

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

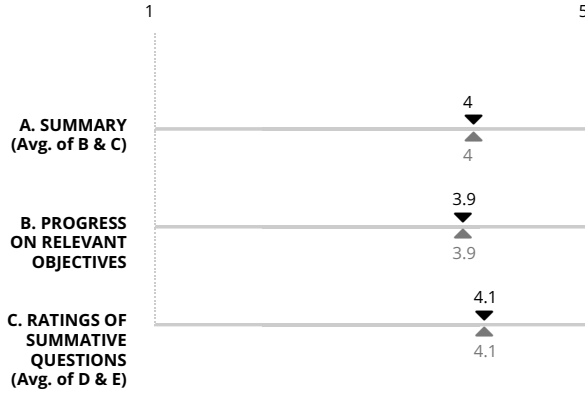
Fall 2018 | Averill Earls | Course CIP Code: 54.0199

28	Students Enrolled
26	Students Responded
92.86%	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	4.2	4.2
E. Excellent Course	4	4

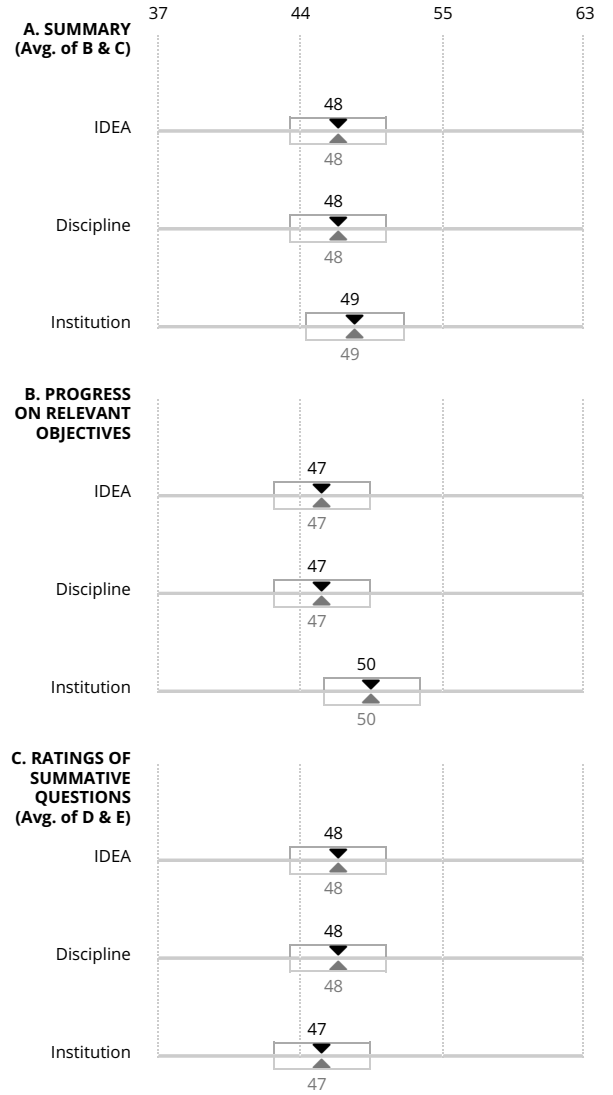
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	48	48
Discipline	48	48
Institution	47	47
E. Excellent Course		
IDEA	48	48
Discipline	47	47
Institution	47	47

**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	4	12	81	47	47	47	47	48	49
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.3	4.3	4	81	56	56	53	53	61	61
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.7	3.7	15	69	42	42	46	46	45	45
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.9	3.9	12	69	46	46	49	49	48	48
Acquiring skills in working with others as a member of a team	M	4.1	4.1	8	77	53	53	58	58	58	58
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.5	3.5	23	54	47	47	48	48	55	55
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.9	3.9	12	77	51	51	49	49	58	58
Developing skill in expressing myself orally or in writing	I	3.9	3.9	15	65	50	50	49	49	57	57
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4	4	8	73	52	52	50	50	56	56
Developing ethical reasoning and/or ethical decision making	M	3.7	3.7	23	65	46	46	48	48	55	55
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4	4	12	73	51	51	50	50	57	57
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.7	3.7	19	65	46	46	49	49	52	52
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.5	3.5	27	62	45	45	49	49	53	54

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.6	55	56	56
Difficulty of subject matter	3.3	48	50	48

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	46	48	51
I really wanted to take this course regardless of who taught it.	3.5	45	49	43
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.	4	55	56	53

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.2	8% (1 or 2) 77% (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	4.5	4% (1 or 2) 85% (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	4.1	12% (1 or 2) 77% (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	4.2	8% (1 or 2) 85% (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	8% (1 or 2) 73% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

<b>Reflective and Integrative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.4	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.
Encouraged students to reflect on and evaluate what they have learned	4.5	4% (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.
Provided meaningful feedback on students' academic performance	3.9	15% (1 or 2) 77% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.2	8% (1 or 2) 77% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.3	8% (1 or 2) 85% (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	3.6	27% (1 or 2) 69% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

<b>Collaborative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
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<b>Active Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	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.
Gave projects, tests, or assignments that required original or creative thinking	4.2	4% (1 or 2) 85% (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>	<b>Hardly Ever</b>	<b>Occasionally</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)	15.38% (4)	46.15% (12)	38.46% (10)	26	0	0.7	4.23
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	0% (0)	0% (0)	7.69% (2)	42.31% (11)	50% (13)	26	0	0.63	4.42
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	3.85% (1)	3.85% (1)	30.77% (8)	61.54% (16)	26	0	0.75	4.5
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	7.69% (2)	15.38% (4)	26.92% (7)	50% (13)	26	0	0.96	4.19
<b>Formed teams or groups to facilitate learning</b>	0% (0)	0% (0)	3.85% (1)	15.38% (4)	80.77% (21)	26	0	0.5	4.77
<b>Made it clear how each topic fit into the course</b>	0% (0)	3.85% (1)	11.54% (3)	19.23% (5)	65.38% (17)	26	0	0.84	4.46
<b>Provided meaningful feedback on students' academic performance</b>	3.85% (1)	11.54% (3)	7.69% (2)	42.31% (11)	34.62% (9)	26	0	1.11	3.92
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	7.69% (2)	15.38% (4)	26.92% (7)	50% (13)	26	0	0.96	4.19
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	0% (0)	3.85% (1)	7.69% (2)	34.62% (9)	53.85% (14)	26	0	0.79	4.38
<b>Explained course material clearly and concisely</b>	3.85% (1)	7.69% (2)	11.54% (3)	26.92% (7)	50% (13)	26	0	1.12	4.12

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</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>Related course material to real life situations</b>	3.85% (1)	3.85% (1)	7.69% (2)	30.77% (8)	53.85% (14)	26	0	1.02	4.27
<b>Created opportunities for students to apply course content outside the classroom</b>	11.54% (3)	15.38% (4)	3.85% (1)	38.46% (10)	30.77% (8)	26	0	1.36	3.62
<b>Introduced stimulating ideas about the subject</b>	0% (0)	7.69% (2)	7.69% (2)	42.31% (11)	42.31% (11)	26	0	0.88	4.19
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	0% (0)	7.69% (2)	50% (13)	42.31% (11)	26	0	0.62	4.35
<b>Inspired students to set and achieve goals which really challenged them</b>	7.69% (2)	0% (0)	19.23% (5)	34.62% (9)	38.46% (10)	26	0	1.13	3.96
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	3.85% (1)	3.85% (1)	7.69% (2)	50% (13)	34.62% (9)	26	0	0.96	4.08
<b>Asked students to help each other understand ideas or concepts</b>	3.85% (1)	3.85% (1)	7.69% (2)	38.46% (10)	46.15% (12)	26	0	1	4.19
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	3.85% (1)	11.54% (3)	46.15% (12)	38.46% (10)	26	0	0.79	4.19
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	3.85% (1)	7.69% (2)	11.54% (3)	34.62% (9)	42.31% (11)	26	0	1.09	4.04
<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)	11.54% (3)	7.69% (2)	50% (13)	30.77% (8)	26	0	0.92	4
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	0% (0)	3.85% (1)	15.38% (4)	30.77% (8)	50% (13)	26	0	0.86	4.27
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	7.69% (2)	7.69% (2)	15.38% (4)	46.15% (12)	23.08% (6)	26	0	1.14	3.69
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	3.85% (1)	7.69% (2)	19.23% (5)	34.62% (9)	34.62% (9)	26	0	1.09	3.88
<b>Acquiring skills in working with others as a member of a team</b>	3.85% (1)	3.85% (1)	15.38% (4)	34.62% (9)	42.31% (11)	26	0	1.03	4.08
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	7.69% (2)	15.38% (4)	23.08% (6)	30.77% (8)	23.08% (6)	26	0	1.22	3.46
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	7.69% (2)	3.85% (1)	11.54% (3)	46.15% (12)	30.77% (8)	26	0	1.12	3.88
<b>Developing skill in expressing myself orally or in writing</b>	3.85% (1)	11.54% (3)	19.23% (5)	26.92% (7)	38.46% (10)	26	0	1.17	3.85
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	3.85% (1)	3.85% (1)	19.23% (5)	30.77% (8)	42.31% (11)	26	0	1.06	4.04
<b>Developing ethical reasoning and/or ethical decision making</b>	11.54% (3)	11.54% (3)	11.54% (3)	30.77% (8)	34.62% (9)	26	0	1.36	3.65
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	3.85% (1)	7.69% (2)	15.38% (4)	26.92% (7)	46.15% (12)	26	0	1.13	4.04
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	11.54% (3)	7.69% (2)	15.38% (4)	26.92% (7)	38.46% (10)	26	0	1.35	3.73
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	19.23% (5)	7.69% (2)	11.54% (3)	26.92% (7)	34.62% (9)	26	0	1.5	3.5
<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>	3.85% (1)	0% (0)	50% (13)	26.92% (7)	19.23% (5)	26	0	0.93	3.58
<b>Difficulty of subject matter</b>	0% (0)	11.54% (3)	61.54% (16)	15.38% (4)	11.54% (3)	26	0	0.81	3.27

<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>DN</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)	7.69% (2)	26.92% (7)	50% (13)	15.38% (4)	26	0	0.81	3.73
<b>I really wanted to take this course regardless of who taught it.</b>	11.54% (3)	11.54% (3)	23.08% (6)	26.92% (7)	26.92% (7)	26	0	1.31	3.46
<b>When this course began I believed I could master its content.</b>	0% (0)	7.69% (2)	23.08% (6)	30.77% (8)	38.46% (10)	26	0	0.96	4
<b>My background prepared me well for this course's requirements.</b>	0% (0)	3.85% (1)	19.23% (5)	53.85% (14)	23.08% (6)	26	0	0.76	3.96
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	11.54% (3)	7.69% (2)	30.77% (8)	50% (13)	26	0	1	4.19
<b>Overall, I rate this course as excellent.</b>	3.85% (1)	11.54% (3)	11.54% (3)	26.92% (7)	46.15% (12)	26	0	1.18	4

## Qualitative

### Comments -

- Seemed like a lot of work for a 100 level course. I understand the importance of it, but it felt like an overwhelming amount sometimes...
- She didn't teach for the second half of the semester. This is not an exaggeration, beginning in the first week of November through the end of the semester she did not teach a SINGLE class. Rather students gave 1 hour presentations. I do not appreciate paying tuition only to hear undergrad students read off slides. This class was a waste of time.
- Dr. Earls is a great teacher and keeps her class very fun and exciting. I do believe the amount of coursework for a 100 level class was a little overwhelming.
- I really like her as a teacher, but the amount of work we got was way too much for a 171 level course. Including reading two books, writing a 2,500-word paper, and a group project that had to be 1 hour in length.
- Keep up the diversity :)
- This has been my first class with Dr. Earls and I can't wait to take more with her in the future! I really like her teaching style and she's always willing to help if I need it
- Great class
- Earls is awesome, one of the best teachers I've ever had! Even though this is part of the reach course she mad it interactive and fun! Learned a lot, Dr. Earles needs a raise!!!!
- Forces political opinions... If you express your own it may affect your grade.....
- I am not a fan of her cursing in class, it seems very unprofessional to me. However, she is clearly very passionate about what she does.