

HIS 283 (02FTE): SEX IN MODERN HISTORY

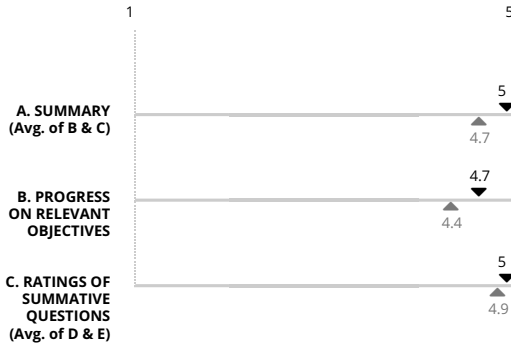
Fall 2020 | Averill Earls | Course CIP Code: 54.0103

21		Students Enrolled
19		Students Responded
90.48%		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	5	5
E. Excellent Course	4.8	5

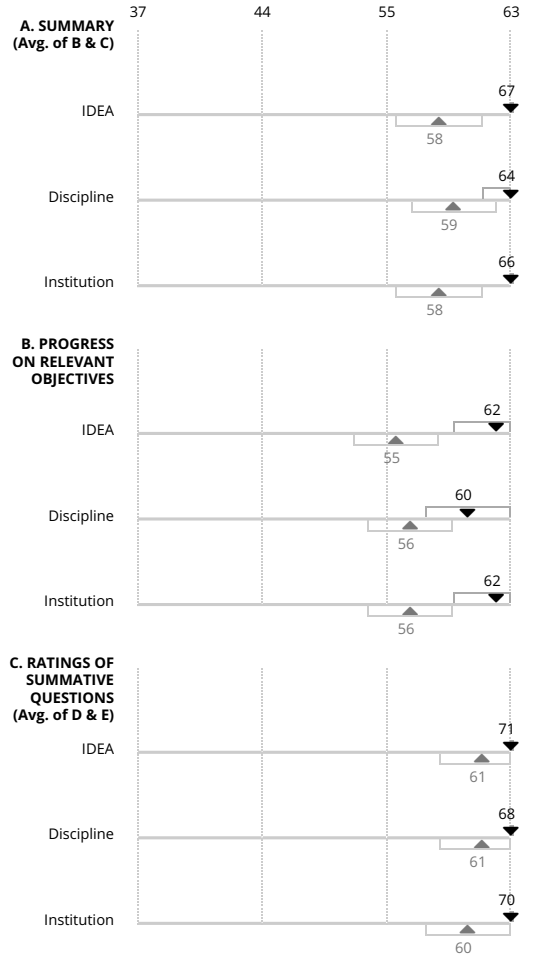
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	61	67
Discipline	61	66
Institution	60	67
E. Excellent Course		
IDEA	61	75
Discipline	61	69
Institution	60	72

Converted Average Buckets
Based on a Bell Curve

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

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	4.4	4.8	0	100	56	64	56	61	56	63
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	4.6	4.8	0	95	60	63	59	61	61	63
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.1	4.4	0	84	49	57	53	58	49	57
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.3	4.8	0	89	53	63	55	61	52	62
Acquiring skills in working with others as a member of a team	M	4.6	5	0	95	61	67	64	67	60	65
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.8	3.9	11	68	51	53	54	55	52	55
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.1	4.3	5	79	55	57	54	56	55	58
Developing skill in expressing myself orally or in writing	M	4.1	4.3	11	79	54	56	54	56	55	58
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.3	4.6	0	89	56	62	55	59	57	62
Developing ethical reasoning and/or ethical decision making	M	4.2	4.5	5	84	54	59	57	60	56	60
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.4	4.6	0	95	58	61	57	61	58	62
Learning to apply knowledge and skills to benefit others or serve the public good	M	4	4.5	5	79	50	58	55	59	50	58
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.2	3.4	32	53	40	43	48	51	44	48

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.6	56	57	56
Difficulty of subject matter	3.1	45	46	45

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.7	47	48	47
I really wanted to take this course regardless of who taught it.	2.9	33	38	34
When this course began I believed I could master its content.	3.6	41	43	43
My background prepared me well for this course's requirements.	3	34	38	37

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	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.
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	4.7	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.
Introduced stimulating ideas about the subject	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.4	0% (1 or 2) 84% (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)	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.
Encouraged students to reflect on and evaluate what they have learned	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.
Stimulated students to intellectual effort beyond that required by most courses	4.6	0% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4.3	0% (1 or 2) 84% (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>	Hardly Ever	Occasion-ally	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)	26.32% (5)	73.68% (14)	19	0	0.44	4.74
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	5.26% (1)	94.74% (18)	19	0	0.22	4.95
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	5.26% (1)	36.84% (7)	57.89% (11)	19	0	0.6	4.53
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	26.32% (5)	73.68% (14)	19	0	0.44	4.74
Formed teams or groups to facilitate learning	0% (0)	0% (0)	0% (0)	0% (0)	100% (19)	19	0	0	5
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	26.32% (5)	73.68% (14)	19	0	0.44	4.74
Provided meaningful feedback on students' academic performance	0% (0)	5.26% (1)	5.26% (1)	31.58% (6)	57.89% (11)	19	0	0.82	4.42
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	5.26% (1)	31.58% (6)	63.16% (12)	19	0	0.59	4.58
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	0% (0)	31.58% (6)	68.42% (13)	19	0	0.46	4.68
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	31.58% (6)	68.42% (13)	19	0	0.46	4.68
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	0% (0)	15.79% (3)	84.21% (16)	19	0	0.36	4.84
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	15.79% (3)	42.11% (8)	42.11% (8)	19	0	0.71	4.26
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	15.79% (3)	84.21% (16)	19	0	0.36	4.84
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	10.53% (2)	26.32% (5)	63.16% (12)	19	0	0.68	4.53
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	15.79% (3)	26.32% (5)	57.89% (11)	19	0	0.75	4.42
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	0% (0)	21.05% (4)	78.95% (15)	19	0	0.41	4.79
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	0% (0)	15.79% (3)	84.21% (16)	19	0	0.36	4.84
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	5.26% (1)	36.84% (7)	57.89% (11)	19	0	0.6	4.53
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	5.26% (1)	26.32% (5)	68.42% (13)	19	0	0.58	4.63

<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)	57.89% (11)	42.11% (8)	19	0	0.49	4.42
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	5.26% (1)	31.58% (6)	63.16% (12)	19	0	0.59	4.58
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	15.79% (3)	63.16% (12)	21.05% (4)	19	0	0.6	4.05
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	10.53% (2)	52.63% (10)	36.84% (7)	19	0	0.64	4.26
Acquiring skills in working with others as a member of a team	0% (0)	0% (0)	5.26% (1)	31.58% (6)	63.16% (12)	19	0	0.59	4.58
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	10.53% (2)	0% (0)	21.05% (4)	36.84% (7)	31.58% (6)	19	0	1.2	3.79
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	5.26% (1)	0% (0)	15.79% (3)	36.84% (7)	42.11% (8)	19	0	1.02	4.11
Developing skill in expressing myself orally or in writing	0% (0)	10.53% (2)	10.53% (2)	36.84% (7)	42.11% (8)	19	0	0.97	4.11
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	10.53% (2)	47.37% (9)	42.11% (8)	19	0	0.65	4.32
Developing ethical reasoning and/or ethical decision making	0% (0)	5.26% (1)	10.53% (2)	47.37% (9)	36.84% (7)	19	0	0.81	4.16
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	5.26% (1)	47.37% (9)	47.37% (9)	19	0	0.59	4.42
Learning to apply knowledge and skills to benefit others or serve the public good	5.26% (1)	0% (0)	15.79% (3)	47.37% (9)	31.58% (6)	19	0	0.97	4
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	21.05% (4)	10.53% (2)	15.79% (3)	31.58% (6)	21.05% (4)	19	0	1.44	3.21

<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)	47.37% (9)	42.11% (8)	10.53% (2)	19	0	0.67	3.63
Difficulty of subject matter	0% (0)	5.26% (1)	78.95% (15)	15.79% (3)	0% (0)	19	0	0.45	3.11

<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)	42.11% (8)	42.11% (8)	15.79% (3)	19	0	0.71	3.74
I really wanted to take this course regardless of who taught it.	15.79% (3)	26.32% (5)	26.32% (5)	15.79% (3)	15.79% (3)	19	0	1.29	2.89
When this course began I believed I could master its content.	5.26% (1)	15.79% (3)	15.79% (3)	42.11% (8)	21.05% (4)	19	0	1.14	3.58
My background prepared me well for this course's requirements.	10.53% (2)	26.32% (5)	31.58% (6)	15.79% (3)	15.79% (3)	19	0	1.21	3
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	5.26% (1)	94.74% (18)	19	0	0.22	4.95
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	21.05% (4)	78.95% (15)	19	0	0.41	4.79

Qualitative

Comments -
<ul style="list-style-type: none"> Such a great professor! very understanding and flexible with all students and made it clear she really does care about the subject she is teaching therefore, making me want to learn it and enjoy it even more! Professor Earls was a great professor that really cared about her student's success. She provided us with a lot of different and fun activities to learn the course material. Dr. Earls is a joy and she really put in a ton of effort to make this semester work despite all of the restrictions and technological challenges. This class was amazing and I enjoyed so much of what we learned as I would not have been able to learn it anywhere else. Dr. Earls, you're awesome! Thank you! A little too much group work for my liking, but the content was great and the class, while shy at the beginning, came into itself by the end of the semester. Solid class and Dr. Earls was effective and helpful. Give her tenure she is the reason I am at this institution Im gonna miss having this class <3 Dr. Earls is an amazing professor who really cares about what she's teaching. She made the class very enjoyable; I can easily say that this was my favorite class. She made sure everyone understood the material and gave many opportunities for help outside of the classroom. She also really wants everyone to succeed in her class and offered many chances for bonus points and to make points up. She also had a diverse variety of projects and assignments which made the class interesting. She is a great professor and the class was amazing as well. Dr. Earls is a great professor, one of the best that Mercyhurst has to offer. She is approachable, real, funny, compassionate, encouraging, understanding, and accessible. I do not believe that there is a better professor to teach this course, or rather a professor that even could. Dr. Earls is realistic, sex positive, and a clear ally to the LGBTQ+ community, she keeps it real with her students and listens to what they have to say and adjusts her plans accordingly. Furthermore, her class was BY FAR the easiest to keep track of due to how she operated with her A/B and Hirt/Teams days. I always knew what to expect when entering the classroom or the zoom meeting, and I definitely enjoyed and appreciated that greatly (especially with so much uncertainty surrounding everything right now due to COVID). With Dr. Earls you know what you're getting and she never tries to hide that. Dr. Earls is truly one of the best.