

HIS 171 (02FTE): WRLD HIS II:EXPLR-ATOMIC

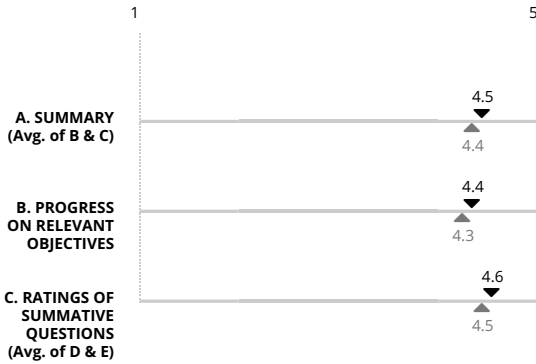
Fall 2019 | Averill Earls | Course CIP Code: 54.0199

29 Students Enrolled
27 Students Responded
93.1% 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	4.5	4.5
E. Excellent Course	4.4	4.6

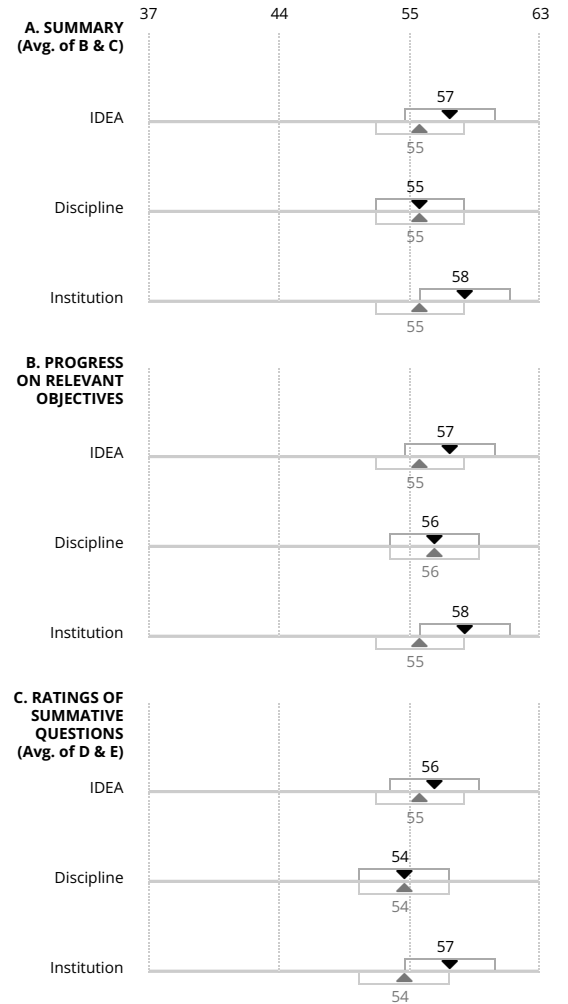
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	54	54
Discipline	54	54
Institution	53	55
E. Excellent Course		
IDEA	55	58
Discipline	54	55
Institution	54	58

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	4.6	0	96	57	60	57	58	57	60
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.5	4.5	0	93	59	59	58	58	60	60
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.1	4.2	4	74	50	52	54	54	50	53
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.2	4.4	7	74	52	55	54	56	51	55
Acquiring skills in working with others as a member of a team	M	4.4	4.5	0	81	58	59	63	63	58	60
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.8	3.8	11	56	51	51	53	53	52	54
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4	4	7	74	54	54	53	53	55	55
Developing skill in expressing myself orally or in writing	I	4.2	4.2	7	78	55	55	56	56	57	58
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.3	4.3	4	81	55	56	54	54	56	57
Developing ethical reasoning and/or ethical decision making	M	4.1	4.1	7	70	53	54	56	56	56	57
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.2	4.2	4	70	53	53	52	52	54	55
Learning to apply knowledge and skills to benefit others or serve the public good	M	4	4	11	63	49	50	54	54	50	52
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.9	3.9	7	59	50	51	55	56	52	54

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.7	57	58	57
Difficulty of subject matter	3.1	45	45	44

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	48
I really wanted to take this course regardless of who taught it.	3.3	40	45	40
When this course began I believed I could master its content.	4	52	53	52
My background prepared me well for this course's requirements.	3.8	51	53	50

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	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.
Made it clear how each topic fit into the course	4.7	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.
Explained course material clearly and concisely	4.5	7% (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.
Introduced stimulating ideas about the subject	4.7	0% (1 or 2) 93% (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	7% (1 or 2) 78% (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)	4.7	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.
Encouraged students to reflect on and evaluate what they have learned	4.7	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.
Provided meaningful feedback on students' academic performance	4.4	7% (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.
Stimulated students to intellectual effort beyond that required by most courses	4.4	4% (1 or 2) 85% (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	4.5	0% (1 or 2) 85% (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	4.4	4% (1 or 2) 81% (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
Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.7	0% (1 or 2) 93% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.6	4% (1 or 2) 93% (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	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)	37.04% (10)	62.96% (17)	27	0	0.48	4.63
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	29.63% (8)	70.37% (19)	27	0	0.46	4.7
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	3.7% (1)	25.93% (7)	70.37% (19)	27	0	0.54	4.67
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	3.7% (1)	29.63% (8)	66.67% (18)	27	0	0.55	4.63
Formed teams or groups to facilitate learning	0% (0)	0% (0)	0% (0)	11.11% (3)	88.89% (24)	27	0	0.31	4.89
Made it clear how each topic fit into the course	0% (0)	0% (0)	3.7% (1)	22.22% (6)	74.07% (20)	27	0	0.53	4.7
Provided meaningful feedback on students' academic performance	0% (0)	7.41% (2)	3.7% (1)	25.93% (7)	62.96% (17)	27	0	0.87	4.44
Stimulated students to intellectual effort beyond that required by most courses	3.7% (1)	0% (0)	11.11% (3)	25.93% (7)	59.26% (16)	27	0	0.95	4.37
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	7.41% (2)	11.11% (3)	81.48% (22)	27	0	0.58	4.74
Explained course material clearly and concisely	0% (0)	7.41% (2)	3.7% (1)	18.52% (5)	70.37% (19)	27	0	0.88	4.52
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	14.81% (4)	18.52% (5)	66.67% (18)	27	0	0.74	4.52
Created opportunities for students to apply course content outside the classroom	0% (0)	3.7% (1)	14.81% (4)	22.22% (6)	59.26% (16)	27	0	0.87	4.37
Introduced stimulating ideas about the subject	0% (0)	0% (0)	7.41% (2)	18.52% (5)	74.07% (20)	27	0	0.61	4.67
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	7.41% (2)	22.22% (6)	70.37% (19)	27	0	0.62	4.63
Inspired students to set and achieve goals which really challenged them	3.7% (1)	3.7% (1)	14.81% (4)	18.52% (5)	59.26% (16)	27	0	1.07	4.26
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	3.7% (1)	25.93% (7)	70.37% (19)	27	0	0.54	4.67
Asked students to help each other understand ideas or concepts	0% (0)	3.7% (1)	3.7% (1)	25.93% (7)	66.67% (18)	27	0	0.74	4.56
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	3.7% (1)	3.7% (1)	25.93% (7)	66.67% (18)	27	0	0.74	4.56
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	11.11% (3)	7.41% (2)	81.48% (22)	27	0	0.66	4.7

<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)	3.7% (1)	44.44% (12)	51.85% (14)	27	0	0.57	4.48
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	7.41% (2)	33.33% (9)	59.26% (16)	27	0	0.63	4.52
Learning to apply course material (to improve thinking, problem solving, and decisions)	3.7% (1)	0% (0)	22.22% (6)	29.63% (8)	44.44% (12)	27	0	0.99	4.11
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	7.41% (2)	18.52% (5)	22.22% (6)	51.85% (14)	27	0	0.98	4.19
Acquiring skills in working with others as a member of a team	0% (0)	0% (0)	18.52% (5)	22.22% (6)	59.26% (16)	27	0	0.78	4.41
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	11.11% (3)	0% (0)	33.33% (9)	11.11% (3)	44.44% (12)	27	0	1.31	3.78
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	7.41% (2)	0% (0)	18.52% (5)	29.63% (8)	44.44% (12)	27	0	1.14	4.04
Developing skill in expressing myself orally or in writing	0% (0)	7.41% (2)	14.81% (4)	25.93% (7)	51.85% (14)	27	0	0.96	4.22
Learning how to find, evaluate, and use resources to explore a topic in depth	3.7% (1)	0% (0)	14.81% (4)	29.63% (8)	51.85% (14)	27	0	0.97	4.26
Developing ethical reasoning and/or ethical decision making	3.7% (1)	3.7% (1)	22.22% (6)	18.52% (5)	51.85% (14)	27	0	1.1	4.11
Learning to analyze and critically evaluate ideas, arguments, and points of view	3.7% (1)	0% (0)	25.93% (7)	18.52% (5)	51.85% (14)	27	0	1.04	4.15
Learning to apply knowledge and skills to benefit others or serve the public good	7.41% (2)	3.7% (1)	25.93% (7)	11.11% (3)	51.85% (14)	27	0	1.26	3.96
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	7.41% (2)	0% (0)	33.33% (9)	18.52% (5)	40.74% (11)	27	0	1.18	3.85
<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)	44.44% (12)	40.74% (11)	14.81% (4)	27	0	0.71	3.7
Difficulty of subject matter	0% (0)	18.52% (5)	62.96% (17)	11.11% (3)	7.41% (2)	27	0	0.77	3.07
<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.	3.7% (1)	3.7% (1)	29.63% (8)	40.74% (11)	22.22% (6)	27	0	0.97	3.74
I really wanted to take this course regardless of who taught it.	3.7% (1)	11.11% (3)	59.26% (16)	7.41% (2)	18.52% (5)	27	0	1	3.26
When this course began I believed I could master its content.	0% (0)	7.41% (2)	22.22% (6)	33.33% (9)	37.04% (10)	27	0	0.94	4
My background prepared me well for this course's requirements.	0% (0)	11.11% (3)	29.63% (8)	29.63% (8)	29.63% (8)	27	0	0.99	3.78
Overall, I rate this instructor an excellent teacher.	0% (0)	3.7% (1)	11.11% (3)	14.81% (4)	70.37% (19)	27	0	0.83	4.52
Overall, I rate this course as excellent.	0% (0)	3.7% (1)	11.11% (3)	25.93% (7)	59.26% (16)	27	0	0.83	4.41

Qualitative

Comments -
<ul style="list-style-type: none"> <3 I was really dreading this class before it started because History has never been a field of interest to me. I was pleasantly surprised even just after the first few classes! This was one of the classes I enjoyed most this semester, not only because of Dr. Earls as a person but because of how she presented the content. I really liked going to her class and being present and the hands on learning was fantastic. I will be recommending her to literally everyone I know and I wish I had more time here to take some of her other classes. Thank you Dr. Earls..you've made me enjoy history :) This course presented world history in a captivating and informative way, a completely unique take that I don't think I would be exposed to anywhere else. Overall a good class with some interesting perspectives Super engaging and fun to be around. Love the course. Most enjoyable class that I have taken so far at Mercyhurst. Would definitely take Earls again. Nice and relatively easy world history course. Classes could get a bit chaotic, but the content was interesting and our projects relevant. Overall Dr Earls is an amazing teacher, coming into this i thought this would be my lowest class grade. But after taking this course it is one of my highest class grades, the way she teaches is helpful and she finds ways to really enjoy each topic. Too much emphasis on sex. Can we talk about anything else? Dr. Earls is a good professor, but tends to be very opinionated. Sometimes this opinion is offensive or undermining to students. Reigning in the amount of opinion spread in class could make for a better environment. Dr.Earls is an amazing professor who always makes the content of her classes fun and relatable for the class. There's never a dull class with her. This is why I would take any class with Earls no matter the subject because I know I will enjoy it in some way and find an understanding in it. Dr. Earls is an amazing professor

