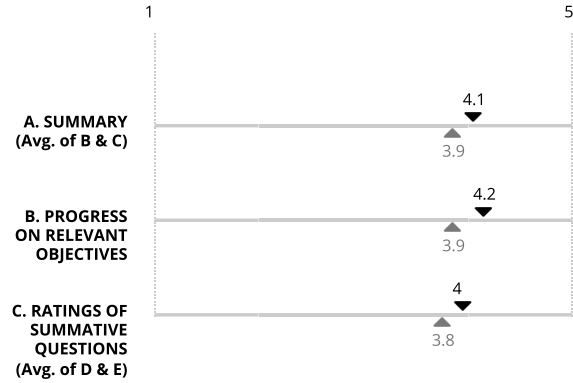


Summative

▼	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	3.8	4
E. Excellent Course	3.8	4

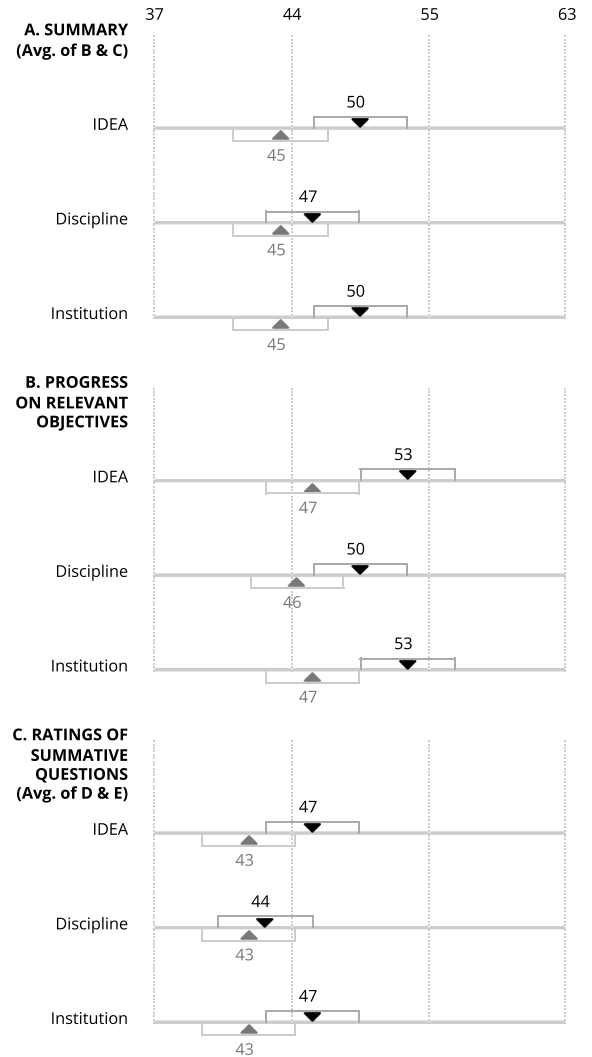
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	41	45
Discipline	41	43
Institution	42	46
E. Excellent Course		
IDEA	44	48
Discipline	44	45
Institution	43	48

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



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4	4.2	0	80	47	52	48	50	47	52
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.8	4.6	0	60	48	60	45	56	48	60
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4	4.4	0	80	48	55	50	54	48	54
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.4	3.6	20	40	36	39	42	44	37	42
Acquiring skills in working with others as a member of a team	M	2.6	2.9	60	40	31	35	42	46	34	40
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.6	3.4	60	40	35	46	39	49	33	45
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.4	4	20	40	44	53	44	51	44	52
Developing skill in expressing myself orally or in writing	M	3.6	4.3	20	60	46	57	46	55	45	56
Learning how to find, evaluate, and use resources to explore a topic in depth	M	2.8	3	60	40	29	33	34	39	33	38
Developing ethical reasoning and/or ethical decision making	M	3.2	3.6	40	60	39	45	34	39	41	47
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	E	3.8	4.1	20	60	47	52	43	47	47	52
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.6	4.1	20	60	43	52	46	52	45	53
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.4	3.4	40	60	43	43	53	53	45	45

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.4	32	35	33
Difficulty of subject matter	4.4	69	70	70

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.8	49	51	49
I really wanted to take this course regardless of who taught it.	3.8	51	55	52
When this course began I believed I could master its content.	3.4	36	44	39
My background prepared me well for this course's requirements.	3.4	42	49	43

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.4	0% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.4	0% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.2	0% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.4	0% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4	20% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.4	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.6	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4	0% (1 or 2) 80% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	2.8	40% (1 or 2) 40% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
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Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	4.2	0% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	20% (1)	40% (2)	40% (2)	5	0	0.75	4.2
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	60% (3)	40% (2)	5	0	0.49	4.4
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	40% (2)	60% (3)	5	0	0.49	4.6
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	20% (1)	20% (1)	60% (3)	5	0	0.8	4.4
Formed teams or groups to facilitate learning	60% (3)	0% (0)	20% (1)	0% (0)	20% (1)	5	0	1.6	2.2
Made it clear how each topic fit into the course	0% (0)	0% (0)	20% (1)	20% (1)	60% (3)	5	0	0.8	4.4
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	20% (1)	0% (0)	80% (4)	5	0	0.8	4.6
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	20% (1)	80% (4)	5	0	0.4	4.8
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	20% (1)	20% (1)	0% (0)	20% (1)	40% (2)	5	0	1.62	3.4
Explained course material clearly and concisely	0% (0)	0% (0)	20% (1)	40% (2)	40% (2)	5	0	0.75	4.2

<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)	20% (1)	60% (3)	20% (1)	5	0	0.63	4
Created opportunities for students to apply course content outside the classroom	40% (2)	0% (0)	20% (1)	20% (1)	20% (1)	5	0	1.6	2.8
Introduced stimulating ideas about the subject	0% (0)	0% (0)	20% (1)	20% (1)	60% (3)	5	0	0.8	4.4
Involved students in hands-on projects such as research, case studies, or real life activities	60% (3)	0% (0)	0% (0)	20% (1)	20% (1)	5	0	1.74	2.4
Inspired students to set and achieve goals which really challenged them	0% (0)	20% (1)	0% (0)	40% (2)	40% (2)	5	0	1.1	4
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	0% (0)	60% (3)	40% (2)	5	0	0.49	4.4
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	20% (1)	40% (2)	40% (2)	5	0	0.75	4.2
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	20% (1)	40% (2)	40% (2)	5	0	0.75	4.2
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	0% (0)	40% (2)	60% (3)	5	0	0.49	4.6

<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)	20% (1)	60% (3)	20% (1)	5	0	0.63	4
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	40% (2)	40% (2)	20% (1)	5	0	0.75	3.8
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	20% (1)	60% (3)	20% (1)	5	0	0.63	4
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	20% (1)	40% (2)	20% (1)	20% (1)	5	0	1.02	3.4
Acquiring skills in working with others as a member of a team	40% (2)	20% (1)	0% (0)	20% (1)	20% (1)	5	0	1.62	2.6
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	40% (2)	20% (1)	0% (0)	20% (1)	20% (1)	5	0	1.62	2.6
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	20% (1)	40% (2)	20% (1)	20% (1)	5	0	1.02	3.4
Developing skill in expressing myself orally or in writing	0% (0)	20% (1)	20% (1)	40% (2)	20% (1)	5	0	1.02	3.6
Learning how to find, evaluate, and use resources to explore a topic in depth	20% (1)	40% (2)	0% (0)	20% (1)	20% (1)	5	0	1.47	2.8
Developing ethical reasoning and/or ethical decision making	20% (1)	20% (1)	0% (0)	40% (2)	20% (1)	5	0	1.47	3.2
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	20% (1)	20% (1)	20% (1)	40% (2)	5	0	1.17	3.8
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	20% (1)	20% (1)	40% (2)	20% (1)	5	0	1.02	3.6
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	40% (2)	0% (0)	40% (2)	20% (1)	5	0	1.2	3.4
<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	20% (1)	20% (1)	60% (3)	0% (0)	0% (0)	5	0	0.8	2.4
Difficulty of subject matter	0% (0)	0% (0)	20% (1)	20% (1)	60% (3)	5	0	0.8	4.4
<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.	0% (0)	0% (0)	40% (2)	40% (2)	20% (1)	5	0	0.75	3.8
I really wanted to take this course regardless of who taught it.	0% (0)	0% (0)	40% (2)	40% (2)	20% (1)	5	0	0.75	3.8
When this course began I believed I could master its content.	0% (0)	20% (1)	40% (2)	20% (1)	20% (1)	5	0	1.02	3.4
My background prepared me well for this course's requirements.	0% (0)	0% (0)	60% (3)	40% (2)	0% (0)	5	0	0.49	3.4
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	40% (2)	40% (2)	20% (1)	5	0	0.75	3.8
Overall, I rate this course as excellent.	0% (0)	0% (0)	40% (2)	40% (2)	20% (1)	5	0	0.75	3.8

Qualitative

Comments -
<ul style="list-style-type: none"> I would just like to say that I thoroughly enjoyed this course and the professor, but I struggled more than in my other classes. I was told I would struggle but not for these reasons. I could not be as prepared for this course as I am for my other courses because my professor was not prepared. He referred to us as "guinea pigs" for his new way of teaching. I would have thought being used as an experiment would come with some preparation and readiness but our presentations were not posted until two days before an exam, leaving no time to study any slides in the meantime. It took him two weeks to grade any exam for our course of about 30 students, give or take. I need to know how I am performing so that I can change my study habits accordingly. I liked his lecture style but it was hard for me to catch on to what he was saying and its meaning. All but two students in that class were majors other than philosophy, but he spoke as if these concepts were not foreign to most students in the class. Overall, I enjoyed this class but I felt like I was stumbling over myself constantly, which made me feel like a poor student.