

# HIS 283 (01FTE): SEX IN MODERN HISTORY

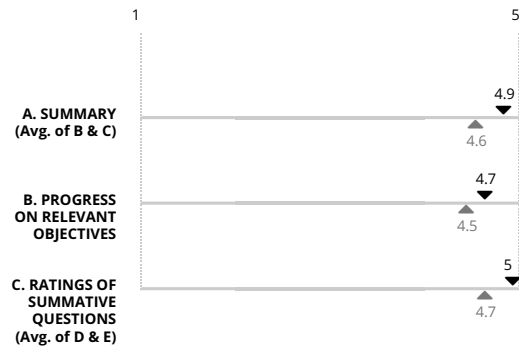
Fall 2020 | Averill Earls | Course CIP Code: 54.0103

26		Students Enrolled
25		Students Responded
96.15%		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	4.8	5
E. Excellent Course	4.6	5

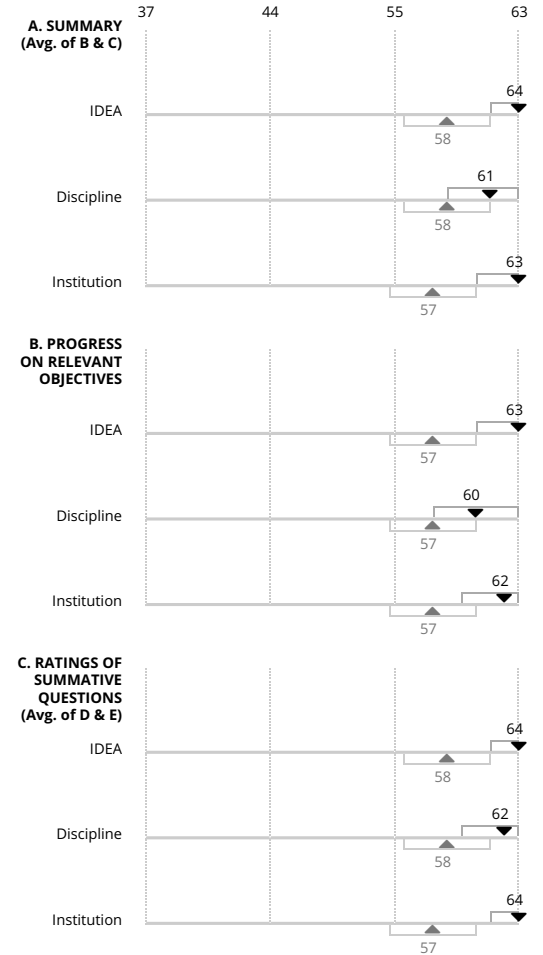
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	58	62
Discipline	58	61
Institution	58	62
E. Excellent Course		
IDEA	57	66
Discipline	57	62
Institution	56	65

**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)	E	4.5	4.8	0	88	57	64	57	61	57	63
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	4.5	4.6	0	92	59	61	57	58	60	61
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.4	4.7	4	80	55	62	58	61	55	61
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.3	4.7	4	84	53	61	56	60	52	61
Acquiring skills in working with others as a member of a team	M	4.5	4.8	4	84	59	64	63	65	58	63
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.9	4.1	12	68	53	56	55	57	53	57
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4	4.1	12	72	53	55	52	54	54	56
Developing skill in expressing myself orally or in writing	M	4.2	4.4	12	72	55	58	55	58	56	60
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.4	4.7	0	88	59	64	57	61	59	63
Developing ethical reasoning and/or ethical decision making	M	4.3	4.6	4	76	56	61	58	61	58	61
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.6	4.8	0	84	60	64	60	63	60	64
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.3	4.8	8	84	56	63	59	62	55	61
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.7	3.9	28	60	48	51	54	56	49	54

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	4	64	64	63
Difficulty of subject matter	3.5	53	56	53

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.6	42	44	43
I really wanted to take this course regardless of who taught it.	3.2	38	43	39
When this course began I believed I could master its content.	3.8	46	48	48
My background prepared me well for this course's requirements.	3.3	40	43	42

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.6	0% (1 or 2) 92% (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) 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	4.4	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.
Introduced stimulating ideas about the subject	4.7	0% (1 or 2) 92% (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	4.2	8% (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)	4.9	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	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.
Stimulated students to intellectual effort beyond that required by most courses	4.6	0% (1 or 2) 96% (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	4.6	0% (1 or 2) 92% (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	4.3	12% (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.

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	4.8	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.

Active Learning	Your Average	Students Rating	Suggested Action

**Quantitative**

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasion-ally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Found ways to help students answer their own questions</b>	0% (0)	0% (0)	0% (0)	32% (8)	68% (17)	25	0	0.47	4.68
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	0% (0)	0% (0)	0% (0)	12% (3)	88% (22)	25	0	0.32	4.88
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	0% (0)	0% (0)	24% (6)	76% (19)	25	0	0.43	4.76
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	0% (0)	8% (2)	20% (5)	72% (18)	25	0	0.62	4.64
<b>Formed teams or groups to facilitate learning</b>	0% (0)	0% (0)	0% (0)	8% (2)	92% (23)	25	0	0.27	4.92
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	0% (0)	32% (8)	68% (17)	25	0	0.47	4.68
<b>Provided meaningful feedback on students' academic performance</b>	0% (0)	0% (0)	8% (2)	20% (5)	72% (18)	25	0	0.62	4.64
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	0% (0)	4% (1)	32% (8)	64% (16)	25	0	0.57	4.6
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	0% (0)	0% (0)	0% (0)	8% (2)	92% (23)	25	0	0.27	4.92
<b>Explained course material clearly and concisely</b>	0% (0)	4% (1)	8% (2)	28% (7)	60% (15)	25	0	0.8	4.44
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	0% (0)	8% (2)	20% (5)	72% (18)	25	0	0.62	4.64
<b>Created opportunities for students to apply course content outside the classroom</b>	4% (1)	8% (2)	8% (2)	16% (4)	64% (16)	25	0	1.15	4.28
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	8% (2)	12% (3)	80% (20)	25	0	0.6	4.72
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	0% (0)	0% (0)	16% (4)	84% (21)	25	0	0.37	4.84
<b>Inspired students to set and achieve goals which really challenged them</b>	8% (2)	0% (0)	12% (3)	20% (5)	60% (15)	25	0	1.18	4.24
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	0% (0)	0% (0)	20% (5)	80% (20)	25	0	0.4	4.8
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	0% (0)	8% (2)	20% (5)	72% (18)	25	0	0.62	4.64
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	0% (0)	4% (1)	16% (4)	80% (20)	25	0	0.51	4.76
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	4% (1)	4% (1)	20% (5)	72% (18)	25	0	0.75	4.6

<i>Describe your progress on:</i>	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	0% (0)	0% (0)	12% (3)	28% (7)	60% (15)	25	0	0.7	4.48
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	0% (0)	0% (0)	8% (2)	36% (9)	56% (14)	25	0	0.64	4.48
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	4% (1)	16% (4)	20% (5)	60% (15)	25	0	0.89	4.36
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	4% (1)	12% (3)	36% (9)	48% (12)	25	0	0.83	4.28
<b>Acquiring skills in working with others as a member of a team</b>	0% (0)	4% (1)	12% (3)	16% (4)	68% (17)	25	0	0.85	4.48
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	8% (2)	4% (1)	20% (5)	24% (6)	44% (11)	25	0	1.23	3.92
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	8% (2)	4% (1)	16% (4)	24% (6)	48% (12)	25	0	1.23	4
<b>Developing skill in expressing myself orally or in writing</b>	4% (1)	8% (2)	16% (4)	12% (3)	60% (15)	25	0	1.19	4.16
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	0% (0)	0% (0)	12% (3)	32% (8)	56% (14)	25	0	0.7	4.44
<b>Developing ethical reasoning and/or ethical decision making</b>	0% (0)	4% (1)	20% (5)	20% (5)	56% (14)	25	0	0.92	4.28
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	0% (0)	0% (0)	16% (4)	12% (3)	72% (18)	25	0	0.75	4.56
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	0% (0)	8% (2)	8% (2)	28% (7)	56% (14)	25	0	0.93	4.32
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	16% (4)	12% (3)	12% (3)	8% (2)	52% (13)	25	0	1.57	3.68

<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Amount of coursework</b>	0% (0)	4% (1)	20% (5)	48% (12)	28% (7)	25	0	0.8	4
<b>Difficulty of subject matter</b>	0% (0)	8% (2)	40% (10)	44% (11)	8% (2)	25	0	0.75	3.52

<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	20% (5)	24% (6)	32% (8)	24% (6)	25	0	1.06	3.6
<b>I really wanted to take this course regardless of who taught it.</b>	12% (3)	32% (8)	12% (3)	16% (4)	28% (7)	25	0	1.43	3.16
<b>When this course began I believed I could master its content.</b>	8% (2)	4% (1)	24% (6)	28% (7)	36% (9)	25	0	1.2	3.8
<b>My background prepared me well for this course's requirements.</b>	16% (4)	16% (4)	16% (4)	28% (7)	24% (6)	25	0	1.4	3.28
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	0% (0)	4% (1)	12% (3)	84% (21)	25	0	0.49	4.8
<b>Overall, I rate this course as excellent.</b>	0% (0)	4% (1)	4% (1)	24% (6)	68% (17)	25	0	0.75	4.56

**Qualitative**

<b>Comments -</b>
<ul style="list-style-type: none"> <li>Dr. Earls is one of the best instructors I have had at this university. She always brings energy and light to the topic. She does a great job teaching the material and always finds fun ways to do so. I am always down to take her classes no matter the course because I know I will learn all the while have fun doing so. Great instructor!!!</li> <li>Dr. Earls is perhaps the best professor at Mercyhurst. Her passion for her content is palpable and it makes the classes she teaches incredibly enjoyable. This course stands out in particular, especially because of its relevant material and themes imperative to understanding historical and contemporary debates surrounding gender and sexuality. Again, I cannot emphasize enough how phenomenal this class is in terms of its structure and content, and I cannot describe the profound impact Dr. Earls has had on my college experience and my academic/professional skills.</li> <li>This class was a great opportunity to discuss difficult topics with students with very diverse perspectives. That being said, I wish that some of the class was less structured so that more of these discussions could have been had.</li> <li>I had a really fun semester! Thank you for making the class so interesting!</li> <li>Dr. Earls is one of the best professors at this university. She understands how to get students engaged through group activities such as debates or Q/As. She is also aware that college is hard and while she does assign a lot of work, she is very flexible with time spans so students don't feel too stressed trying to manage work loads</li> <li>Earls is one of the best professors on campus, any class i take with her i will come out of it with having learned a great amount about the topic.</li> <li>There was a lot of work that was crammed into the course and it felt like I was constantly spiriting around for it.</li> <li>Thank you for a fun semester of learning!!</li> <li>This class is fantastic, it was one of my favorites that I've taken within my 3 years here at Mercyhurst. Dr. Earls is a great professor; she's super relatable, educated, and overall a good mentor. This class was laid out very nicely, but there was a lot of homework that was expected of the students. I know when talking with other students they also agreed with that statement and on top of that with the pandemic there was a mutual feeling of burn out. Dr. Earls though did give the students many chances for extra credit and bonus points that made up for any points that may have been lost because of a missing assignment here and there. Would take a class with Dr. Earls again if possible.</li> <li>I really liked our sex Q&amp;A time because it was a safe environment to ask questions and learn and it was nice to learn from each other and other experiences</li> <li>Awesome teacher, awesome class. Wish it was in person.</li> </ul>