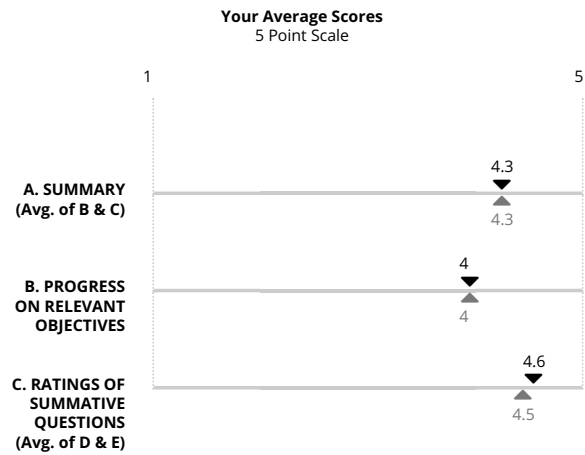


Summative

▼ | Adjusted

▲ | Raw

▬ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

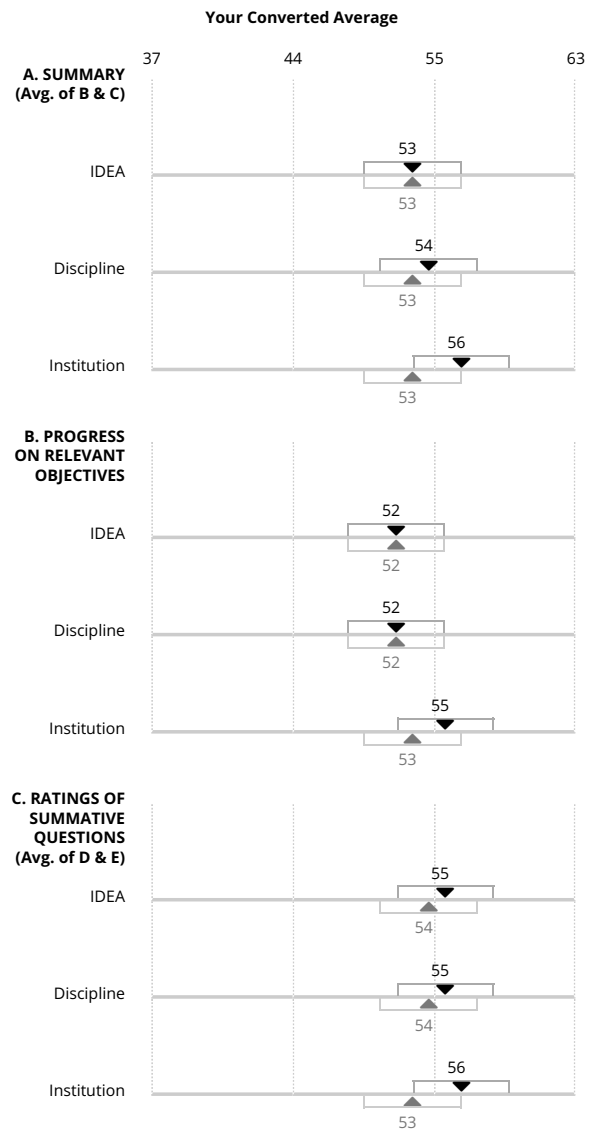
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.9	5
E. Excellent Course	4	4.1

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	60	61
Discipline	59	59
Institution	59	61
E. Excellent Course		
IDEA	48	49
Discipline	49	50
Institution	47	51

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 Stu- dents Rating		IDEA	
Student Ratings of Learning on Relevant Objectives	Importance Rating	Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4.6	4.7	0	100	59	61	59	60	58	60
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	3.9	3.9	22	67	49	49	47	47	50	50
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.6	4.7	0	100	59	62	60	60	59	62
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4.2	4.3	11	67	52	54	54	55	52	56
Acquiring skills in working with others as a member of a team	I	3.2	3.2	33	33	40	40	42	42	44	45
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	3.4	3.4	22	56	46	46	46	46	48	48
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	4.1	4.1	11	67	55	55	53	53	54	54
Developing skill in expressing myself orally or in writing	I	3.9	3.9	11	67	50	50	49	49	51	51
Learning how to find, evaluate, and use resources to explore a topic in depth	I	4.3	4.3	22	78	57	57	56	56	58	59
Developing ethical reasoning and/or ethical decision making	I	4.2	4.2	0	78	55	55	55	55	58	59
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.8	4.8	0	100	64	64	64	64	63	63
Learning to apply knowledge and skills to benefit others or serve the public good	I	4.2	4.3	0	67	54	55	55	56	56	58
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	2.9	2.9	56	44	35	35	41	41	44	45

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.1	46	49	48
Difficulty of subject matter	2.9	41	49	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.	3.9	52	53	49
I really wanted to take this course regardless of who taught it.	3.2	39	46	38
When this course began I believed I could master its content.	4	52	52	50
My background prepared me well for this course's requirements.	3.8	51	52	50

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	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.
Demonstrated the importance and significance of the subject matter	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.
Made it clear how each topic fit into the course	4.7	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.
Explained course material clearly and concisely	4.6	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.
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.
Inspired students to set and achieve goals which really challenged them	4.3	0% (1 or 2) 70% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.4	0% (1 or 2) 80% (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)	4.6	0% (1 or 2) 80% (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.
Provided meaningful feedback on students' academic performance	4.5	0% (1 or 2) 80% (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	4.6	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.
Related course material to real life situations	4.3	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.
Created opportunities for students to apply course content outside the classroom	4.1	10% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Formed teams or groups to facilitate learning	3.2	30% (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.
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4.7	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.
Asked students to help each other understand ideas or concepts	4.4	0% (1 or 2) 80% (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
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4	10% (1 or 2) 70% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Involved students in hands-on projects such as research, case studies, or real life activities	3.4	30% (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.
Gave projects, tests, or assignments that required original or creative thinking	4.2	10% (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	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	60% (6)	40% (4)	10	0	0.49	4.4
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	20% (2)	0% (0)	80% (8)	10	0	0.8	4.6
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	0% (0)	100% (10)	10	0	0	5
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	10% (1)	90% (9)	10	0	0.3	4.9
Formed teams or groups to facilitate learning	10% (1)	20% (2)	30% (3)	20% (2)	20% (2)	10	0	1.25	3.2
Made it clear how each topic fit into the course	0% (0)	0% (0)	10% (1)	10% (1)	80% (8)	10	0	0.64	4.7
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	20% (2)	10% (1)	70% (7)	10	0	0.81	4.5
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	40% (4)	60% (6)	10	0	0.49	4.6
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	10% (1)	20% (2)	30% (3)	40% (4)	10	0	1	4
Explained course material clearly and concisely	0% (0)	0% (0)	10% (1)	20% (2)	70% (7)	10	0	0.66	4.6

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionall y	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	20% (2)	30% (3)	50% (5)	10	0	0.78	4.3
Created opportunities for students to apply course content outside the classroom	0% (0)	10% (1)	10% (1)	40% (4)	40% (4)	10	0	0.94	4.1
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	10% (1)	90% (9)	10	0	0.3	4.9
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	30% (3)	30% (3)	10% (1)	30% (3)	10	0	1.2	3.4
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	30% (3)	10% (1)	60% (6)	10	0	0.9	4.3
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	10% (1)	10% (1)	80% (8)	10	0	0.64	4.7
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	20% (2)	20% (2)	60% (6)	10	0	0.8	4.4
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	10% (1)	10% (1)	30% (3)	50% (5)	10	0	0.98	4.2
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	20% (2)	20% (2)	60% (6)	10	0	0.8	4.4
<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)	44.44% (4)	55.56% (5)	9	0	0.5	4.56
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	22.22% (2)	11.11% (1)	22.22% (2)	44.44% (4)	9	0	1.2	3.89
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	0% (0)	44.44% (4)	55.56% (5)	9	0	0.5	4.56
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	11.11% (1)	22.22% (2)	0% (0)	66.67% (6)	9	0	1.13	4.22
Acquiring skills in working with others as a member of a team	0% (0)	33.33% (3)	33.33% (3)	11.11% (1)	22.22% (2)	9	0	1.13	3.22
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	11.11% (1)	11.11% (1)	22.22% (2)	33.33% (3)	22.22% (2)	9	0	1.26	3.44
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	11.11% (1)	22.22% (2)	11.11% (1)	55.56% (5)	9	0	1.1	4.11
Developing skill in expressing myself orally or in writing	0% (0)	11.11% (1)	22.22% (2)	33.33% (3)	33.33% (3)	9	0	0.99	3.89
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	22.22% (2)	0% (0)	0% (0)	77.78% (7)	9	0	1.25	4.33
Developing ethical reasoning and/or ethical decision making	0% (0)	0% (0)	22.22% (2)	33.33% (3)	44.44% (4)	9	0	0.79	4.22
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	0% (0)	22.22% (2)	77.78% (7)	9	0	0.42	4.78
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	33.33% (3)	11.11% (1)	55.56% (5)	9	0	0.92	4.22
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	22.22% (2)	33.33% (3)	0% (0)	22.22% (2)	22.22% (2)	9	0	1.52	2.89
<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)	11.11% (1)	66.67% (6)	22.22% (2)	0% (0)	9	0	0.57	3.11
Difficulty of subject matter	0% (0)	11.11% (1)	88.89% (8)	0% (0)	0% (0)	9	0	0.31	2.89

<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% (3)	44.44% (4)	22.22% (2)		9	0	0.74	3.89
I really wanted to take this course regardless of who taught it.	0% (0)	11.11% (1)	66.67% (6)	11.11% (1)	11.11% (1)		9	0	0.79	3.22
When this course began I believed I could master its content.	0% (0)	11.11% (1)	0% (0)	66.67% (6)	22.22% (2)		9	0	0.82	4
My background prepared me well for this course's requirements.	0% (0)	22.22% (2)	11.11% (1)	33.33% (3)	33.33% (3)		9	0	1.13	3.78
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	11.11% (1)	88.89% (8)		9	0	0.31	4.89
Overall, I rate this course as excellent.	0% (0)	0% (0)	33.33% (3)	33.33% (3)	33.33% (3)		9	0	0.82	4

\$201-\$225	\$226-\$250	More than \$250	\$0	\$1-\$25	\$26-\$50	\$51-\$75	\$76-\$100	\$101-\$125	\$126-\$150	\$151-\$175 N	\$176-\$200 DNA	SD	M
About how much did you pay to acquire (purchase or rent) the textbooks, course packets, additional materials, and/or online access codes required for this class?			100% (9)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)		
			0% (0)	0% (0)	0% (0)					9	0	0	1

			Purchased new at a bookstore	Purchased used at a bookstore	Purchased new from an online bookseller	Purchased used from an online bookseller	Purchased an electronic version (Kindle, etc.)	Rented my books	Borrowed from classmates or friends	Used interlibrary loan Did not acquire because costs were too high	Used library reserve copy Used other texts of resources in place of the one assigned	N	DNA	SD	M
Obtained the course packet	All materials were on Moodle	No textbooks were required	Skipped the materials (didn't buy or borrow)	Other											
How did you acquire your textbooks, course packets, additional materials, and/or online access codes for this class? (Please select all the options that apply).			0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)				
			0% (0)	0% (0)	0% (0)	50% (8)	50% (8)	0% (0)	0% (0)	16	0	-	-		

	None of them	Very few of them	Some of them	Most of them	All of them		N	DNA	SD	M
How many of the required textbooks, course packets, additional materials, and/or online access codes did you use in this class?	33.33% (3)	0% (0)	11.11% (1)	0% (0)	55.56% (5)		9	0	1.83	3.44

	They negatively impacted my learning	They had no impact on my learning	They had a small positive impact on my learning	They had moderately positive impact on my learning	They had a strong positive impact on my learning		N	DNA	SD	M
To what degree did the required textbooks, course packets, additional materials, and/or online access codes help you succeed in this class?	0% (0)	11.11% (1)	0% (0)	44.44% (4)	44.44% (4)		9	0	0.92	4.22

	A / A+	A- / B+	B	B- / C+	C	C- / D+	D	D- / F	DNA	SD	M N
What final grade do you expect to receive in this class?	22.22% (2)	33.33% (3)	22.22% (2)	22.22% (2)	0% (0)	0% (0)	0% (0)	0% (0)	0	1.07	6.56 9

Qualitative

Comments -
<ul style="list-style-type: none"> I really enjoyed this course and the topics we read and talked about. I think overall it has made me realize what being a well rounded student really means. Professor Deke Gould was so helpful during this class especially as a student who came from a very large school. It was cool to be able to connect directly with the professor. The class wasn't my favorite, but Dr. Gould made it great. I had some misunderstandings of what the class would be at the beginning but once we did a mid course review and discussed it, I had a better grasp of what this course was intended to teach me. Professor Gould is a great instructor and helped me realize that critical thinking isn't that scary or hard to do as long as you are asking questions. The section we did about Plato was very helpful because I had never experienced any sort of philosophical readings. It was a good opportunity to learn how to read dense content and still understand it. I sincerely thank you, Dr. Gould. I hope to stay in touch with you throughout my years at Augustana. I really enjoyed the course and am better off for it. It helped set the standard that is to be expected of me for the duration of my time at Augustana and beyond. While I initially believed the course work to be in excess for its one credit status and in comparison to others, being able to appreciate the time restraint lessened those beliefs. Dr. Gould did a great job of balancing the need to instruct us on the skills we would need, and the need to introduce us to the Augustana community.