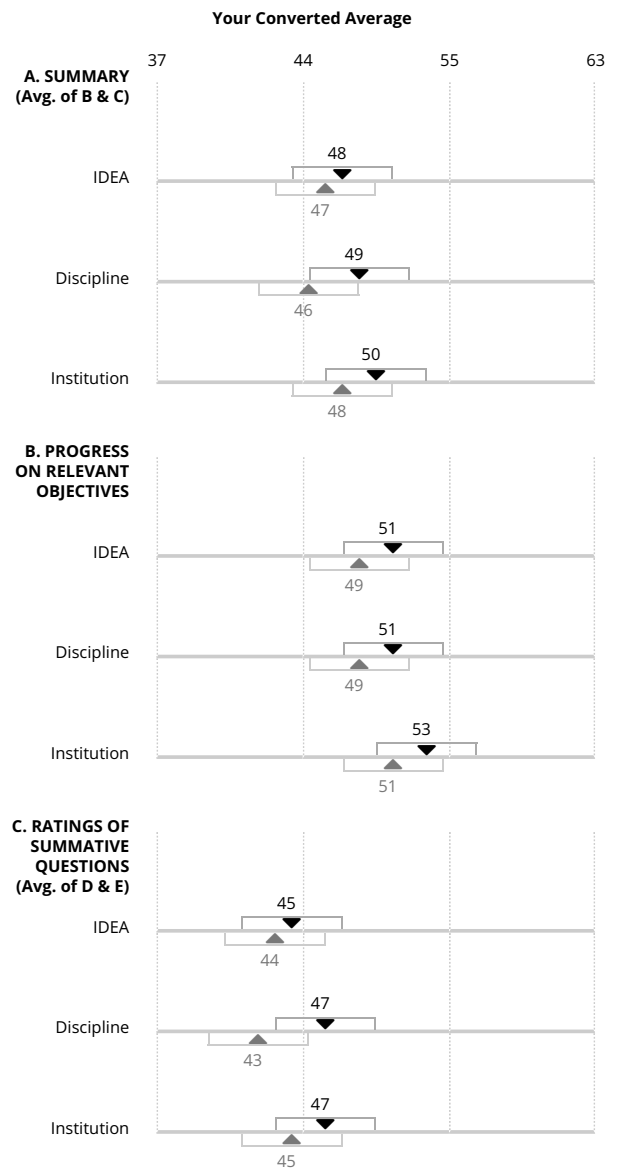
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4	4
E. Excellent Course	3.6	3.8

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	45	46
Discipline	45	47
Institution	46	47
E. Excellent Course		
IDEA	42	44
Discipline	41	46
Institution	43	46

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						
						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)		M	3.8	3.9	6	71	43	46	44	48	45	48
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		I	3.7	3.8	18	53	46	47	46	48	48	50
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		M	4.2	4.4	6	76	52	57	50	54	52	56
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		M	3.8	4	12	71	45	49	44	49	46	51
Acquiring skills in working with others as a member of a team		M	4.2	4.4	0	76	55	58	54	56	56	58
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		M	3.5	3.8	18	59	47	52	48	53	49	53
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		M	3.4	3.4	41	47	43	44	45	48	46	48
Developing skill in expressing myself orally or in writing		M	3.8	3.9	6	59	48	51	47	51	50	53
Learning how to find, evaluate, and use resources to explore a topic in depth		M	3.8	3.9	18	65	47	49	46	49	49	52
Developing ethical reasoning and/or ethical decision making		M	4	4.1	6	65	52	54	50	53	53	55
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		I	4.1	4.2	0	82	52	54	51	54	54	56
Learning to apply knowledge and skills to benefit others or serve the public good		M	3.8	4	0	59	47	50	47	51	49	52
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		M	3.5	3.5	24	59	44	45	43	46	49	51

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

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.5	40	40	41
I really wanted to take this course regardless of who taught it.	3	36	37	40
When this course began I believed I could master its content.	4	52	51	51
My background prepared me well for this course's requirements.	3.9	53	52	52

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Introduced stimulating ideas about the subject	3.9	18% (1 or 2) 71% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

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)	4.3	0% (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.
Encouraged students to reflect on and evaluate what they have learned	4.5	0% (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.
Stimulated students to intellectual effort beyond that required by most courses	3.9	6% (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.
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	4.1	12% (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.
Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	4.2	6% (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.

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)	5.88% (1)	11.76% (2)	47.06% (8)	35.29% (6)	17	0	0.83	4.12
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	11.76% (2)	47.06% (8)	41.18% (7)	17	0	0.67	4.29
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	11.76% (2)	29.41% (5)	58.82% (10)	17	0	0.7	4.47
Demonstrated the importance and significance of the subject matter	0% (0)	11.76% (2)	5.88% (1)	29.41% (5)	52.94% (9)	17	0	1	4.24
Formed teams or groups to facilitate learning	0% (0)	0% (0)	0% (0)	17.65% (3)	82.35% (14)	17	0	0.38	4.82
Made it clear how each topic fit into the course	0% (0)	5.88% (1)	11.76% (2)	29.41% (5)	52.94% (9)	17	0	0.89	4.29
Provided meaningful feedback on students' academic performance	5.88% (1)	17.65% (3)	5.88% (1)	35.29% (6)	35.29% (6)	17	0	1.26	3.76
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	5.88% (1)	29.41% (5)	29.41% (5)	35.29% (6)	17	0	0.94	3.94
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	5.88% (1)	5.88% (1)	47.06% (8)	41.18% (7)	17	0	0.81	4.24
Explained course material clearly and concisely	0% (0)	23.53% (4)	11.76% (2)	17.65% (3)	47.06% (8)	17	0	1.23	3.88

<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)	11.76% (2)	23.53% (4)	64.71% (11)	17	0	0.7	4.53
Created opportunities for students to apply course content outside the classroom	5.88% (1)	17.65% (3)	11.76% (2)	29.41% (5)	35.29% (6)	17	0	1.27	3.71
Introduced stimulating ideas about the subject	5.88% (1)	11.76% (2)	11.76% (2)	23.53% (4)	47.06% (8)	17	0	1.26	3.94
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	5.88% (1)	29.41% (5)	64.71% (11)	17	0	0.6	4.59
Inspired students to set and achieve goals which really challenged them	5.88% (1)	5.88% (1)	17.65% (3)	29.41% (5)	41.18% (7)	17	0	1.16	3.94
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	5.88% (1)	5.88% (1)	5.88% (1)	41.18% (7)	41.18% (7)	17	0	1.11	4.06
Asked students to help each other understand ideas or concepts	0% (0)	5.88% (1)	17.65% (3)	11.76% (2)	64.71% (11)	17	0	0.97	4.35
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	5.88% (1)	11.76% (2)	35.29% (6)	47.06% (8)	17	0	0.88	4.24
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	5.88% (1)	17.65% (3)	17.65% (3)	58.82% (10)	17	0	0.96	4.29

<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)	5.88% (1)	23.53% (4)	52.94% (9)	17.65% (3)	17	0	0.78	3.82
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	17.65% (3)	29.41% (5)	17.65% (3)	35.29% (6)	17	0	1.13	3.71
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	5.88% (1)	0% (0)	17.65% (3)	23.53% (4)	52.94% (9)	17	0	1.1	4.18
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	11.76% (2)	17.65% (3)	47.06% (8)	23.53% (4)	17	0	0.92	3.82
Acquiring skills in working with others as a member of a team	0% (0)	0% (0)	23.53% (4)	35.29% (6)	41.18% (7)	17	0	0.78	4.18
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	11.76% (2)	5.88% (1)	23.53% (4)	35.29% (6)	23.53% (4)	17	0	1.24	3.53
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	5.88% (1)	35.29% (6)	11.76% (2)	11.76% (2)	35.29% (6)	17	0	1.41	3.35
Developing skill in expressing myself orally or in writing	5.88% (1)	0% (0)	35.29% (6)	29.41% (5)	29.41% (5)	17	0	1.06	3.76
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	17.65% (3)	17.65% (3)	35.29% (6)	29.41% (5)	17	0	1.06	3.76
Developing ethical reasoning and/or ethical decision making	0% (0)	5.88% (1)	29.41% (5)	23.53% (4)	41.18% (7)	17	0	0.97	4
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	17.65% (3)	52.94% (9)	29.41% (5)	17	0	0.68	4.12
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	41.18% (7)	35.29% (6)	23.53% (4)	17	0	0.78	3.82
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	5.88% (1)	17.65% (3)	17.65% (3)	41.18% (7)	17.65% (3)	17	0	1.14	3.47

<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	5.88% (1)	64.71% (11)	29.41% (5)	0% (0)	17	0	0.55	3.24
Difficulty of subject matter	5.88% (1)	5.88% (1)	47.06% (8)	41.18% (7)	0% (0)	17	0	0.81	3.24

<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)	17.65% (3)	23.53% (4)	47.06% (8)	11.76% (2)	17	0	0.92	3.53
I really wanted to take this course regardless of who taught it.	11.76% (2)	17.65% (3)	29.41% (5)	41.18% (7)	0% (0)	17	0	1.03	3
When this course began I believed I could master its content.	0% (0)	0% (0)	29.41% (5)	41.18% (7)	29.41% (5)	17	0	0.77	4
My background prepared me well for this course's requirements.	0% (0)	5.88% (1)	23.53% (4)	47.06% (8)	23.53% (4)	17	0	0.83	3.88
Overall, I rate this instructor an excellent teacher.	5.88% (1)	5.88% (1)	17.65% (3)	23.53% (4)	47.06% (8)	17	0	1.19	4
Overall, I rate this course as excellent.	11.76% (2)	11.76% (2)	11.76% (2)	29.41% (5)	35.29% (6)	17	0	1.37	3.65
	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)	5.88% (1)	17.65% (3)	76.47% (13)	0% (0)	17	0	0.76	4.65
	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.	0% (0)	5.88% (1)	41.18% (7)	52.94% (9)	0% (0)	17	0	0.77	4.41
	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)	5.88% (1)	47.06% (8)	47.06% (8)	0% (0)	17	0	0.76	4.35

Qualitative

Comments -
• Dr. Easter is a wonderful Christian women who really cares about her students! It has been wonderful being in her class. • She seemed to not be very well prepared for teaching students at ACU. By this I mean, she had expectations of the students that were very different from those of most any teacher we have had in the College of Business leading up to this point. She required things of us that we were completely not used to, and then criticized us for our performance not meeting her standards. • I have enjoyed the 3 courses I have taken with you throughout my college career. I will miss your classes. • She really cares about her students and got to know us all by name within the first week. She has a great attitude and really knows her stuff, using her experiences to help students. She clearly defined each day and gave us a roadmap so we knew why things were important and what we were doing. Great work. • 30 seconds is not enough time to discuss a question in class. Dividing the class into teams is a good idea. • She was a great teacher with a lot of positive energy. She made the course work bearable but also educating as well. • I loved the class and thought you did an incredible job teaching it. I enjoyed the course discussions and think they could even be slightly more intense so that we could go a little more in depth on strategy recommendations. • There is too much group work and having us just talk to each other. That is good but I think this course takes it too far. There needs to be a little more focus on actually teaching us the concepts and then move into applying them in group activities. • This is a very basic and entry level course. It should be taken freshman or sophomore year. The concepts are the same as we have learned for 4 years and if they were new, they were very basic and easy to apply and understand at this point in our academic career. She made the tests free response just to be able to grade them SUPER hard so that everyone didnt just get 100s.... because if it was multiple choice everyone would've received a 100.... this class is so easy but she is a terrible grader in order to make the grades not reflect the simplicity of this entry level course. • Great teacher and role model. Always kind and calm • I don't feel that the tests helped me learn anything. The questions were too vague and I ended up writing the same basic answer on each one. Some multiple choice questions would be good. Also, I understand that this class is supposed to summarize everything we've learned so far but I don't think I learned anything new. I don't like being critical without a suggestion but I just don't feel that this was as stimulating as a capstone class should be.
What specific actions and attitudes did you notice from your instructor that demonstrated his/her Christ-like character and conduct? -
• Jesus-calling and being a friend as well as professor • Daily devotionals • She read a devotional everyday to us to begin class and also glorified God and recommended we put our faith in him. • I enjoyed the Jesus Calling devotionals. • She's always positive and in a good mood. • She brought it up in class discussion and related it to class content. • She read Jesus Calling at the start of a lot of classes and often had worship music playing in the background. She even invited me to a bible study at her house that I attend every week!

Individual Instructor Report for BUSA 419.01 - International Business - 30279-201830 Sarah Easter

Project Title: **Student Opinion of Instruction Summer 2018**

Project Audience: **14**

Responses Received: **8**

Response Ratio: **57.1%**

Creation Date: **Mon, Aug 06, 2018**

Course Questions:

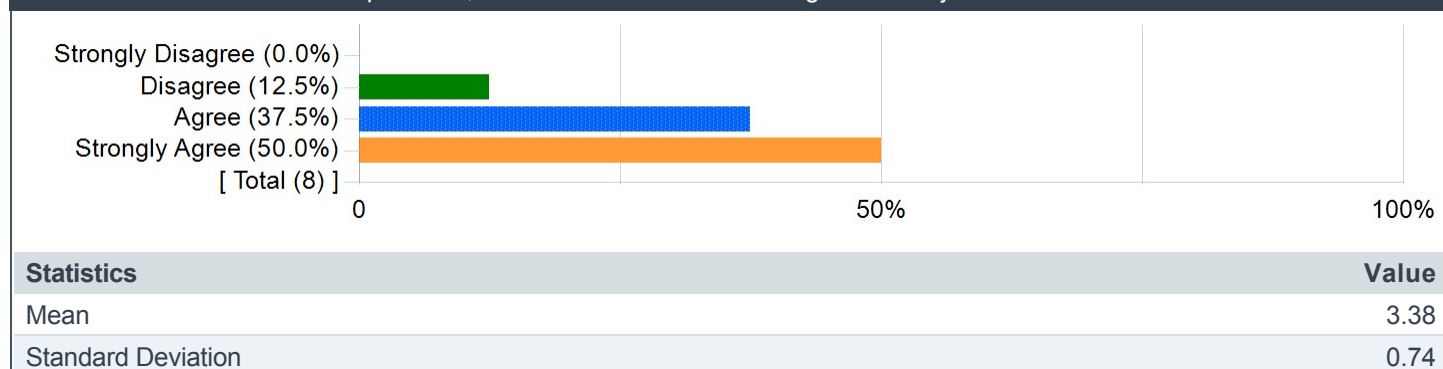
	Mean	Count	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
As a result of this course experience, I have a better understanding of the subject matter.	3.38	8	0.0 %	12.5 %	37.5 %	50.0 %
My experience in this course reflected ACU's mission to educate students for Christian service and leadership throughout the world.	3.63	8	0.0 %	0.0 %	37.5 %	62.5 %

Instructor Questions:

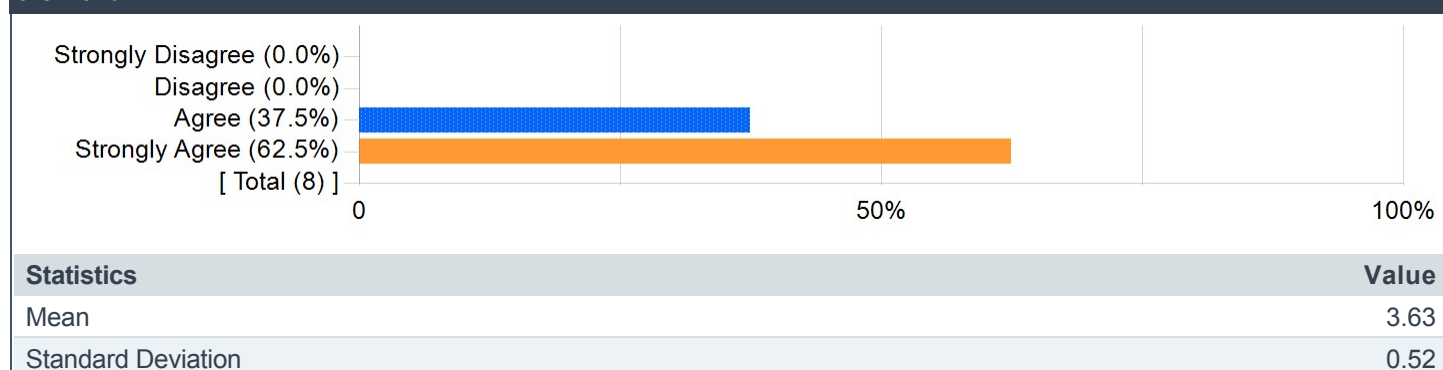
	Mean	Count	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
The instructor communicated the course material clearly.	3.13	8	0.0 %	0.0 %	87.5 %	12.5 %
The instructor showed a genuine interest in the subject and a desire to share it with the students.	3.75	8	0.0 %	0.0 %	25.0 %	75.0 %
The instructor was well prepared for class.	3.75	8	0.0 %	0.0 %	25.0 %	75.0 %
The instructor graded assignments and/or exams in a timely manner.	3.75	8	0.0 %	0.0 %	25.0 %	75.0 %
The instructor created a hospitable environment for learning.	3.88	8	0.0 %	0.0 %	12.5 %	87.5 %
The instructor treated me with respect and fairness.	4.00	8	0.0 %	0.0 %	0.0 %	100.0 %
The instructor was receptive and responsive to my questions and concerns.	4.00	8	0.0 %	0.0 %	0.0 %	100.0 %

Course Questions:

1. As a result of this course experience, I have a better understanding of the subject matter.

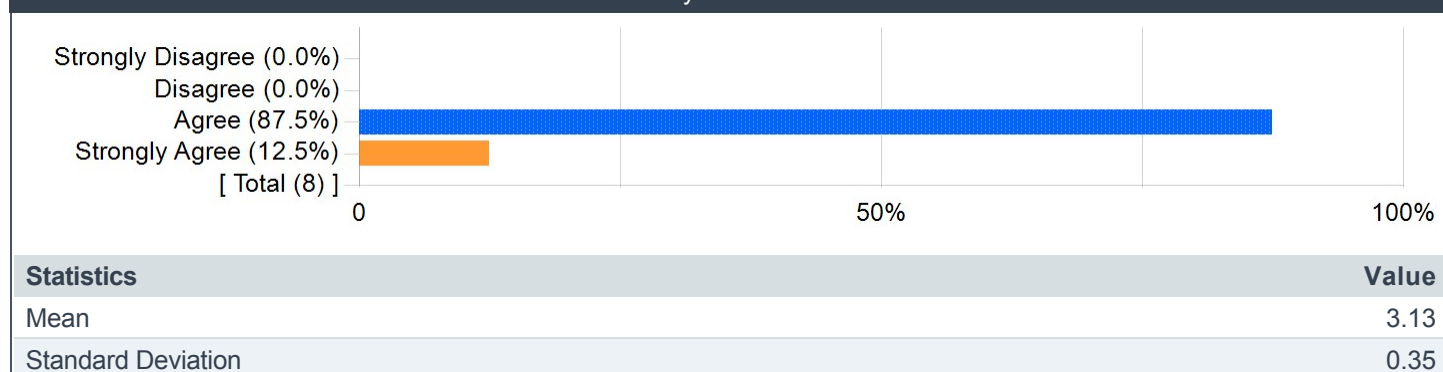


2. My experience in this course reflected ACU's mission to educate students for Christian service and leadership throughout the world.

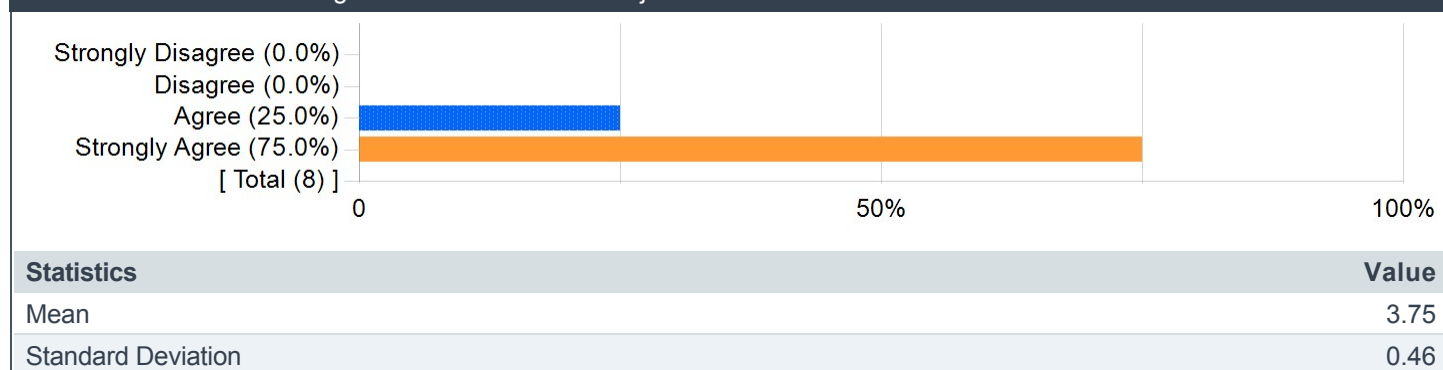


Instructor Questions:

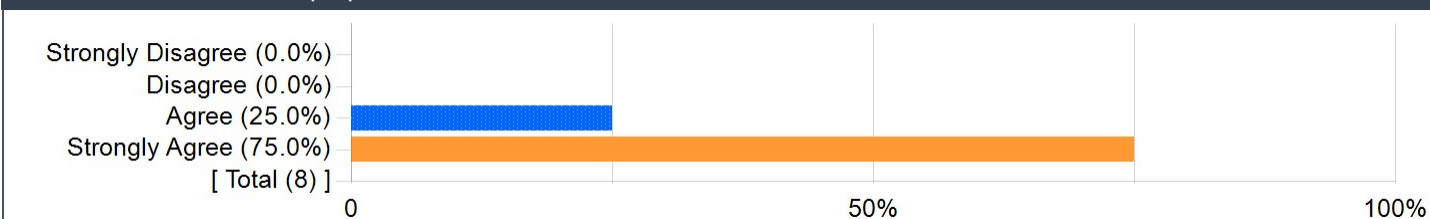
1. The instructor communicated the course material clearly.



2. The instructor showed a genuine interest in the subject and a desire to share it with the students.

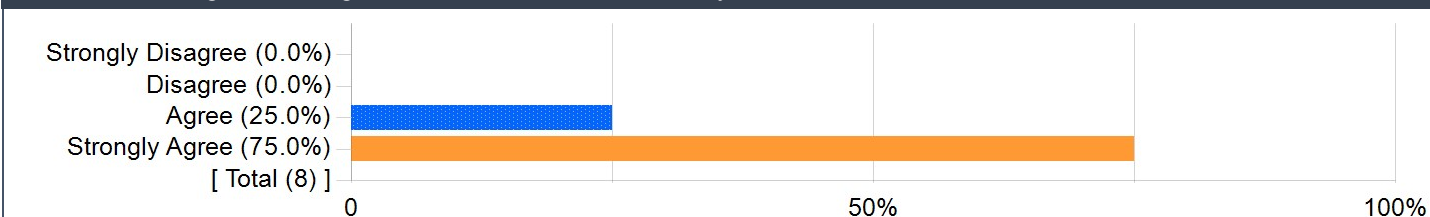


3. The instructor was well prepared for class.



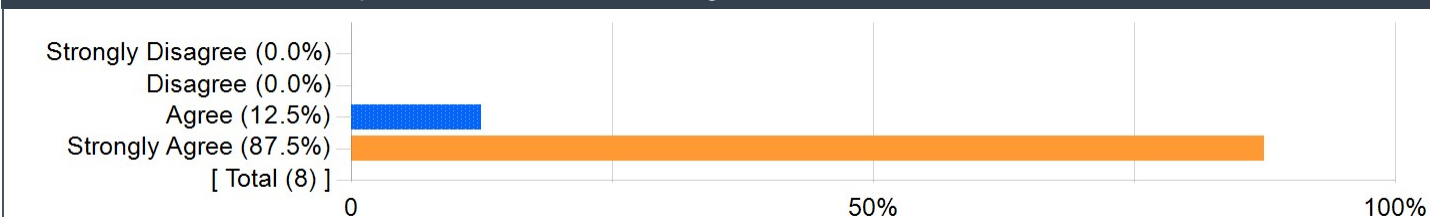
Statistics	Value
Mean	3.75
Standard Deviation	0.46

4. The instructor graded assignments and/or exams in a timely manner.



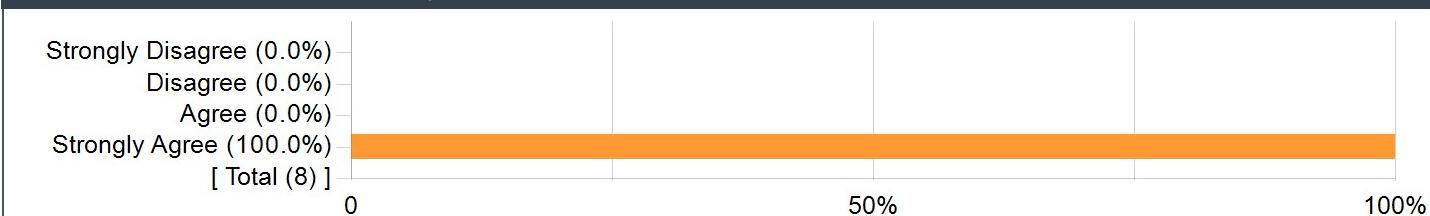
Statistics	Value
Mean	3.75
Standard Deviation	0.46

5. The instructor created a hospitable environment for learning.



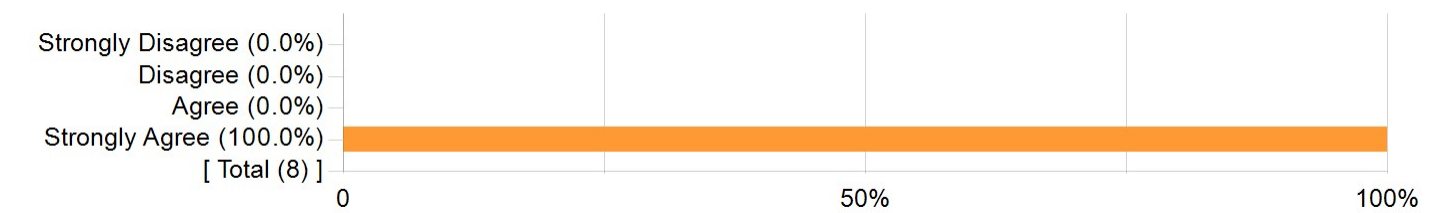
Statistics	Value
Mean	3.88
Standard Deviation	0.35

6. The instructor treated me with respect and fairness.



Statistics	Value
Mean	4.00
Standard Deviation	0.00

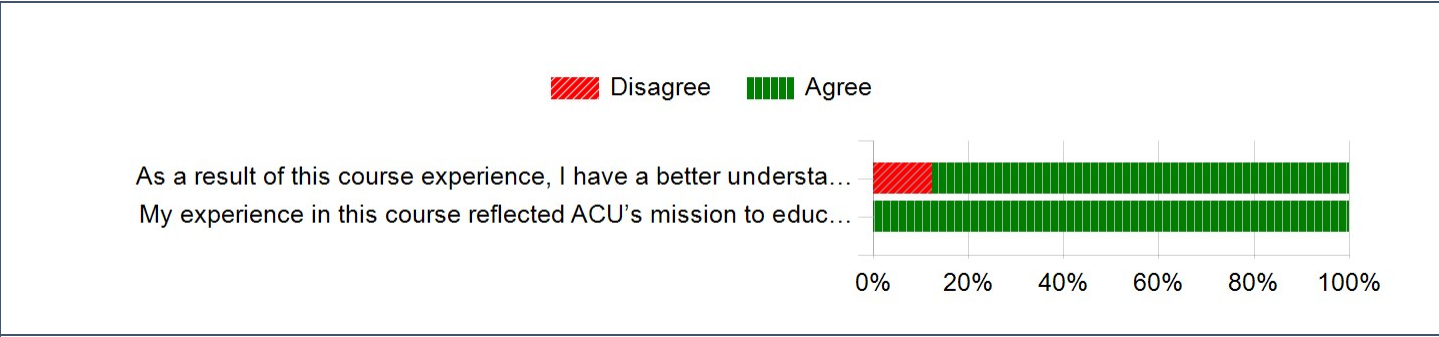
7. The instructor was receptive and responsive to my questions and concerns.



Statistics	Value
Mean	4.00
Standard Deviation	0.00

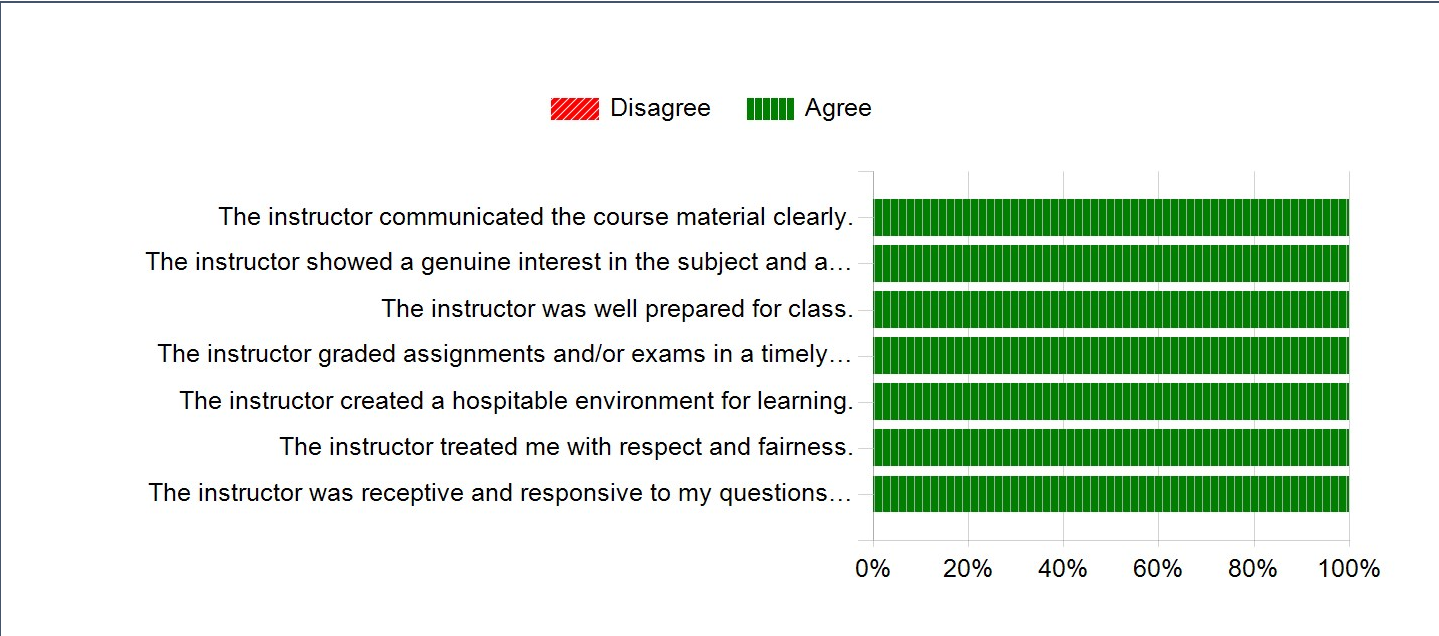
Course Questions: - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



Instructor Questions: - Aggregate Chart

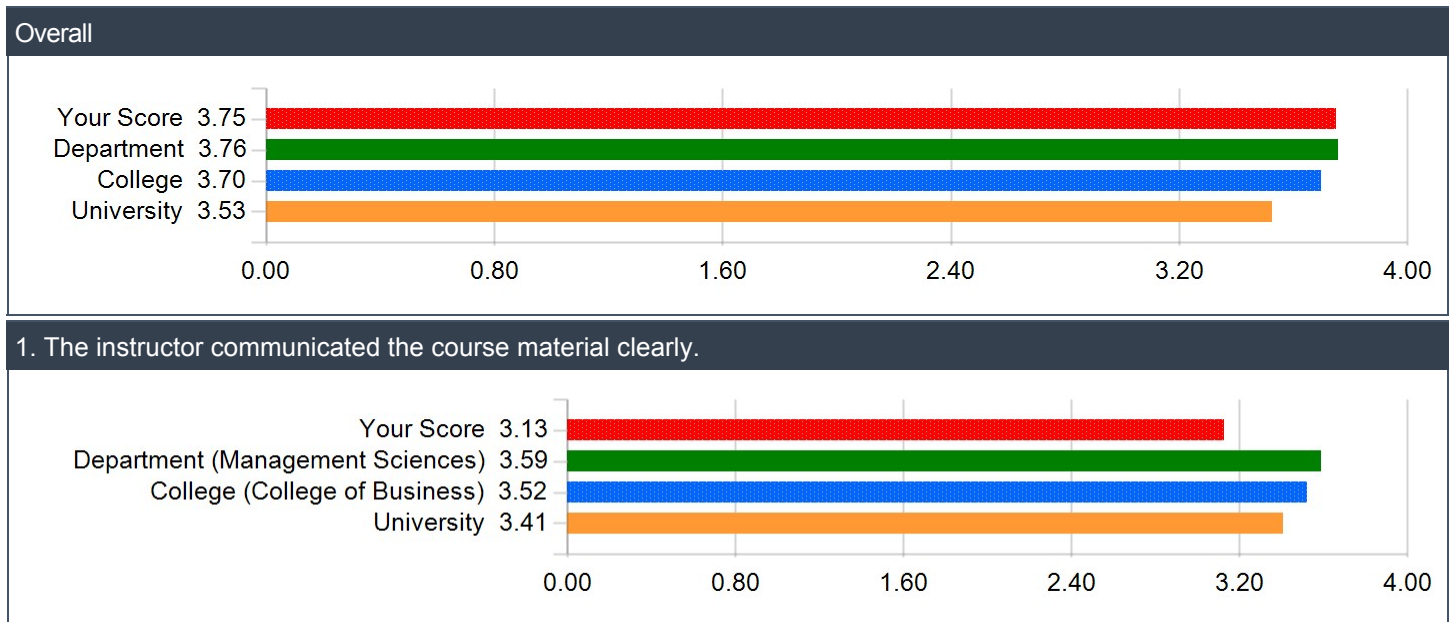
Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



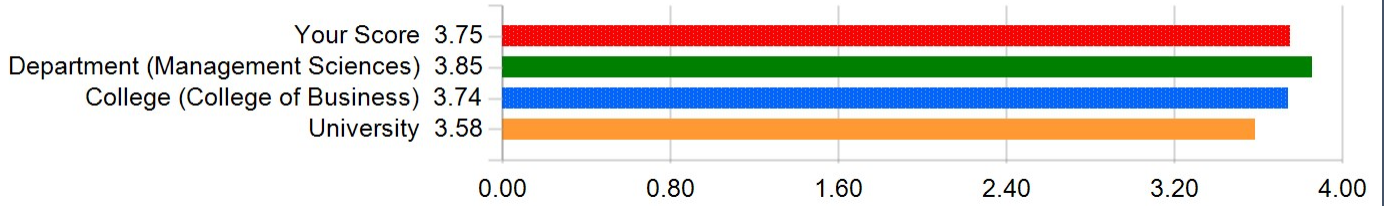
Course Questions: - Comparative Scores



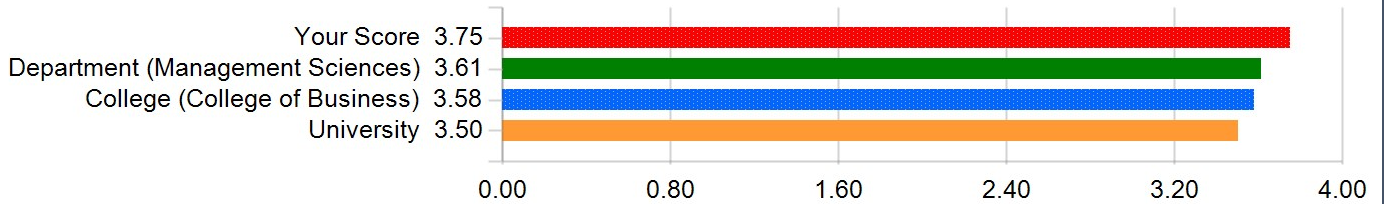
Instructor Questions: - Comparative Scores



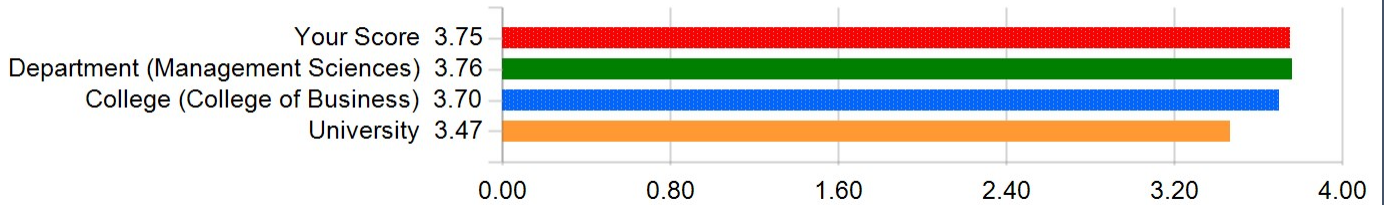
2. The instructor showed a genuine interest in the subject and a desire to share it with the students.



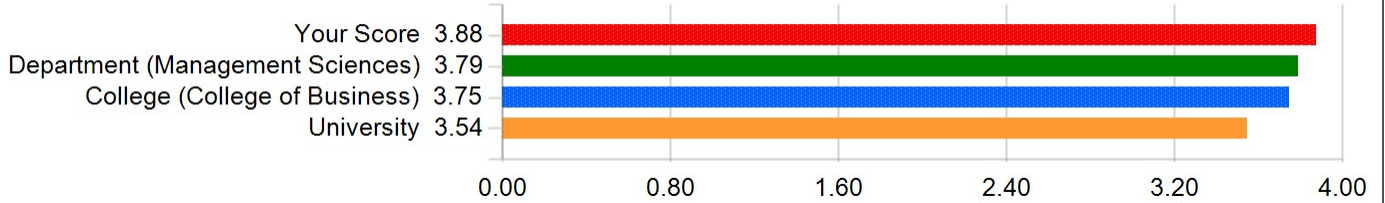
3. The instructor was well prepared for class.



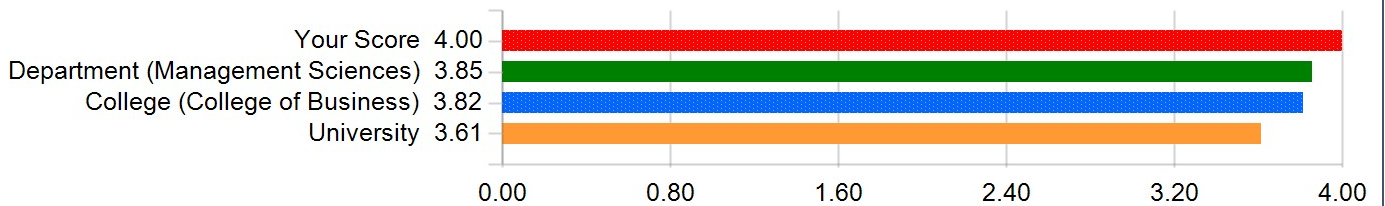
4. The instructor graded assignments and/or exams in a timely manner.



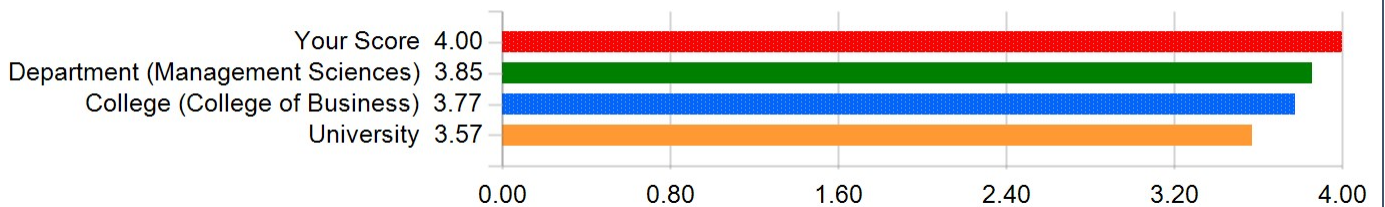
5. The instructor created a hospitable environment for learning.



6. The instructor treated me with respect and fairness.



7. The instructor was receptive and responsive to my questions and concerns.



Rating scale questions, top and bottom ranks

Strengths			
1	The instructor treated me with respect and fairness.	Instructor Questions:	4.00
2	The instructor was receptive and responsive to my questions and concerns.	Instructor Questions:	4.00
3	The instructor created a hospitable environment for learning.	Instructor Questions:	3.88
Areas for Improvement			
1	The instructor communicated the course material clearly.	Instructor Questions:	3.13
2	As a result of this course experience, I have a better understanding of the subject matter.	Course Questions:	3.38
3	My experience in this course reflected ACU's mission to educate students for Christian service and leadership throughout the world.	Course Questions:	3.63

What did the instructor do that made the course effective? Be specific (for example: particular assignments, discussions, presentations, etc.).

Comments
Visiting different international business that also varied in business type made the course more effective. Dr. Easter also integrated a specific aspect of international business, helping bring a focus on the wide topic.
She challenged our thinking and made us work to get to our conclusions. The discussions I found as very constructive.
It was obvious that Dr. Easter really cared about the subject she was teaching. Since we were studying abroad, she scheduled a lot of cool site visits to apply the knowledge we learned in class.
The instructor took us to multiple locations that allowed us to have a hands on experience with international business. Dr. Easter also had us hold debates and class discussion over various topics included within the course.
Dedicating all her time to making our escapades fruitful as well as consistent presentation requests to allow us show what we learned and encourage group work
N/A
She did a good job in explaining the material. She also gave relevant class projects.
In class discussions amongst each other were very effective on communicating the course material and what we have learned. Also, the work we completed before the trip really prepared us and led us into what businesses and trips we would be attending.

What could the instructor do to improve the effectiveness of this course? Be specific.

Comments
The focus on sustainability could be a little less heavy, allowing the fullness of international business to be seen.
There were a lot of presentations, and it can get a little overwhelming when you know your work will affect other people's grades.
Since it was a study abroad course, I felt that many topics were talked about briefly.
The instructor could give us more time before each assignment is due. Sometimes it felt as though we only had a day or two before a large project was due.
I don't think there is anything
N/A
Maybe make it make up more points of international business. This is a broad topic and we did not cover very much.
More balance between the aspects of international business and the focus on sustainability. In this course, the focus was heavily on sustainability and less on international business. I wanted to gain more knowledge and concept from the businesses on how they run and communicate in other regards than sustainability.

Do you have additional comments about your experience in this course?

Comments
N/A