

HIS 171 (01FTE): WRLD HIS II:EXPLR-ATOMIC

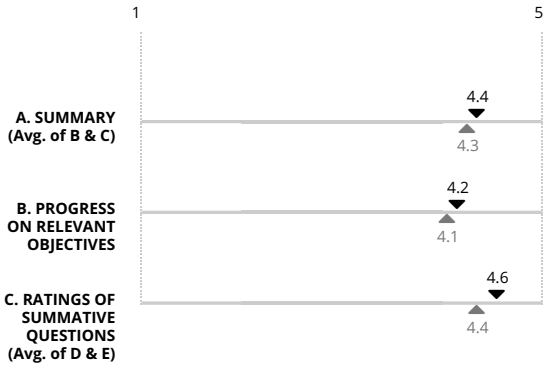
Spring 2021 | Averill Earls | Course CIP Code: 54.0199

30 Students Enrolled
28 Students Responded
93.33% 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	4.6
E. Excellent Course	4.3	4.6

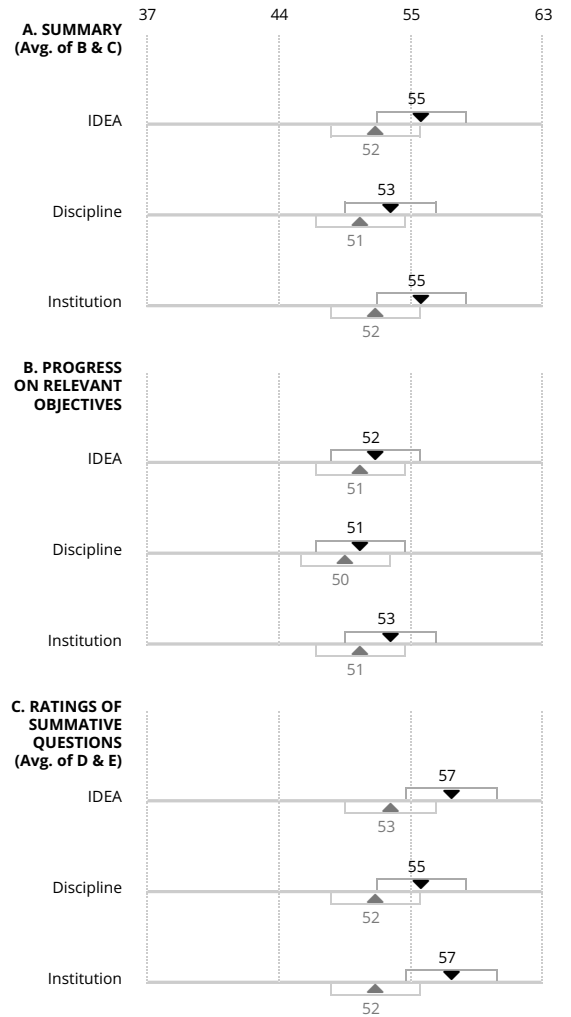
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	53	55
Discipline	52	54
Institution	52	55
E. Excellent Course		
IDEA	53	58
Discipline	52	55
Institution	52	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)	I	4.1	4.2	7	71	49	51	49	50	49	52
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	E	4.2	4.2	7	71	54	54	51	51	55	55
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.9	4	14	71	46	48	50	52	46	50
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.9	4.1	14	75	46	49	50	52	45	50
Acquiring skills in working with others as a member of a team	M	4.4	4.5	7	82	57	60	62	63	57	60
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.9	4.1	11	71	53	55	56	56	53	57
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4	4	18	71	53	53	52	52	53	55
Developing skill in expressing myself orally or in writing	M	4	4.1	11	71	52	53	52	53	53	56
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.1	4.3	11	71	53	55	52	54	54	56
Developing ethical reasoning and/or ethical decision making	M	3.9	4	14	64	50	51	53	53	53	54
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.1	4.1	11	75	52	53	52	52	53	55
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.9	4	21	64	48	50	53	54	48	52
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.9	4	18	64	50	52	56	57	52	54

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.3	49	50	49
Difficulty of subject matter	3	44	45	43

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.8	49	50	49
I really wanted to take this course regardless of who taught it.	3.2	39	44	39
When this course began I believed I could master its content.	3.4	37	40	40
My background prepared me well for this course's requirements.	3.5	44	46	45

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.5	11% (1 or 2) 82% (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	4.4	11% (1 or 2) 79% (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	4.4	14% (1 or 2) 86% (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	4.5	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.
Inspired students to set and achieve goals which really challenged them	4.5	7% (1 or 2) 86% (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	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.
Encouraged students to reflect on and evaluate what they have learned	4.6	4% (1 or 2) 86% (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	7% (1 or 2) 82% (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	4.4	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.
Created opportunities for students to apply course content outside the classroom	4.3	7% (1 or 2) 79% (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	4.4	11% (1 or 2) 86% (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
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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)	3.57% (1)	10.71% (3)	7.14% (2)	78.57% (22)	28	0	0.82	4.61
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.57% (1)	3.57% (1)	3.57% (1)	7.14% (2)	82.14% (23)	28	0	0.98	4.61
Encouraged students to reflect on and evaluate what they have learned	0% (0)	3.57% (1)	10.71% (3)	7.14% (2)	78.57% (22)	28	0	0.82	4.61
Demonstrated the importance and significance of the subject matter	0% (0)	10.71% (3)	7.14% (2)	3.57% (1)	78.57% (22)	28	0	1.02	4.5
Formed teams or groups to facilitate learning	0% (0)	3.57% (1)	3.57% (1)	7.14% (2)	85.71% (24)	28	0	0.69	4.75
Made it clear how each topic fit into the course	0% (0)	10.71% (3)	10.71% (3)	10.71% (3)	67.86% (19)	28	0	1.04	4.36
Provided meaningful feedback on students' academic performance	0% (0)	10.71% (3)	7.14% (2)	14.29% (4)	67.86% (19)	28	0	1.01	4.39
Stimulated students to intellectual effort beyond that required by most courses	3.57% (1)	3.57% (1)	10.71% (3)	17.86% (5)	64.29% (18)	28	0	1.04	4.36
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	7.14% (2)	3.57% (1)	14.29% (4)	75% (21)	28	0	0.86	4.57
Explained course material clearly and concisely	0% (0)	14.29% (4)	0% (0)	14.29% (4)	71.43% (20)	28	0	1.05	4.43
<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>									
Related course material to real life situations	0% (0)	7.14% (2)	3.57% (1)	32.14% (9)	57.14% (16)	28	0	0.86	4.39
Created opportunities for students to apply course content outside the classroom	3.57% (1)	3.57% (1)	14.29% (4)	17.86% (5)	60.71% (17)	28	0	1.06	4.29
Introduced stimulating ideas about the subject	3.57% (1)	3.57% (1)	3.57% (1)	17.86% (5)	71.43% (20)	28	0	0.98	4.5
Involved students in hands-on projects such as research, case studies, or real life activities	3.57% (1)	3.57% (1)	10.71% (3)	17.86% (5)	64.29% (18)	28	0	1.04	4.36
Inspired students to set and achieve goals which really challenged them	3.57% (1)	3.57% (1)	7.14% (2)	14.29% (4)	71.43% (20)	28	0	1.02	4.46
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	3.57% (1)	7.14% (2)	3.57% (1)	17.86% (5)	67.86% (19)	28	0	1.08	4.39
Asked students to help each other understand ideas or concepts	0% (0)	10.71% (3)	0% (0)	21.43% (6)	67.86% (19)	28	0	0.94	4.46
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	3.57% (1)	3.57% (1)	21.43% (6)	71.43% (20)	28	0	0.72	4.61
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	7.14% (2)	3.57% (1)	28.57% (8)	60.71% (17)	28	0	0.86	4.43

<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)	7.14% (2)	21.43% (6)	28.57% (8)	42.86% (12)	28	0	0.96	4.07
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	7.14% (2)	21.43% (6)	17.86% (5)	53.57% (15)	28	0	1	4.18
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	7.14% (2)	7.14% (2)	14.29% (4)	32.14% (9)	39.29% (11)	28	0	1.21	3.89
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	10.71% (3)	3.57% (1)	10.71% (3)	35.71% (10)	39.29% (11)	28	0	1.26	3.89
Acquiring skills in working with others as a member of a team	3.57% (1)	3.57% (1)	10.71% (3)	17.86% (5)	64.29% (18)	28	0	1.04	4.36
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	10.71% (3)	0% (0)	17.86% (5)	28.57% (8)	42.86% (12)	28	0	1.25	3.93
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	7.14% (2)	10.71% (3)	10.71% (3)	21.43% (6)	50% (14)	28	0	1.3	3.96
Developing skill in expressing myself orally or in writing	7.14% (2)	3.57% (1)	17.86% (5)	25% (7)	46.43% (13)	28	0	1.2	4
Learning how to find, evaluate, and use resources to explore a topic in depth	7.14% (2)	3.57% (1)	17.86% (5)	10.71% (3)	60.71% (17)	28	0	1.25	4.14
Developing ethical reasoning and/or ethical decision making	10.71% (3)	3.57% (1)	21.43% (6)	14.29% (4)	50% (14)	28	0	1.35	3.89
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	3.57% (1)	7.14% (2)	14.29% (4)	25% (7)	50% (14)	28	0	1.11	4.11
Learning to apply knowledge and skills to benefit others or serve the public good	10.71% (3)	10.71% (3)	14.29% (4)	10.71% (3)	53.57% (15)	28	0	1.43	3.86
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	10.71% (3)	7.14% (2)	17.86% (5)	14.29% (4)	50% (14)	28	0	1.38	3.86
<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	3.57% (1)	7.14% (2)	60.71% (17)	17.86% (5)	10.71% (3)	28	0	0.87	3.25
Difficulty of subject matter	3.57% (1)	10.71% (3)	67.86% (19)	14.29% (4)	3.57% (1)	28	0	0.73	3.04
<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)	3.57% (1)	39.29% (11)	32.14% (9)	25% (7)	28	0	0.86	3.79
I really wanted to take this course regardless of who taught it.	7.14% (2)	7.14% (2)	53.57% (15)	21.43% (6)	10.71% (3)	28	0	0.98	3.21
When this course began I believed I could master its content.	3.57% (1)	7.14% (2)	50% (14)	21.43% (6)	17.86% (5)	28	0	0.98	3.43
My background prepared me well for this course's requirements.	0% (0)	14.29% (4)	42.86% (12)	25% (7)	17.86% (5)	28	0	0.94	3.46
Overall, I rate this instructor an excellent teacher.	0% (0)	3.57% (1)	17.86% (5)	7.14% (2)	71.43% (20)	28	0	0.91	4.46
Overall, I rate this course as excellent.	0% (0)	10.71% (3)	14.29% (4)	10.71% (3)	64.29% (18)	28	0	1.06	4.29

Qualitative

Comments -

- Dr. Earls is a queen and nothing will change my mind.
- Outstanding professor. She understands that we have other classes besides hers and give the perfect amount of homework because of this. This class could of been torture for the time period we have to cover but Dr. Earls made it fun to learn about. She also understands that we need a break once and while and gives less work when our work for the week isn't up to par. I would recommend to anyone wanted to take her class and a history credit.
- Dr. Earls is an exceptional teacher. She is personable, fun, concise, all around amazing. I'm looking forward to taking more classes that she teaches in the future.
- As someone who struggles with retaining and staying motivated with this subject, Dr. Earls has by far been the absolute best history professor I have come in contact with. Heavily revolving around group projects (although I wish a balance of labor was put in place for those with sub-par group members) has been a unique and exciting alternative to many other teaching styles.
- NA
- Thank you so much for this class, and I'm sorry for the absolutely bullshit you have to deal with! You are a fantastic teacher and person and I am so glad I finally got to take a class with you (and I hope to take more eventually). Have a good summer and give Curie some pets from me.
- Great Professor and interesting content!
- im going to miss having you!! good job!!
- Thank you for the class and for making each day enjoyable when I came to learn the content. Your personality was fantastic in this course and you really connected with us as students. Appreciate everything@!
- Dr. Earls is extremely passionate about history and she influenced students to share that passion. She often talked about the interesting parts of history and how everything impacts our current world. She is a great, encouraging professor.
- I didn't think that I would do very well in this course, and history comes as a harder subject for me. Throughout the course, you made me ENJOY coming to class and listening to the history that you lectured on, as I also learned some things I did not know before. You made class interesting for me, and I liked your setup.
- I had trouble keeping up with the class. She has a very "teach yourself" approach with this class and taught primarily with outside podcasts and readings that I felt had very little to do with eachother.
- Dr. Earls is really fun and passionate about history!