

Course Name: Economics-425-001 - Spring 2023

## Mandatory Questions

**The overall quality of the course was:**

	Count	Str. Disagree	Disagree	Neutral	Agree	Str. Agree	Mean	Median*	Std Dev
Course content was related to graded assignments.	27	0	0	0	3	24	4.89	4.94	0.32
Course content was thought-provoking.	27	0	2	0	4	21	4.63	4.86	0.84
The course materials were useful to course objectives.	26	0	0	1	2	23	4.85	4.93	0.46

**Overall my learning in the course was:**

	Count	Very Poor	Poor	Avg or Fair	Good	Excellent	Mean	Median*	Std Dev
I would rate my learning in this course as	27	0	2	2	7	16	4.37	4.66	0.93

**The instructors overall teaching effectiveness was:**

	Count	Str. Disagree	Disagree	Neutral	Agree	Str. Agree	Mean	Median	Std Dev
The instructor fostered a positive learning environment.	27	0	0	0	0	27	5.00	5.00	0.00
The instructor was well organized.	27	0	0	0	2	25	4.93	4.96	0.27
The instructor provided helpful feedback.	27	0	0	1	2	24	4.85	4.94	0.46

\* For an explanation of the *interpolated median*, please see [http://spu.edu/depts/insdev/interpolated\\_median\\_explanation.pdf](http://spu.edu/depts/insdev/interpolated_median_explanation.pdf)

## General Comments

### What recommendations do you have for changes? Introductory Econometrics

Comments
Justin is honestly a great guy! Loved his class.
more coding on the exams
N/A
I just wish that the final exam is not cumulative. Why test concepts twice? Other than that Pr. Justin is the best and provide helpful feedback in and out of class.
End of term project should have had checkpoints throughout semester or at least work days in class throughout the semester and not just one before its due.
Relate coursework in R better to problem sets.
I would recommend that the in-class labs be spaced out a little better. There were a lot of labs at the beginning of class and not a lot at the end. Because of this, the content in the middle of the semester was more difficult to grasp, as we did not have as much of an opportunity to test out what we learned. Also, there should be at least one in-class lab where we practice using our own data, as this would be very helpful for the final project in the future.
I have no changes I believe should be made
Having parts of exams be done on R-studio.
do not have any recommendations for this class. I think it is well taught.
No changes recommended.
No recommendations
N/A. The class was run well and the instructor has a special talent for teaching.
I have no recommendations for changes for this class.
No changes
none he was great.
Only recommendation is for the research project, maybe explain a little more.
n/a

## What helped you learn in this course? Introductory Econometrics

Comments
Problem sets and class notes.
The PowerPoint summarizes very well what we have to learn, and the study guides are helpful. The professor always explains everything clearly.
The professor did a great job of helping me and the class complete assignments when we were stuck.
The problem sets and in class labs
The problem sets and the class notes were the most helpful things that helped me test and prepare my understanding of the material.
The in class labs were very helpful.
The notes were alright.
I really enjoyed the final project. It was my first time doing actual economic research, where I gather data, analyze it, and present my findings. I will likely be doing a lot of economic research in the future, so I am really happy that I got to try it as an undergrad and see for myself whether or not I would enjoy the research aspect of economics. I also really like how you provide examples of nearly everything you teach. Econometrics is a difficult class, so relating what we learn to the real world often helps to better understand the content.
The class discussions, in-class labs and assignments
Coding within economics. Looking deeper into the math behind Econ.
Giving all the notes online and providing a detailed review for exams.
I found the in-class labs and problem sets really helpful.
The in class labs were very useful and going back to look at them for other assignments was great teaching was well done and organized. the problem sets and the way he taught was very helpful.
Working together as a class on in class labs helped my understanding of the course.
The class was very engaging in class discussions and professor Heflin was always very helpful when I needed extra help
In class labs
Working with RStudio. I particularly liked the In-class Labs and Problem Sets. I think that these provided the best learning opportunity.
Justin Heflin as course instructor was excellent as an instructor and helped me learn.
The professor was my best tool.
The notes online and the practice labs. it was much more helpful than the last time I took econ 425.
I had been warned that this class was very dreadful and miserable, but I actually enjoyed coming to class everyday. Professor Heflin's constant positivity and eagerness to help students understand the difficult content was very helpful. Using Rstudio was nerve racking but he helped introduce and learn to use it very good and I feel more confident than I did before. Great teacher and learned a lot.
learning together in class
Class notes

# Instructor Supplementary Analysis and Graphs - Spring 2023 for Economics-425-001 (Justin Heflin)

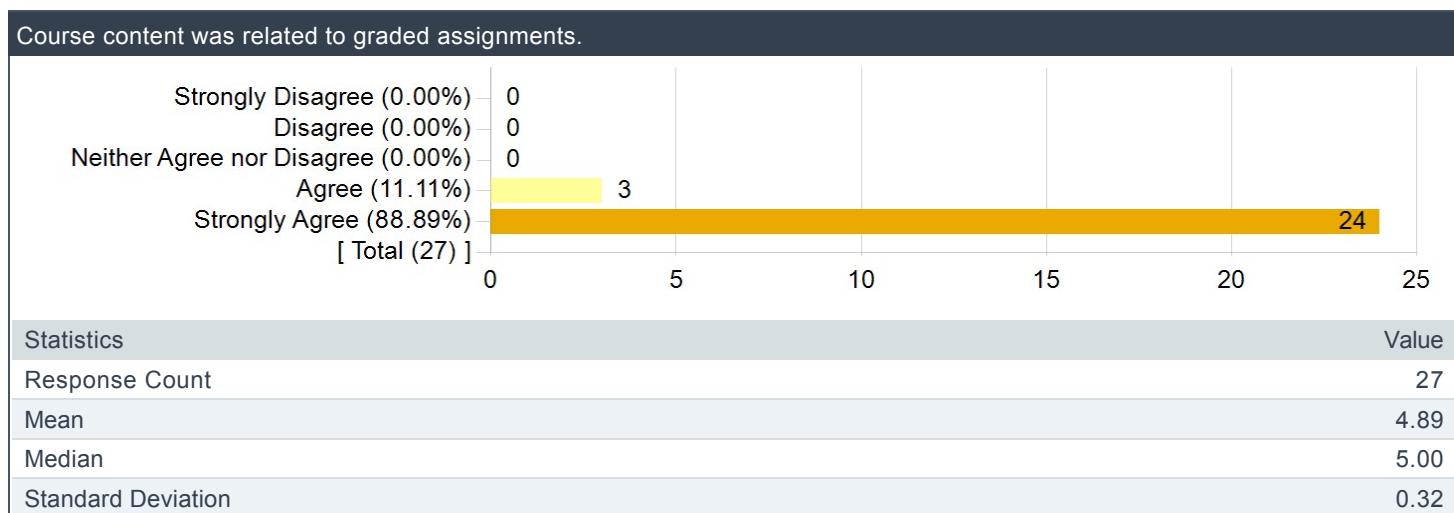
Project Title: **Student Evaluation of Instruction - Spring 2023**

Courses Audience: **34**  
Responses Received: **27**  
Response Ratio: **79.41%**

## Mandatory Questions for: Economics-425-001

### Overall quality of the course

Course content was related to graded assignments.



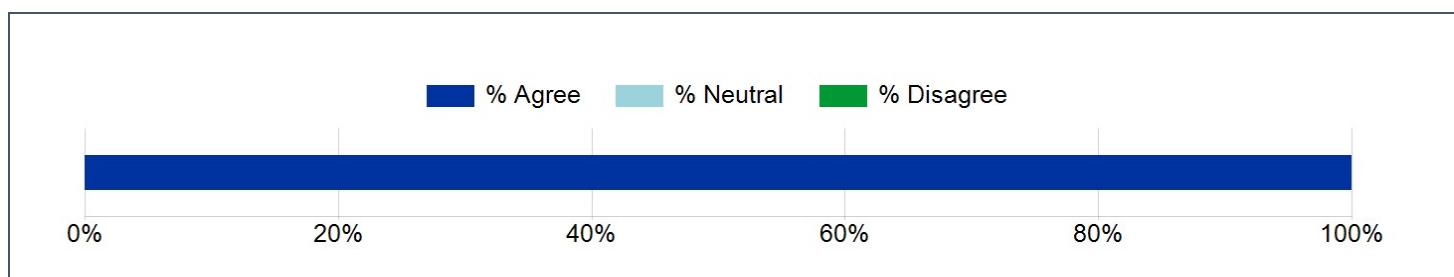
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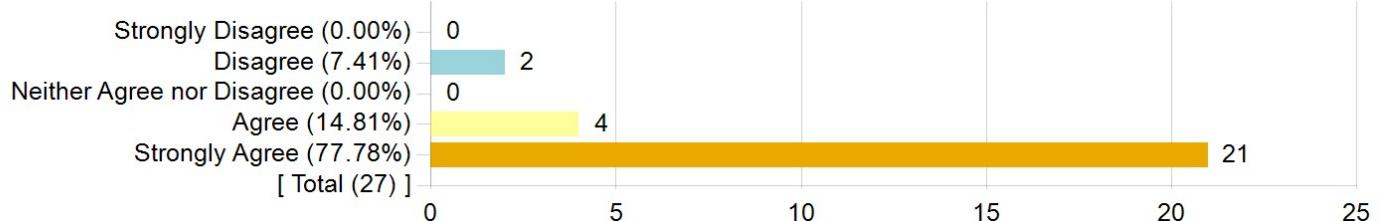
#### Aggregate Responses

In the following aggregate chart, "Strongly Agree" and "Agree" have been grouped together as "% Agree," while "Disagree" and "Strongly Disagree" have been grouped together as "% Disagree."



**Course content was thought-provoking.**

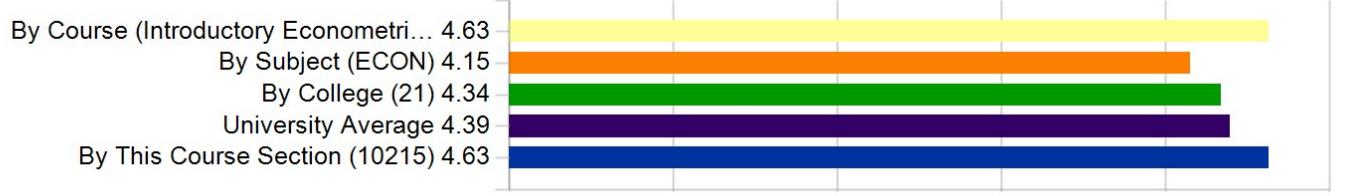
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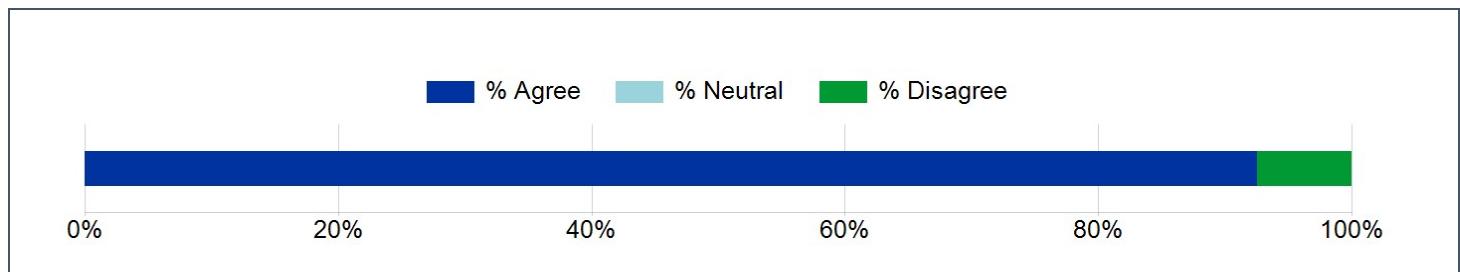
Statistics	Value
Response Count	27
Mean	4.63
Median	5.00
Standard Deviation	0.84

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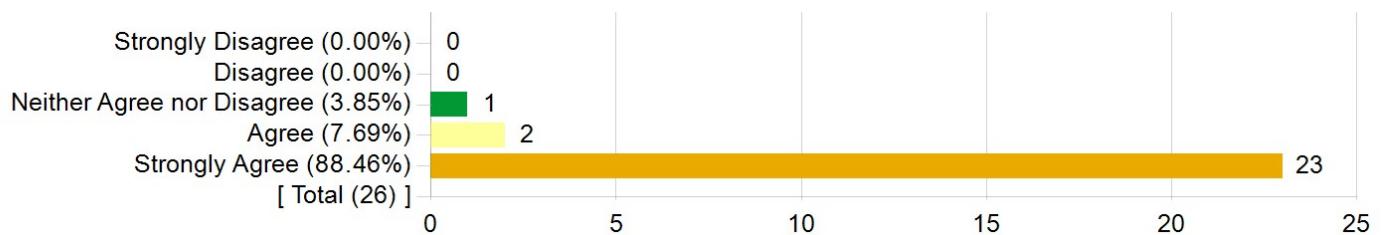
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In the following aggregate chart, "Strongly Agree" and "Agree" have been grouped together as "% Agree," while "Disagree" and "Strongly Disagree" have been grouped together as "% Disagree."



**The course materials were useful to course objectives.**

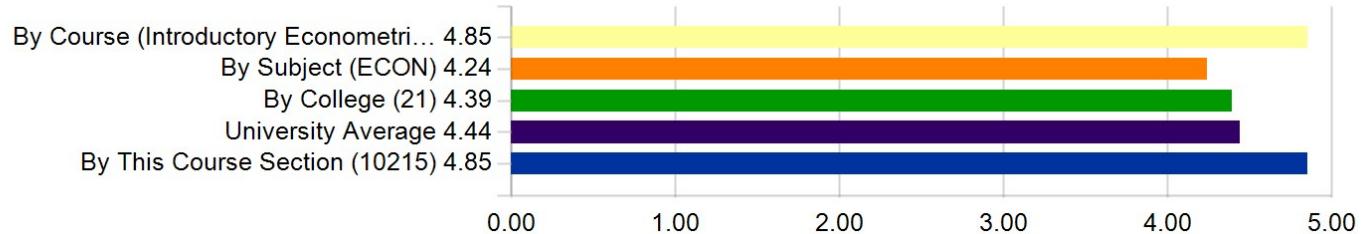
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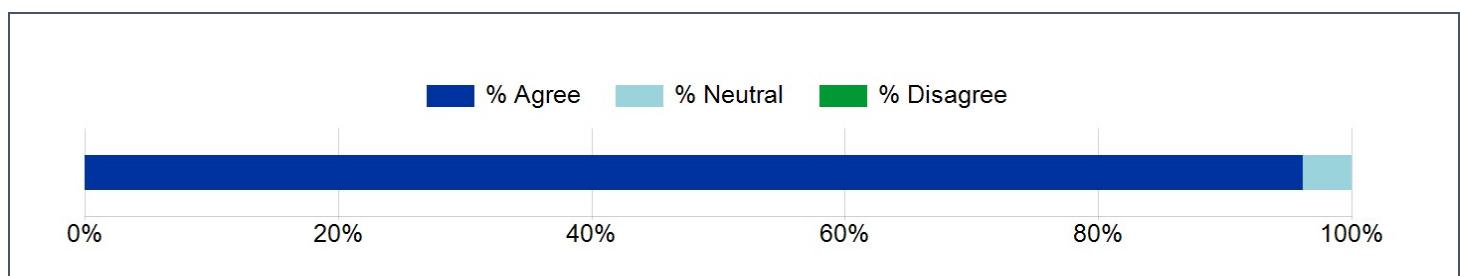
Statistics	Value
Response Count	26
Mean	4.85
Median	5.00
Standard Deviation	0.46

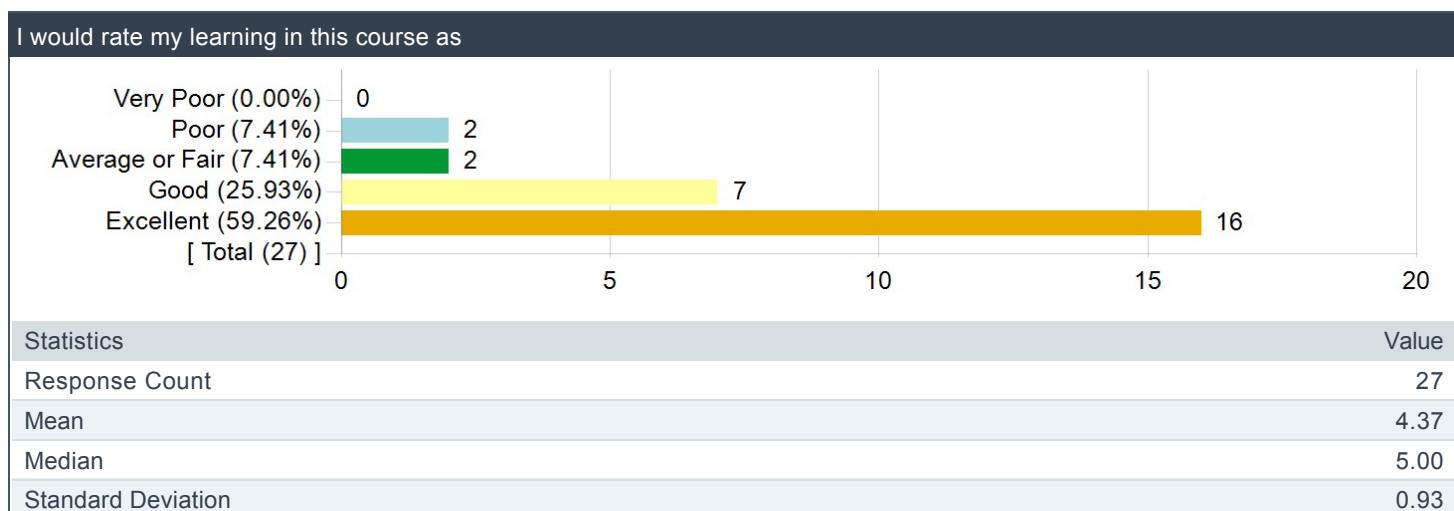
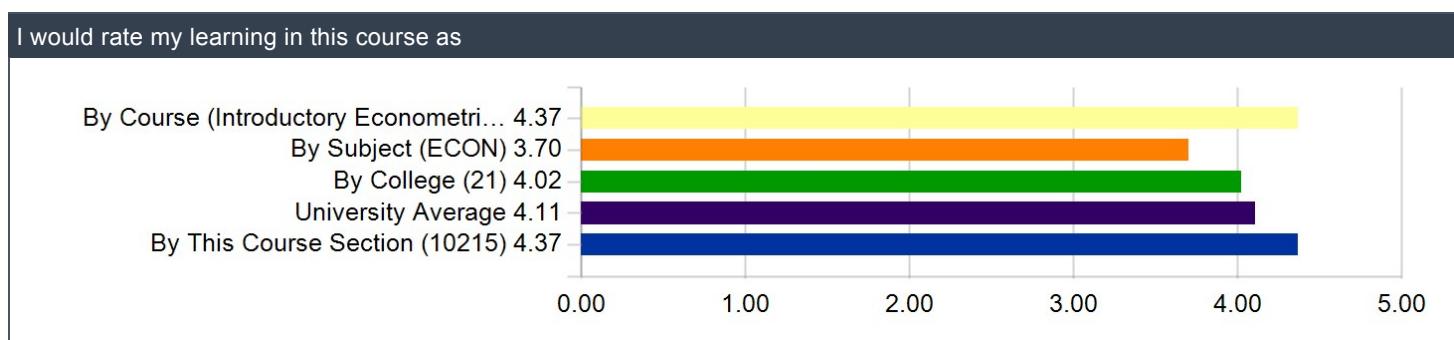
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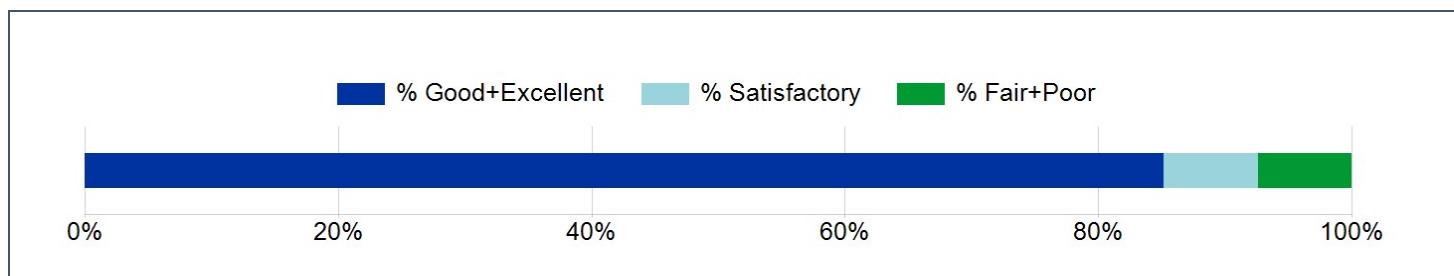
**The course materials were useful to course objectives.**Aggregate Responses

In the following aggregate chart, "Strongly Agree" and "Agree" have been grouped together as "% Agree," while "Disagree" and "Strongly Disagree" have been grouped together as "% Disagree."



**Overall my learning in the course was:****Overall my learning in the course was:****Overall my learning in the course was:**Aggregate Responses

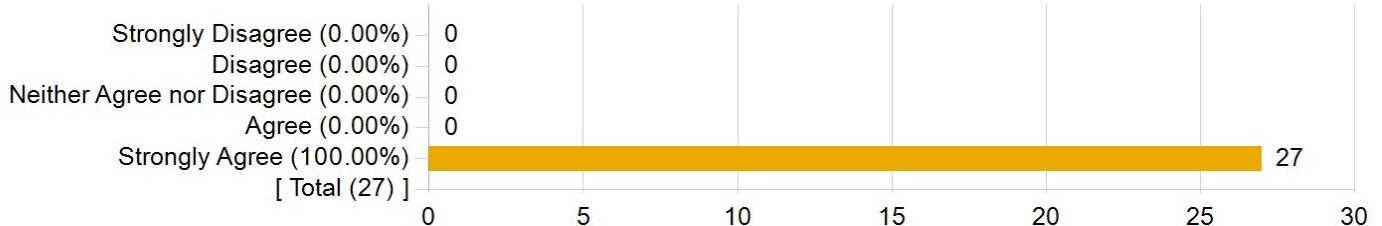
In the following aggregate chart, "Excellent" and "Good" have been grouped together as "% Good+Excellent," while "Fair" and "Poor" have been grouped together as "% Fair+Poor."



## Instructor's Overall Teaching Effectiveness

The instructor fostered a positive learning environment.

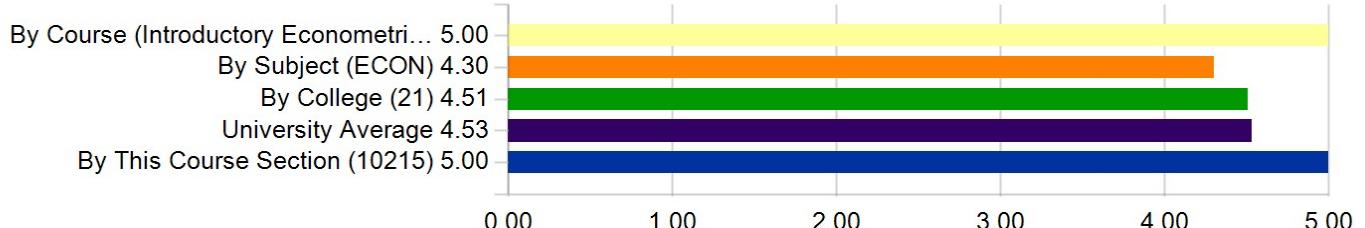
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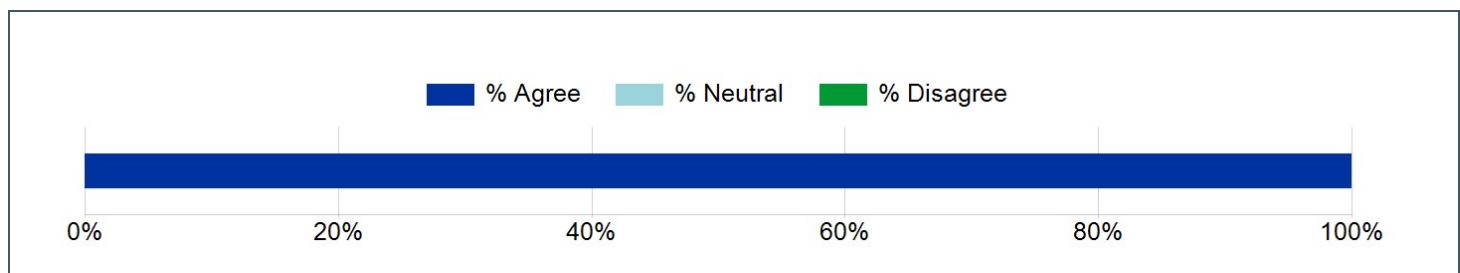
Statistics	Value
Response Count	27
Mean	5.00
Median	5.00
Standard Deviation	0.00

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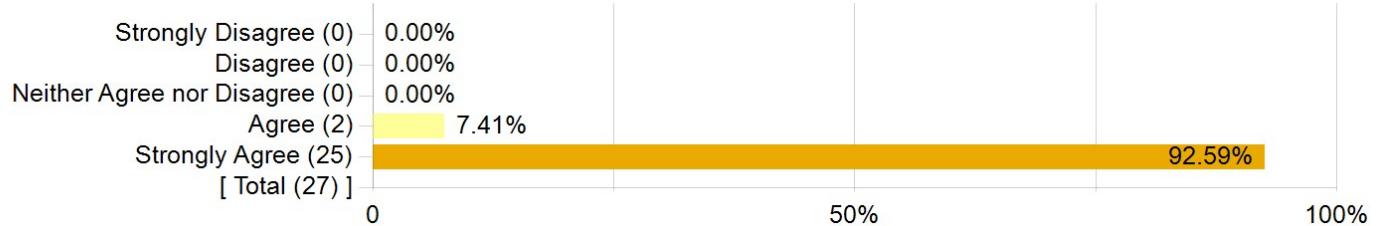


The instructor fostered a positive learning environment.



**The instructor was well organized.**

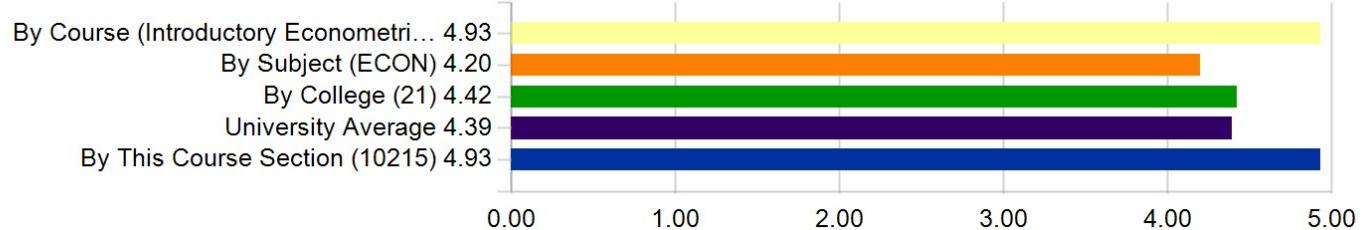
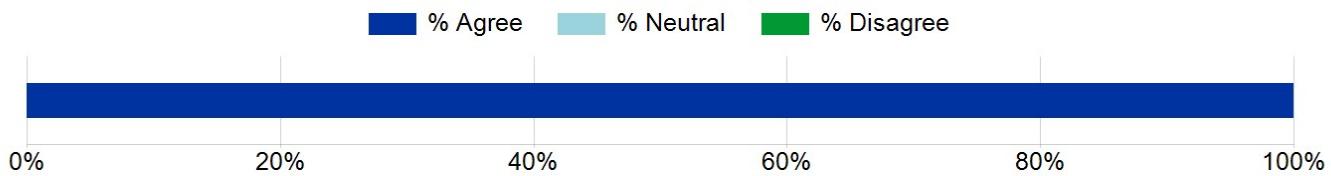
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Statistics	Value
Response Count	27
Mean	4.93
Median	5.00
Standard Deviation	0.27

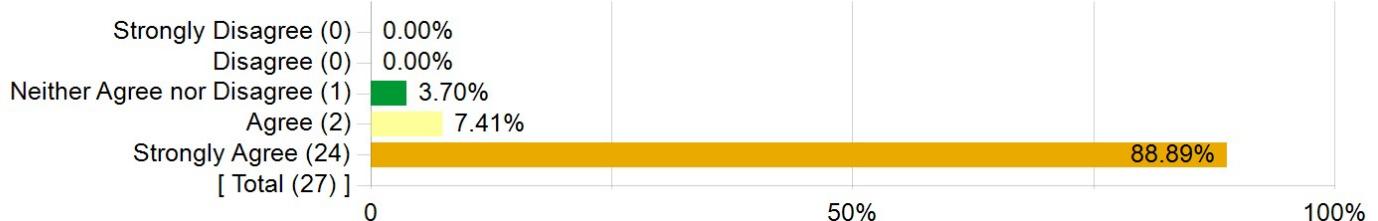
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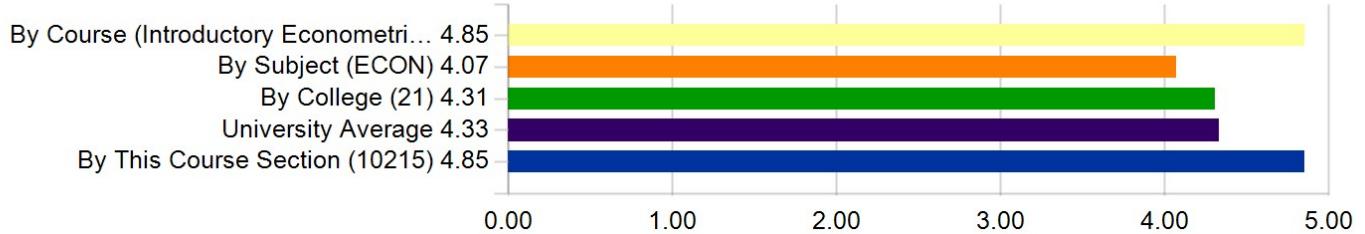
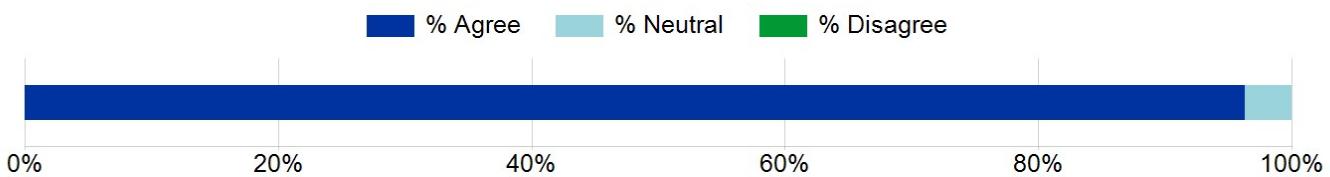
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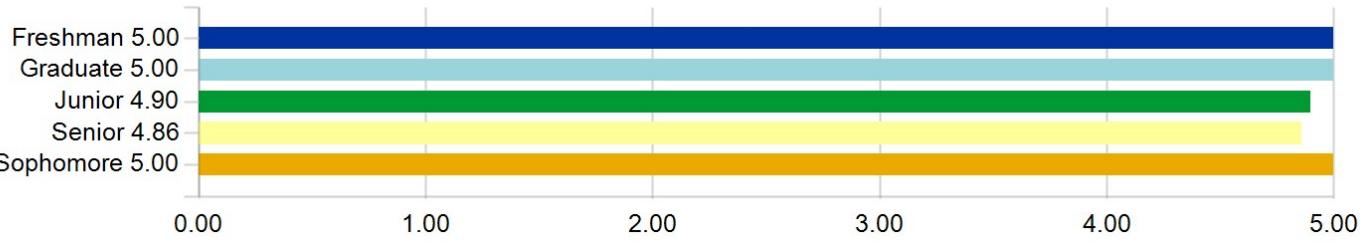
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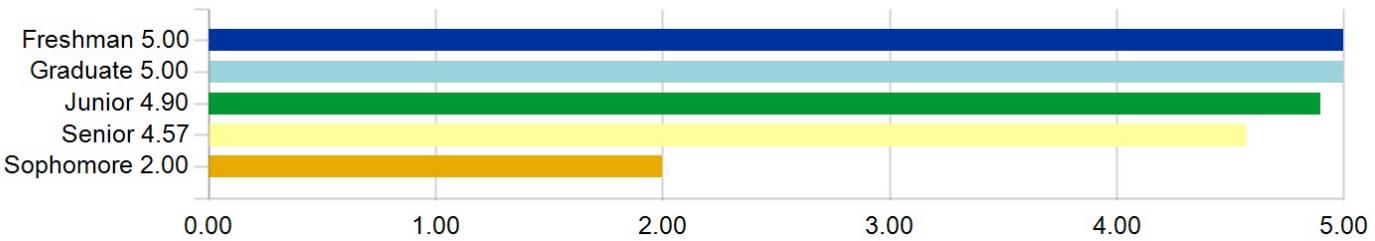
## Cross-tabulation with Class Standing

The overall quality of the course was: Introductory Econometrics

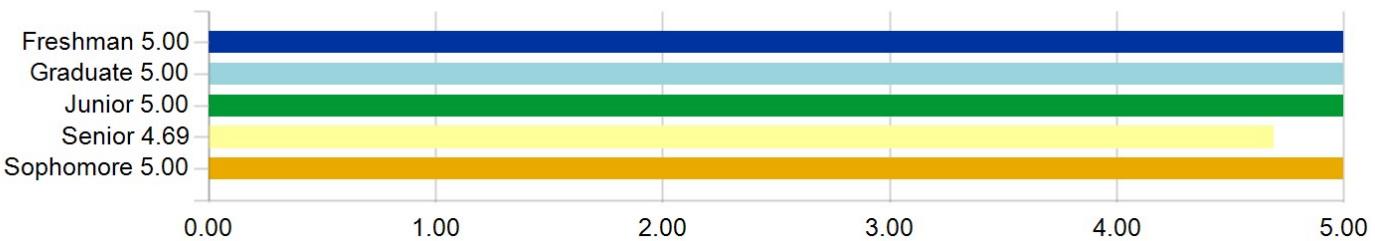
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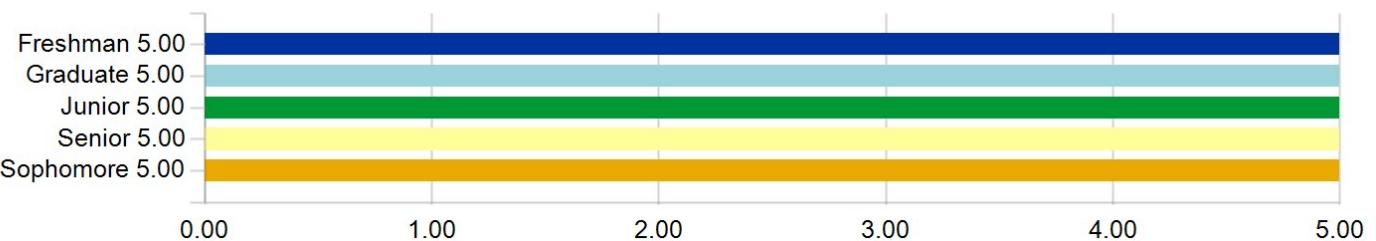


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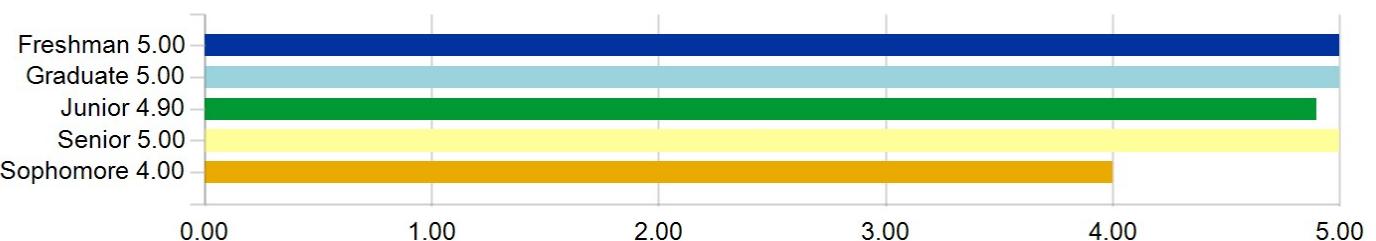


### The instructor's overall teaching effectiveness was: Justin Heflin

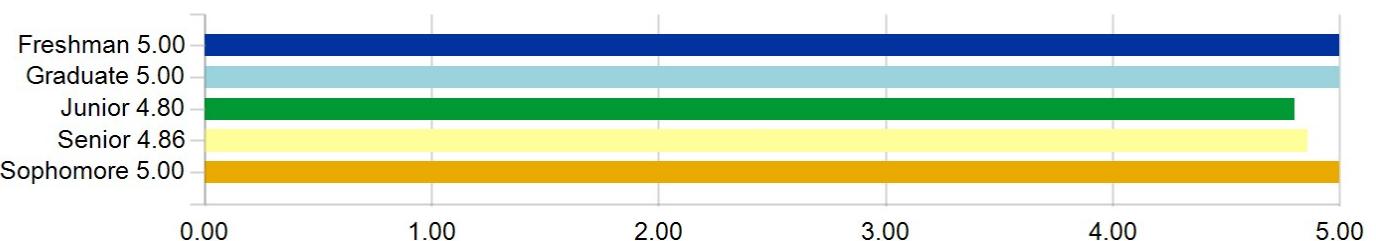
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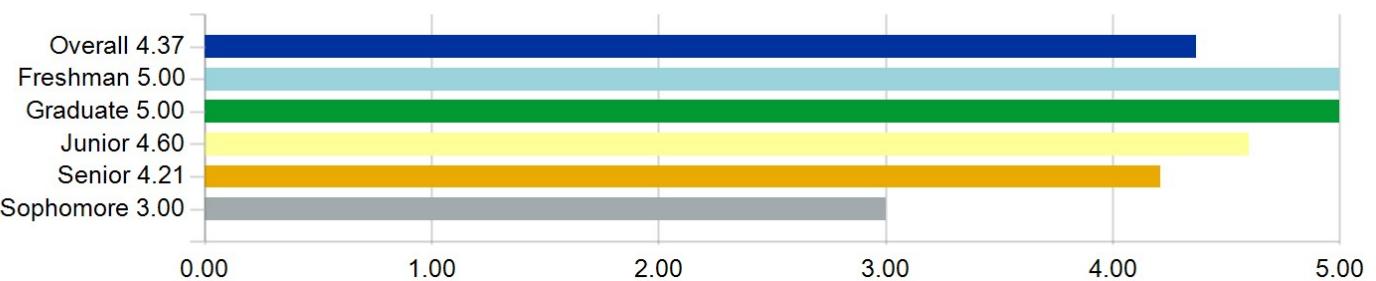


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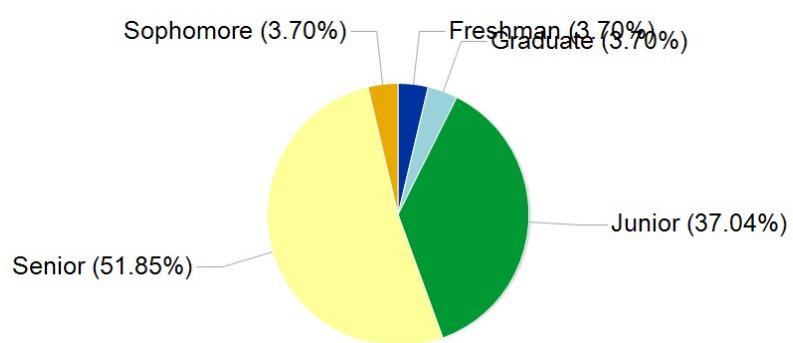


### Overall my learning in the course was:

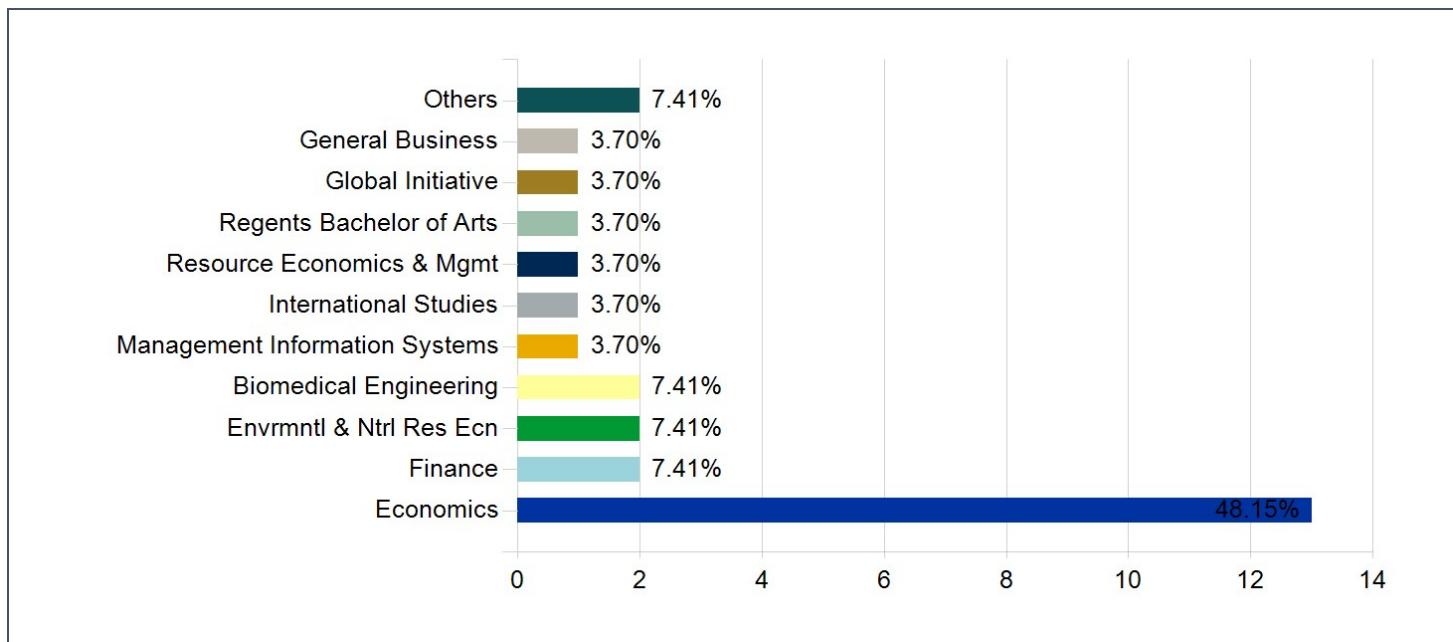
I would rate my learning in this course as



### Class Standing



## Major



Course Name: Economics-200-001 - Fall 2022

## Mandatory Questions

**The overall quality of the course was:**

	Count	Str.	Disagree	Disagree	Neutral	Agree	Str.	Mean	Median*	Std Dev
Course content was related to graded assignments.	82		1	0	0	16	65	4.76	4.87	0.58
Course content was thought-provoking.	83		2	0	4	20	57	4.57	4.77	0.80
The course materials were useful to course objectives.	81		2	0	1	19	59	4.64	4.81	0.75

**Overall my learning in the course was:**

	Count	Very Poor	Poor	Avg or Fair	Good	Excellent	Mean	Median*	Std Dev
I would rate my learning in this course as	83	0	0	16	30	37	4.25	4.35	0.76

**The instructors overall teaching effectiveness was:**

	Count	Str.	Disagree	Disagree	Neutral	Agree	Str.	Mean	Median	Std Dev
The instructor fostered a positive learning environment.	81		1	0	0	12	68	4.80	4.90	0.56
The instructor was well organized.	81		1	0	1	19	60	4.69	4.83	0.63
The instructor provided helpful feedback.	82		1	1	7	17	56	4.54	4.77	0.80

\* For an explanation of the *interpolated median*, please see [http://spu.edu/depts/insdev/interpolated\\_median\\_explanation.pdf](http://spu.edu/depts/insdev/interpolated_median_explanation.pdf)

## General Comments

**What recommendations do you have for changes? Survey of Economics**

Comments
I think my biggest pet peeve about the class is how much the exams weighed on the class.
N/A
No changes
None
I have no recommendations.
More in-class demonstrations
None
No changes
N/A
Packbacks are a waste of time, in my opinion, but other than that, I cannot think of any changes.
I would say to keep the class relatively similar, as this was a great class
No changes, everything was good. Only thing was that I missed an exam because I was ill and wish the class offered makeup exams.
None
More alerts for when the quizzes are due since they are so many.
N/A

Comments
None
I just wish I didn't have to take this class at 8:30 in the morning.
I have no recommendations for changes, I thought the course was great and I really enjoyed taking it this semester.
I don't know if this can be changed but the class being held at 8:30 in the morning made this class very hard to get to for me. When I attended class I felt like I learned stuff and the overall way Justin teaches is very helpful and positive.
I have no changes or recommendations
I recommend that the teachers finds a better way to review chapter information before exams other than jeopardy. I didn't find the jeopardy helpful I also think it would be helpful if the professor gave examples of what types of questions will be on the exam as the questions on the exam I find much different than any question I've seen in class or on the notes.
I have no recommendations for changes in the class.
Better notes
no change
I do not have any recommendations.
N/A
I didn't like the name game thing and it made me not want to go to class because I have social anxiety
None
The only thing I didn't like about the class was the fact that it was an 8:30 AM class. I am not much of an early bird.
nothing
I have no recommendations for changes.
none
Maybe more things oriented the same on the fest
Uhhhh, a smaller room would make more sense I think :) i would have been more comfortable
Give more people in the back some love in The Name Game
No changes
I thought the course was very engaging. There isn't much I would change regarding this.
N/A
The chapter quizzes are often harder than the tests, and many times I have failed a quiz and then gotten an A on the big exam. That may just be a reflection of me but it is confusing nonetheless
I do not have any recommendations; I really enjoyed the layout of this class.
NA
I would say add more bonus point opportunities. And with our quizzes, have a more detailed explanation.
I would cancel the pack backs
N/A
N/A
Do more example problems in class.
less online work
keep doing what you're doing
No recommendations. Had a great time!
Shorter tests
Nothing
None
No recommendations for changes.
I do not have an recommendations for changes I like how everything is laid out in this class.
Calling on names can be a little nerve-racking but I understand it.
I think it was a great class and I truly have no changed. I loved how everything was set up and this was probably my favorite class.
I would recommend to have more ways of learning for the class. Having the book we were assigned at the beginning of this semester wasn't the most helpful, so some kind of text would be great, especially if someone never has taken economics and has zero clue of what it is.

Comments
No changes I can think of
I spent a lot of time studying for this class's exams however I feel that my performance did not reflect that. My other grades throughout this class seemed to really represent my overall performance and hard work. I spent a lot of time on the study guide yet still did not feel as prepared so if I had to make any changes it would be for the study guides to be more in-depth like the exams were.
Make the quizzes worth more points.
I enjoyed the full set up of this class. I don't have any criticisms.
The course is set up very well, no changes need to be made.
Not that many changes I would recommend due to the class helping me learn a lot
None keep up the good work.
none. he made class very fun
n/a
NA

## What helped you learn in this course? Survey of Economics

Comments
Heflin sat down with me when I was struggling with class the most. He was one of my biggest cheerleaders throughout this semester because he wanted to see me do so well. Without him, I think I would have failed Economics 200.
N/A
Notes posted on ECAMPUS for review
Great guy, a great teacher. Help really break down economics.
Professor Heflin helped simplify the confusing aspect of economics. He was really great at using examples and translating it to everyone's personal life.
The in-class demonstrations helped me understand the concepts
Having a teacher that was very relatable to and used everyday examples for scenarios in class
Everything that professor Heflin provided.
His real life analogies that applied to the concepts learned in class. Willingness to keep students participated.
Our professor was very organized and concise with his notes.
What helped me learn was the in-class examples. In the beginning of the semester, prof. Heflin said that attendance was not mandatory, however a lot of the questions on the exams would be based off of in-class examples. Another thing that helped me learn was posting the notes on E-campus. After every class, the notes are posted online to allow you to study, or to take notes if you missed a class.
I liked how he would actively engage the class by calling on people to answer questions. It kept me paying close attention, especially since it was an 8:30 am class. I liked how we had full access to the notes, as well, in case we missed notes in class or didn't have enough time to write them all down.
The instructor did a good job of involving the class in discussion.
Teaching style
Study guides that were provided
I would say Professor Heflin did a good job teaching us and helped us retain information because he related more to his students and knew how to teach to us.
being able to access the class notes on ecampus
The class Notes
Lectures, homework, notes
The interesting class conversation.
The lectures were really interesting and thought-provoking. It didn't seem like a traditional lecture, where a professor just stands there and reads off a screen. Our lectures were more of a discussion, which really helped me learn more.
The review classes and resources
He did a good job with engagement, especially with the large amount of people in that class.
The Jeopardy reviews helped me the most in this class.

Comments
The teacher had great lectures and examples to relate to the real world. He also hand wrote his notes on the screen which made it easier to follow along and have better notes for myself.
The way the teacher displayed the lectures helped me to learn well as his notes were very good to look over at the lecture or future exams and quizzes.
The examples that the professor used to help understand how the topic that was being discussed worked. It allowed for better application of the topic that was being discussed.
Chegg
Class notes in class and in e-campus
I think the class notes were extremely helpful and very clear.
The jeopardy we would do before an exam.
He explained thoroughly.
The help by the professor for clearly explaining course content.
I liked how our Professor would post the notes to the class after the lecture which made it easier to pay attention in class without worrying about missing any important details.
It was a huge class but he still tried to learn everyone's name and bring them into the course. Paying attention and being apart of the class was great.
I struggle with financial terms and financial aspects in general, so the teaching style of giving analogies was very helpful.
weekly quizzes
Studying habits
Reading the module notes! I really want to say more but idk what else to say. Econ is not a passion of mine, but I was still able to learn about it despite failing to maintain that passion for the subject! I'd say that's pretty darn cool
Justin's teaching style and having access to the notes on eCampus
Reading the book
The Study Guides were a big help.
The class notes and PowerPoints for reference
The teaching style was very straightforward forward and the consistent schedule made it easy to remember when assignments were due
The quizzes every chapter helped me a lot in this course. I also enjoyed that he uploaded study guides and reviews for each exam.
Packback and how interactive/personal the professor was.
Attending class.
Definitely the professor but also all the materials that he presented
The study guides were very helpful.
The real world examples really helped put a perspective on what the topic was.
Justin was a great guy, he made the course super fun. He was super helpful and always encouraging. He wanted us to do well.
Study sessions before exams helped a lot
the engaging teaching style
The notes taken in class, and engaging teaching style.
The interactive classes
The notes being posted.
Showing to class and taking notes
I really liked how the professor engaged with the class. This helped me the most.
Everything we did in this course helped me to learn and this was my favorite course this semester. The jeopardy reviews were extremely helpful before exams.
The style of note-taking and how he went through the material was great.
I really liked my professor. He made a not so interesting topic very interesting. I feel like I truly learned a lot from the class.
Our class notes we do in our lectures as well as having a big open discussion in our lectures.
The instructor provided class notes on eCampus which was a great help. I also benefitted from the notes being directly related to exam questions, and the instructor's knowledge of the material to apply it to real world problems.
Having access to the notes at all times and many of the study guides were very helpful. I appreciated the hard work that was put into

Comments
making that all the information was neatly organized for each section.
The study guides before each exam provided accurate information for what was going to be on the exam.
The inclusion of class notes made in real time in class made this course simple to understand and follow.
Going to class and actively taking notes during lecture and including the real-life examples that help relate the material to something more tangible/realistic.
In class notes and organization of the notes along with packback assignments
Great notes.
going to class
I learned the difference between micro and macroeconomics. I learned about supply and demand, GDP and all the different types of employment.
I enjoyed how thorough the professor was with class notes. If there were any questions, they would be answered fully.

# Instructor Supplementary Analysis and Graphs - Fall 2022 for Economics-200-001 (Justin Heflin)

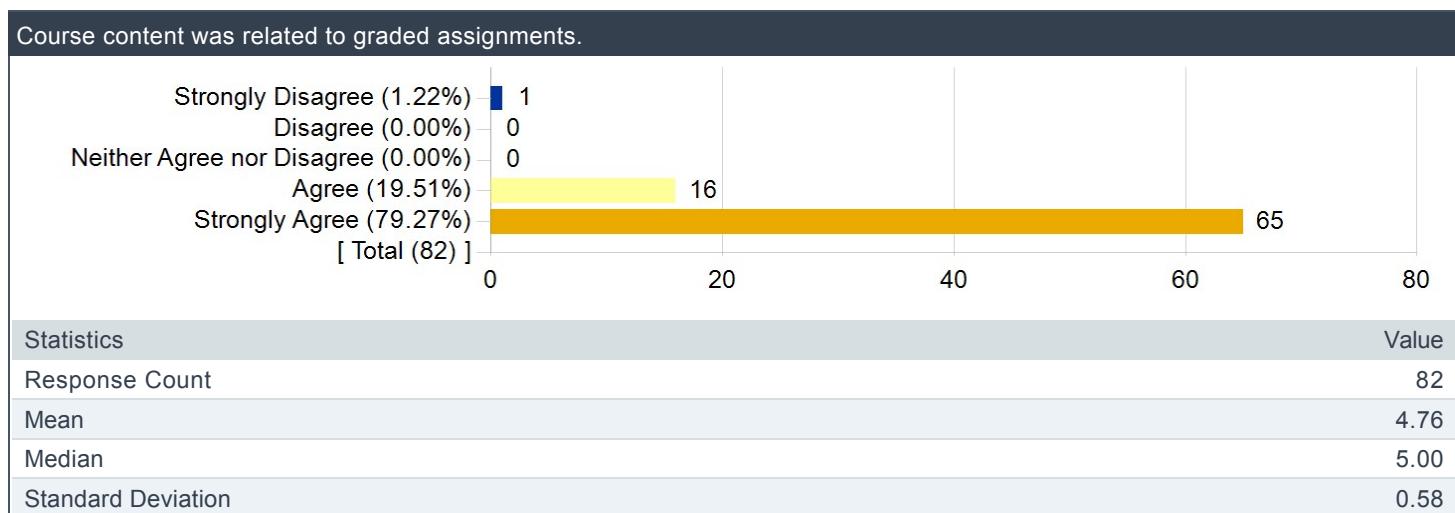
Project Title: **Student Evaluation of Instruction - Fall 2022**

Courses Audience: **100**  
Responses Received: **83**  
Response Ratio: **83.00%**

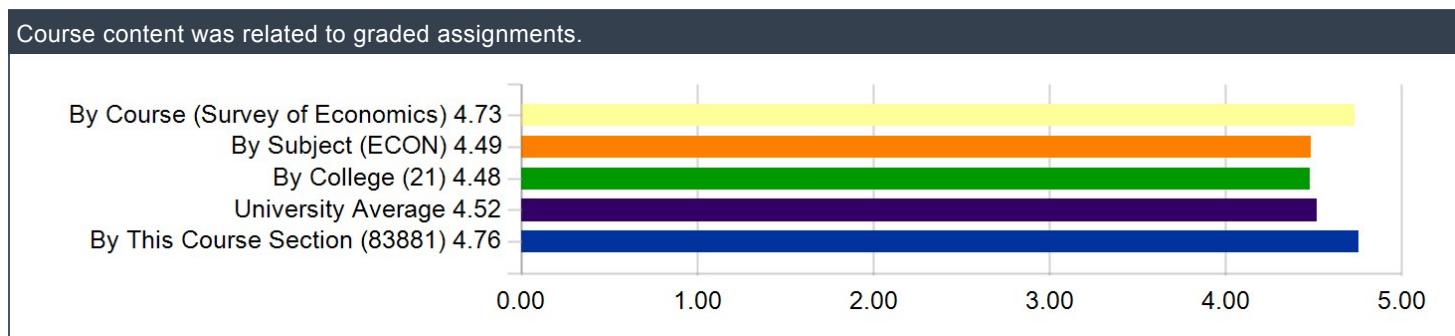
## Mandatory Questions for: Economics-200-001

### Overall quality of the course

Course content was related to graded assignments.



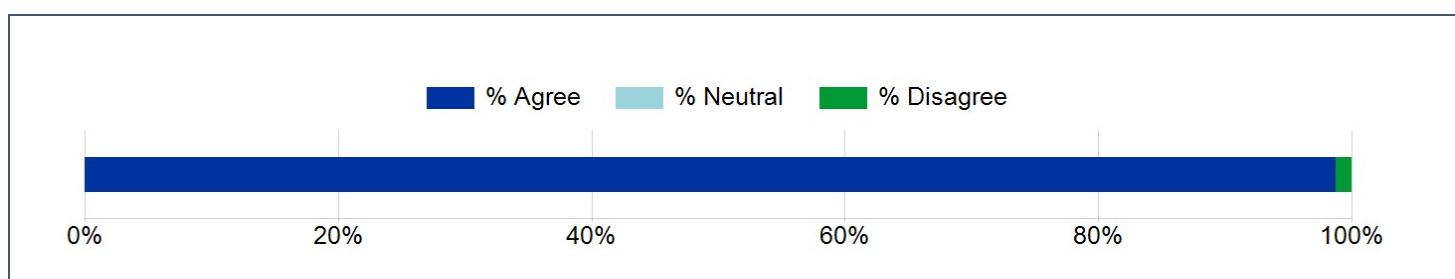
Course content was related to graded assignments.



Course content was related to graded assignments.

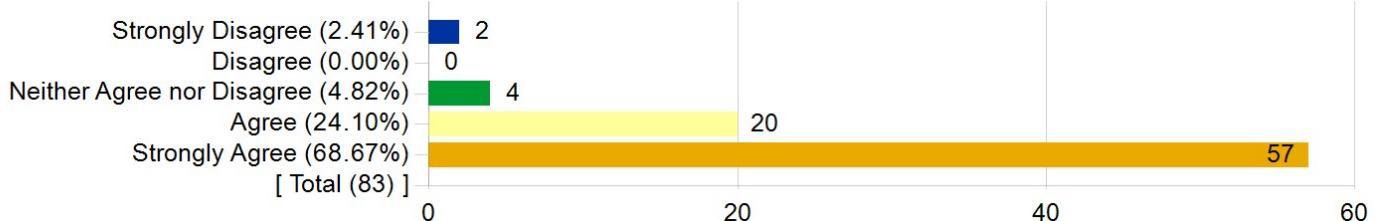
#### Aggregate Responses

In the following aggregate chart, "Strongly Agree" and "Agree" have been grouped together as "% Agree," while "Disagree" and "Strongly Disagree" have been grouped together as "% Disagree."



**Course content was thought-provoking.**

Course content was thought-provoking.



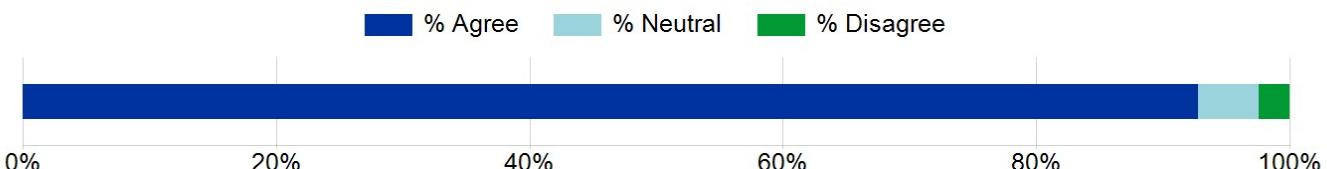
Statistics	Value
Response Count	83
Mean	4.57
Median	5.00
Standard Deviation	0.80

**Course content was thought-provoking.**

Course content was thought-provoking.

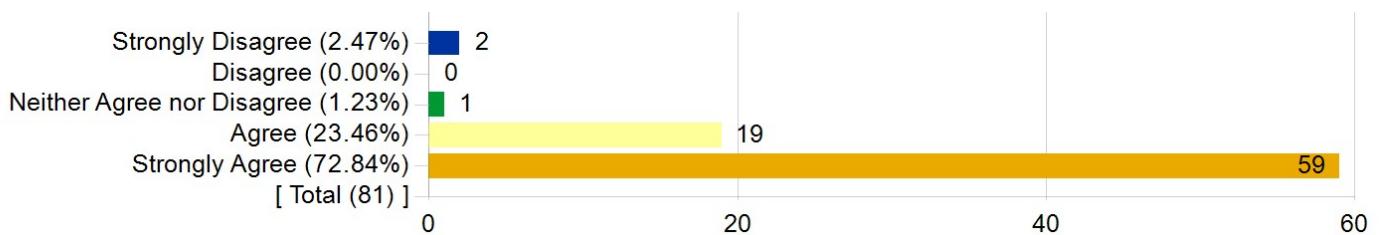
**Course content was thought-provoking.**Aggregate Responses

In the following aggregate chart, "Strongly Agree" and "Agree" have been grouped together as "% Agree," while "Disagree" and "Strongly Disagree" have been grouped together as "% Disagree."



**The course materials were useful to course objectives.**

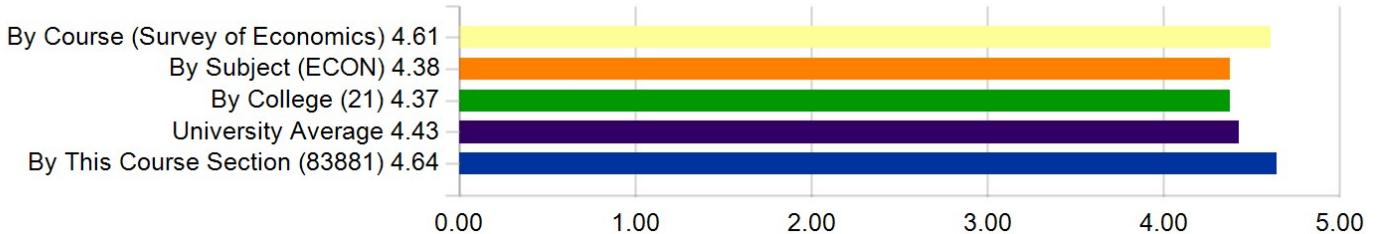
The course materials were useful to course objectives.



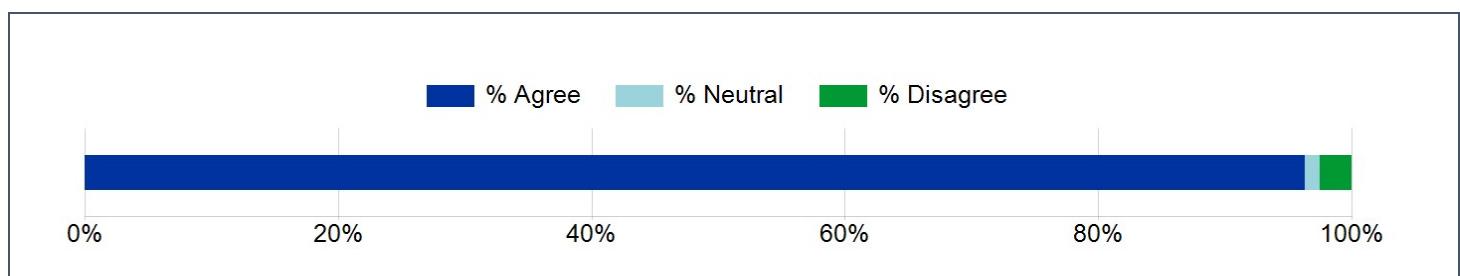
Statistics	Value
Response Count	81
Mean	4.64
Median	5.00
Standard Deviation	0.75

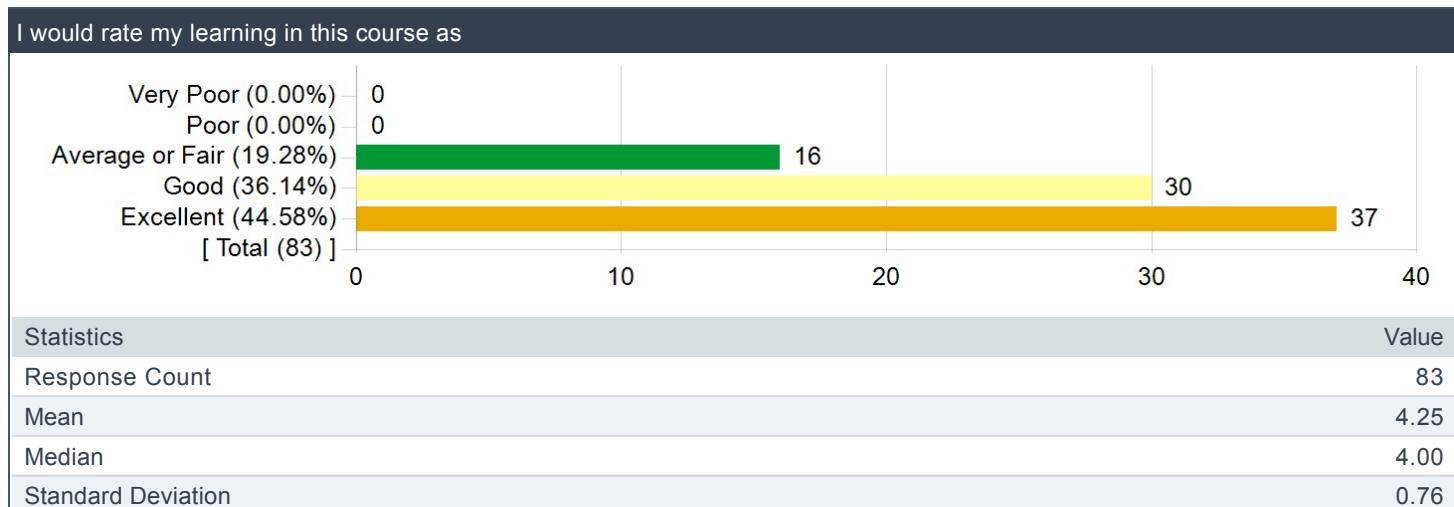
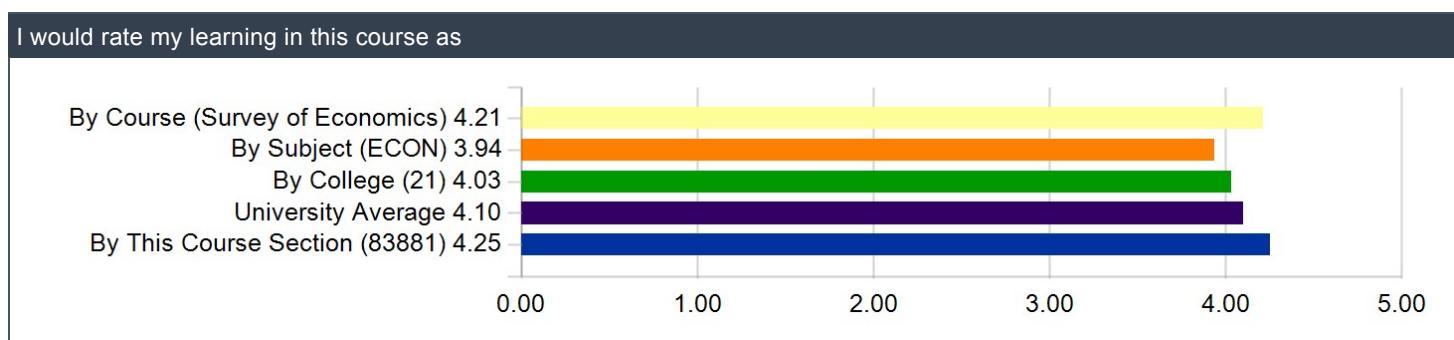
**The course materials were useful to course objectives.**

The course materials were useful to course objectives.

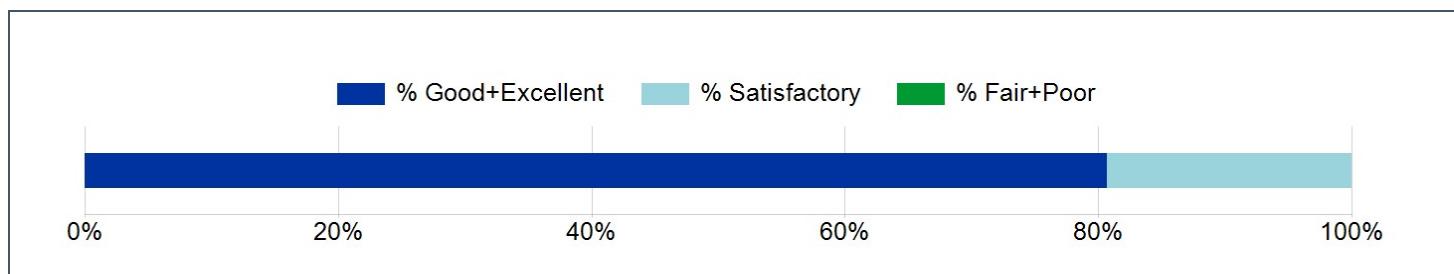
**The course materials were useful to course objectives.**Aggregate Responses

In the following aggregate chart, "Strongly Agree" and "Agree" have been grouped together as "% Agree," while "Disagree" and "Strongly Disagree" have been grouped together as "% Disagree."



**Overall my learning in the course was:****Overall my learning in the course was:****Overall my learning in the course was:**Aggregate Responses

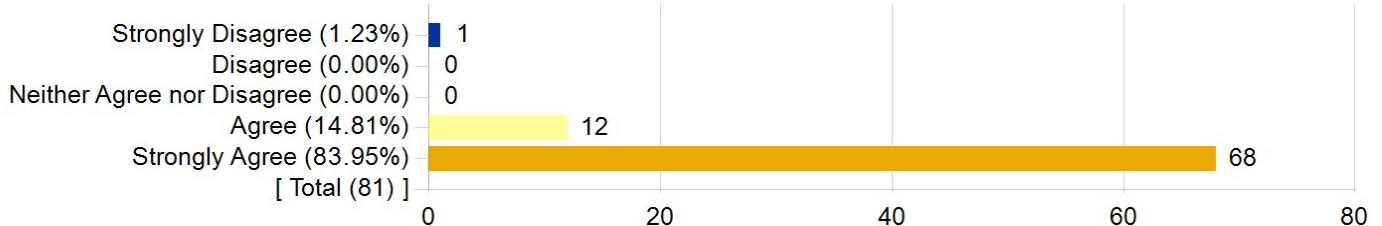
In the following aggregate chart, "Excellent" and "Good" have been grouped together as "% Good+Excellent," while "Fair" and "Poor" have been grouped together as "% Fair+Poor."



## Instructor's Overall Teaching Effectiveness

The instructor fostered a positive learning environment.

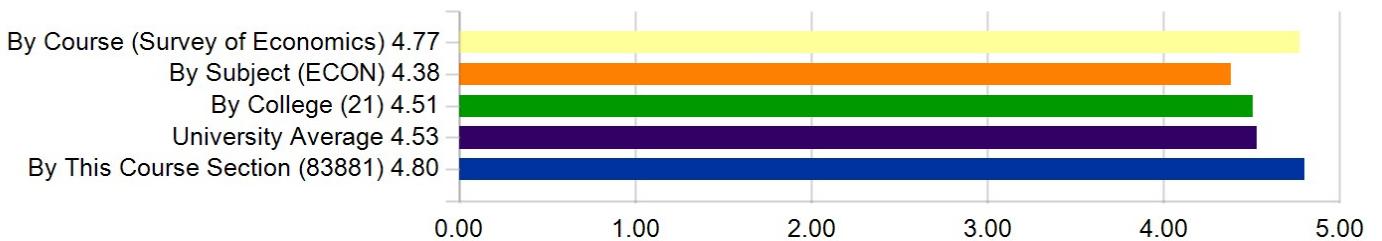
The instructor fostered a positive learning environment.



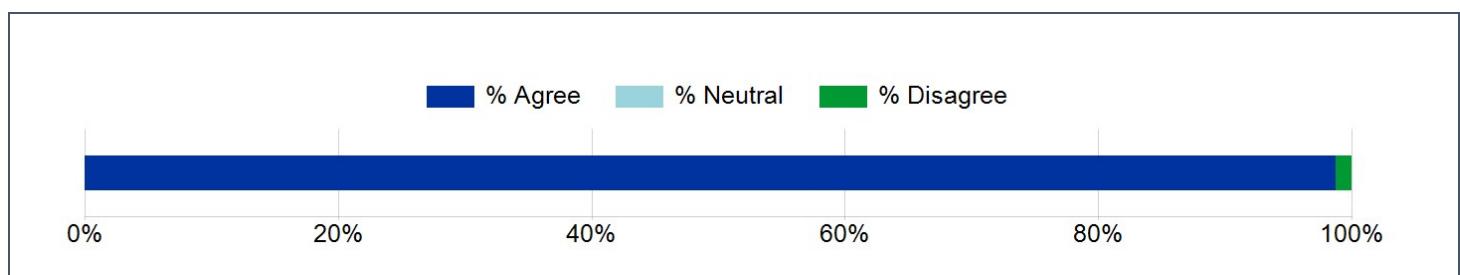
Statistics	Value
Response Count	81
Mean	4.80
Median	5.00
Standard Deviation	0.56

The instructor fostered a positive learning environment.

The instructor fostered a positive learning environment.

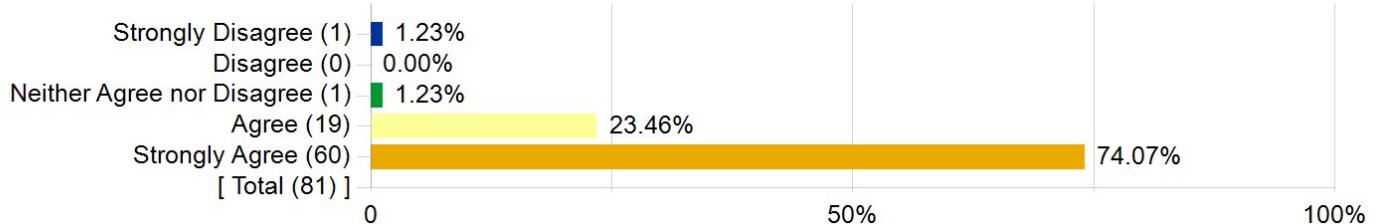


The instructor fostered a positive learning environment.



**The instructor was well organized.**

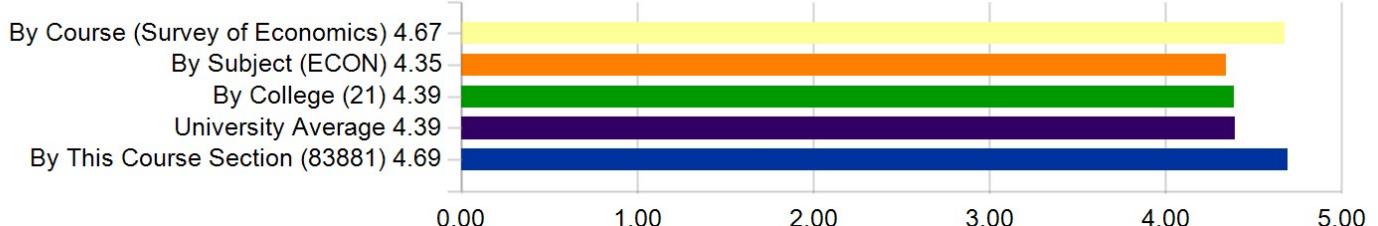
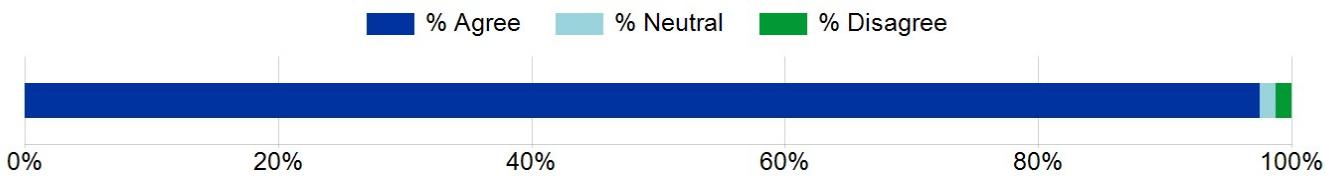
The instructor was well organized.



Statistics	Value
Response Count	81
Mean	4.69
Median	5.00
Standard Deviation	0.63

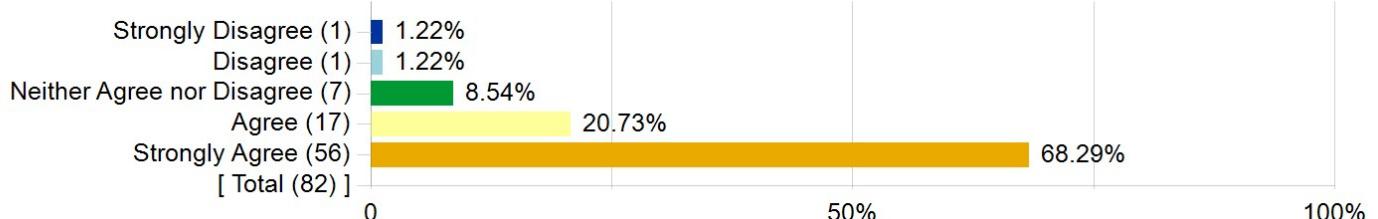
**The instructor was well organized.**

The instructor was well organized.

**The instructor was well organized.**

**The instructor provided helpful feedback.**

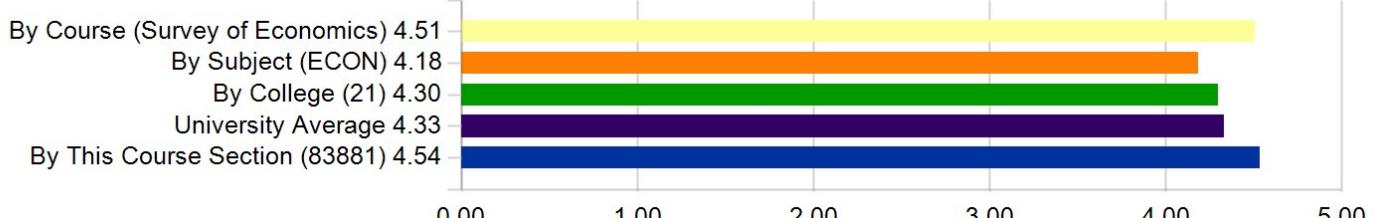
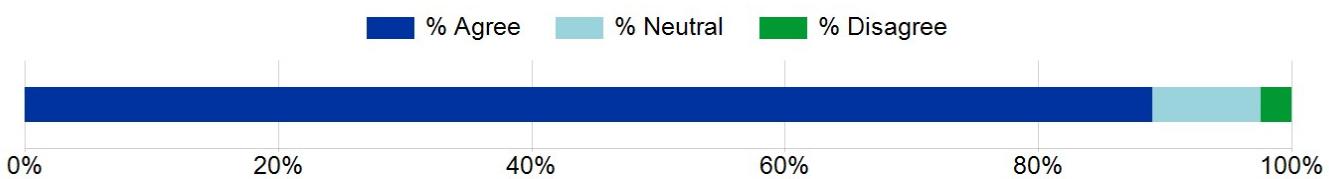
The instructor provided helpful feedback.



Statistics	Value
Response Count	82
Mean	4.54
Median	5.00
Standard Deviation	0.80

**The instructor provided helpful feedback.**

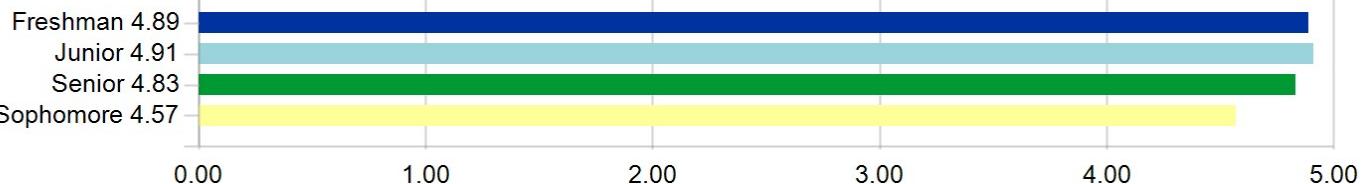
The instructor provided helpful feedback.

**The instructor provided helpful feedback.**

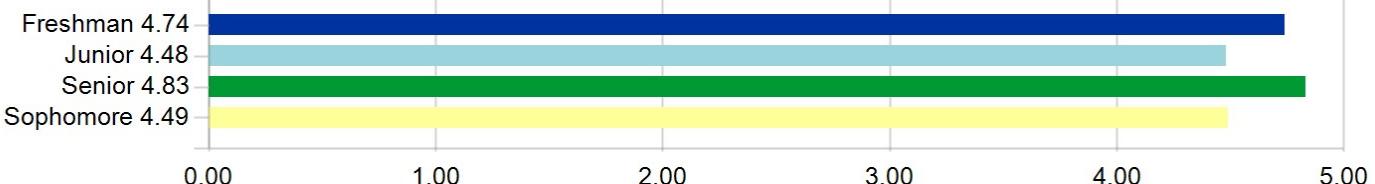
## Cross-tabulation with Class Standing

The overall quality of the course was: Survey of Economics

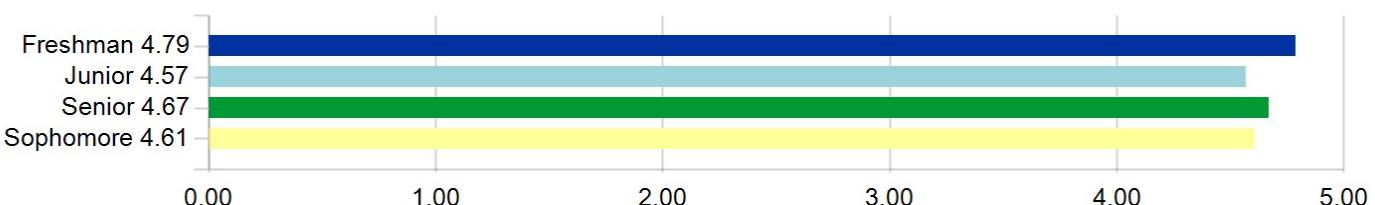
Course content was related to graded assignments.



Course content was thought-provoking.

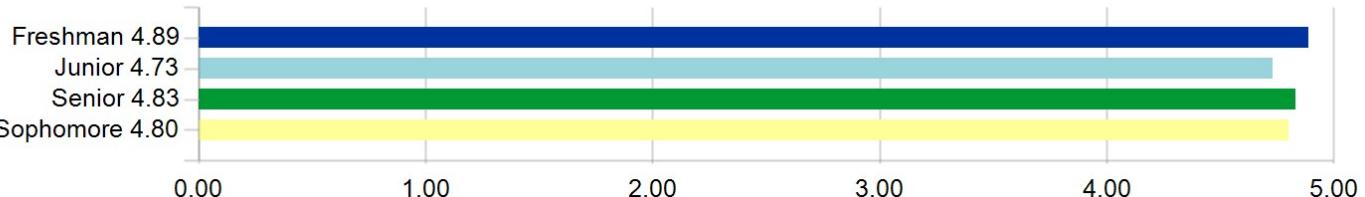


The course materials were useful to course objectives.

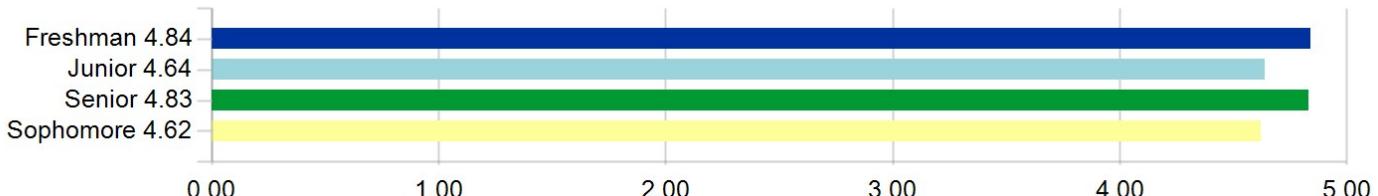


### The instructor's overall teaching effectiveness was: Justin Heflin

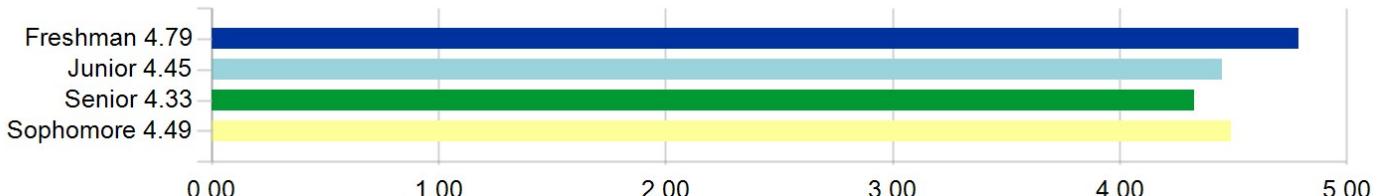
The instructor fostered a positive learning environment.



The instructor was well organized.

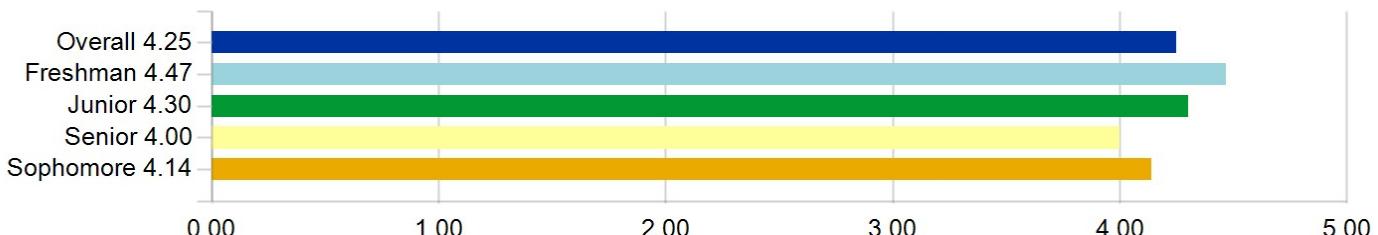


The instructor provided helpful feedback.

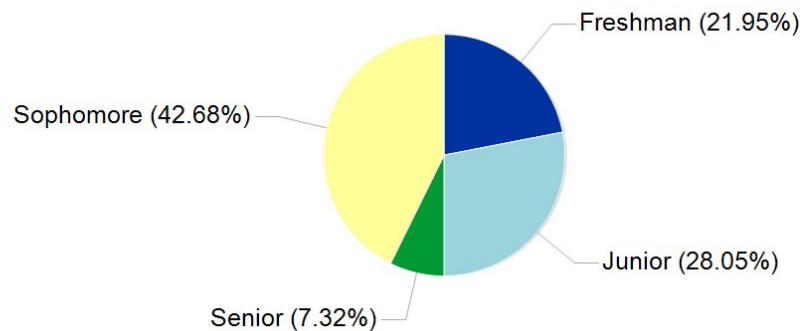


### Overall my learning in the course was:

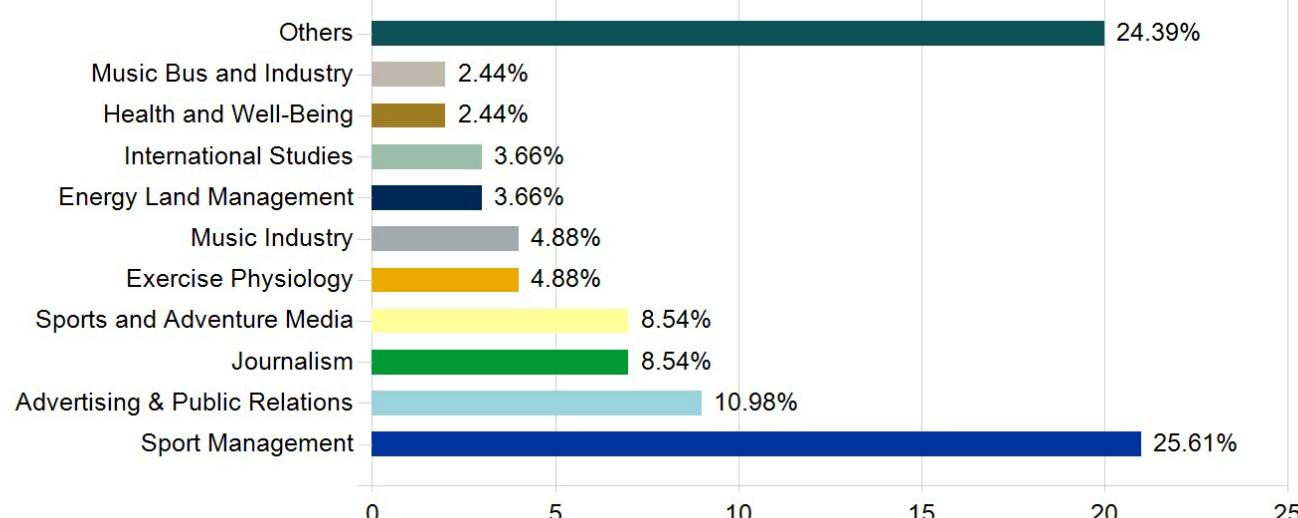
I would rate my learning in this course as



## Class Standing



## Major





# Instructor Supplementary Analysis and Graphs - Spring 2022 for Economics-200-001 (Justin Heflin)

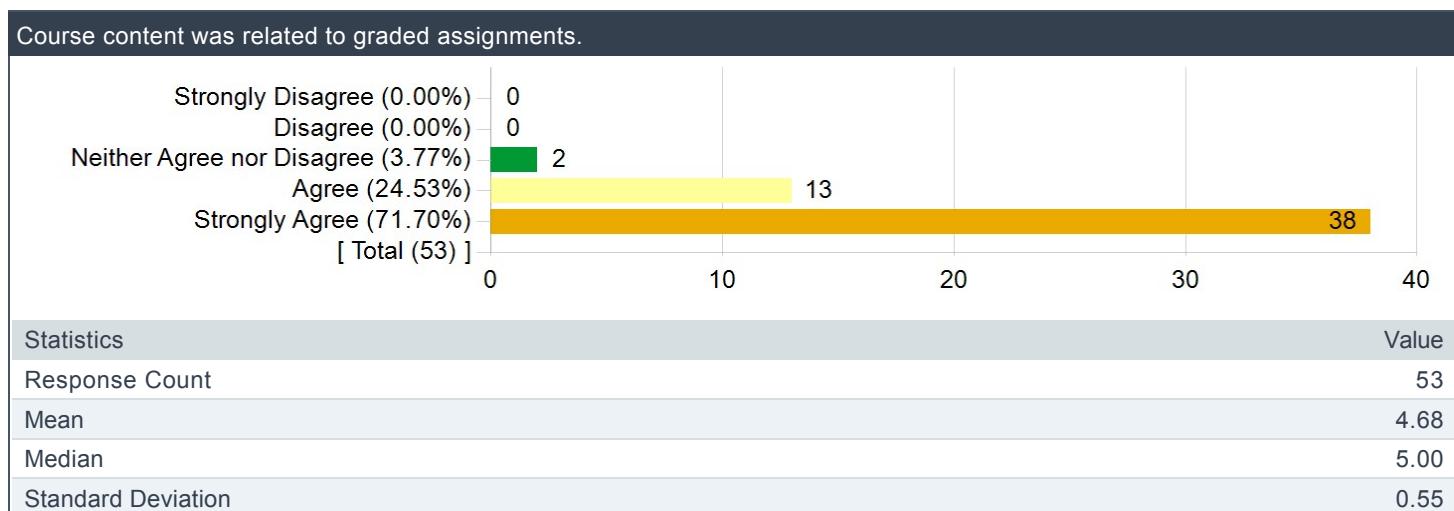
Project Title: **Student Evaluation of Instruction - Spring 2022**

Courses Audience: **66**  
Responses Received: **53**  
Response Ratio: **80.30%**

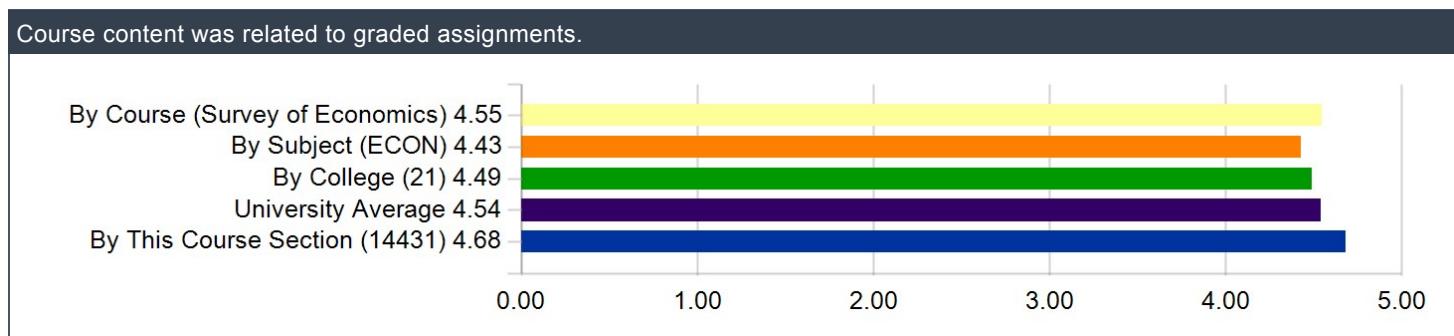
## Mandatory Questions for: Economics-200-001

### Overall quality of the course

Course content was related to graded assignments.



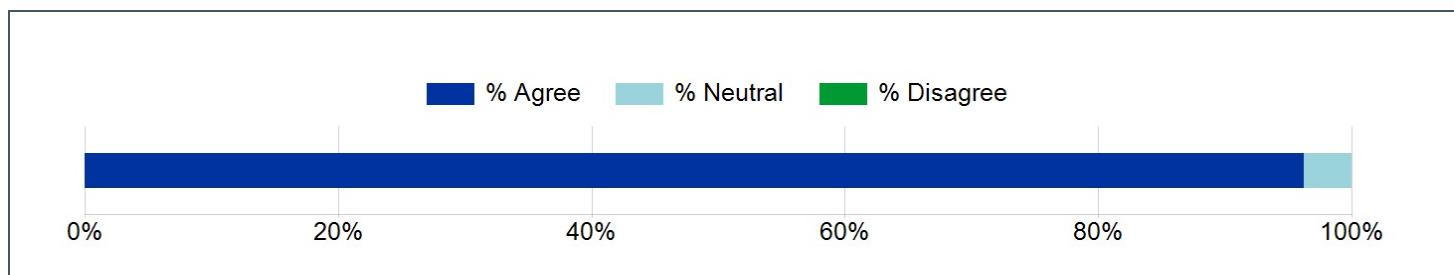
Course content was related to graded assignments.

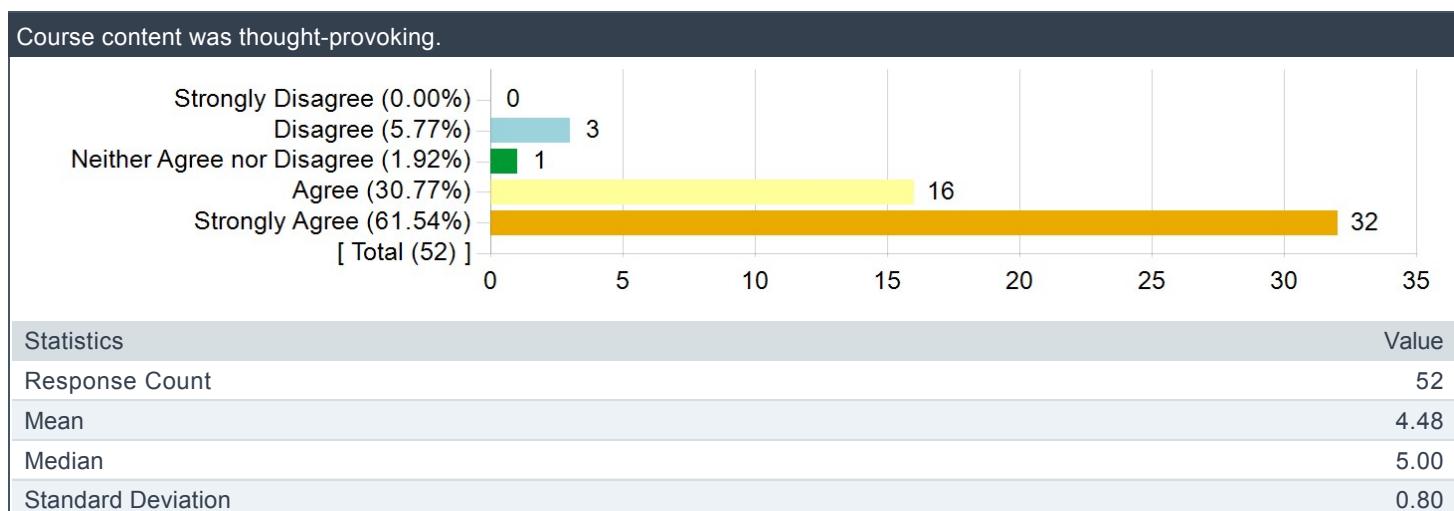
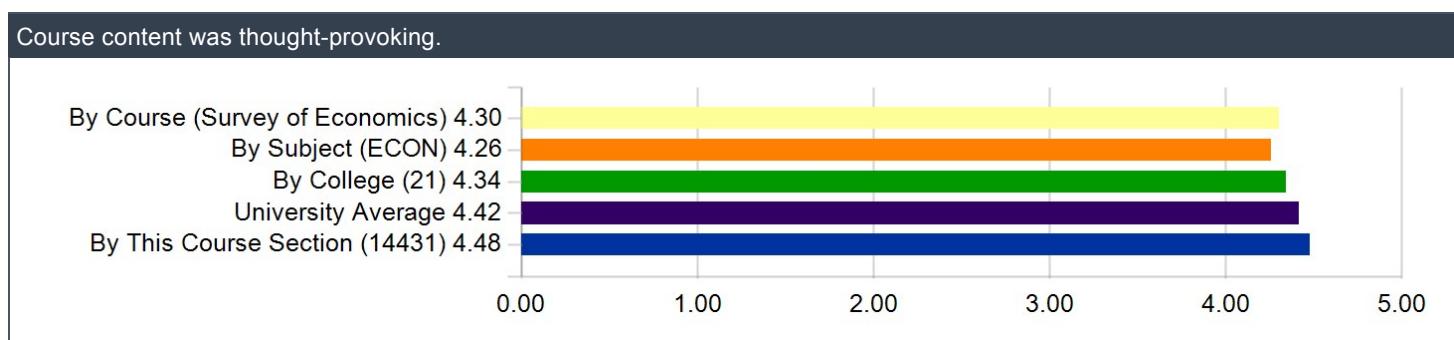


Course content was related to graded assignments.

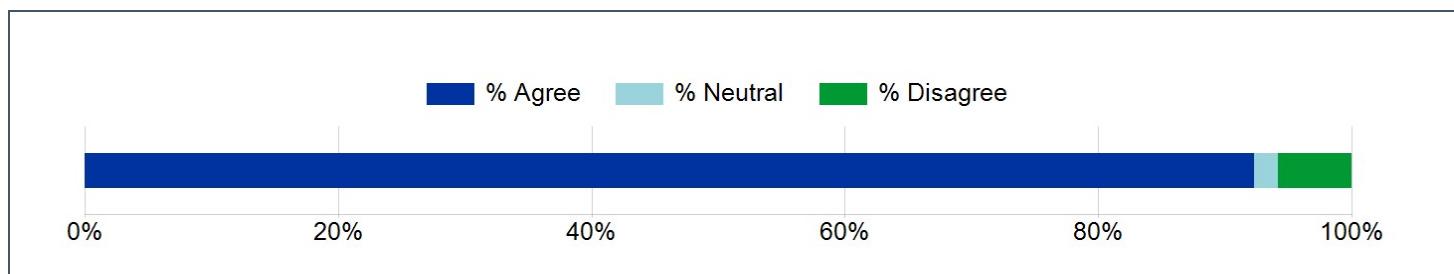
#### Aggregate Responses

In the following aggregate chart, "Strongly Agree" and "Agree" have been grouped together as "% Agree," while "Disagree" and "Strongly Disagree" have been grouped together as "% Disagree."



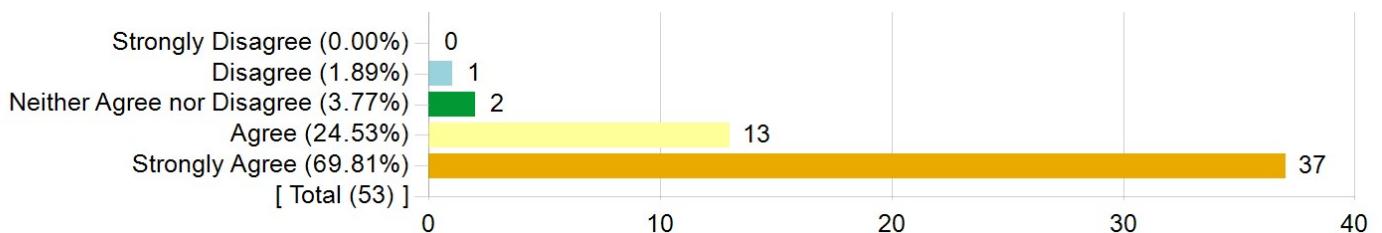
**Course content was thought-provoking.****Course content was thought-provoking.****Course content was thought-provoking.**Aggregate Responses

In the following aggregate chart, "Strongly Agree" and "Agree" have been grouped together as "% Agree," while "Disagree" and "Strongly Disagree" have been grouped together as "% Disagree."



**The course materials were useful to course objectives.**

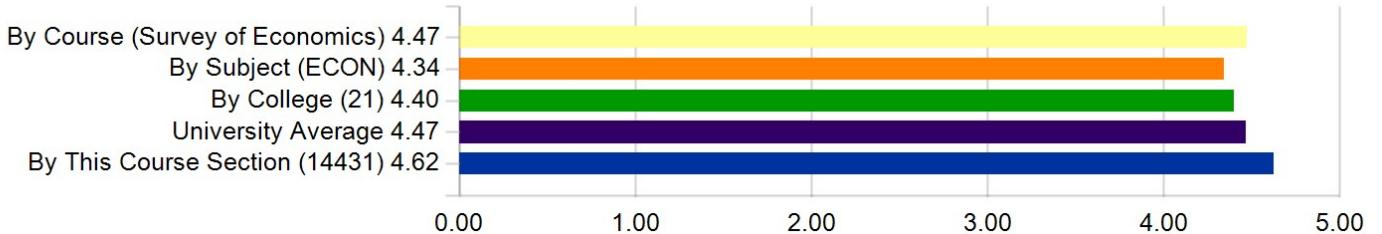
The course materials were useful to course objectives.



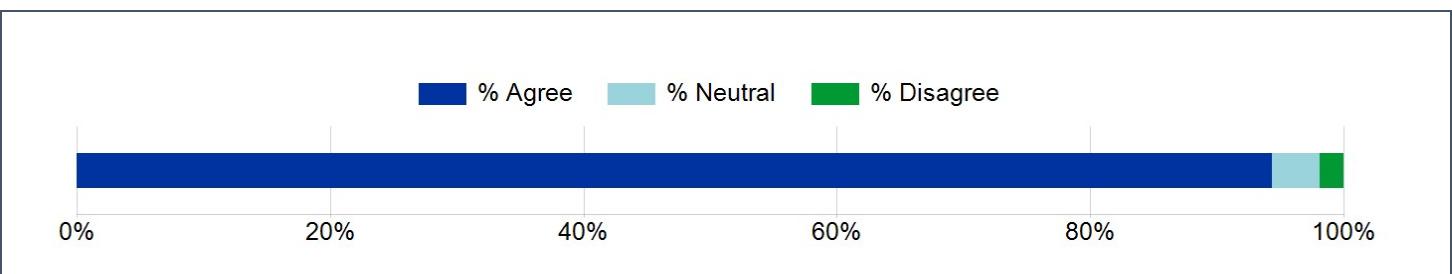
Statistics	Value
Response Count	53
Mean	4.62
Median	5.00
Standard Deviation	0.66

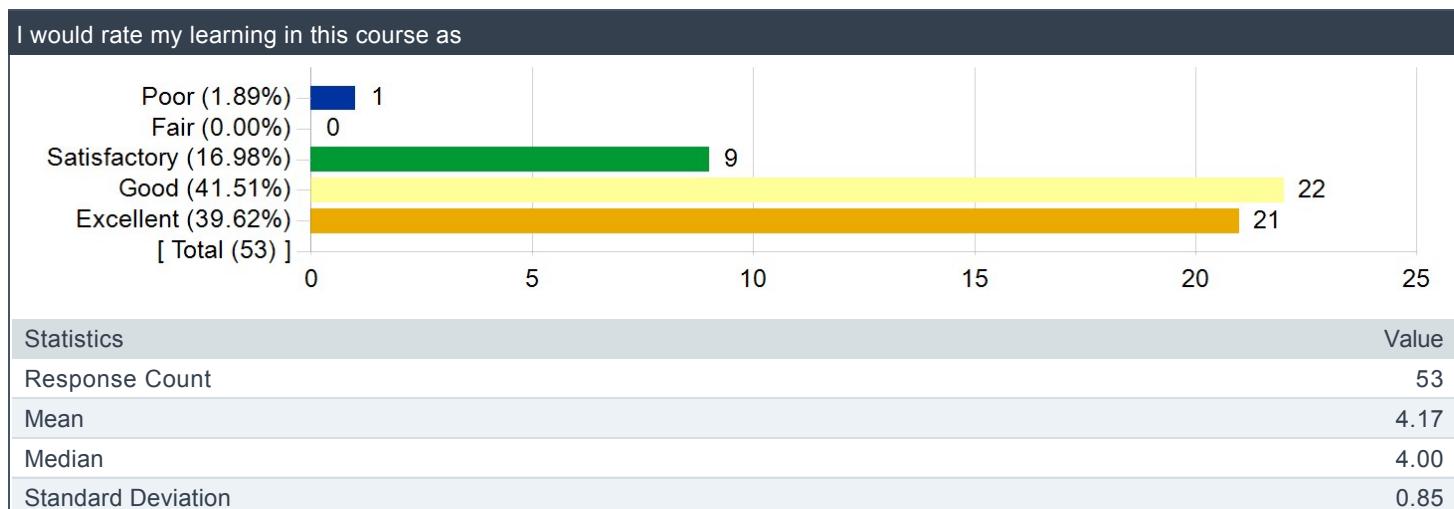
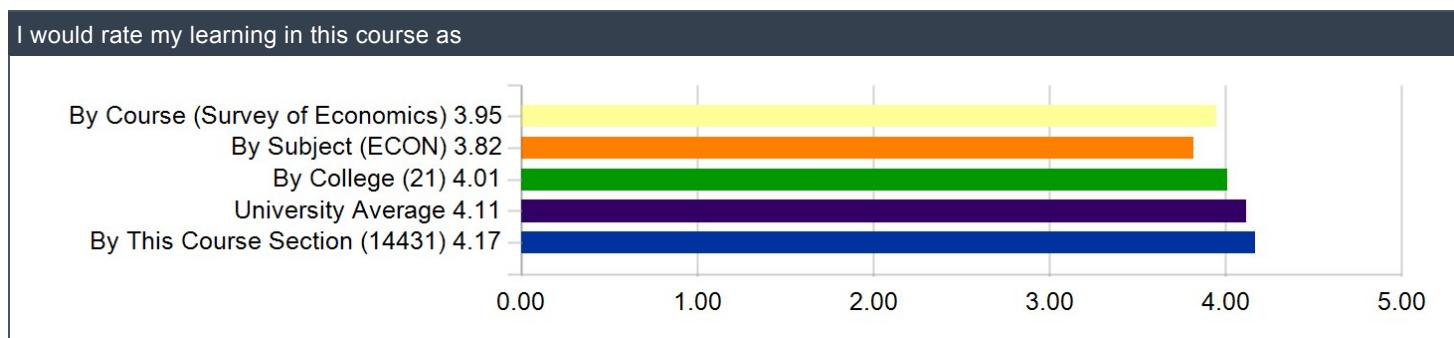
**The course materials were useful to course objectives.**

The course materials were useful to course objectives.

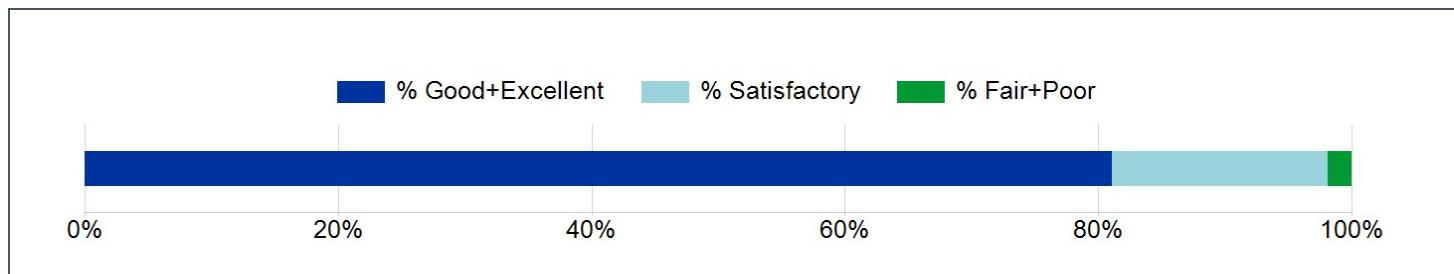
**The course materials were useful to course objectives.**Aggregate Responses

In the following aggregate chart, "Strongly Agree" and "Agree" have been grouped together as "% Agree," while "Disagree" and "Strongly Disagree" have been grouped together as "% Disagree."



**Overall my learning in the course was:****Overall my learning in the course was:****Overall my learning in the course was:**Aggregate Responses

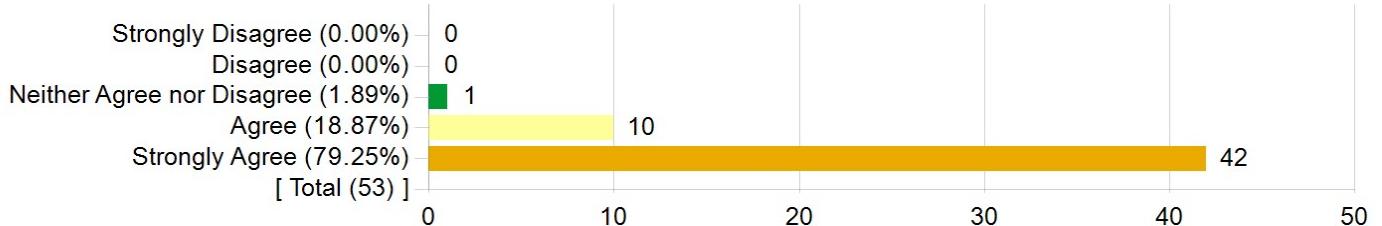
In the following aggregate chart, "Excellent" and "Good" have been grouped together as "% Good+Excellent," while "Fair" and "Poor" have been grouped together as "% Fair+Poor."



## Instructor's Overall Teaching Effectiveness

The instructor fostered a positive learning environment.

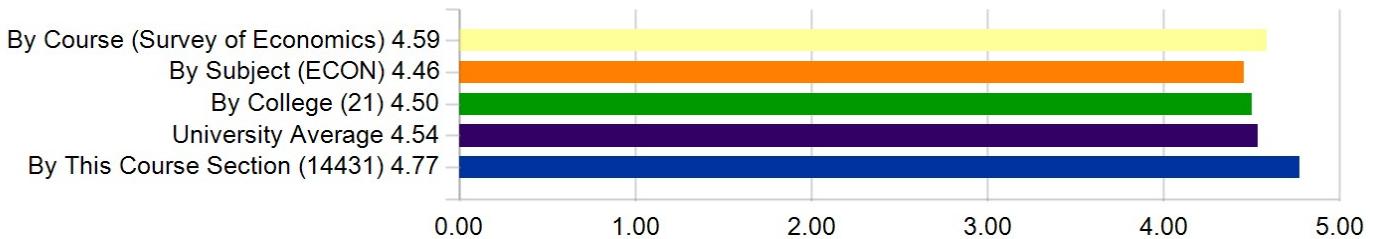
The instructor fostered a positive learning environment.



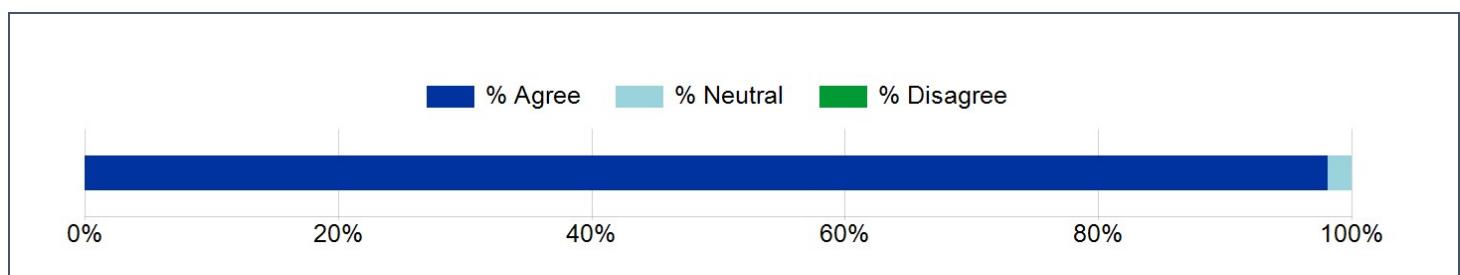
Statistics	Value
Response Count	53
Mean	4.77
Median	5.00
Standard Deviation	0.47

The instructor fostered a positive learning environment.

The instructor fostered a positive learning environment.

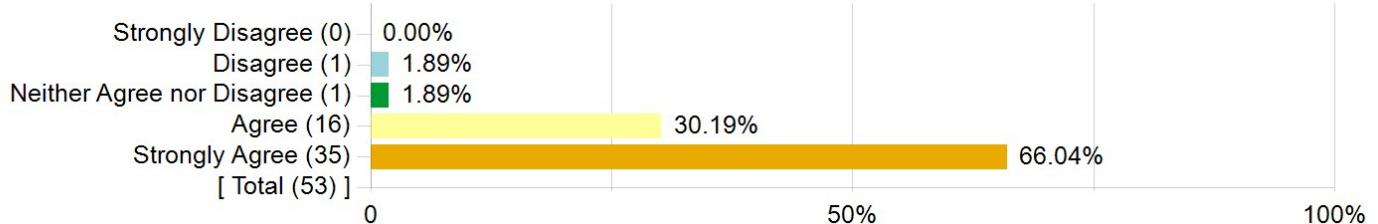


The instructor fostered a positive learning environment.



**The instructor was well organized.**

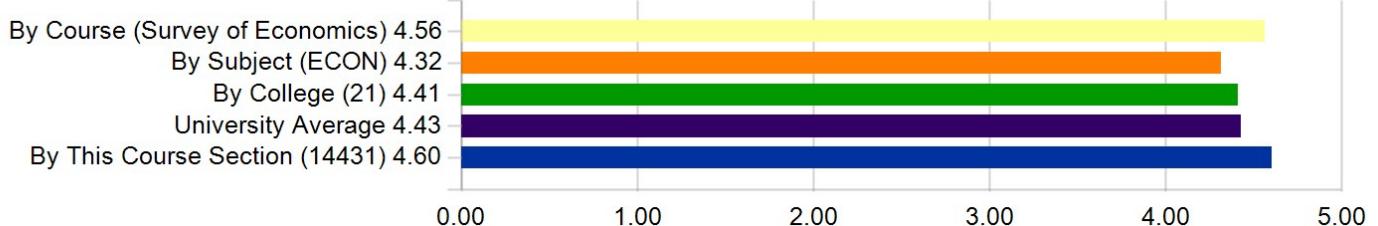
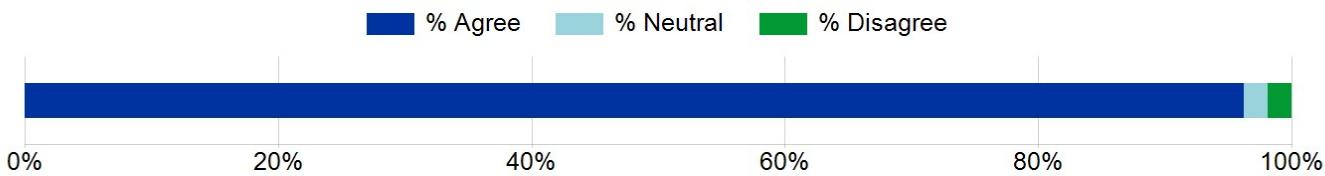
The instructor was well organized.



Statistics	Value
Response Count	53
Mean	4.60
Median	5.00
Standard Deviation	0.63

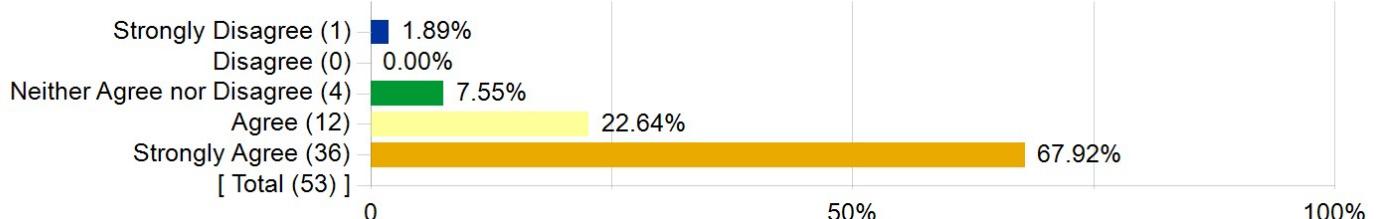
**The instructor was well organized.**

The instructor was well organized.

**The instructor was well organized.**

**The instructor provided helpful feedback.**

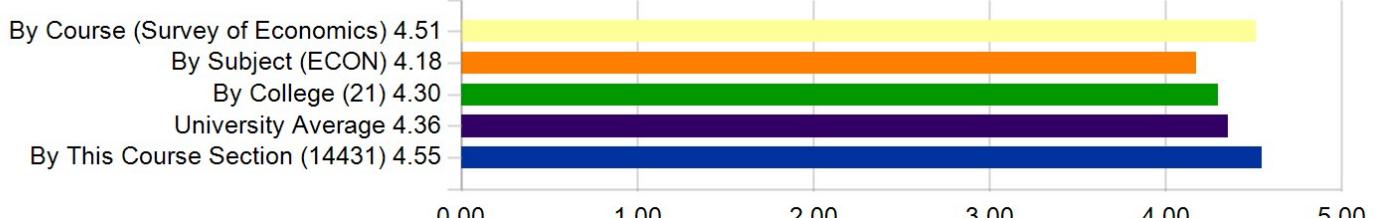
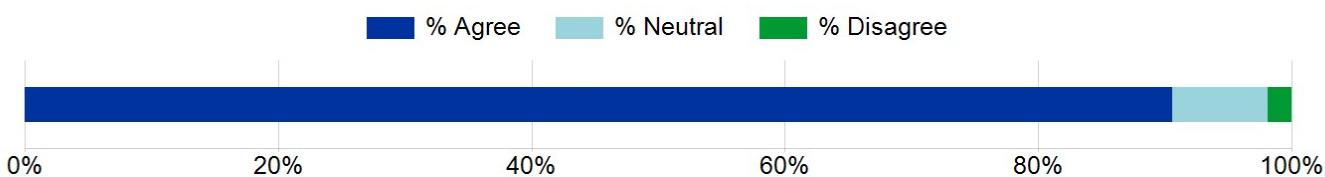
The instructor provided helpful feedback.



Statistics	Value
Response Count	53
Mean	4.55
Median	5.00
Standard Deviation	0.80

**The instructor provided helpful feedback.**

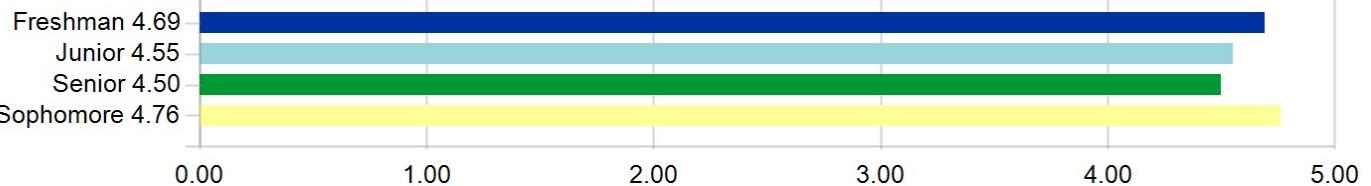
The instructor provided helpful feedback.

**The instructor provided helpful feedback.**

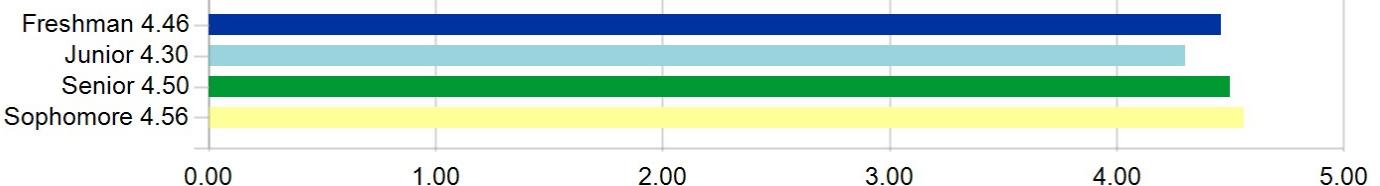
## Cross-tabulation with Class Standing

The overall quality of the course was: Survey of Economics

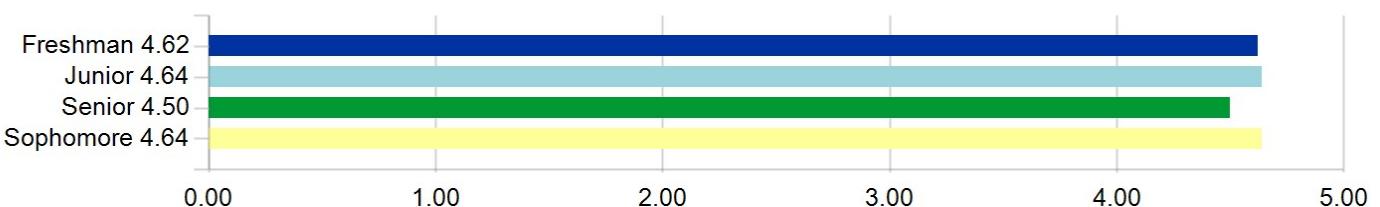
Course content was related to graded assignments.



Course content was thought-provoking.

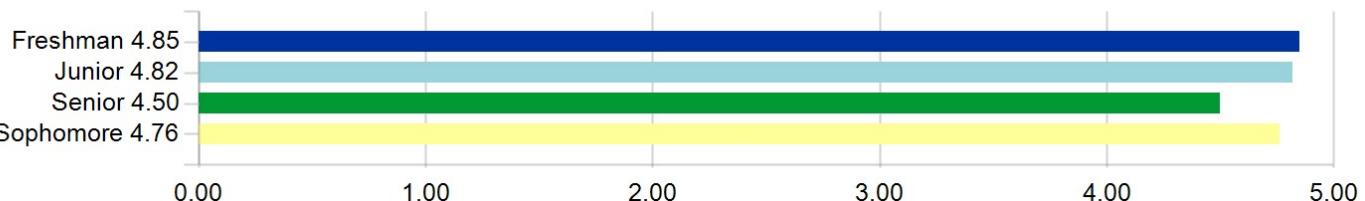


The course materials were useful to course objectives.

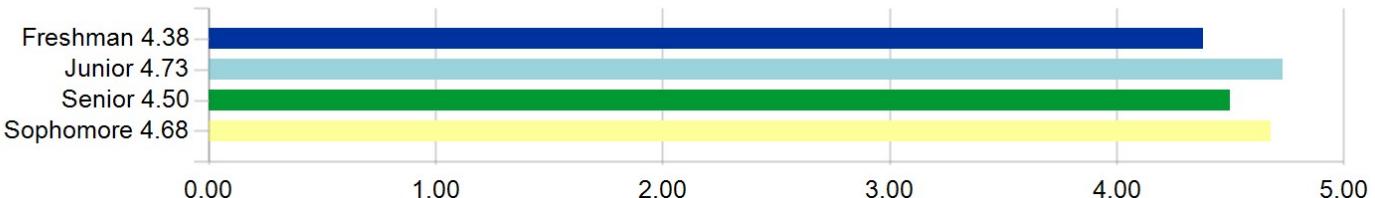


### The instructor's overall teaching effectiveness was: Justin Heflin

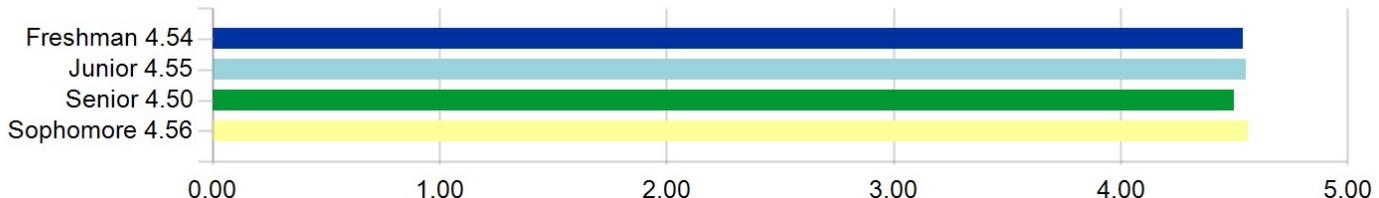
The instructor fostered a positive learning environment.



The instructor was well organized.

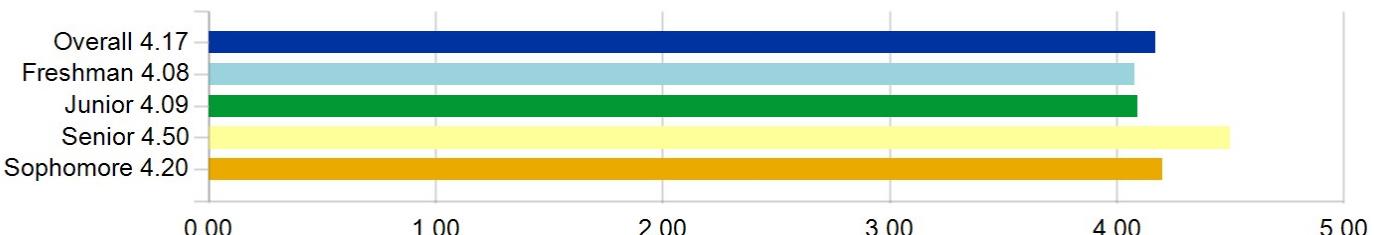


The instructor provided helpful feedback.

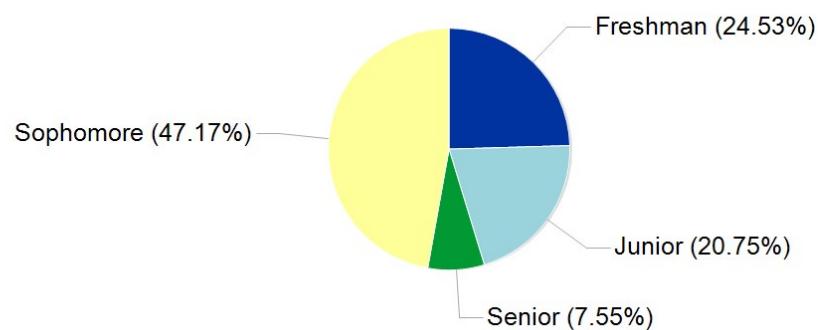


### Overall my learning in the course was:

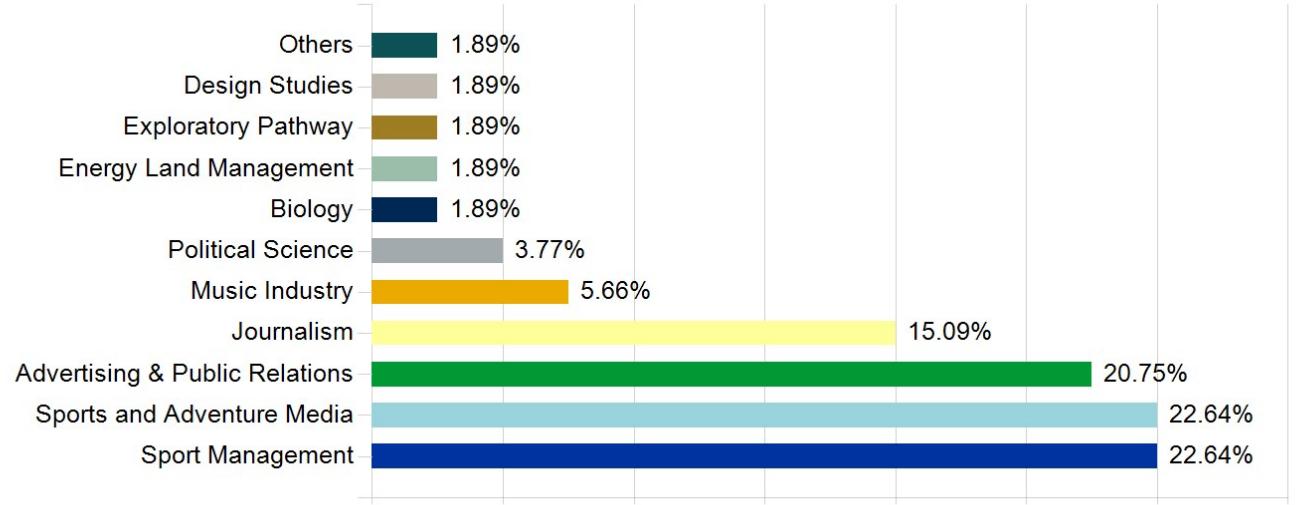
I would rate my learning in this course as



## Class Standing



## Major





Course Name: Economics-200-001 - Spring 2022

## Mandatory Questions

**The overall quality of the course was:**

	Count	Str. Disagree	Disagree	Neutral	Agree	Str. Agree	Mean	Median*	Std Dev
Course content was related to graded assignments.	53	0	0	2	13	38	4.68	4.80	0.55
Course content was thought-provoking.	52	0	3	1	16	32	4.48	4.69	0.80
The course materials were useful to course objectives.	53	0	1	2	13	37	4.62	4.78	0.66

**Overall my learning in the course was:**

	Count	Poor	Fair	Satis.	Good	Excellent	Mean	Median*	Std Dev
I would rate my learning in this course as	53	1	0	9	22	21	4.17	4.25	0.85

**The instructors overall teaching effectiveness was:**

	Count	Str. Disagree	Disagree	Neutral	Agree	Str. Agree	Mean	Median	Std Dev
The instructor fostered a positive learning environment.	53	0	0	1	10	42	4.77	4.87	0.47
The instructor was well organized.	53	0	1	1	16	35	4.60	4.74	0.63
The instructor provided helpful feedback.	53	1	0	4	12	36	4.55	4.76	0.80

\* For an explanation of the *interpolated median*, please see [http://spu.edu/depts/insdev/interpolated\\_median\\_explanation.pdf](http://spu.edu/depts/insdev/interpolated_median_explanation.pdf)

## General Comments

### What recommendations do you have for changes? Survey of Economics

Comments
No ideas to change the class
None
N/a
None
No recommendations I can think of, I feel the structure of the course is as good as you can make it
none
Nonw
I recommend maybe making the quizzes a couple more questions because if you get wrong wrong it brings down your grade 2 points.
I would like to do more class demonstrations to help me learn different ideas. For example, when my classmates put balls in a bucket to show efficiency in a restaurant.
I would recommend adding more questions to the quizzes to cover more of the content in the chapters.
N/A
I think maybe more class engagement and time to ask questions. Sometimes it felt rushed and that asking a question would delay more content.
Actually, make attendance required. I didn't go to class because he told us the first day that attendance didn't matter.
I do not have any recommendations for changes.
The powerpoints to match the in class notes better. It was never different information but there was extra or less stuff on some.
None, he was great. I have taken this course multiple times and have unfortunately not passed and he made it very easy and understandable in order for me to do well.
A study guide that we had to fill out as an assignment would be helpful for the exams.
I liked it I don't have any complaints, if anything I would say the way he writes the notes instead of them just already there and prepared. Overall I liked him and the class.
None
I think that making attendance mandatory will help, as some of my friends started skipping and doing poorly, because attendance wasn't mandatory.
n/a
n/a
I have no recommendations for changes
Nothing
N/A
I think it would be interesting to talk a bit more about the global economy more so than just the United States's economy so it can become more comparable to see the differences between. Other than that I thought the class was about perfect.
I recommend doing more practice problems related to the exam. I felt that I needed more help on those then any other piece of material.
Nothing, one of my favorite classes in college.
none
I think some more opportunities for bonus points would be good. Other than that I thought the class was great.
I don't think I would change anything, this class was my favorite class because it was very organized which I appreciate.
Exam questions are hard and few questions on the exam where not covered in class
I personally found fishbowl to be more helpful than jeopardy review

### What helped you learn in this course? Survey of Economics

#### Comments

Comments
The notes and going over examples in class.
I liked how the professor did the class notes by hand instead of power points. I also liked how there was discussion in the class instead of professor just talking the whole class.
The notes we would take in class.
I liked how he would relate the economics terms and problems to the real world. He would give real world examples and include us in his examples. The notes were always uploaded to ecampus. I also liked how he hand wrote them out, instead of just showing us a powerpoint.
The exam reviews were very helpful, as well as the notes that were posted every class without fail. I'm not a good note taker so to see professor's notes directly from him is really helpful to me.
attending classes and taking notes.
Class Notes being posted after class.
How the global market and country's market works and the different areas of emphasis
The handwritten notes and quizzes helped me learn within this course.
I believe Professor Heflin was extremely helpful and creative in the way that he presented the material. He made the class very comfortable and fostered a healthy learning environment.
I enjoyed doing Packback assignments because it was nice to hear from other students and interact with them in this way.
The jeopardy reviews helped prepare me for the exams.
Study guides were helpful.
It helped me when he did the class notes.
The class notes.
I really liked when we had in class engagement whether it be to show the opportunity cost with having people do an activity running back and forth to see how many balls they could get in a bucket or the examples in class. I found it very engaging when the examples to understand a concept came from people in the room like opening a shop. Also going to office hours helped break down material that I otherwise would not fully understand due to trying to take notes and keep up with how they were following with examples.
Truthfully had always had to reach out to a friend of mine in the class to help me understand what we were learning in the course.
The interactive nature of the course helped me learn immensely.
The study guides and Jeopardy Review were helpful to doing well on the tests
The professor was honestly great at answering questions and going over material thoroughly enough that I did not require much outside help in order to do well in this course.
The quizzes were the most helpful when I was preparing for an exam.
Going to class and taking notes.
The study guides were extremely helpful
I really enjoyed the one day of class where it was conversation style rather than lecture, as it made me think more and helped me to get a better grip on the material
Very Interactive, he learned our names and included us in the examples. Never made me feel bad about having a question.
Professor Heflin did a great job of using real life things and relating them to economics. There were usually activities to do to give the class a visual representation of the world of economics.
Weekly quizzes and pack-backs.
What helped me learn in this course was the detail that the professor went into with the notes.
The explanation of the subject was really good
Professor Heflin was very good at answering questions and explaining all the course material
What helped me the most with learning was the hand written notes over the projector during class. It was easy to follow along and the short hand was easy to understand.
Making it easy to know what notes we had to take instead of just talking from a power point with very vague descriptions was very helpful. Especially when it came to the tests and quizzes, knowing that all of the questions came from the notes.
I think how personable and relatable the instructor made the course really helped me learn. The instructor made me want to attend class more as it was engaging and interesting to learn about topics.
Powerpoints and class notes
Packback assignments every week helped me learn the class material.

Comments
How well organized and prepared the professor was.
The layout of the class with sort of interactive lectures I felt was beneficial to both retaining information and making the class interesting
I learned the most through studying my class notes. The notes always related to the things I saw on quizzes and exams.
I liked my teacher's learning style and how he organized classes. He made it very easy to learn and kept the content organized.
I got to learn more about inflation
Absolutely wonderful class and professor.
The lectures were really informative and the study guides and review days were super helpful when we had tests coming up.

Course Name: Economics-200-001 - Fall 2021

## Mandatory Questions

**The overall quality of the course was:**

	Count	Str.			Str.			Mean	Median*	Std Dev
		Disagree	Disagree	Neutral	Agree	Agree	Agree			
Course content was related to graded assignments.	74	2	0	3	23	46	4.50	4.70	0.82	
Course content was thought-provoking.	73	2	0	5	33	33	4.30	4.39	0.83	
The course materials were useful to course objectives.	73	2	1	4	28	38	4.36	4.54	0.87	

**Overall my learning in the course was:**

	Count	Poor	Fair	Satis.	Good	Excellent	Mean	Median*	Std Dev
I would rate my learning in this course as	74	0	7	12	31	24	3.97	4.08	0.94

**The instructors overall teaching effectiveness was:**

	Count	Str.			Str.			Mean	Median	Std Dev
		Disagree	Disagree	Neutral	Agree	Agree	Agree			
The instructor fostered a positive learning environment.	74	0	1	1	19	53	4.68	4.80	0.58	
The instructor was well organized.	74	0	0	7	23	44	4.50	4.66	0.67	
The instructor provided helpful feedback.	73	0	2	8	20	43	4.42	4.65	0.80	

\* For an explanation of the *interpolated median*, please see [http://spu.edu/depts/insdev/interpolated\\_median\\_explanation.pdf](http://spu.edu/depts/insdev/interpolated_median_explanation.pdf)

## Custom Open-Ended Questions

**Do you prefer lectures with PowerPoints or the document camera? How is the pace of the course, is it too fast or too slow? What are three things that can improve the class most (the more specific the better)? What is one thing you would change about the class if you could?**

Comments
Power Point. Pace is fine. Class participation could be more. Better review for exam, jeopardy isn't as helpful as I thought.
I liked when you wrote it down because I didn't fall behind on the notes.
I prefer the document camera. I think the pace is just fine.
I prefer the lectures with the document camera, for we already have access to all of the slides on Ecampus. I think the pace of the class is fine. Honestly, there isn't much I would change about the class, but it would be nice if there were more practice problems to study with.
I like the Powerpoints and the document camera. It is nice to have both resources to study from and gain information from. The pace of the course is pretty moderate. The only problem I'm having with the course is mastering the concepts and material. I would feel a lot more confident in my learning if we practiced through homework. We don't have any homework besides PackBack which is discussion based. I know no one likes homework, even myself but this class needs it for the students to actually learn and practice the material. I can feel very confident by memorizing terms but graphing and putting what I learned in numerical equations needs to be practiced alone. Also quizzes shouldn't be opened on a Friday and due on a Sunday. People leave for the weekends or are busy. I almost missed a quiz and was told not to worry because two quizzes get dropped by the end of the semester. I shouldn't have to rush home from visiting family to complete a quiz that was never opened during the school week. I benefit a lot from this professor's teaching but there needs to be more work for the students to practice what they are learning from the notes in class. It's very easy to sit and listen and understand. It's another thing when asked to graph something on a test you've never practiced alone or at all.
document camera for sure; death by PowerPoint yields little to no results. pack backs are aggravating but I understand their

Comments
purpose
I prefer lectures with the document camera, as it feels more personal between me and the professor. I feel like the class is a little slow for my liking, but as its my first college class the pace is great for studying and dealing with my other classes. 3 things that could improve the class the most to me personally is even though covid is happening, maybe more in class activities, so you can meet more people, maybe a class study term quizlet, and possibly more groupwork. The one thing i would change about the class is the time the class meets. this class being at 8:30 kinda sucks.
Maybe switch it up with the power points and lectures and not just do one of them all the time. I also think that your pace is just right and you don't need to go any slower or faster. There's really nothing to improve in the class. I like the learning quizzes because they help me learn the material and the packbacks every other week is super nice.
I like the doc cam. I think the pace is good. I like this class and don't think anything needs to be changed or improved on.
Document camera I think this class is taught very well
I prefer power points and then you writing down examples on the white board and or going more in depth with the topic, Like how we did chapter one notes, It actually allowed me to take down more information
I prefer the document camera with access to the powerpoints. The pace of the class is good. More videos on the material.
I prefer the document camera because it allows us to have several resources. I enjoy using both the notes and the PowerPoints to study. I also like the pace of the course. I think something that can be improved on is a better quiz schedule instead of knowing the day of that we have a quiz due in a few days, easier to understand study guides, and I think that's it. I think the study guides just need to be broken down better. The only thing I would change about the class is being able to better understand the content but I'm having trouble understanding the content even though it is presented well.
I prefer Powerpoints
Document camera 1)Keep the pace. 2)Go over written response on test 3)More examples
More examples is the only thing I would change. Also, reminders about quizzes through the remind.
I prefer document camera. The pace of this class feels well laid out. I don't know what can be improved in the class.
PowerPoints, the pace is okay so far.
More emails, less notes, more real life examples. Nothing
Lectures. 3 improvements would be more work to dog material in our brains and honestly that's it.
I like the document camera a little better but they both work well. I think this course is paced well right now. I don't think I'd personally improve anything.
Combo of both
I think the pace is just right. Maybe some of the harder concepts may need to be slowed down when going over.
Maybe incorporate videos or visual media examples, provide real life examples of things with visual aides, smaller class sizes would help a lot in this class as well.
Class size
PowerPoints The pace is pretty fair One thing to improve on is the remind app. We have only received two reminds this semester Second thing is I like how you went over the quiz the next class period Third would be to maybe throw some similar exam questions to the review I would change the remind app. Please use it more often
I like the document camera to see you write it out yourself more helps me.pace is fine maybe a little fast when trying to get notes. Better test prep, more videos explaining concepts, different homework the packback. I would have different he besides just packback.
I like the mix that Heflin does
I prefer the document camera because professor is not just reading but rather engaging. The pace of the course is good, sometimes can get too fast. Professor should explain how the quiz answers after it's due. Professor should explain exam answers

### Comments

as well. Could possibly ask students through online survey if they have any questions about a lesson because sometimes it's hard to ask a question in front of everyone. I wouldn't change anything about the class.

I think the document camera is helpful, but I also think having the PowerPoints up while you are explaining the concepts would also be helpful.

I think the pace at this point is good.

I think maybe teaching with the PowerPoint and the document camera might be helpful.

A) Document Camera

B) The pace is fine, I like the addition of quiz reviews

C) Reviewing application questions in class would improve the class the most for me (similar to what is expected on exams). For example, going over number 5 on the review quiz this morning helped me visualize and apply what we were learning more than anything else this semester. Other than that I think everything else has been going well.

D) Emphasizing application to the key class concepts through examples (Maybe asking students to solve them?) For example, having someone come up and sketch a graph to answer a certain problem.

I find it more useful to use document camera.

The course pace is very comfortable for me.

I'm very happy with how class is going so I don't have any suggestions.

Again, I'm very happy with how Professor Heflin is instructing the course so I don't have any recommendations at this time.

document camera.

medium.

more in person examples with class for notes.

more examples.

I prefer the powerpoint and than when showing examples either put them on the white board or document camera. the pace is good for me. I feel like overall there could be more examples, maybe we could go over the most incorrect test and quiz questions in class. i wouldn't really change anything.

The document camera

I think the pace is good

A more detailed study guide, different wording on test questions

How early it is

I think having a mix of both PowerPoints and doc camera would be helpful.

I think the pace is just fine! I was nervous for this class, but it's going well.

There's nothing coming to mind of things to improve, or what I would change.

I prefer the document camera, it is more simplified and less stressful. The pace is perfect, not too fast and not too slow. Going over each quiz, more in class discussions, and group discussions. I would change the exams to online until the scantron machine is fixed and then go back to scantron.

Powerpoints so I could write down the information you're talking about in detail. I like the pace it makes it easy to understand each topic. Change back to PowerPoints, stay the same pace, and keep up with doing real life examples/graphs. I personally need more help with the graphing and application aspect such as formals and doing the math.

I usually prefer lectures with Power points but the document camera has been working surprisingly well. I think we are moving at a decent pace. The one thing I would change is getting our exam grades back quicker.

I can do either, it is a little to fast. I think the complexity of the quiz questions, and the way they are worded are confusing me a little bit.

I prefer power points for things like definitions and explanations, however I find the doc cam very helpful for examples and graphs. I think the class could be a bit more fast paced. If I could change one thing it would be to cover more info during lecture. I feel like we only really get to scratch the surface and then its time to leave.

I enjoy this class though. Professor Heflin does a great job of keeping us engaged and fostering a positive environment.

Document camera. The pace is a little fast but doable. More review when exams come up. Slow down the pace a little. Study guides would be a great add I believe. One thing I would change is giving out study guides for exams, because economics in my opinion is difficult but if I had a better resource to study for exams with, I would understand the course more.

I think that the pace of the class is great. It is perfect for me not too fast or too slow. I feel that the document camera is more beneficial because the notes are shorter and to the point. I don't believe that much has to change for the class, and nothing really needs improving either. I think that this is a very good class to start off the day with.

Comments
I like the document camera. I feel like the course is maybe a little slow, but this is because I have already had an econ class. I honestly can't think of any way to improve the class.
I prefer lectures with the document camera. The pace of the course is good, I really enjoy that the concepts are thoroughly addressed. When thinking about improvements and what I would change about the class, nothing comes to mind, I enjoy this class as is.
i learn better with the handwritten notes (document camera). In terms of improvements, I think some sort of homework would help a lot. It's hard to know we're understanding the content correctly since there are only quizzes that go along with the chapters. I also think it would be helpful if the right answer was provided after the quiz, and an explanation (if we got a certain question wrong).
I prefer the document camera. The pace is a perfect mix between fast and slow. Nothing can improve the class, I think the class is a very good learning environment. The only thing I would change about the class is how early it is.
I prefer both depending on what you are teaching. I definitely prefer the doc camera if you are teaching graphs. I like the pacing. One thing that could improve the class would be going over the packback topic the week it is due. This class works well on a nice schedule, the reminders of homework help a lot, and the class is engaging and interesting. I wouldn't change anything.
The document camera is very helpful when it comes to drawing graphs and seeing how they are made and to show changes in the graphs when certain situations apply.
The pace is a little bit slow but it is very helpful sometimes when multiple examples are brought up to explain a certain topic
More hands on examples or ways to implement the topics being taught. I feel like when we go over definitions PowerPoints can be used
I personally like the document camera because as I study my written notes, I am able to go back and get extra clarification on the topic from the PowerPoints. The pace is great. I cannot think of any improvements, the way the course is taught is great. I would make the class time later than 8:30, but that's a personal issue.
I prefer the PowerPoints because it is easier to see and follow in my opinion. The pace of the course is usually pretty good. One improvement for the course could include doing more interactive activities like the Jeopardy Review. Another improvement could be playing related videos that explain the material in an interesting way (not that the material is boring currently).
I like having the PowerPoints available but like learning from the doc cam during class.
The document camera is really nice, it can create a possibly more specific detail in notes, but the powerpoints allow us to cover more in the same time. The pace of the course seems pretty chill. Truthfully, these two last questions aren't really ones I can answer. I don't know much about education, so I can't really offer feedback on how to improve it. I will say though, PackBack is a tad annoying.
powerpoint pace of class is perfect more points available more activities more exciting lectures if there was one thing i could change ab this class it would be the fact that it is at 8:30
I prefer the PowerPoints. The pace of the class is a little too fast but not terrible.
I would change the exam style, a little bit too much information to be tested on at once.
I like the document camera a lot because I like the pace the class goes with the camera. The teacher gives really good examples and how it relates to real life. The pace is really good and it is very easier to understand then my other classes. I think a way the class can improve is more group activities, more interaction with other students, and open note tests. I would not change the class because I enjoy how it is.
I enjoy learning with the doc camera, it makes it easier to draw things out and see everything that is going on. The pace of the class is great, not overwhelming and not dragging. Maybe posting links to additional help videos for the lectures/graphs to reinforce what we just learned. I would change the class time to anything but 8:30 AM.
Powerpoints, too slow, better syllabus did not tell us how much each section of the class was worth for our overall grade, use power points, grades take too long to come back the first test was taken almost two weeks ago and still not graded. Use mobile Id for attendance.
I prefer lectures with the document camera. I feel as if the pace of the course is going well. Justin takes time to make sure everyone in the class has completed the notes before moving on. He explains the content well with real life examples. I do not feel as if

Comments
anything needs improvement. I would not change anything. I feel as if the course is going well.
Well planned class. Lectures intertwine with powerpoints. I would implement graphs in a more detailed manner. The graphs are drawn out but can become confusing at times.
I prefer the camera. The pace is a little fast at times. More examples for definitions.
I prefer the document camera because it takes us through the process of what we're learning step by step. I believe the pace of the course is perfect and we move at a speed that is really great for me personally.
Improvements: 1. More interaction with the class i.e exercises like the ball demonstration. 2. Provide more studying resources, particularly for exams. 3. Including polls throughout the class if content is understood. If there was one thing I would change about the class, it would be the weight of the exams. Quizzes and Packbacks are great, but only take up a small part of the class. I feel like if I screw up on an exam, I am screwed for the whole class.
I like the document camera because it is your notes and what you feel we need to know best, but like having the power point available to us as well.
I personally wouldn't change anything about the course, and think the pace is going perfectly. I prefer the doc camera because it's more interactive and you explain more when your doing the same thing as us. Although I hate to say it having some sort of homework would be nice other than the study guides so we can see what type of questions will be on the exam and what type of questions we should know for it.
Doc camera. I think it's a good pace. I wouldn't change anything. Overall one of my favorite classes
Power Points. Pace of the class is good. 1) more real world examples to connect definitions to, they can be a bit wordy. 2) review quizzes after we take them 3) review days The class is good the way it is.
I prefer the powerpoints and I believe the class is moving at a good pace however I think we could go over a little more before the exams.
ppx fine none some more interactional stuff, not just ppx lectures, like the tennis ball stuff.
I prefer the lectures to be hand-written on the document camera. I believe the course may be a bit too fast, I can't really tell. I think more teacher to student interaction would benefit. Like the in front of the class examples. Provide a few different scenarios for each example, instead of one. I believe that is all. If I could change one thing about the class it would be going over more of the exam multiple choice questions during class instead of just the jeopardy review.
I like the document camera because it explains a lot of what we are covering in class better. I think the class could be more engaging and the class is going at a good speed for me. I think one thing that can improve is putting some of the power points online before the class starts so we could make more side notes in class while you are doing the document camera.
Document camera, the pace is fine, i cant think of anything to change everything is to my liking.
I prefer the doc camera. The pace of the course is just right. Nothing The only thing I would change about the class is the time it is scheduled for lol.
I prefer the lectures with the document camera. The pace is good.
I don't mind either way between power points and written paper. Sometimes one class is moving too fast but for the most part is steady pace. A little more interesting since its a morning class, making the students stays paying attention, and maybe more interaction One thing I would change about the class is the time its at.
Document camera I think the pace is fine as it is, slow enough to keep up and fast enough to get the things in that we need to learn

## General Comments

### What recommendations do you have for changes? Survey of Economics

Comments
More class participation activities.
do more practices on graphs
More practice problems.
We need homework that isn't discussion based.
The class meeting time to not be at 8:30
Switching up the style of teaching every once in a while
None
maybe show the power point and take note with the class
More videos on the material.
I think something that can be improved on is a better quiz schedule instead of knowing the day of that we have a quiz due in a few days, easier to understand study guides, and I think that's it. I think the study guides just need to be broken down better.
utilize class time better
N/A
N/A
None
More work
Nothing really
Use the remind app more
None
N/A
I would like a better review in class before each exam, but other than that I wouldn't change anything.
Maybe using PowerPoint and camera
Application problems in class to apply key concepts (see previous section)
I don't have any suggestions at this time.
practice problems for students to do on their own.
Better worded test questions
none!
Move the exams to online until the scantron machine is fixed.
Powerpoints
Nothing
Study guides.
Like I said before I don't really think much needs changing. I enjoy the overall vibe of the class, its a very good morning class.
I do not have any recommendations for changes that I can think of when it comes to this class.
I think there should be some sort of homework assigned so we have time to practice what we're learning throughout the week. I also think the quizzes should provide an explanation and the right answer if we answer a question wrong.
none
None
Using PowerPoints in class again.
I have no suggestions
Maybe change PackBack or remove it or something.
n/a
Exam Style.
I do not have recommendations for changes.

Comments
N/A, good class, good professor
Teaching too slow
Nothing at the moment.
Move the paper on the camera up more often because I get a little lost when it happens.
I recommended changing the distribution of points throughout the course.
I do not have any recommendations.
None
No recommendations at the moment
more interactive stuff
Go over more exam content in class
I honestly don't have any thing that you should change in this class.
Speak louder
none
you're good
Don't really have recommendations for a change in the class but maybe try to keep the class paying attention and concentrated
I think we should stick to the multiple choice exams instead of short answer

## What helped you learn in this course? Survey of Economics

Comments
PowerPoint notes are organized.
study guide
The quizzes have actually been helpful.
Occasionally reviewing the material.
The powerpoints, practice what you know questions, jeopardy, and class notes
The different approaches that the professor uses when teaching the class, such as powerpoints, overhead, and hands on activities.
The quizzes assigned every week
Justin is a great teacher. He goes out of his way to make sure that everyone understands the material. His teaching style has helped me learn in this course.
Step by step instructions
Power points, examples given in class, payback assignments
Watching videos on the material.
Exam review and all the resources available. PackBack has also helped me think critically about Economics.
Power points and example videos
Notes
what helped me learn was walking through the problems.
The teacher
The teacher, very organized and easy to understand
Coming to class and studying
The attitude and demeanor of professor, willingness to understand us and work with us.
The PowerPoints and just having access to everything on ecampus
Professor Heflin's notes and fishbowl review game
The lectures
The professor uses a lot of examples when teaching, it makes the information become more of a reality and engaging rather than just learning it.
Review session before exam
Straightforward lecturing, reviewing of review questions in the powerpoints and quizzes.

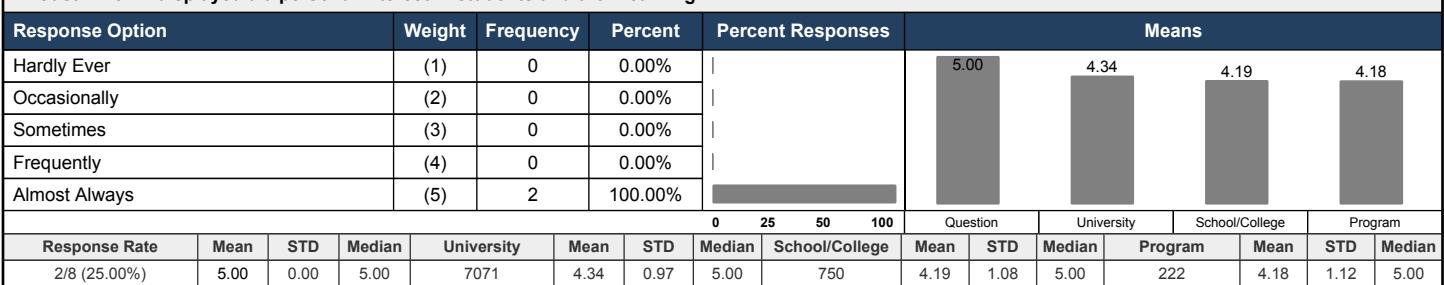
Comments
Professor Heflin does a very good job going over material and is accessible when needed.
examples.
the notes have helped me learn and so has packback
The notes, teaching
The professor is doing a great job of explaining things thoroughly and in a way that makes sense to me as a non-business major
In depth examples that are provided for nearly every topic covered in class.
I really enjoy the real life examples you come up with.
The quizzes are nice little check-ins to see how well we are understanding the information and have helped me learn this course.
Instructor is very approachable and helpful.
While I was in quarantine I was able to catchup fairly easy with the document camera notes.
The physical notes helped me learn in this course because I am making more connections.
the document camera is easier to follow along with during lectures.
The professor and easy to understand notes.
The organization of chapters and homework. Great time management.
Having the PowerPoints online so if I miss a class, I know exactly what to do.
Powerpoints and Lecture notes.
The lectures and notes.
powerpoints
The PowerPoints
Keeping my notes organized and going over powerpoint on my own time.
The notes we take and the speed of the course
Rereading powerpoints
What has helped me learn the most in this class is the examples he gives. Also the way he includes his students in examples.
The reviews of the tests really helped the lectures
I liked the explanations, examples, and activities.
The activities that Professor Heflin does with the students.
The class notes, power points, and especially quizzes helped me learn in this course.
Justin writing the notes out instead of PowerPoint
instructor
My professor Justin helped me learn and get a basic understanding of economics.
econ
Hands-on examples
The Packback questions makes me learn easier because i have to put what I have learned to real scenarios and it makes you understand it more.
using relevant material so i get a better understanding on a view point that i can relate to and fully grasp.
Constant use of analogies and real world examples.
the interaction
Somethings that help me learning are the visuals because I am a visual learner.
The activities the professor set out, and the real life examples he gives

**Fairmont State University**  
**Spring 2020 End of Course Survey**

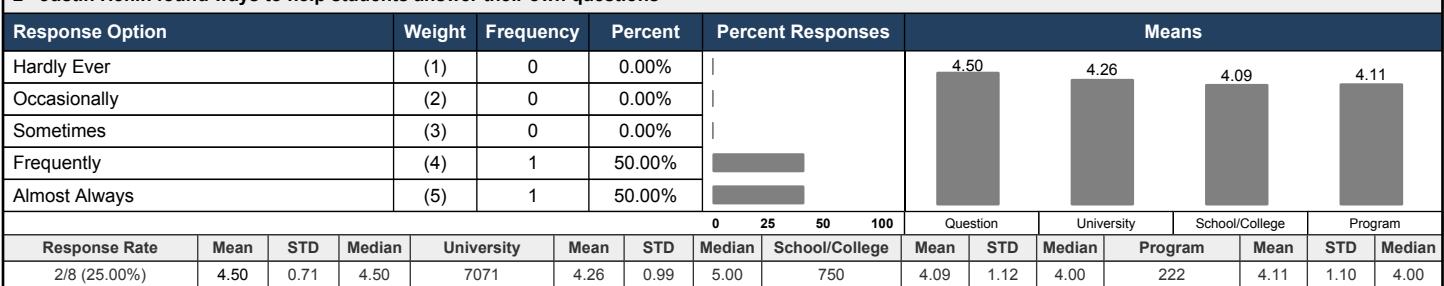
**Course:** BSBA-2212-003: Principles of Microeconomics  
**Instructor:** Justin Heflin \*

**Response Rate:** 2/8 (25.00 %)

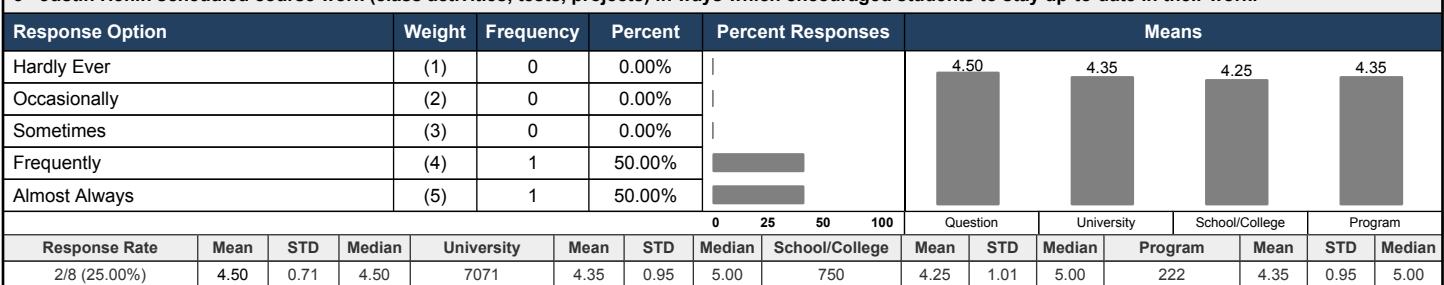
**1 - Justin Heflin displayed a personal interest in students and their learning. -**



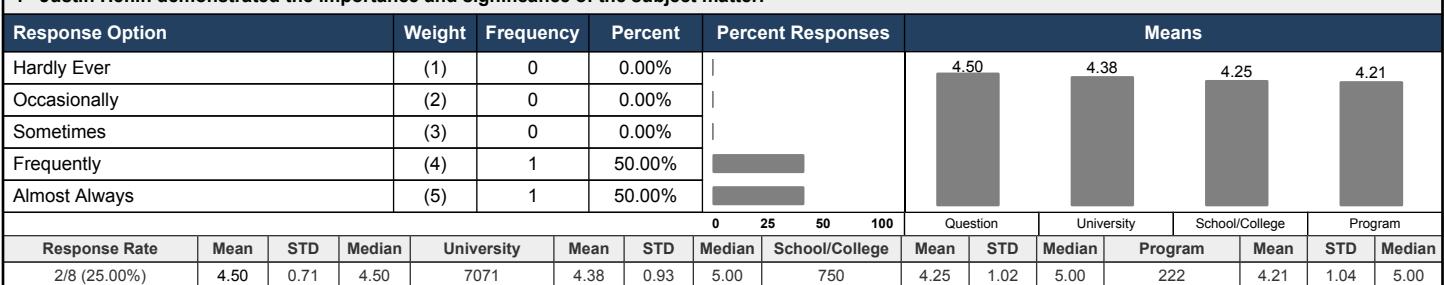
**2 - Justin Heflin found ways to help students answer their own questions -**



**3 - Justin Heflin scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work. -**



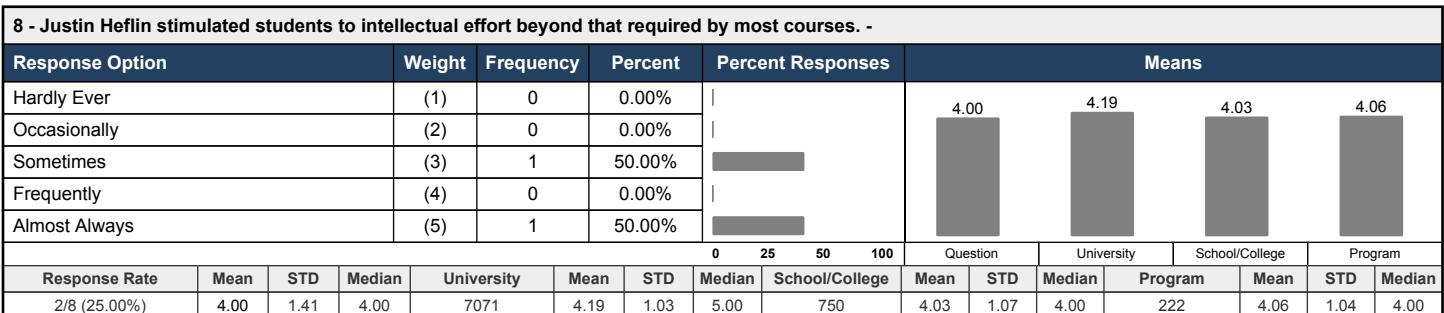
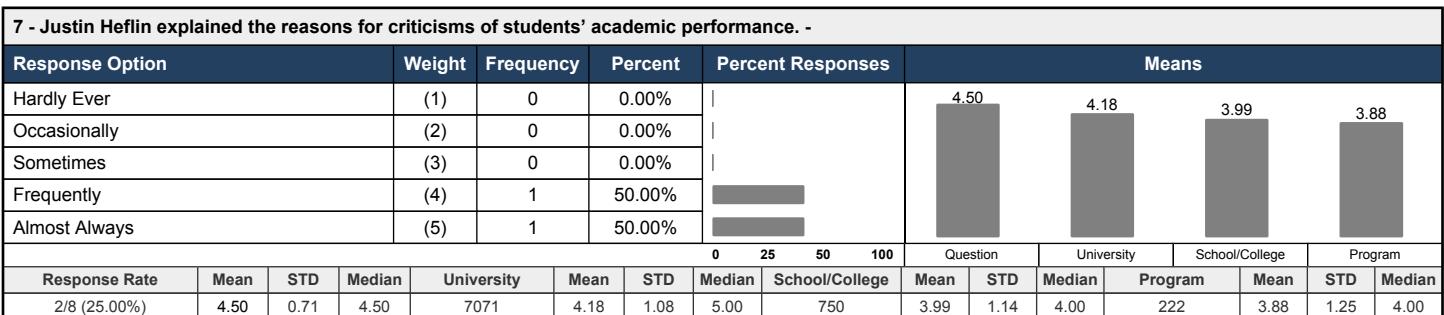
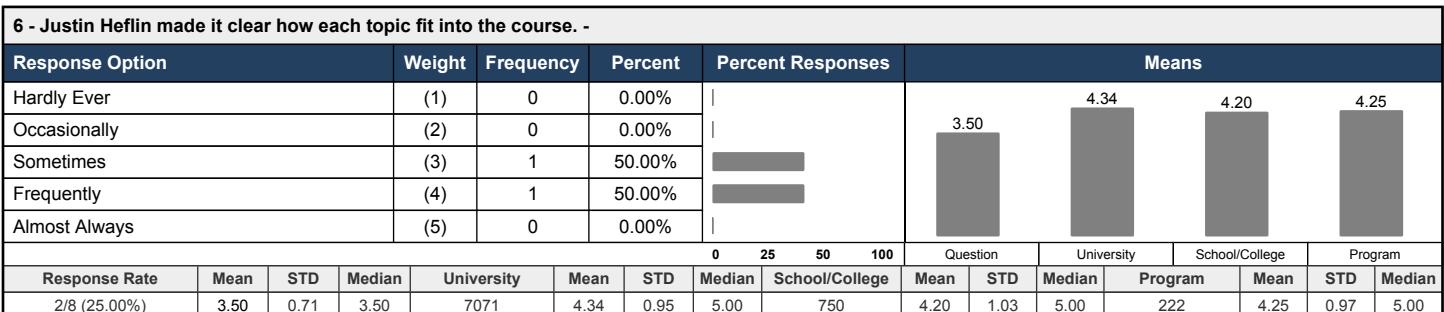
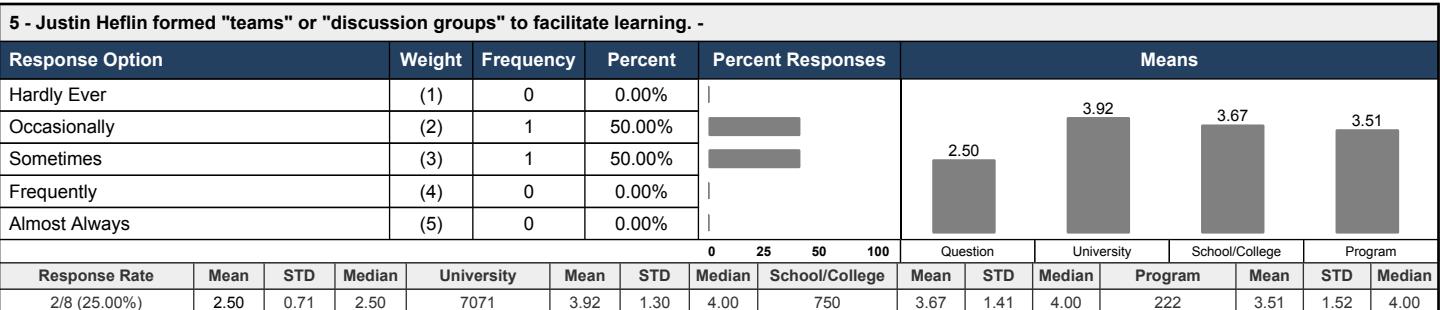
**4 - Justin Heflin demonstrated the importance and significance of the subject matter. -**



**Fairmont State University**  
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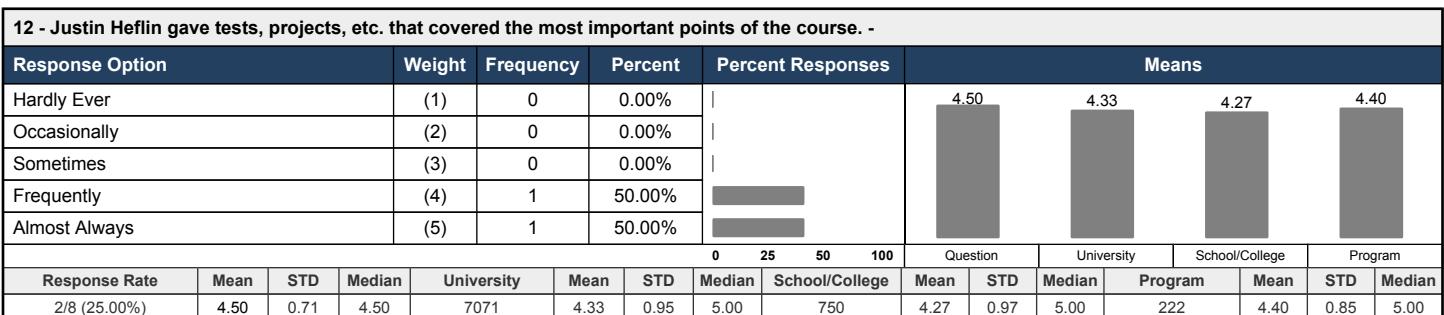
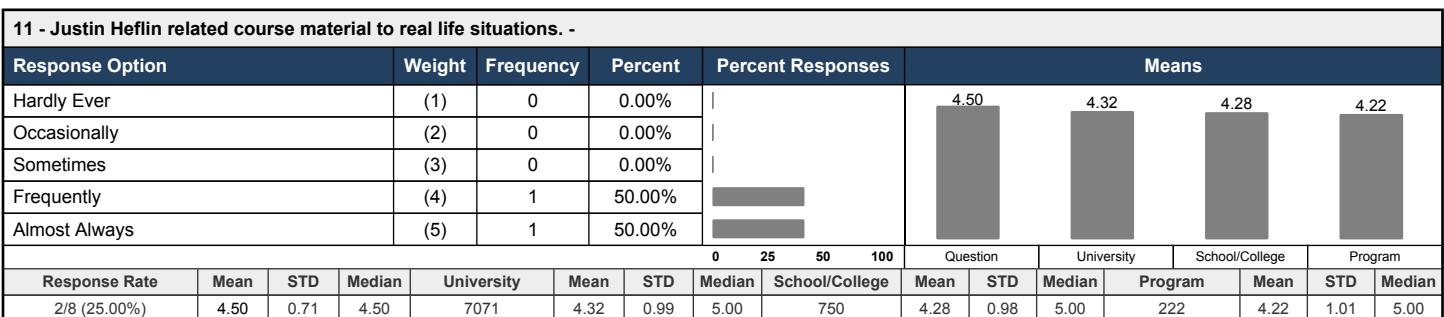
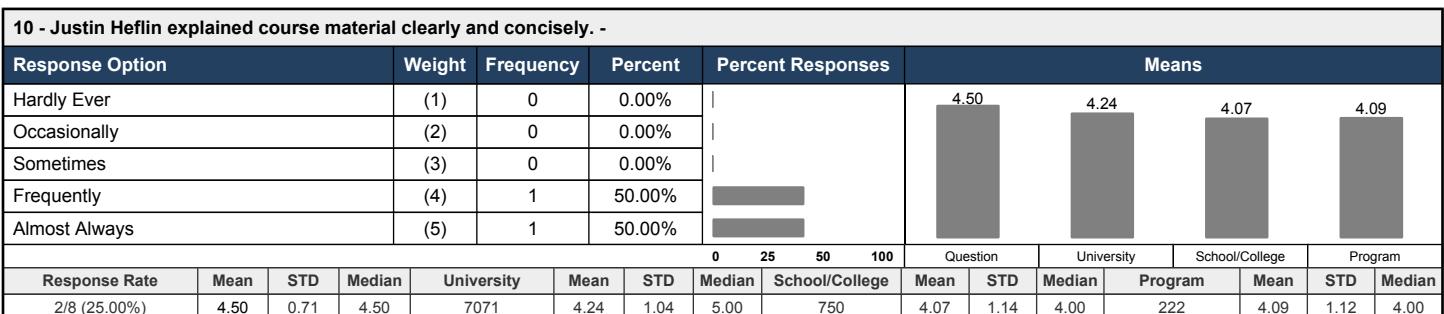
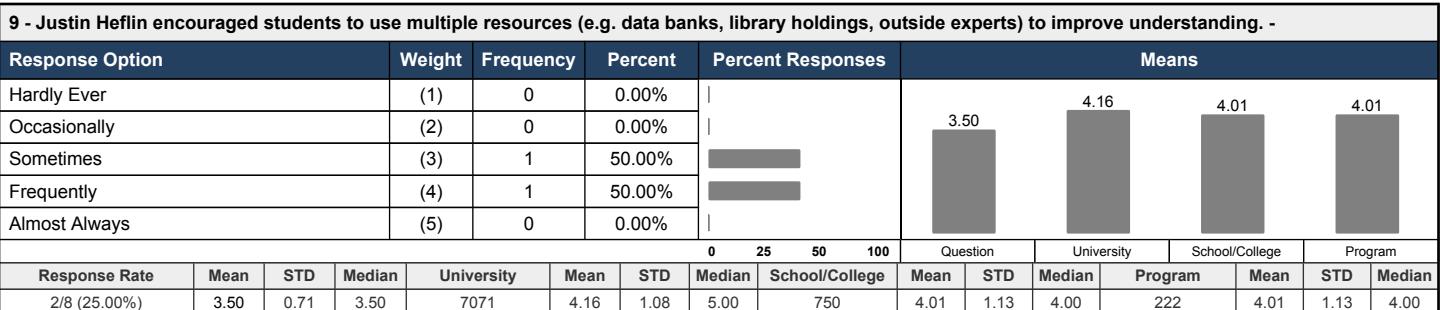
**Response Rate:** 2/8 (25.00 %)



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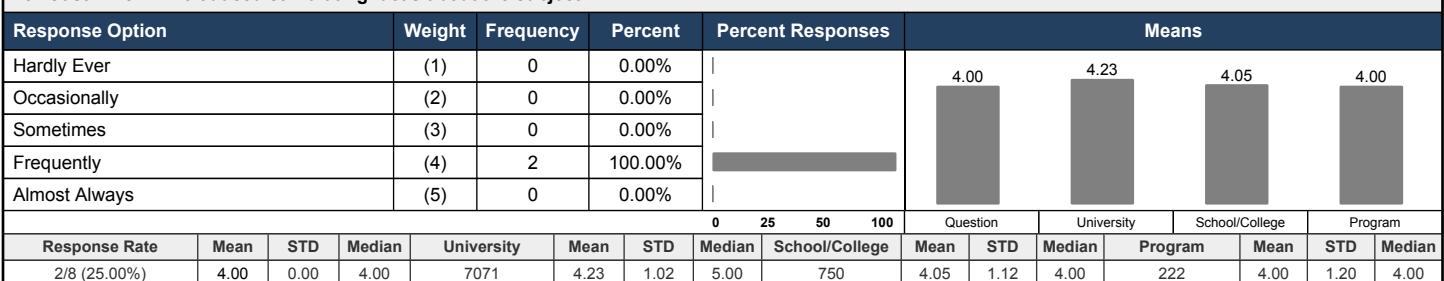


**Fairmont State University**  
**Spring 2020 End of Course Survey**

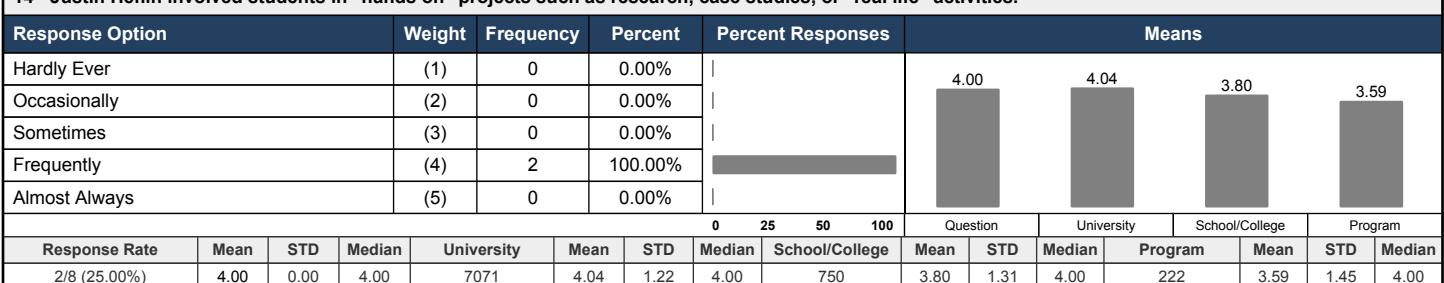
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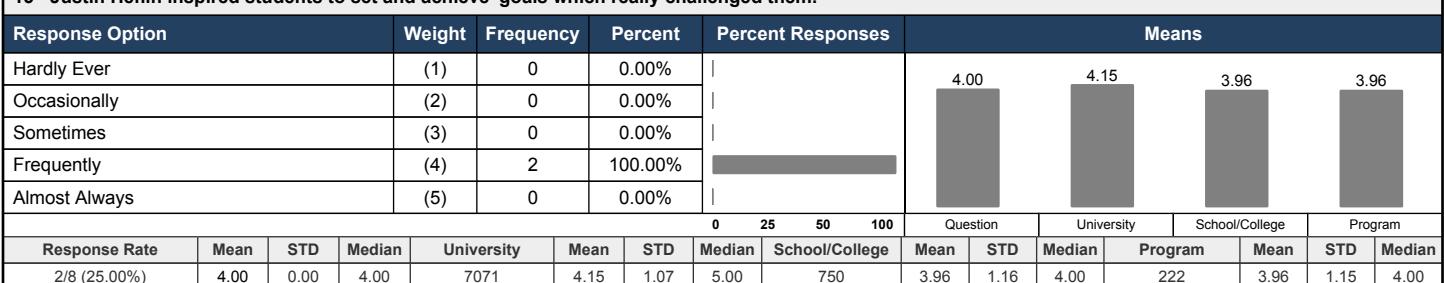
**13 - Justin Heflin introduced stimulating ideas about the subject. -**



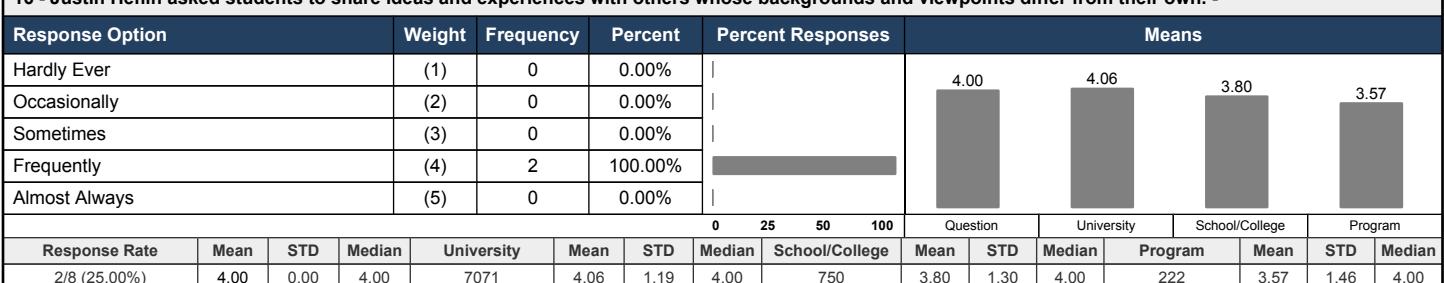
**14 - Justin Heflin involved students in "hands on" projects such as research, case studies, or "real life" activities. -**



**15 - Justin Heflin inspired students to set and achieve' goals which really challenged them. -**



**16 - Justin Heflin asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own. -**

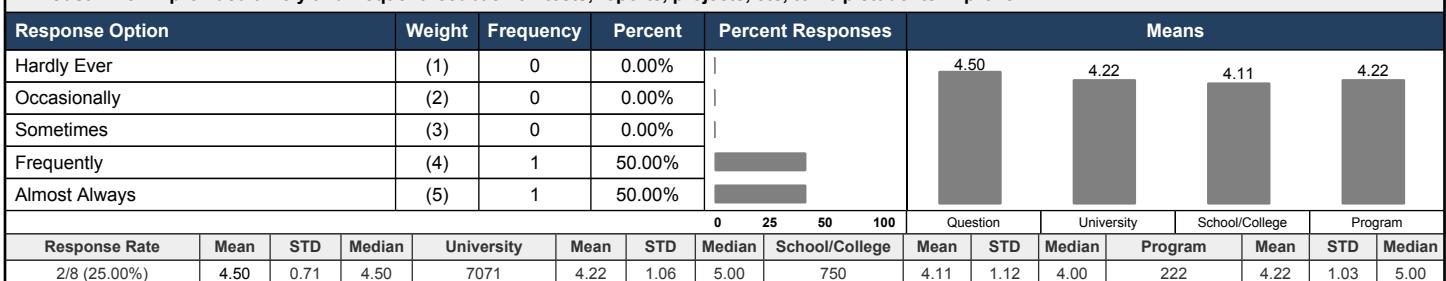


**Fairmont State University**  
**Spring 2020 End of Course Survey**

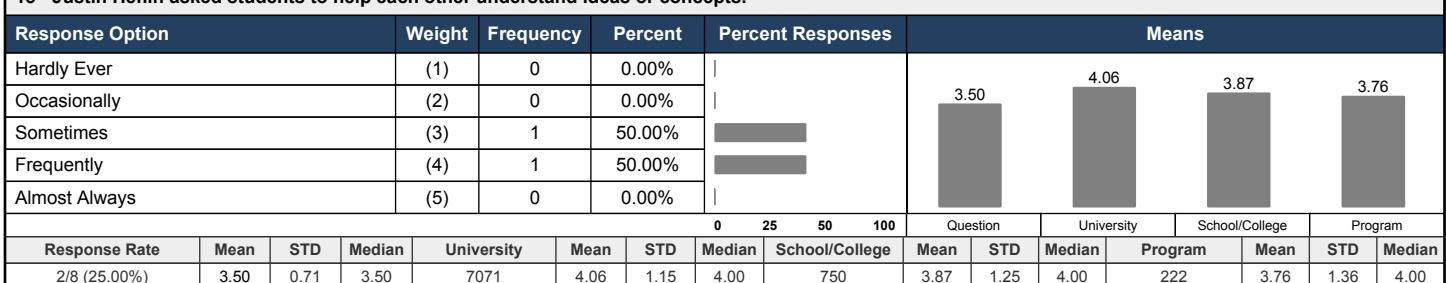
**Course:** BSBA-2212-003: Principles of Microeconomics  
**Instructor:** Justin Heflin \*

**Response Rate:** 2/8 (25.00 %)

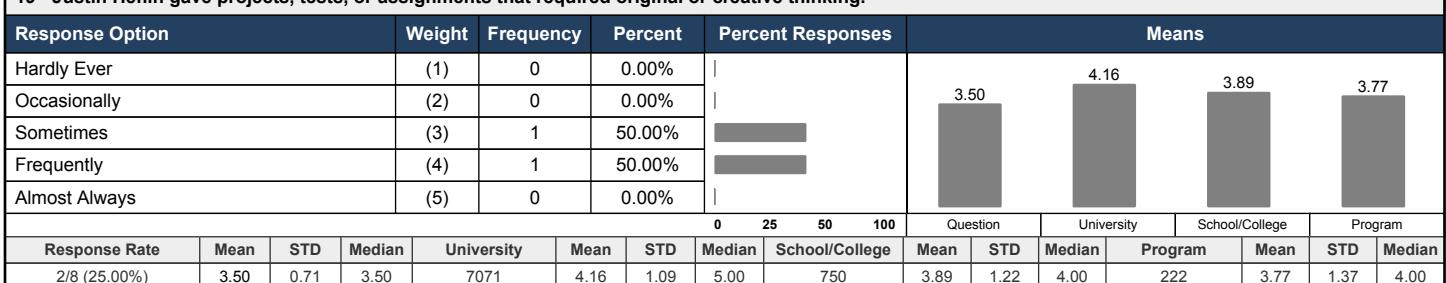
**17 - Justin Heflin provided timely and frequent feedback on tests, reports, projects, etc, to help students improve. -**



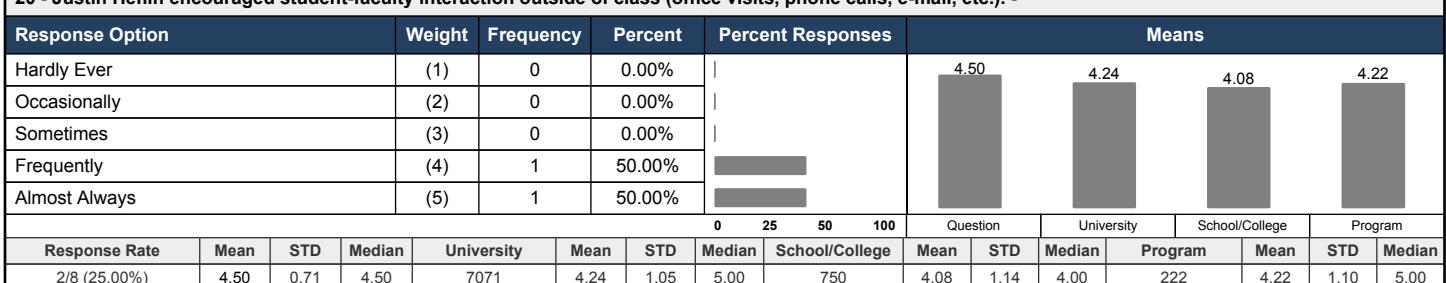
**18 - Justin Heflin asked students to help each other understand Ideas or concepts. -**



**19 - Justin Heflin gave projects, tests, or assignments that required original or creative thinking. -**



**20 - Justin Heflin encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.). -**



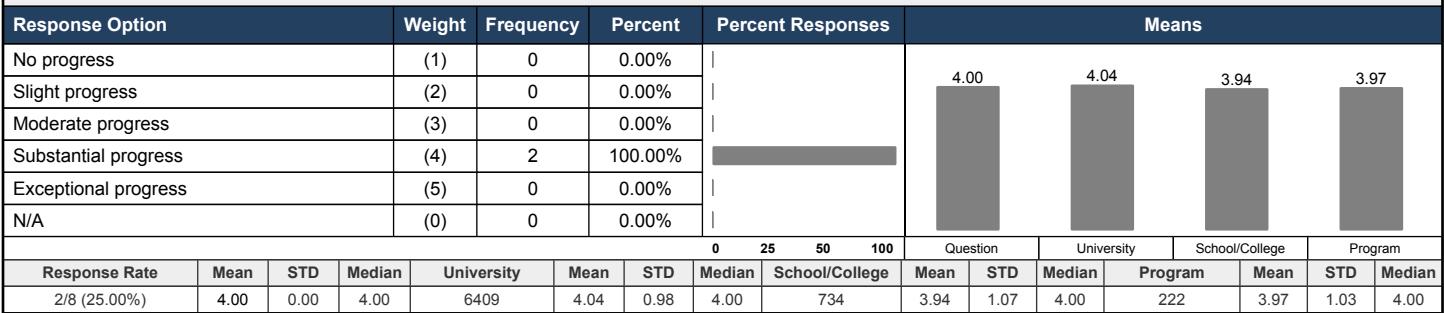
**Fairmont State University**  
**Spring 2020 End of Course Survey**

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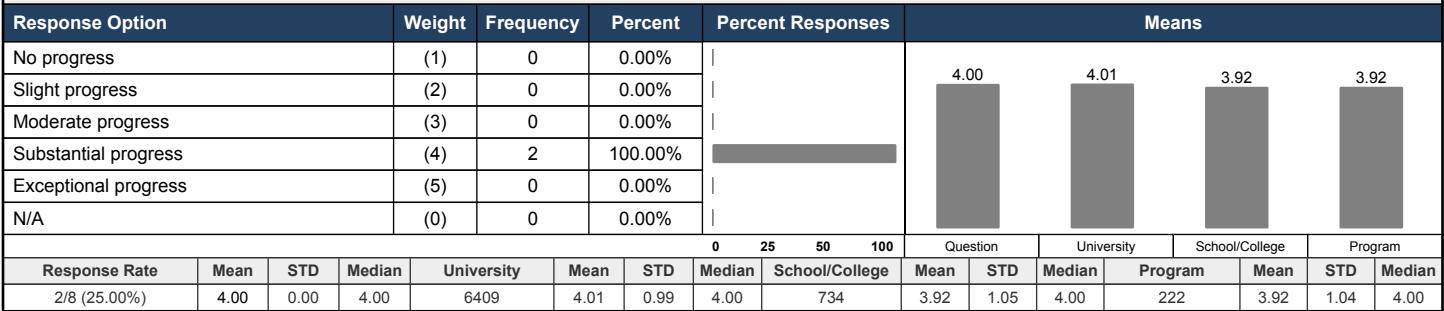
**21 -** Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:  
1 - No apparent progress  
2 - Slight progress; I made small gains on this objective  
3 - Moderate progress; I made some gains on this objective  
4 - Substantial progress; I made large gains on this objective  
5 - Exceptional progress; I made outstanding gains on this objective.

**Gaining factual knowledge (terminology, classifications, methods, trends)**



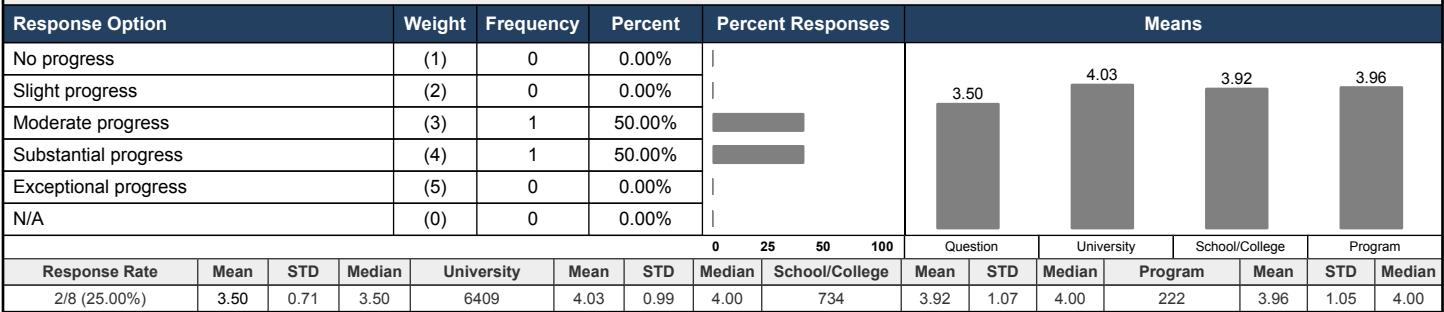
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5 - Exceptional progress; I made outstanding gains on this objective.

**Learning fundamental principles, generalizations, or theories**



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**Learning to apply course material (to improve thinking, problem solving and decisions)**



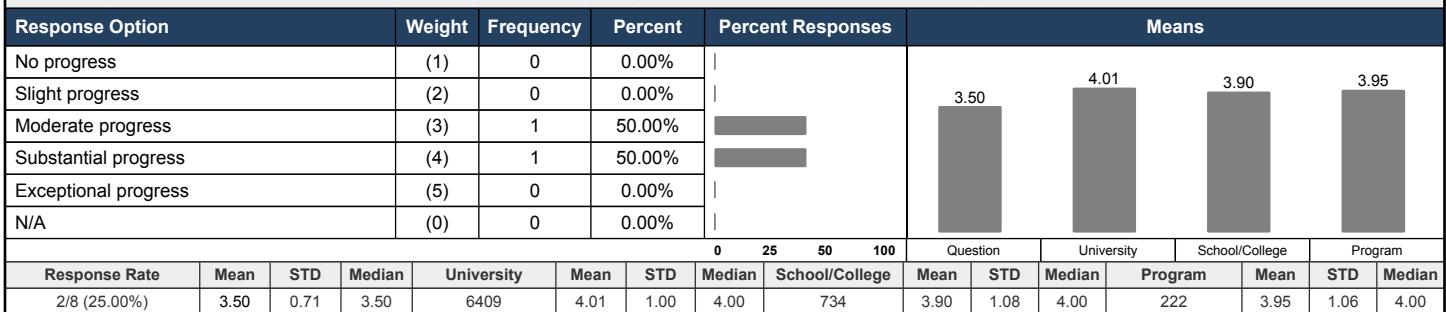
**Fairmont State University**  
**Spring 2020 End of Course Survey**

**Course:** BSBA-2212-003: Principles of Microeconomics  
**Instructor:** Justin Heflin \*

**Response Rate:** 2/8 (25.00 %)

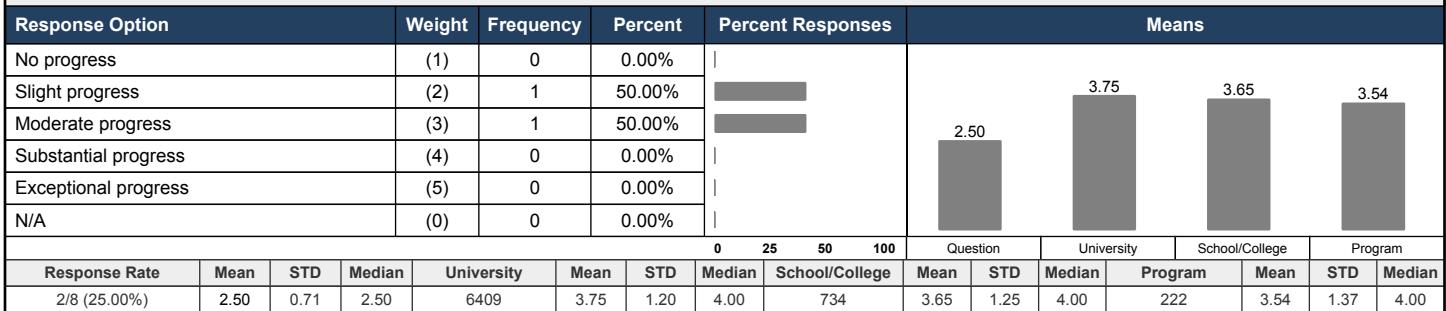
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Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.



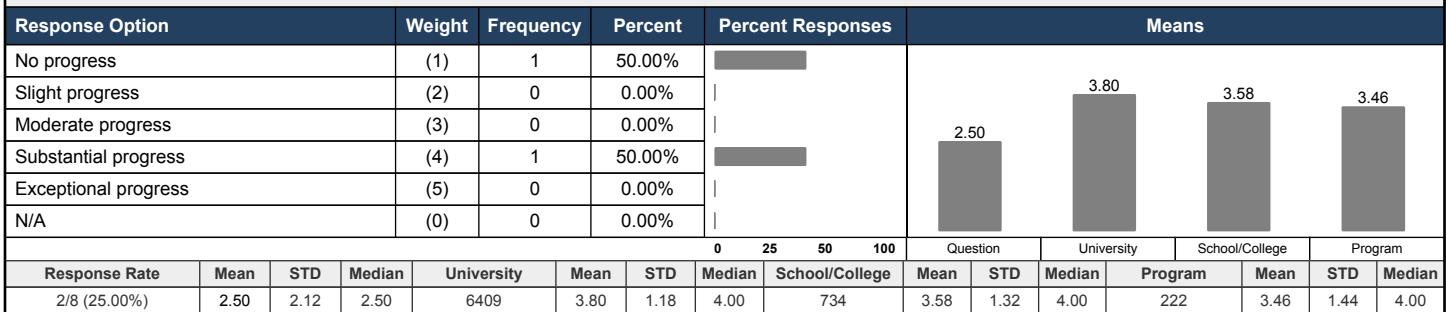
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Acquiring skills in working with others as a member of a team.



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4 - Substantial progress; I made large gains on this objective  
5 - Exceptional progress; I made outstanding gains on this objective.

Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)



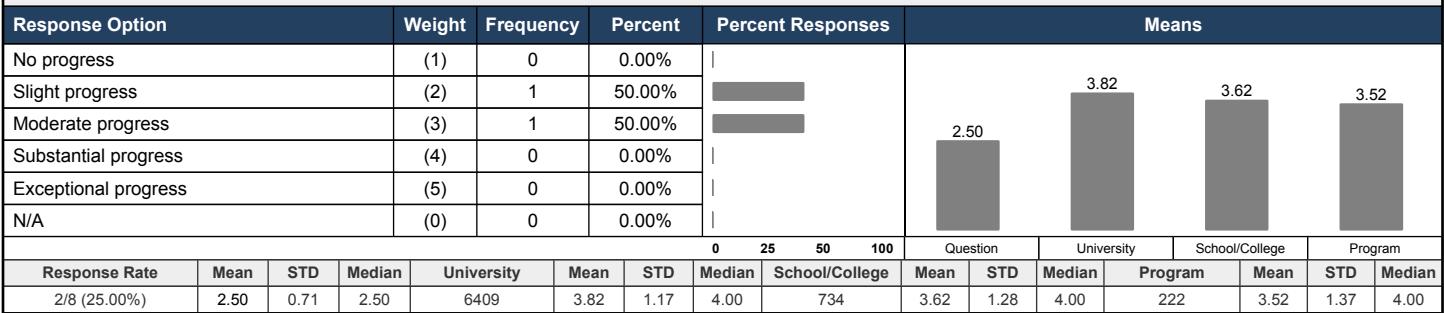
Fairmont State University  
Spring 2020 End of Course Survey

**Course:** BSBA-2212-003: Principles of Microeconomics  
**Instructor:** Justin Heflin \*

**Response Rate:** 2/8 (25.00 %)

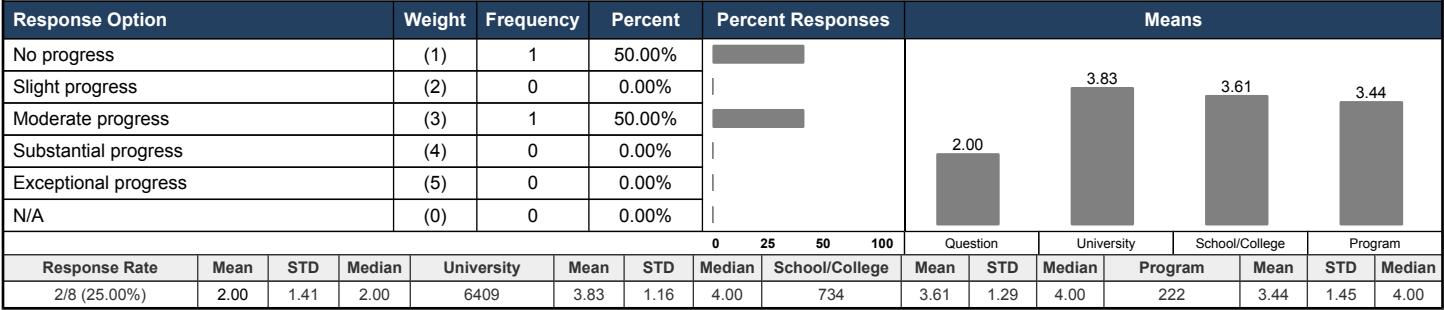
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Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)



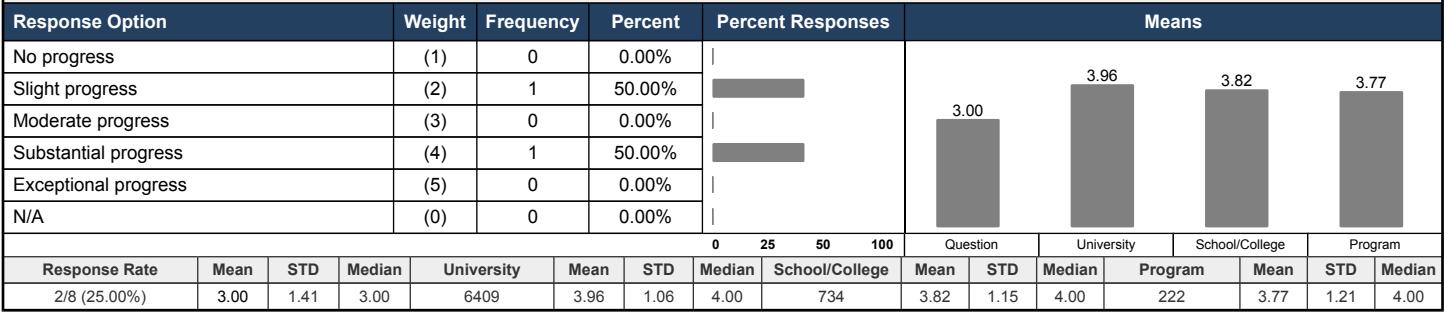
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Developing skill in expressing oneself orally or in writing.



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Learning how to find and use resources for answering questions or solving problems.



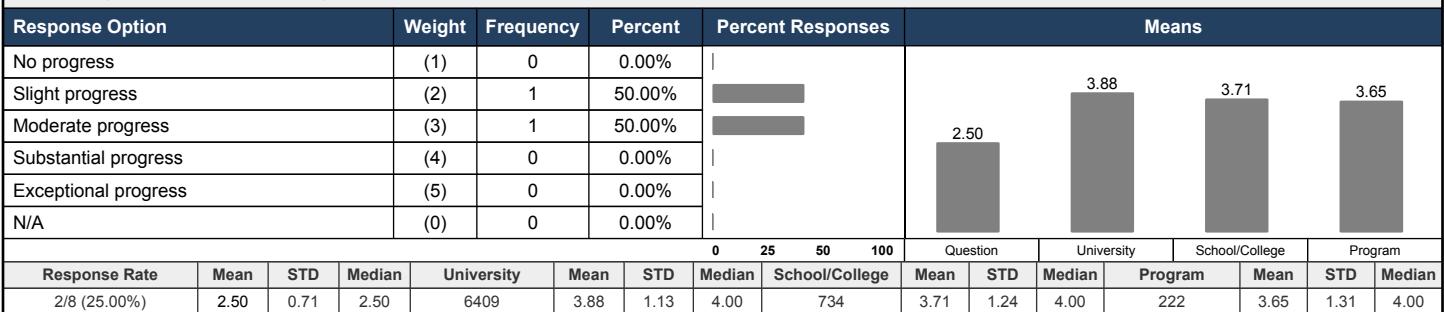
**Fairmont State University**  
**Spring 2020 End of Course Survey**

**Course:** BSBA-2212-003: Principles of Microeconomics  
**Instructor:** Justin Heflin \*

**Response Rate:** 2/8 (25.00 %)

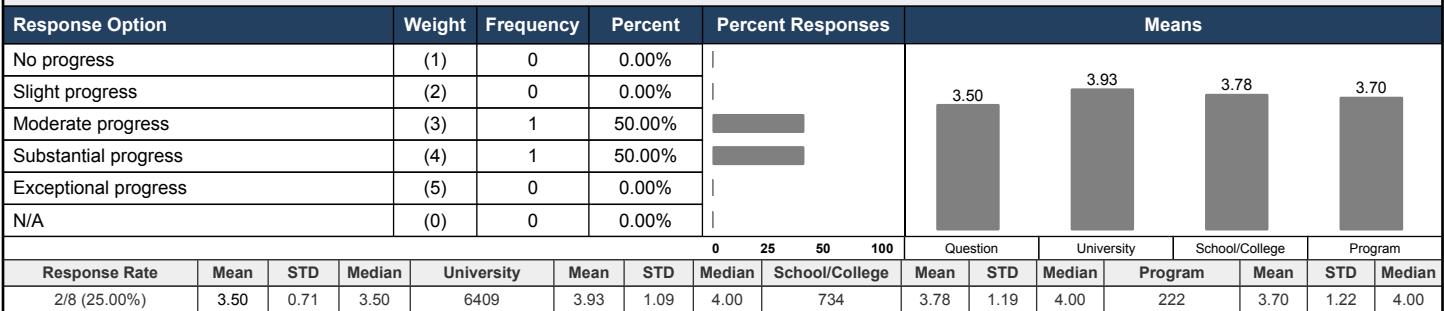
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Developing a clearer understanding of, and commitment to, personal values.



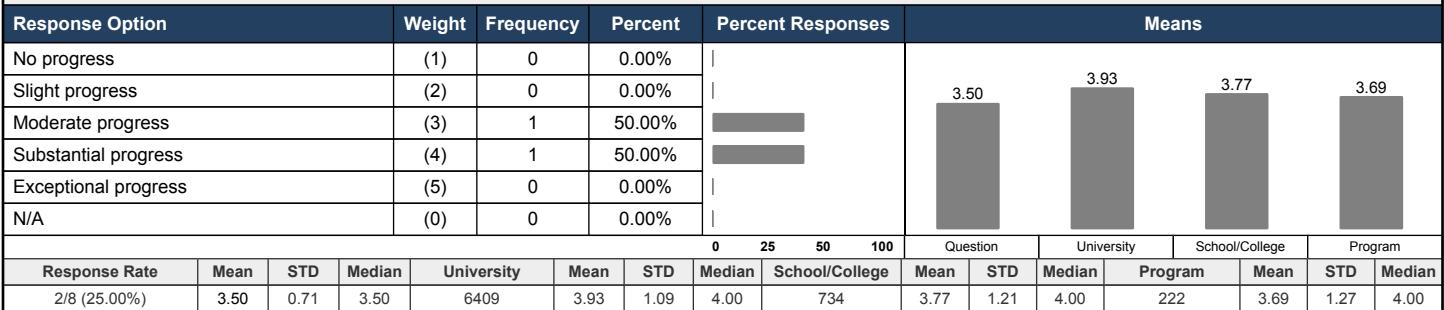
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Learning to analyze and critically evaluate ideas, arguments, and points of view.



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Acquiring an interest in learning more by asking questions and seeking answers.



**Fairmont State University**  
**Spring 2020 End of Course Survey**

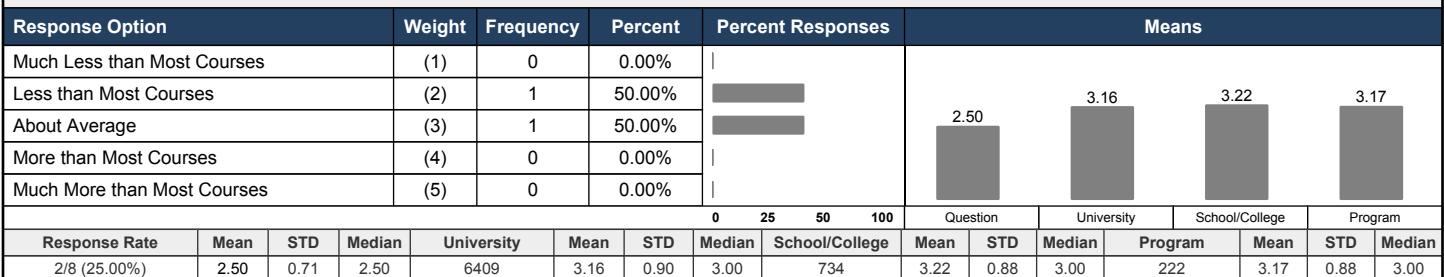
**Course:** BSBA-2212-003: Principles of Microeconomics

**Instructor:** Justin Heflin \*

**Response Rate:** 2/8 (25.00 %)

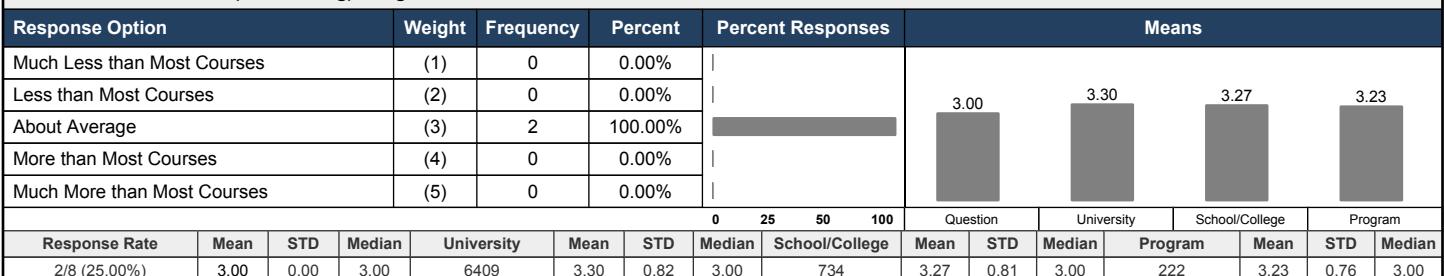
**22 - On the next three items, compare this course with others you have taken at this institution:**

**Amount of reading**



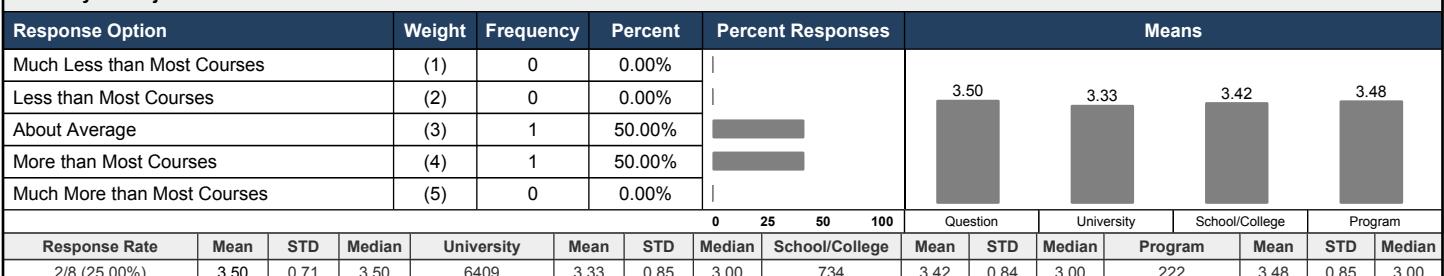
**22 - On the next three items, compare this course with others you have taken at this institution:**

**Amount of work in other (non-reading) assignments**



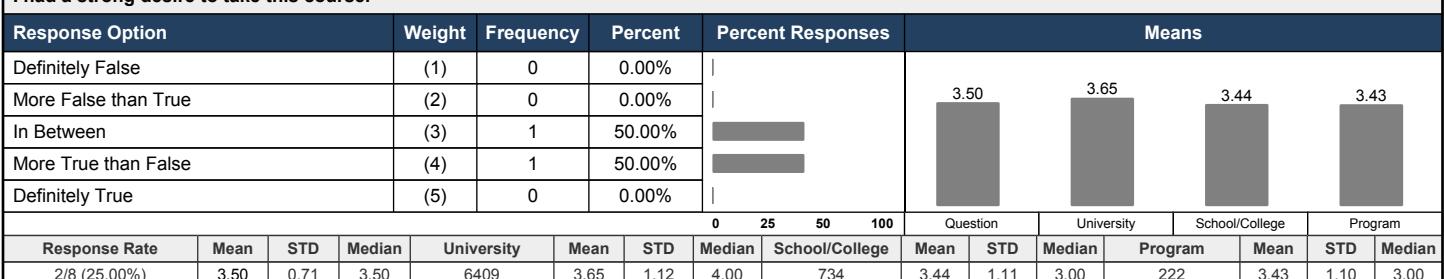
**22 - On the next three items, compare this course with others you have taken at this institution:**

**Difficulty of subject matter**



**23 - Describe your attitudes and behavior in this course:**

I had a strong desire to take this course.



**Fairmont State University**  
**Spring 2020 End of Course Survey**

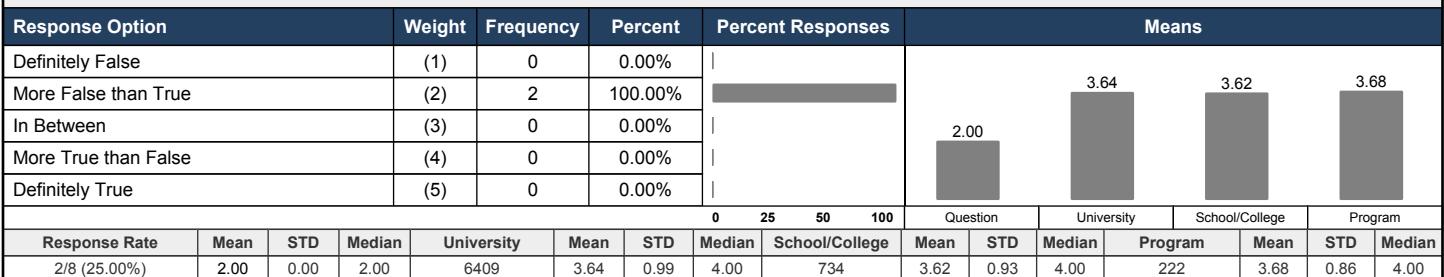
**Course:** BSBA-2212-003: Principles of Microeconomics

**Instructor:** Justin Heflin \*

**Response Rate:** 2/8 (25.00 %)

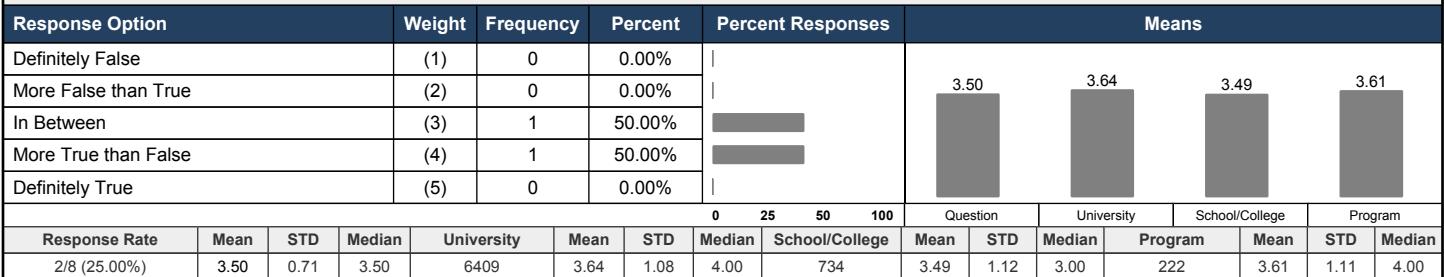
**23 - Describe your attitudes and behavior in this course:**

I worked harder on this course than on most courses have taken.



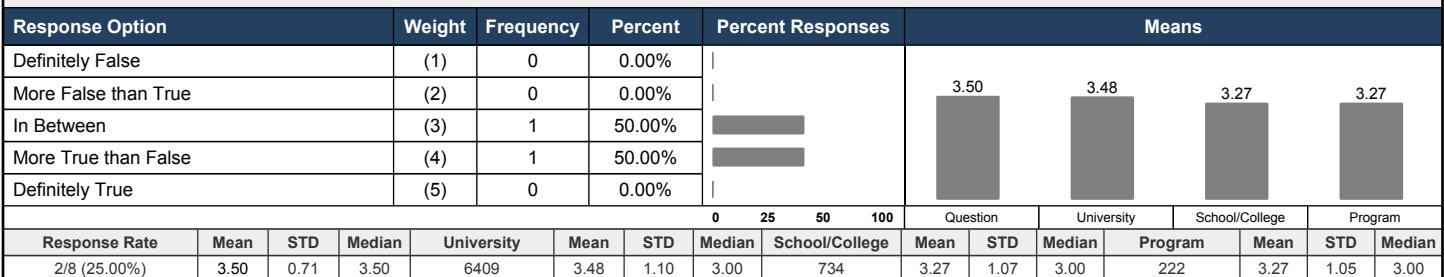
**23 - Describe your attitudes and behavior in this course:**

I really wanted to take a course from this instructor.



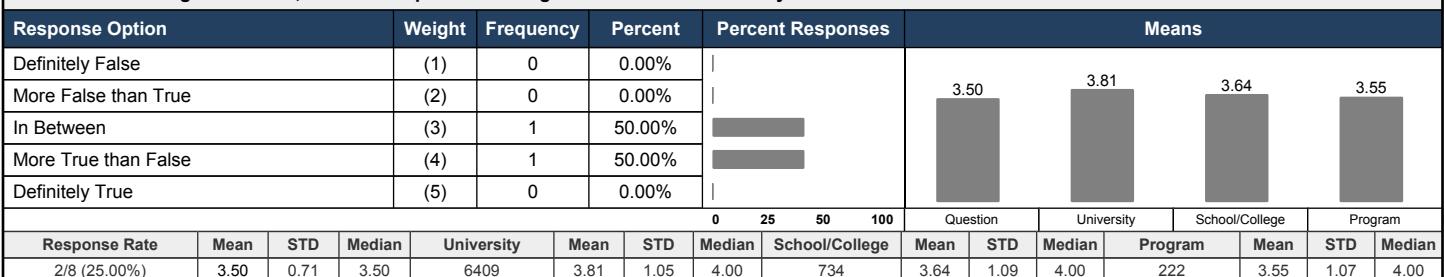
**23 - Describe your attitudes and behavior in this course:**

I really wanted to take this course regardless of who taught it.



**23 - Describe your attitudes and behavior in this course:**

As a result of taking this course, I have more positive feelings toward this field of study.



**Fairmont State University**  
**Spring 2020 End of Course Survey**

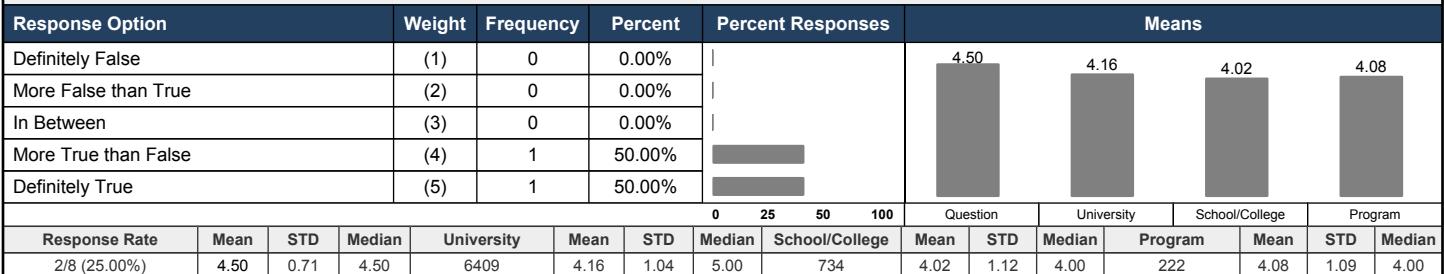
**Course:** BSBA-2212-003: Principles of Microeconomics

**Instructor:** Justin Heflin \*

**Response Rate:** 2/8 (25.00 %)

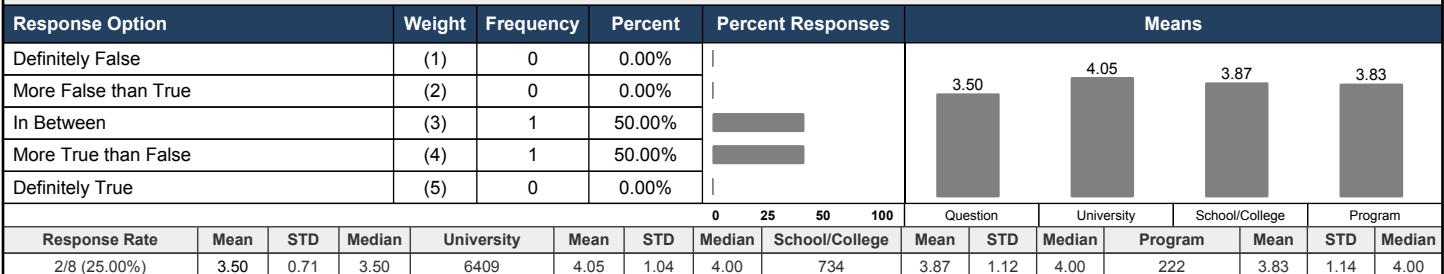
**23 - Describe your attitudes and behavior in this course:**

**Overall, I rate this instructor an excellent teacher.**



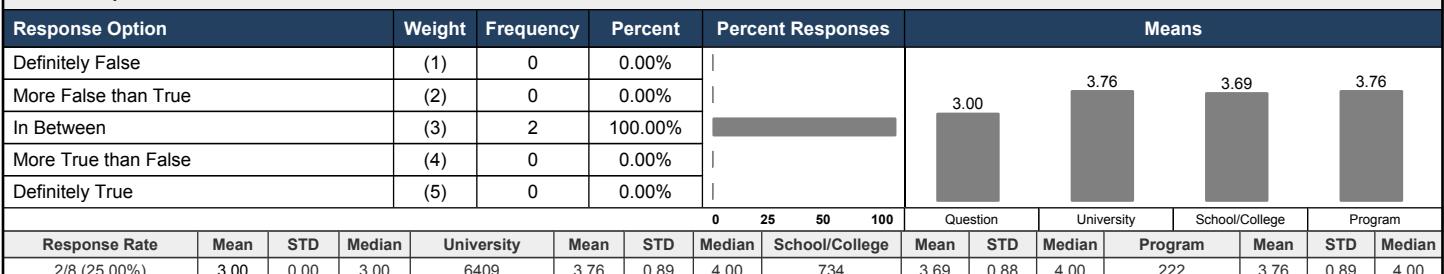
**23 - Describe your attitudes and behavior in this course:**

**Overall, I rate this course as excellent.**



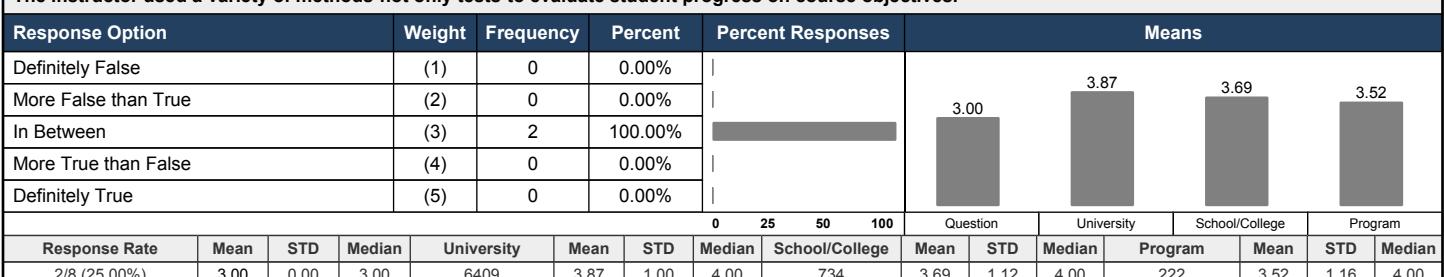
**24 - For the following items, chose the response which best corresponds to your judgment:**

**As a rule, I put forth more effort than other students on academic work.**



**24 - For the following items, chose the response which best corresponds to your judgment:**

**The instructor used a variety of methods-not only tests-to evaluate student progress on course objectives.**



**Fairmont State University**  
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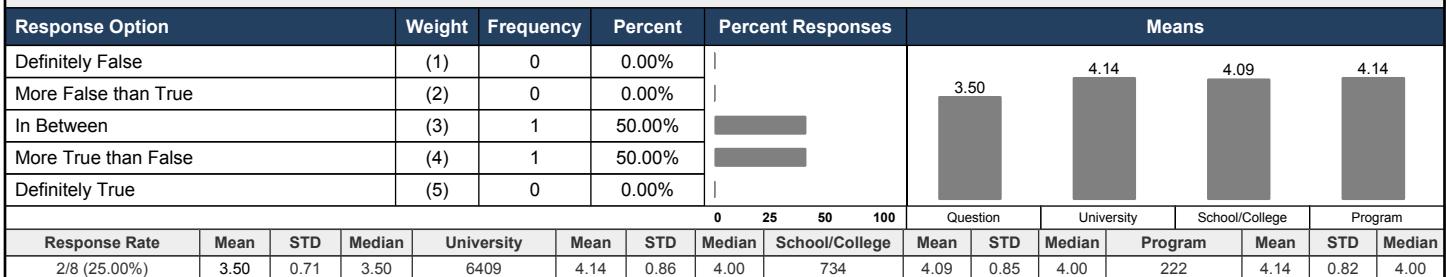
**Course:** BSBA-2212-003: Principles of Microeconomics

**Instructor:** Justin Heflin \*

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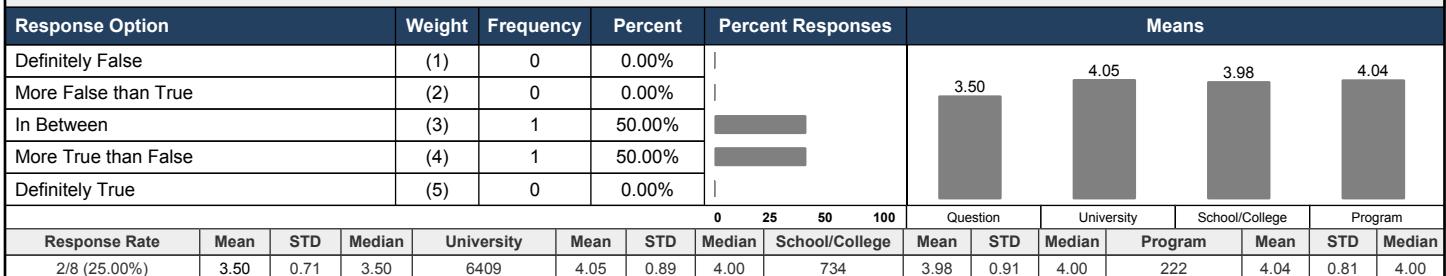
**24 - For the following items, chose the response which best corresponds to your judgment:**

The instructor expected students to take their share of responsibility for learning.



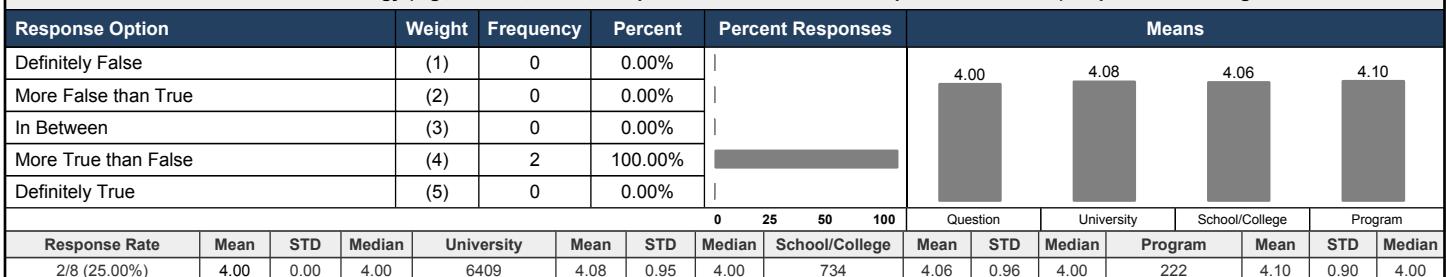
**24 - For the following items, chose the response which best corresponds to your judgment:**

The instructor had high achievement standards in this class.



**24 - For the following items, chose the response which best corresponds to your judgment:**

The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.



**25 - Provide additional comments.**

Response Rate	2/8 (25%)
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- I think this class was very well taught by Professor Heflin. In the half of the semester we were there , it was a 3 hour class that felt more like an hour. For the time online Professor Heflin very well organized all the material and made it easy to know what was due when and where to look for it. He encouraged questions and made sure we understood the material before we moved on to anything else. The video material he included online was very detailed and gave us multiple sources for information. He made microeconomics easy to understand and relatable to every day life. I think having a class size of around 10 was good because he could make sure everyone was on the same page with such a difficult topic. 11/10 professor and anybody would be lucky to take this class!
- I think this class was...

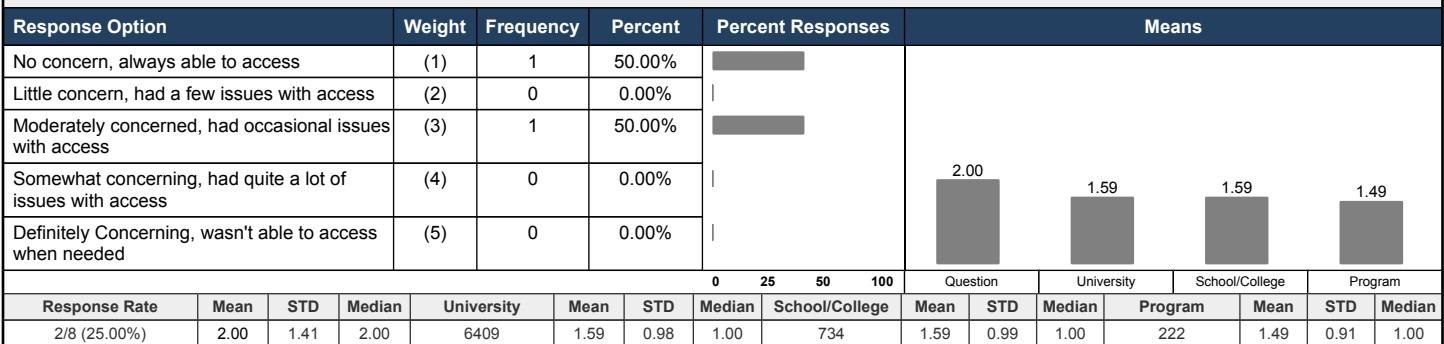
**Fairmont State University**  
**Spring 2020 End of Course Survey**

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**Instructor:** Justin Heflin \*

**Response Rate:** 2/8 (25.00 %)

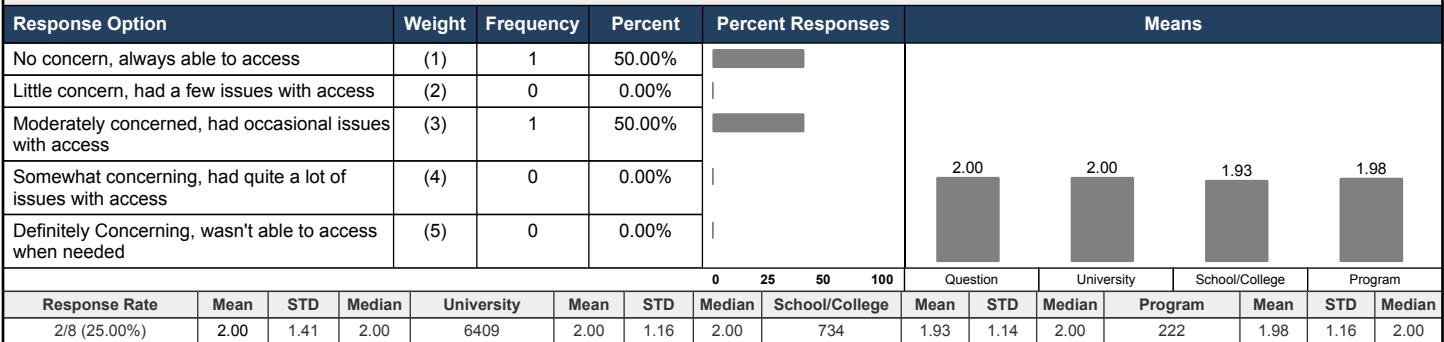
**26 - Spring 2020 Semester was full of new issues and concerns. The COVID-19 Pandemic forced Fairmont State to re-evaluate traditional teaching modes and move all of our courses to a digital learning environment which was difficult/concerning for faculty and students. We would like to gather information on how we did from your perspective.Which of the following, if any, were of concern while you were completing your coursework in this new digital learning environment?**

**Access to a computer or tablet for coursework**



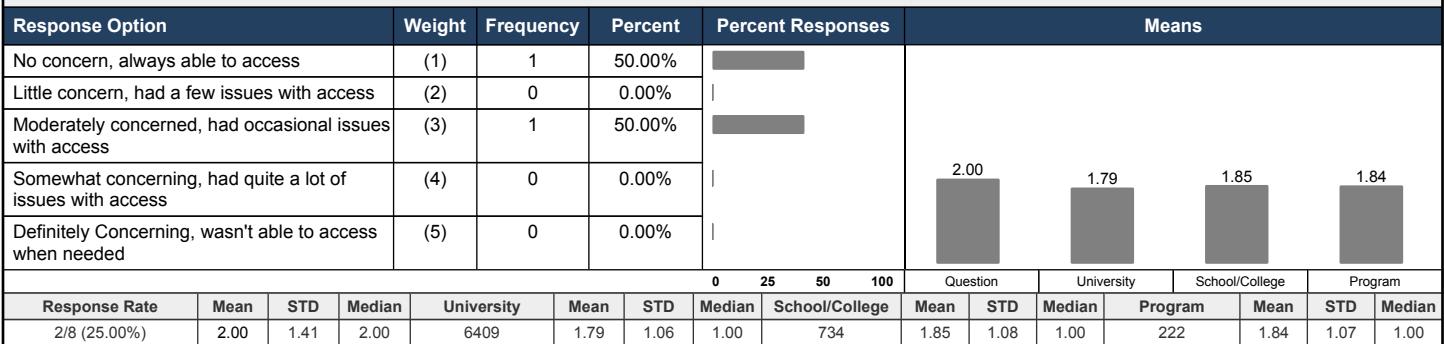
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**Reliable internet**



**26 - Spring 2020 Semester was full of new issues and concerns. The COVID-19 Pandemic forced Fairmont State to re-evaluate traditional teaching modes and move all of our courses to a digital learning environment which was difficult/concerning for faculty and students. We would like to gather information on how we did from your perspective.Which of the following, if any, were of concern while you were completing your coursework in this new digital learning environment?**

**Ability to access Blackboard on your devices**



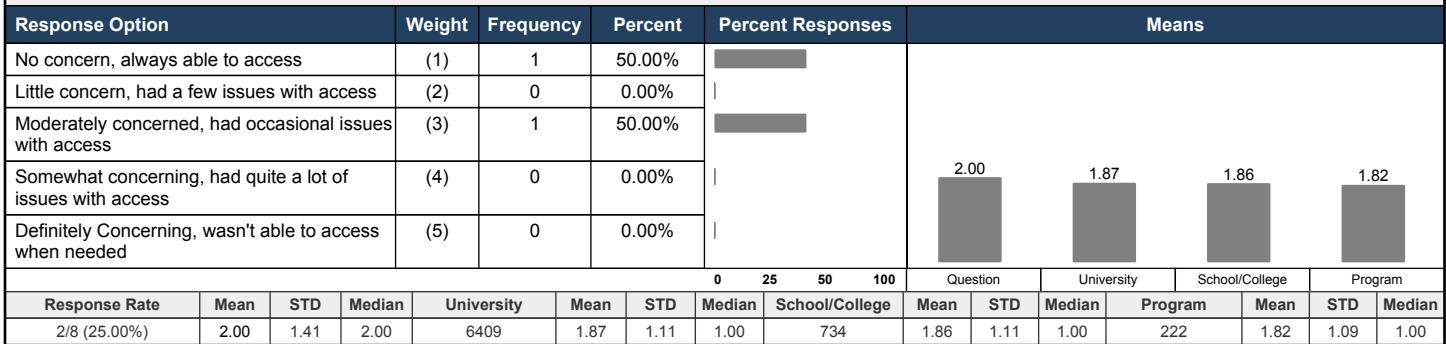
**Fairmont State University**  
**Spring 2020 End of Course Survey**

**Course:** BSBA-2212-003: Principles of Microeconomics  
**Instructor:** Justin Heflin \*

**Response Rate:** 2/8 (25.00 %)

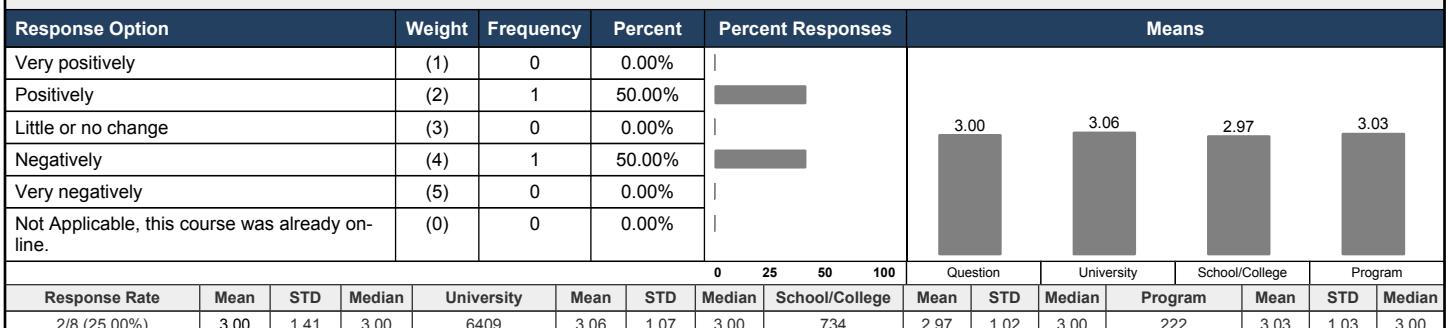
**26 - Spring 2020 Semester was full of new issues and concerns. The COVID-19 Pandemic forced Fairmont State to re-evaluate traditional teaching modes and move all of our courses to a digital learning environment which was difficult/concerning for faculty and students. We would like to gather information on how we did from your perspective. Which of the following, if any, were of concern while you were completing your coursework in this new digital learning environment?**

**Ability to access and use the Zoom, WebEx, or TEAMS platforms to connect with your instructor or classmates**



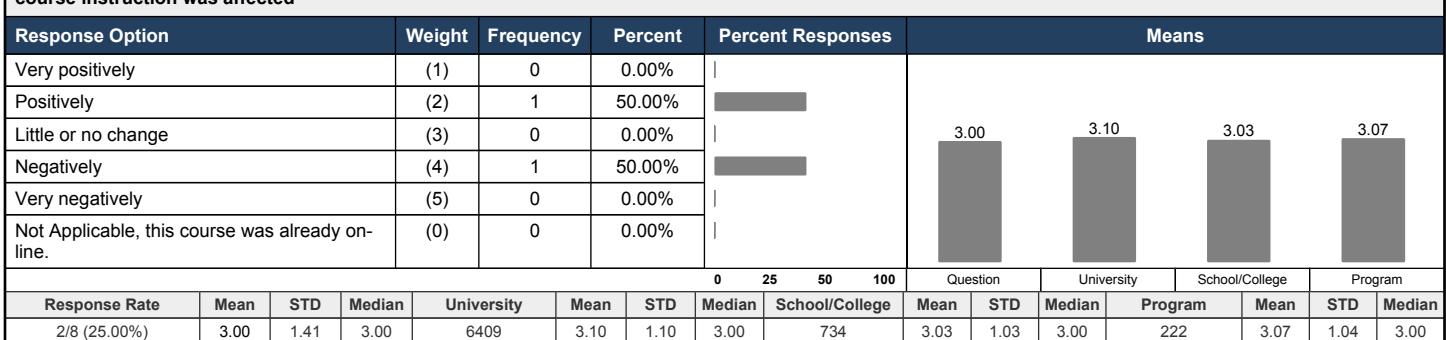
**27 - We would like to know how your courses was affected by the digital delivery migration after Spring Break.**

**Course content was affected**



**27 - We would like to know how your courses was affected by the digital delivery migration after Spring Break.**

**course instruction was affected**

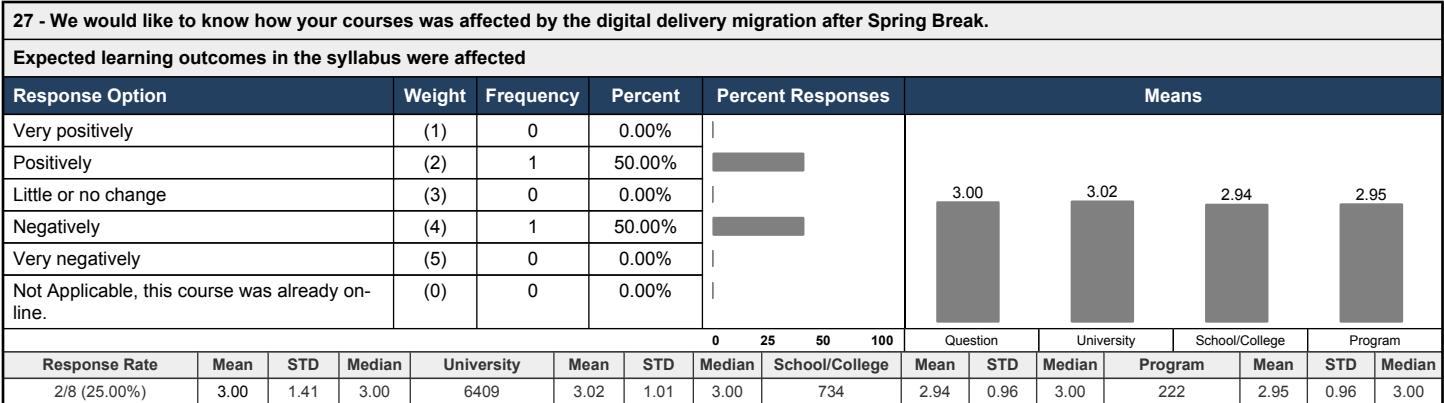


**Fairmont State University**  
**Spring 2020 End of Course Survey**

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**Course:** BSBA-2212-003: Principles of Microeconomics  
**Instructor:** Justin Heflin \*  
**Response Rate:** 2/8 (25.00 %)

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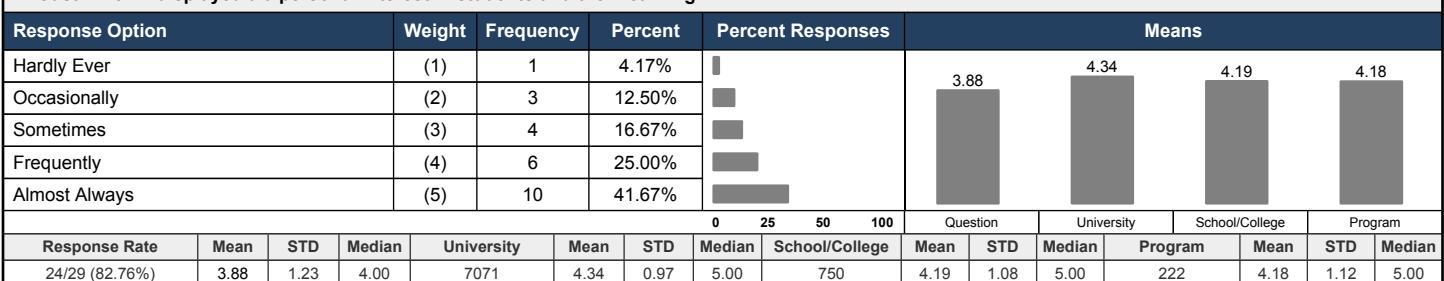
28 - What did or did not work well for you in completing your coursework in the digital delivery environment?									
Response Rate		0/8 (0%)							

**Fairmont State University**  
**Spring 2020 End of Course Survey**

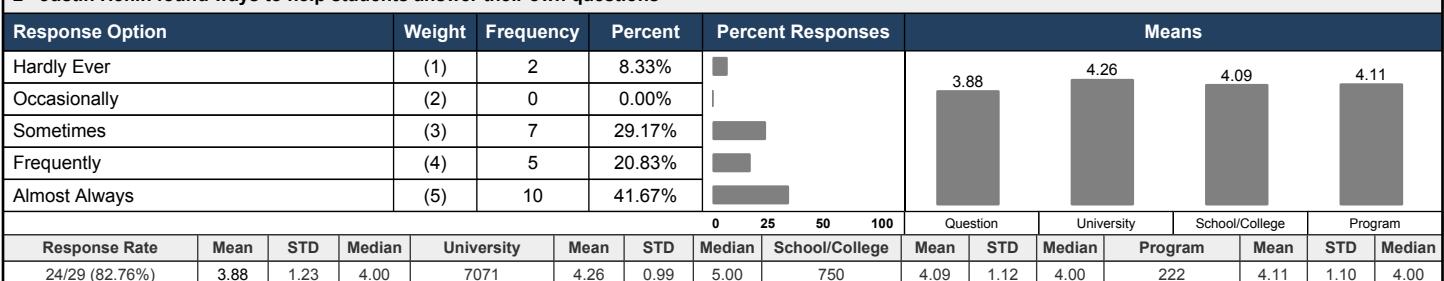
**Course:** BSBA-2212-002: Principles of Microeconomics  
**Instructor:** Justin Heflin \*

**Response Rate:** 24/29 (82.76 %)

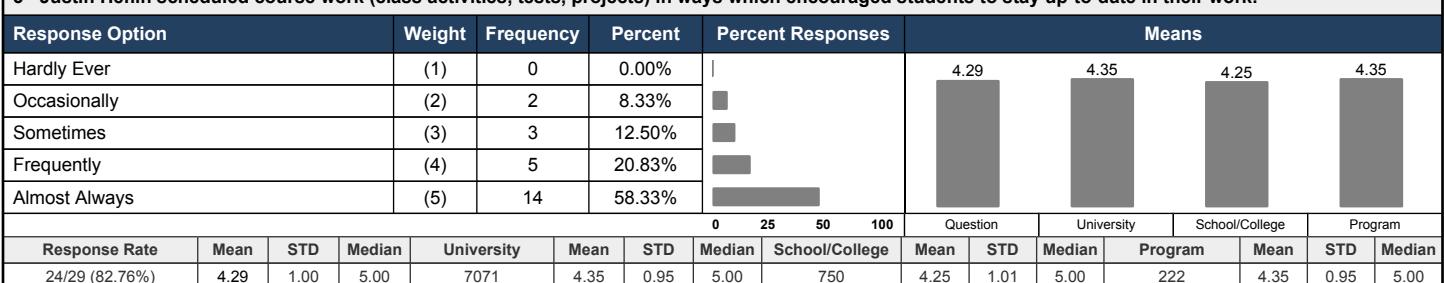
**1 - Justin Heflin displayed a personal interest in students and their learning. -**



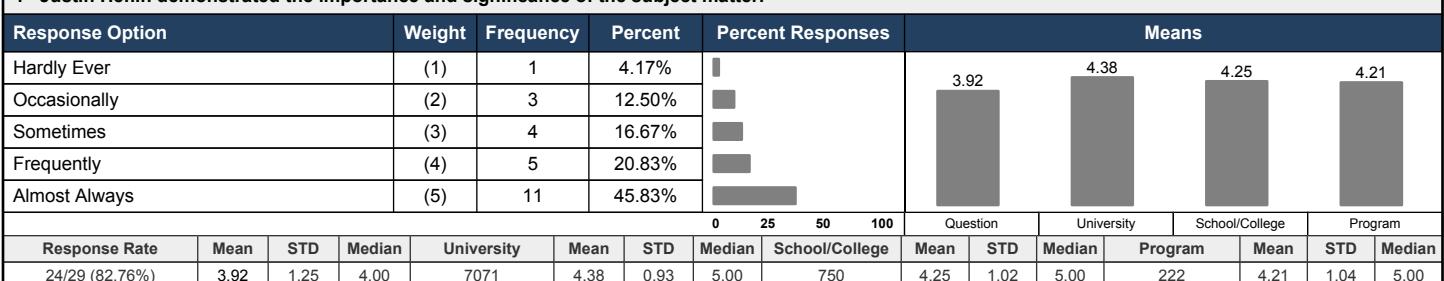
**2 - Justin Heflin found ways to help students answer their own questions -**



**3 - Justin Heflin scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work. -**



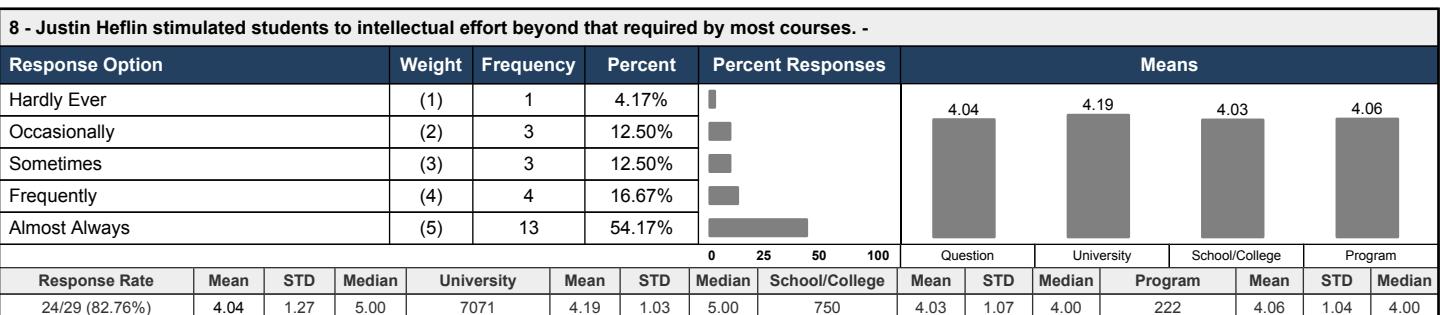
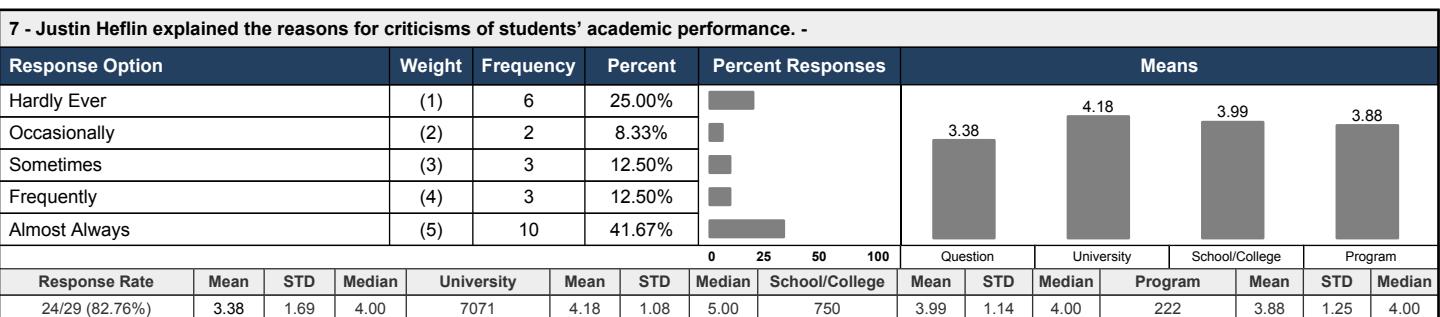
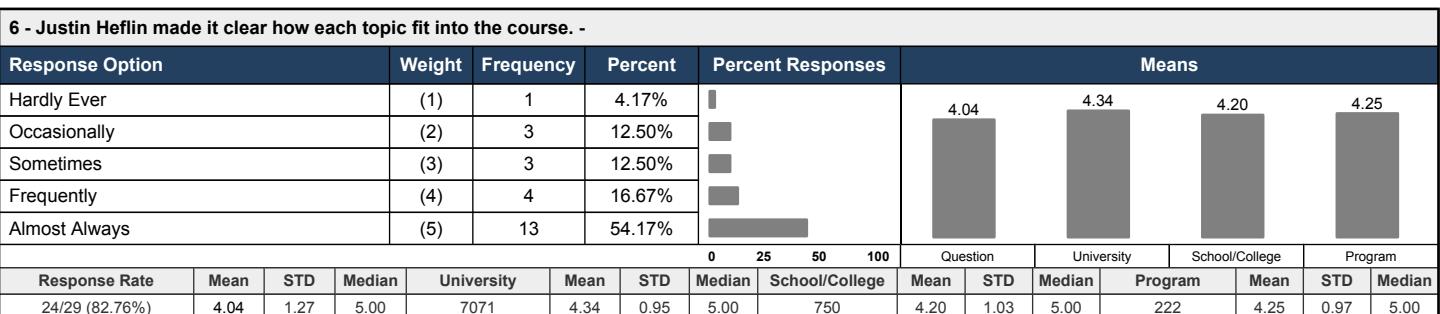
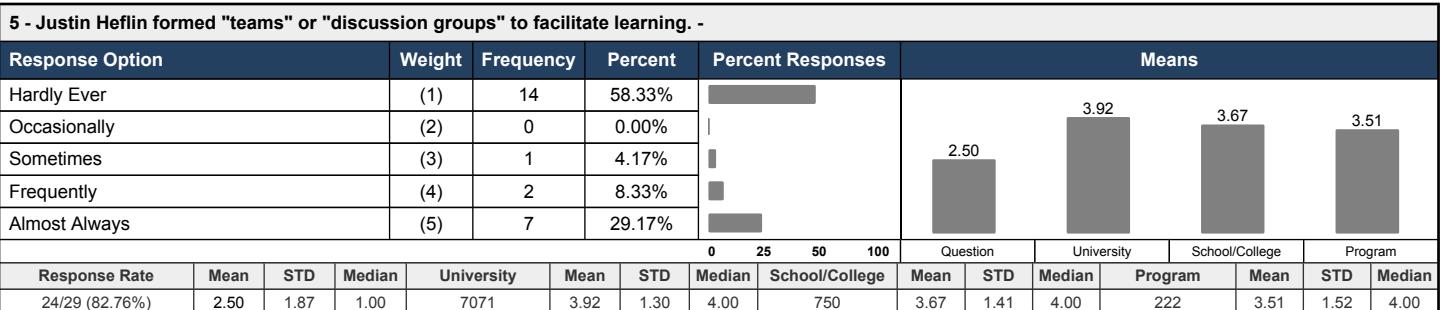
**4 - Justin Heflin demonstrated the importance and significance of the subject matter. -**



**Fairmont State University**  
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**Course:** BSBA-2212-002: Principles of Microeconomics  
**Instructor:** Justin Heflin \*

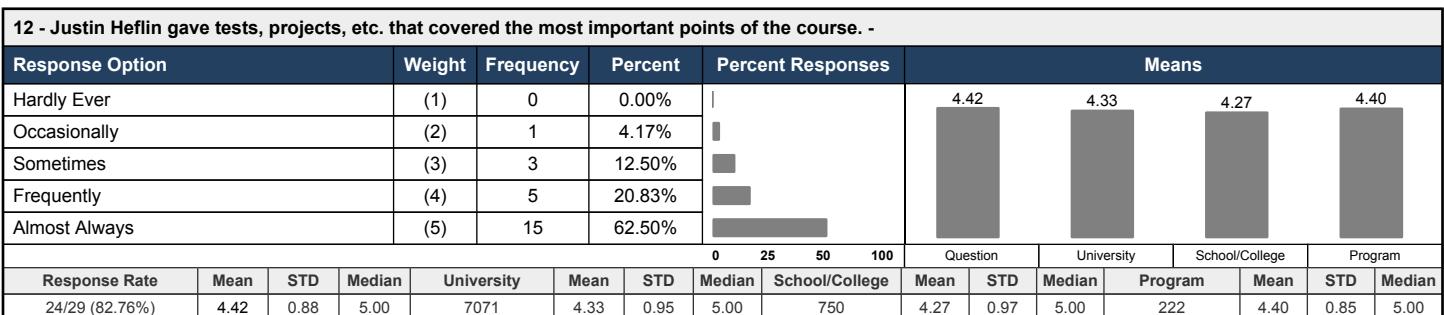
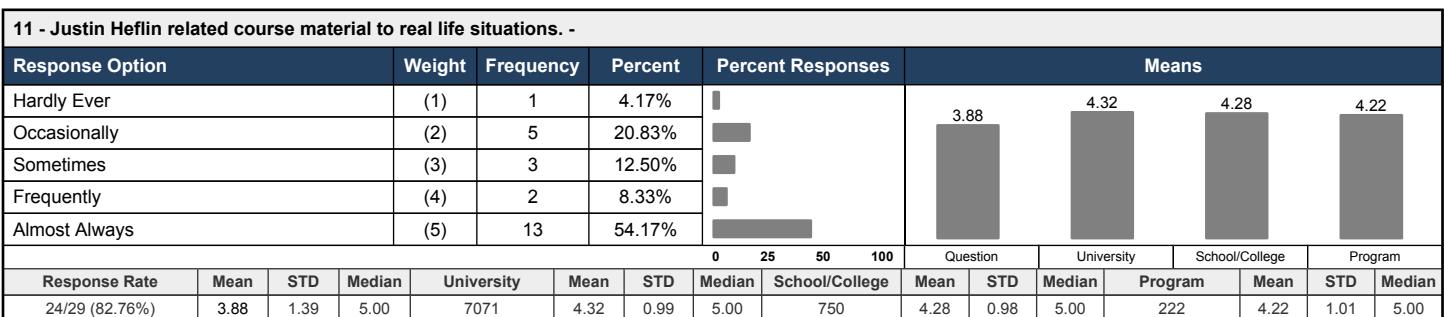
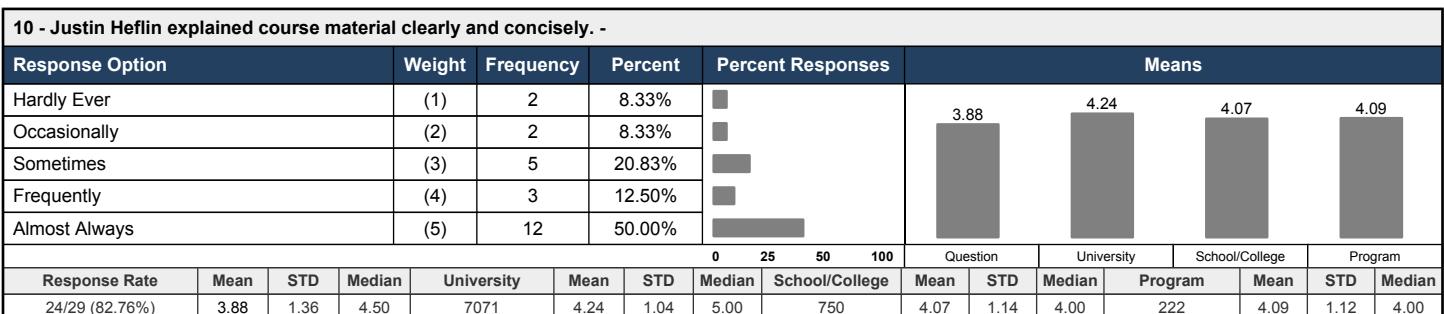
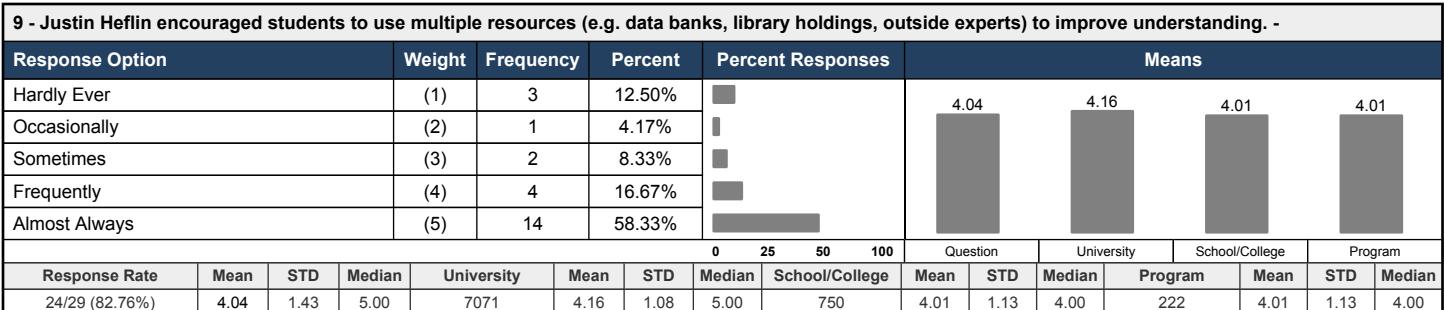
**Response Rate:** 24/29 (82.76 %)



**Fairmont State University**  
**Spring 2020 End of Course Survey**

**Course:** BSBA-2212-002: Principles of Microeconomics  
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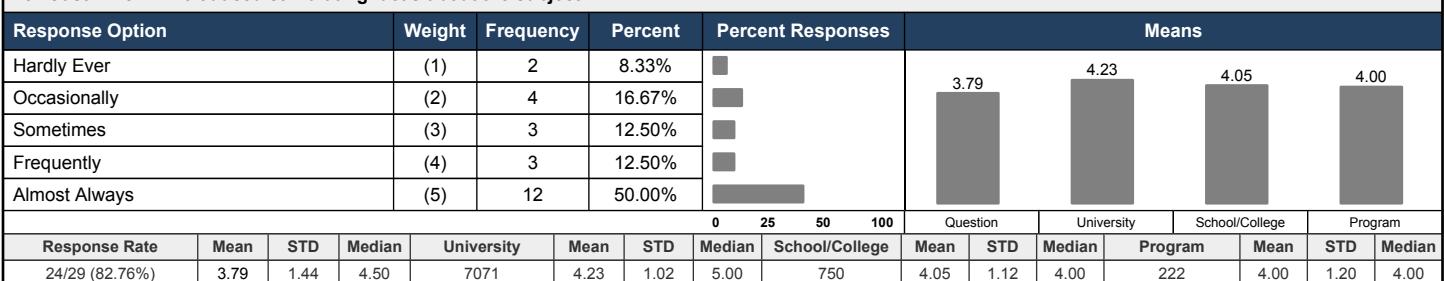


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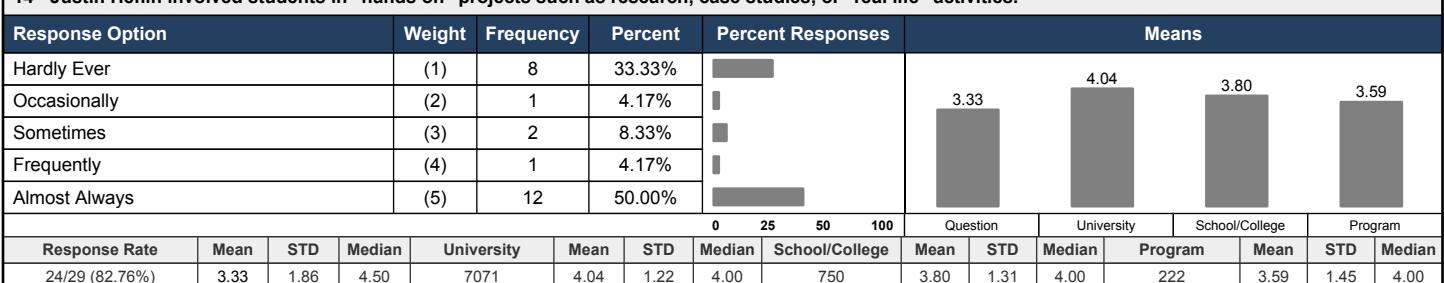
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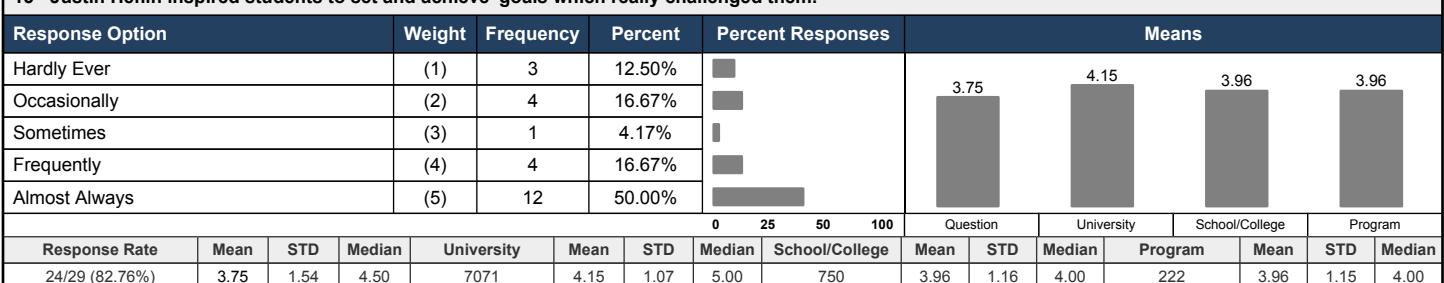
**13 - Justin Heflin introduced stimulating ideas about the subject. -**



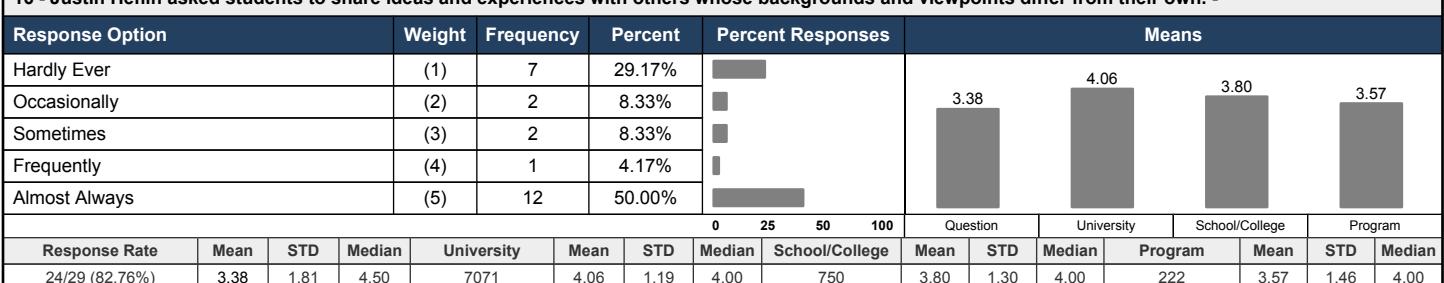
**14 - Justin Heflin involved students in "hands on" projects such as research, case studies, or "real life" activities. -**



**15 - Justin Heflin inspired students to set and achieve' goals which really challenged them. -**



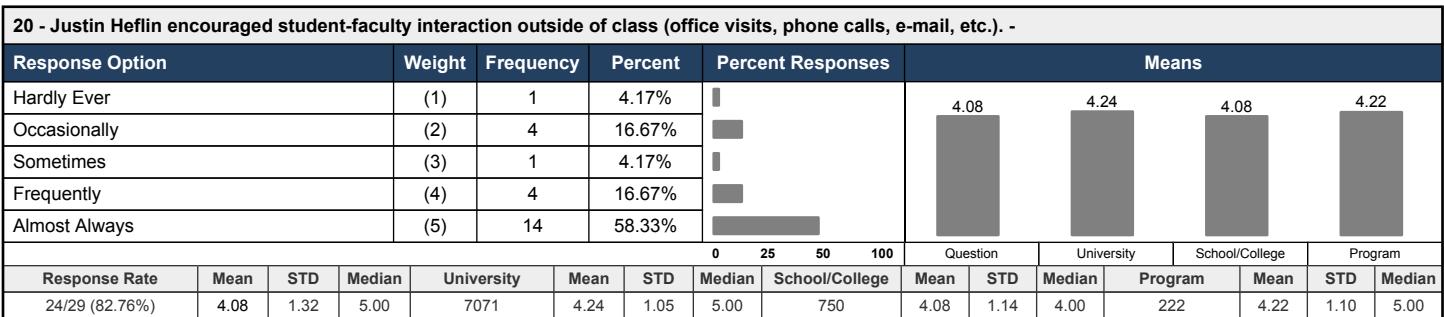
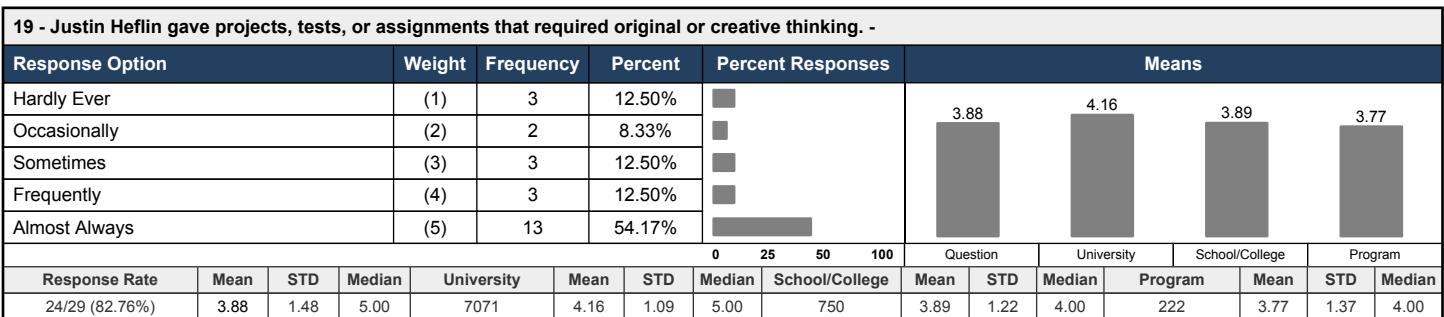
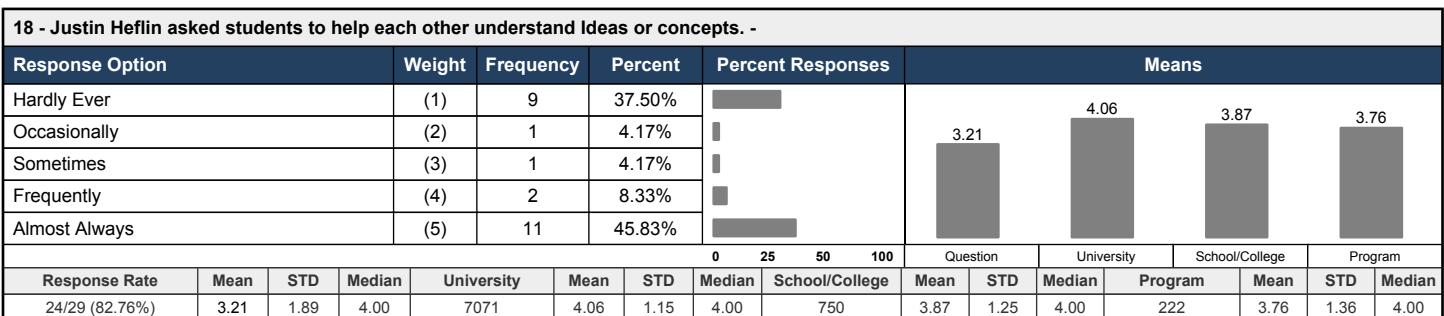
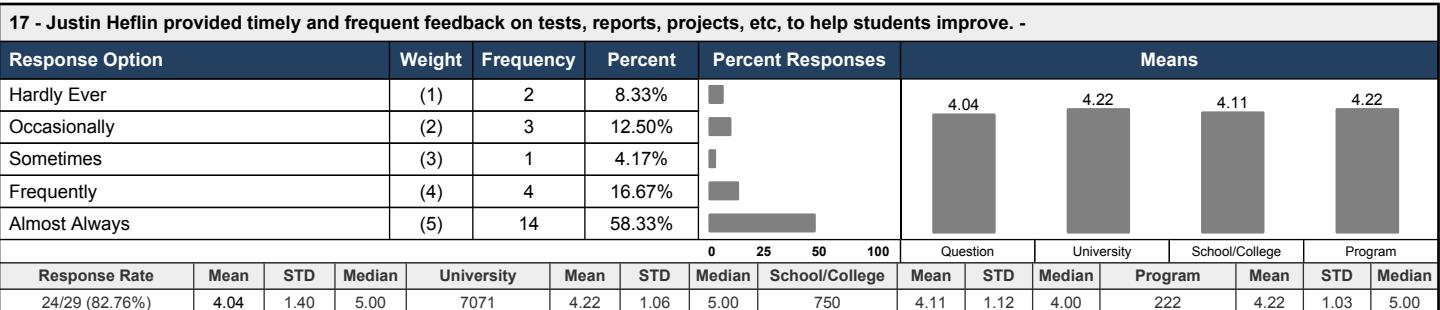
**16 - Justin Heflin asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own. -**



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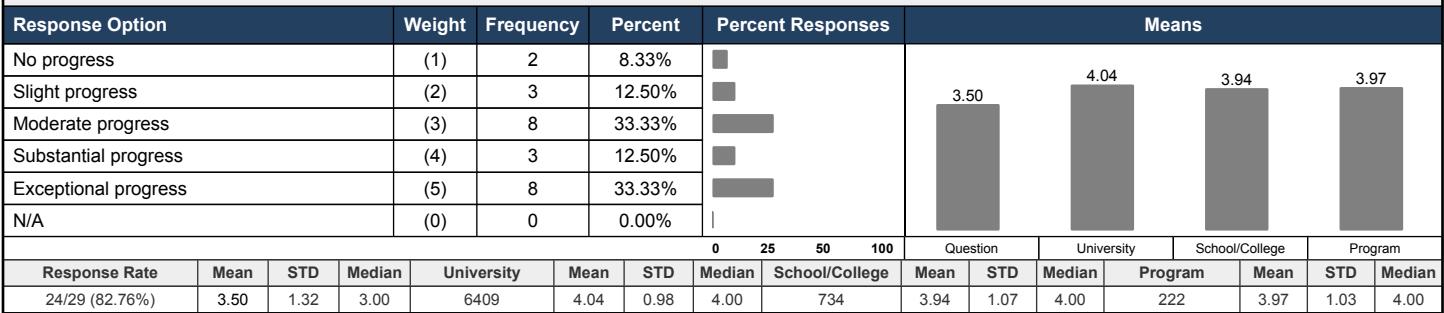
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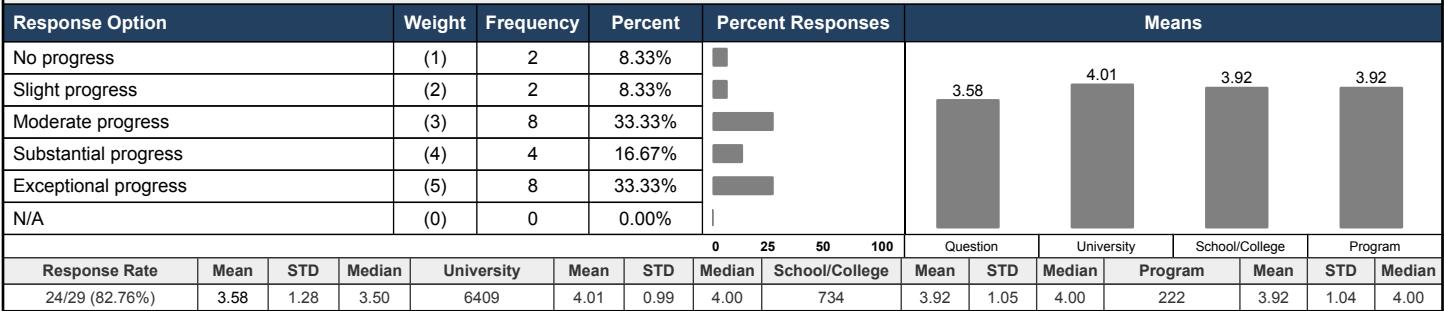
**21 -** Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:  
1 - No apparent progress  
2 - Slight progress; I made small gains on this objective  
3 - Moderate progress; I made some gains on this objective  
4 - Substantial progress; I made large gains on this objective  
5 - Exceptional progress; I made outstanding gains on this objective.

**Gaining factual knowledge (terminology, classifications, methods, trends)**



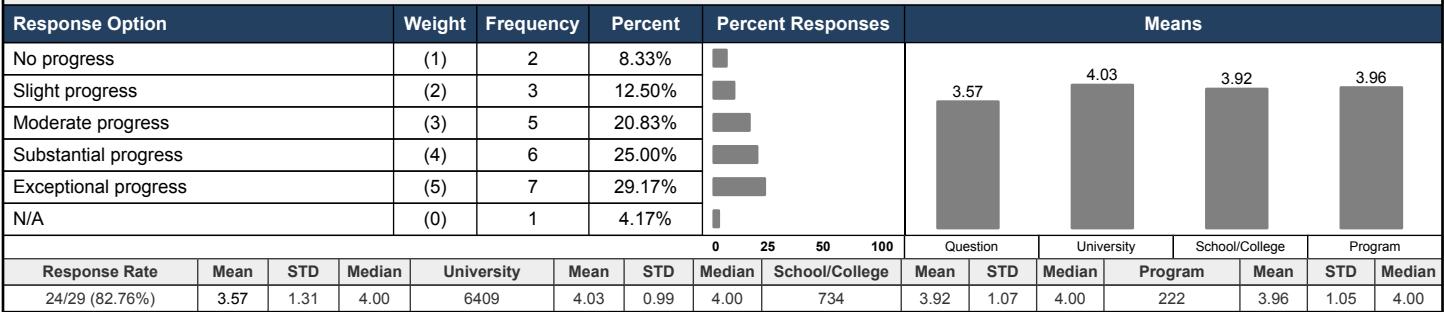
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**Learning fundamental principles, generalizations, or theories**



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**Learning to apply course material (to improve thinking, problem solving and decisions)**



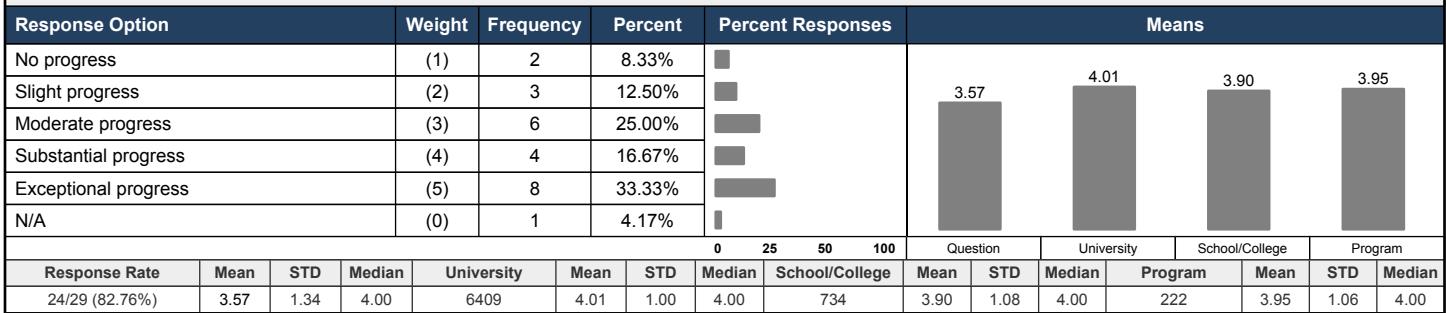
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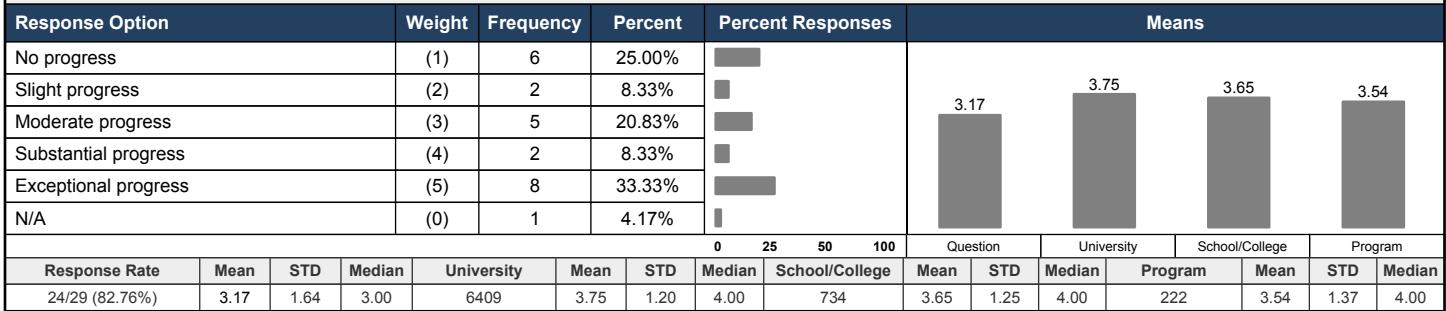
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Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.



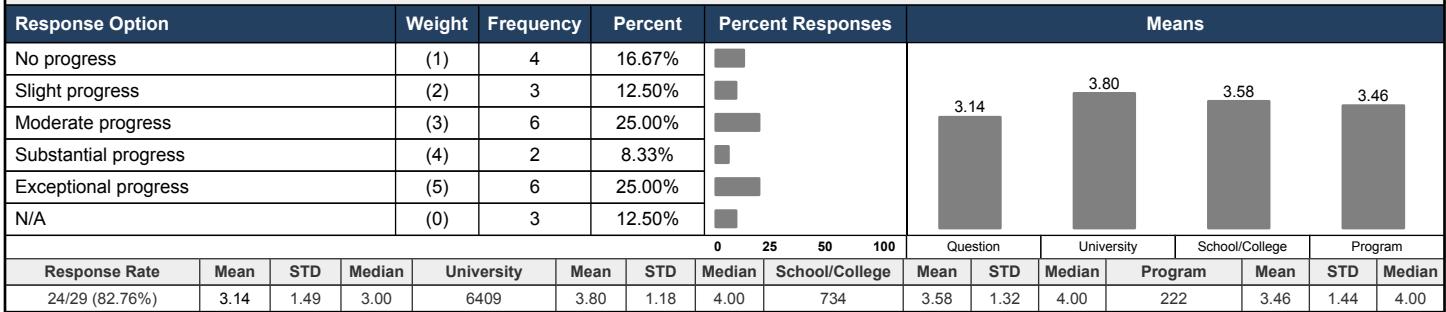
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Acquiring skills in working with others as a member of a team.



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Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)



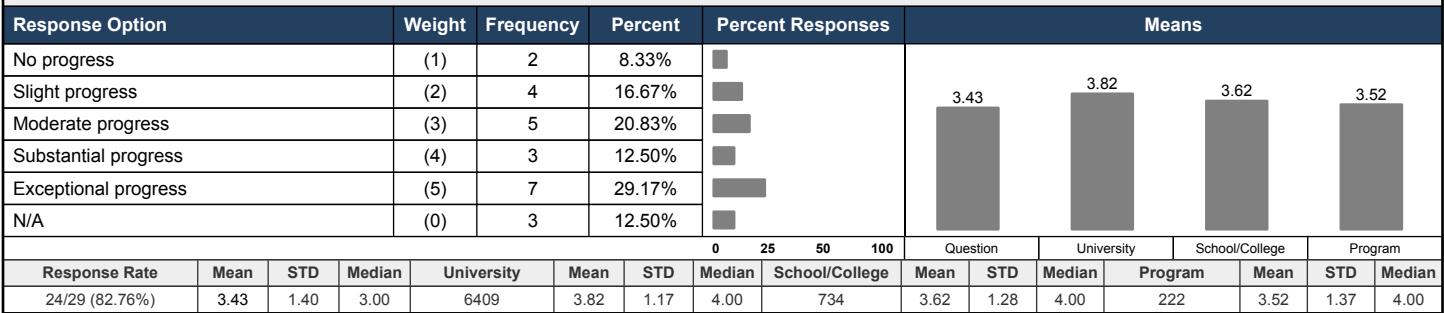
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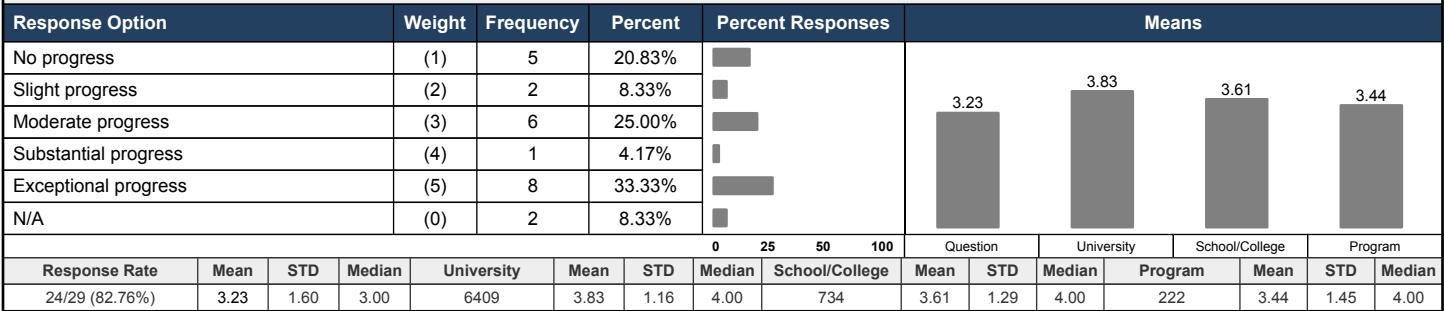
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**Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)**



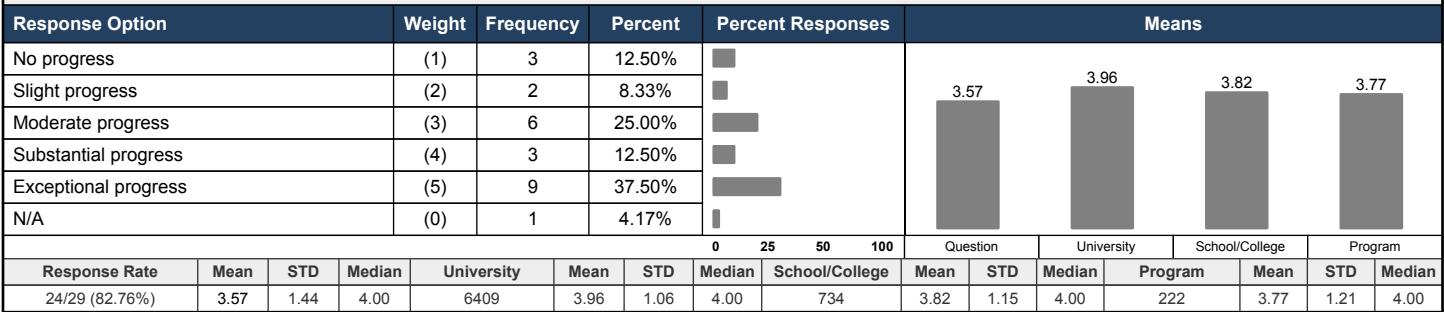
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**Developing skill in expressing oneself orally or in writing.**



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**Learning how to find and use resources for answering questions or solving problems.**



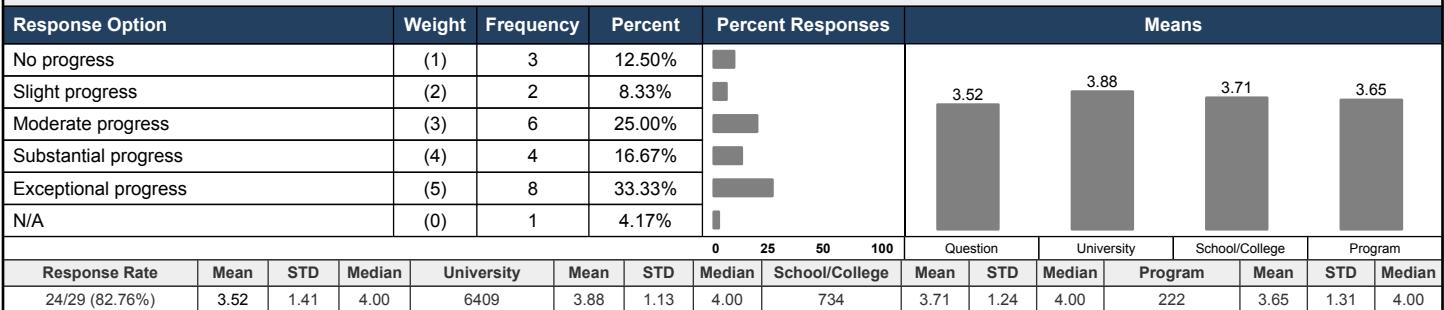
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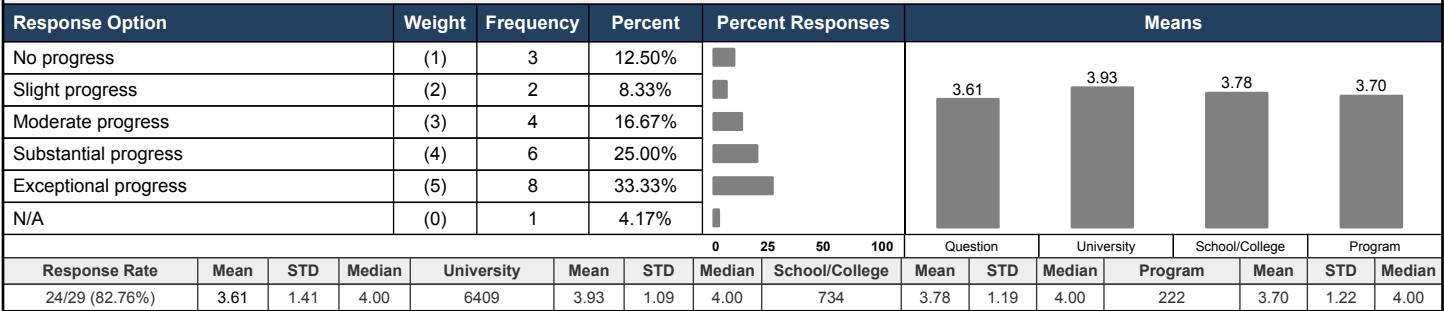
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Developing a clearer understanding of, and commitment to, personal values.



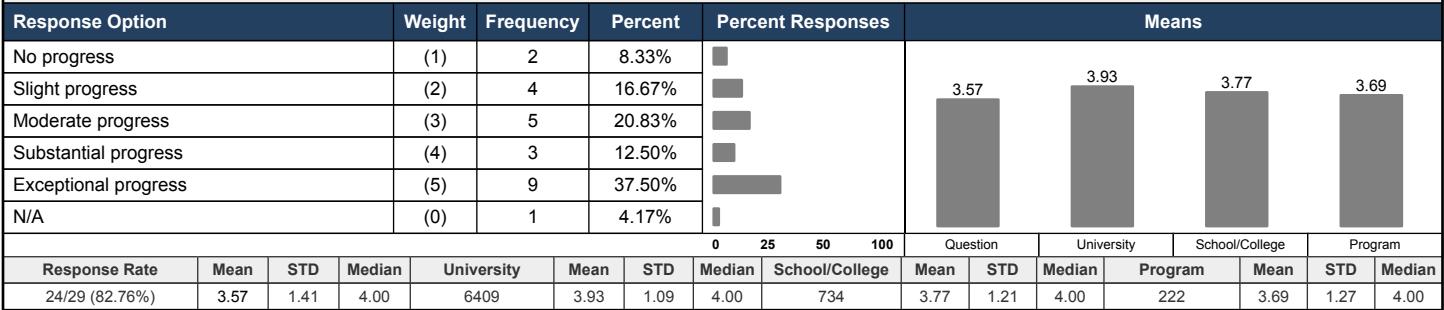
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Learning to analyze and critically evaluate ideas, arguments, and points of view.



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Acquiring an interest in learning more by asking questions and seeking answers.



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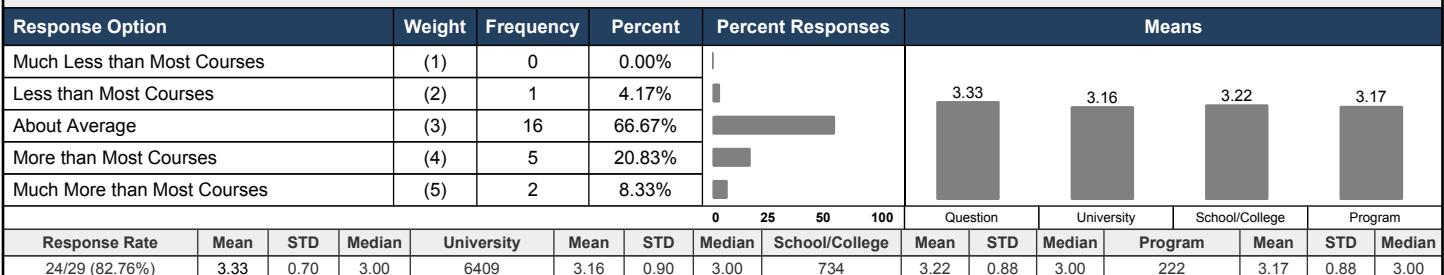
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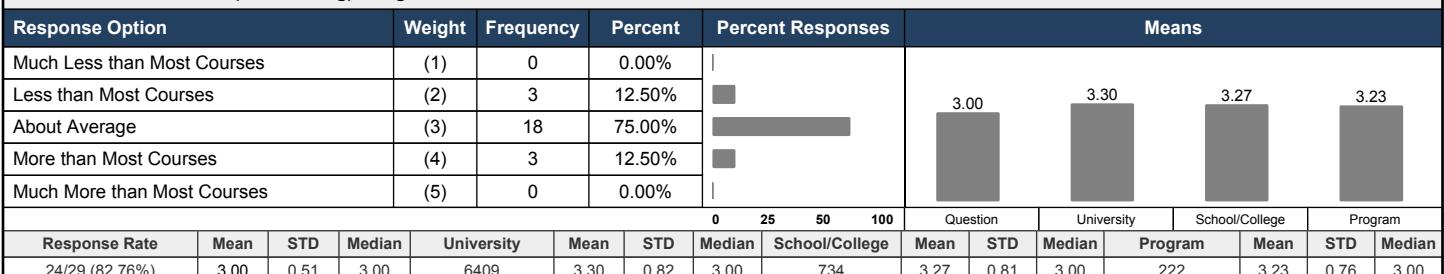
**22 - On the next three items, compare this course with others you have taken at this institution:**

**Amount of reading**



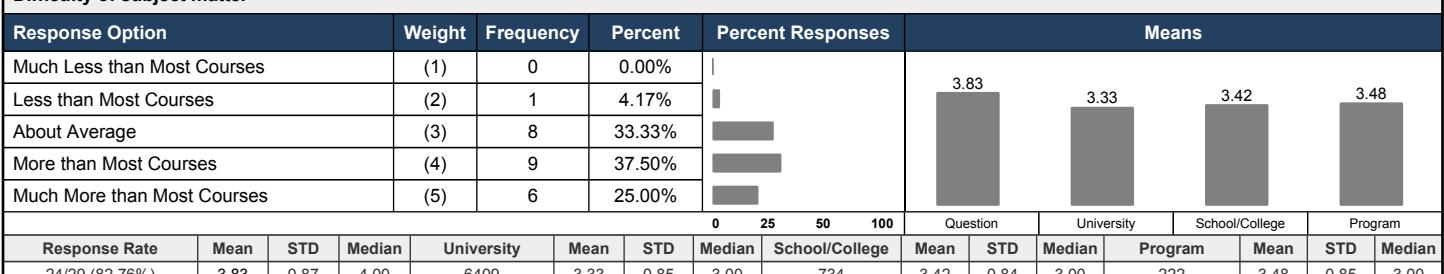
**22 - On the next three items, compare this course with others you have taken at this institution:**

**Amount of work in other (non-reading) assignments**



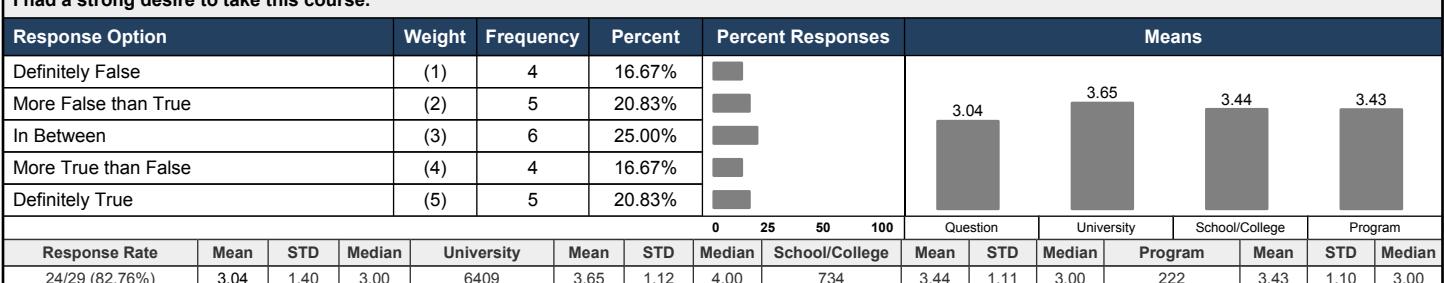
**22 - On the next three items, compare this course with others you have taken at this institution:**

**Difficulty of subject matter**



**23 - Describe your attitudes and behavior in this course:**

I had a strong desire to take this course.



**Fairmont State University**  
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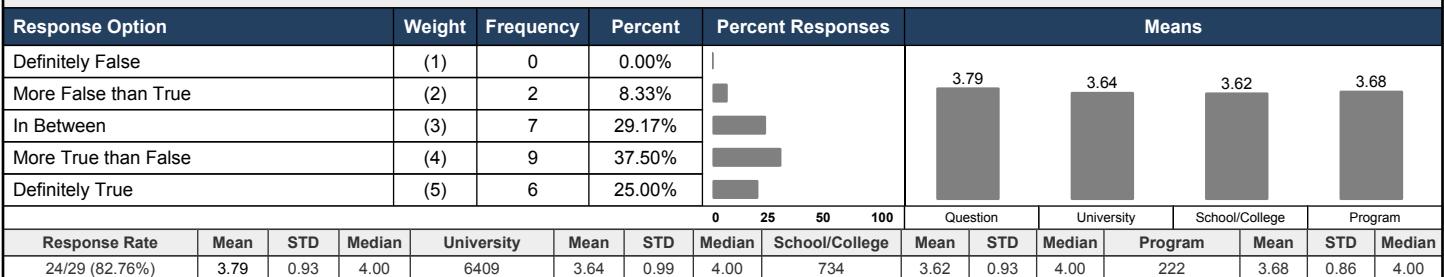
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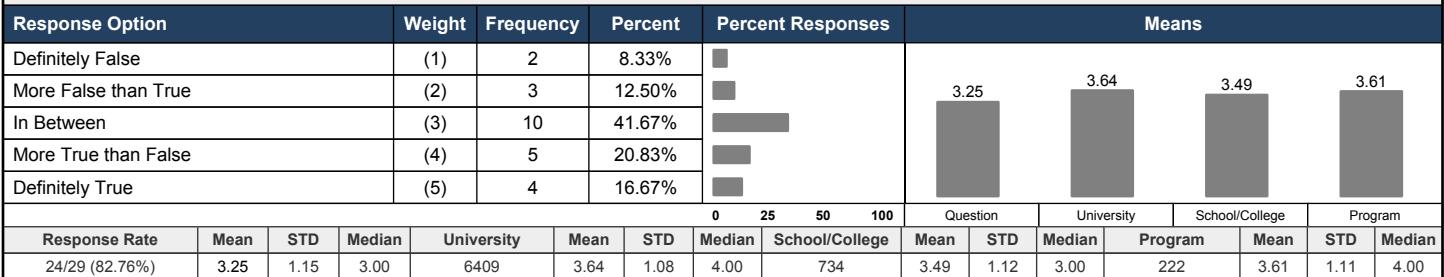
**23 - Describe your attitudes and behavior in this course:**

I worked harder on this course than on most courses have taken.



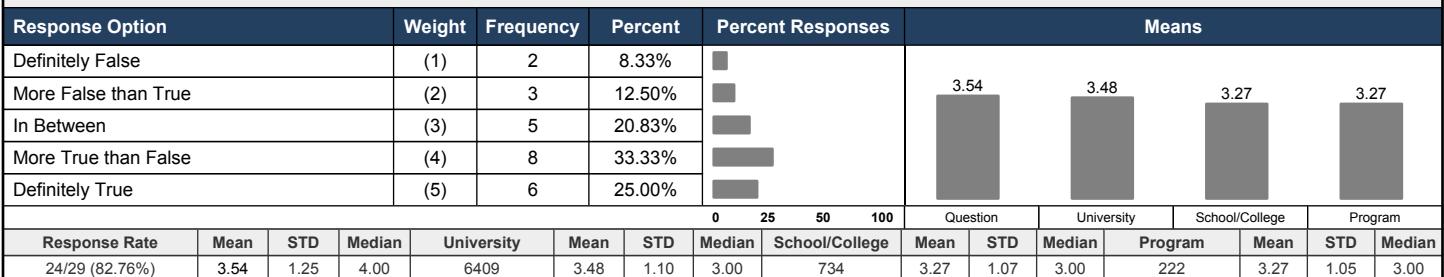
**23 - Describe your attitudes and behavior in this course:**

I really wanted to take a course from this instructor.



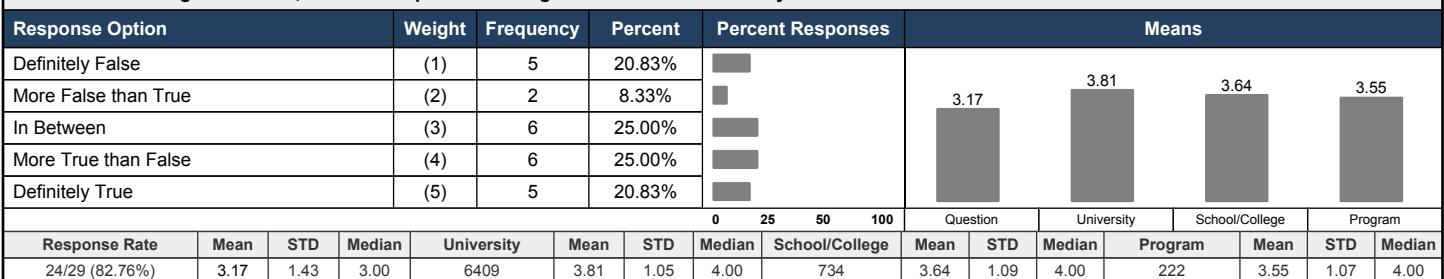
**23 - Describe your attitudes and behavior in this course:**

I really wanted to take this course regardless of who taught it.



**23 - Describe your attitudes and behavior in this course:**

As a result of taking this course, I have more positive feelings toward this field of study.



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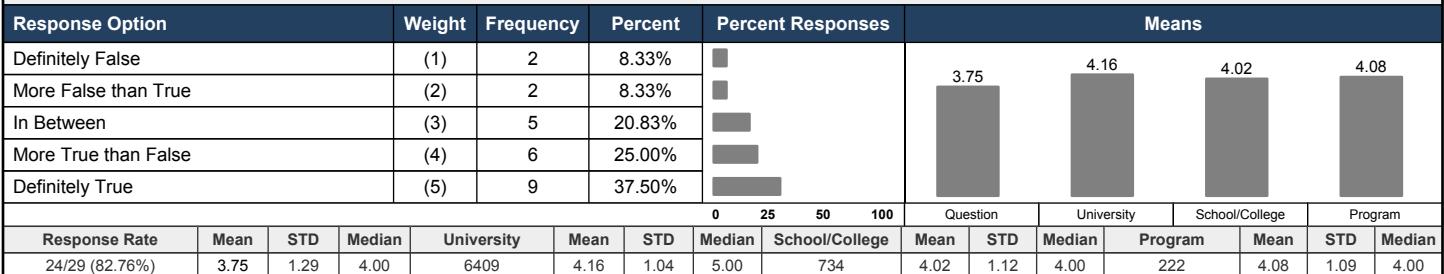
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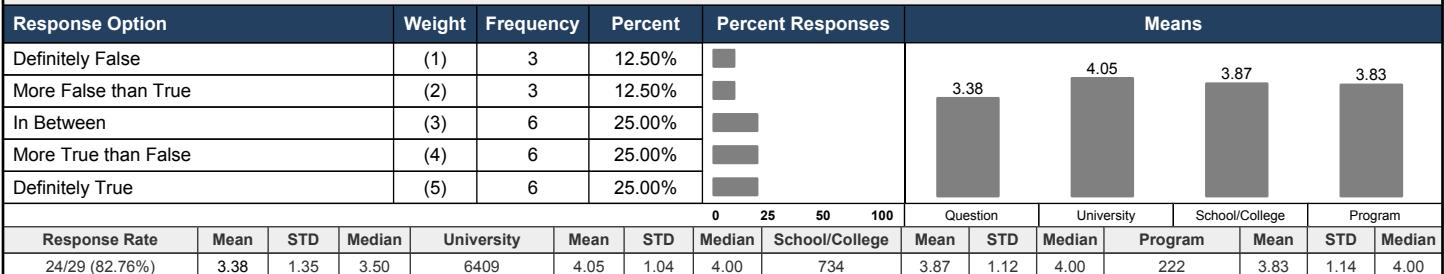
**23 - Describe your attitudes and behavior in this course:**

**Overall, I rate this instructor an excellent teacher.**



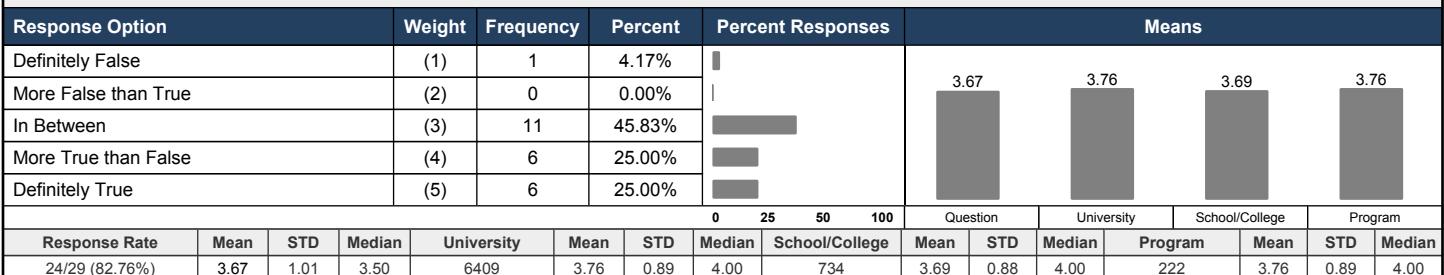
**23 - Describe your attitudes and behavior in this course:**

**Overall, I rate this course as excellent.**



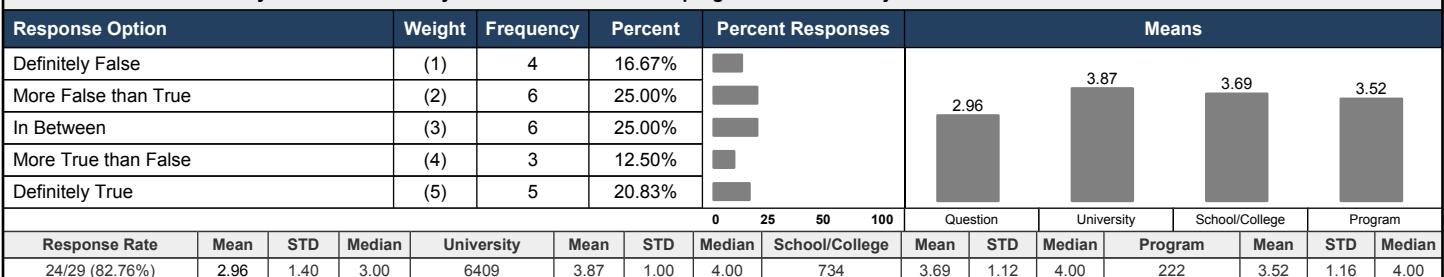
**24 - For the following items, chose the response which best corresponds to your judgment:**

**As a rule, I put forth more effort than other students on academic work.**



**24 - For the following items, chose the response which best corresponds to your judgment:**

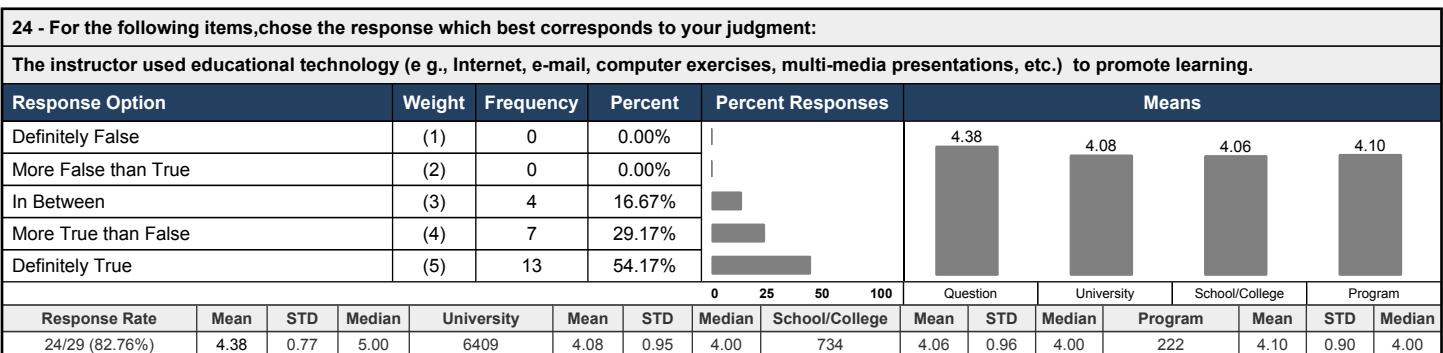
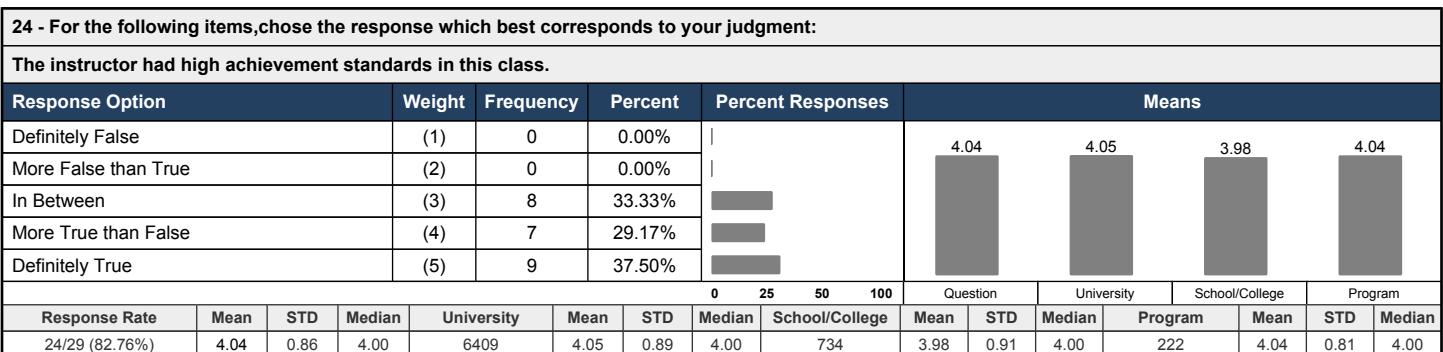
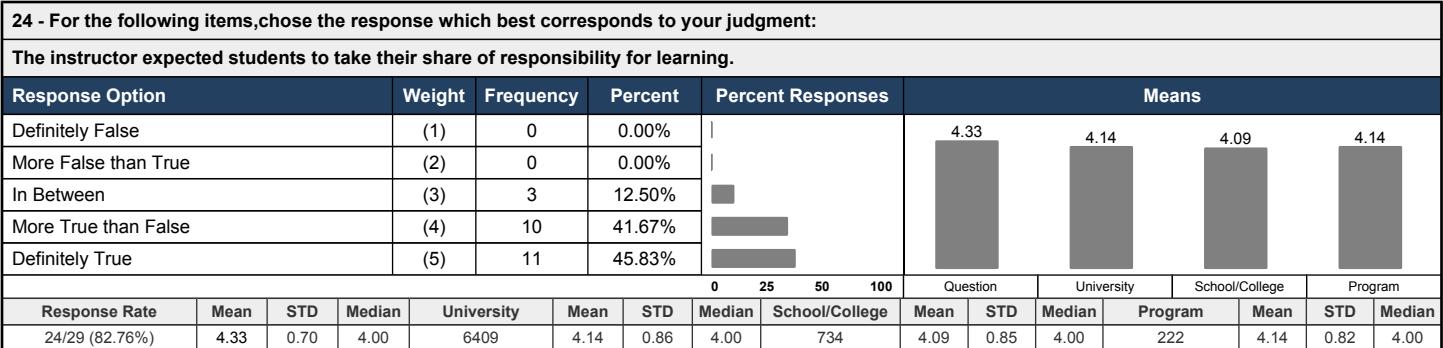
**The instructor used a variety of methods-not only tests-to evaluate student progress on course objectives.**



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25 - Provide additional comments.	
Response Rate	24/29 (82.76%)
<ul style="list-style-type: none"> <li>• n/a</li> <li>• I think this class was...</li> <li>• Professor Heflin was a good teach, which I had him online, so I don't know how his class is face to face. This course was tough, the quizzes and exams were tough as well. The quiz was harder for me, because it was timed, you only had 10 minted to answer 5 question and each question is worth 5 points each, so if you miss 1 that's already a 16/20. If you needed Heflin was willing to help, you could text him on remind whenever you needed something and he would get right back to you with the answer.</li> <li>• I think this class overall was a good course. This course has difficult subject matter (for me anyway) and I think the professor did a good job at teaching it. My only critique would be to have more study guides for the exams/ quizzes because I feel that this would be helpful with this material.</li> <li>• The PowerPoints &amp; videos were very helpful in understanding the material.</li> <li>• I liked that the professor gave us the opportunity to send in our answers to the quiz/test and go over it with them if we had any questions about it. They let us know if we needed them, that they were there, whether it be for an actual physical meeting or through the Remind app or email.</li> <li>• I thought the course was a little difficult, at no fault of the professor though. I am just someone who doesn't have a huge interest in economics so sometimes I had trouble keeping myself engaged when reading the material. Really dislike the true or false questions on timed tests just because I always second guess my answer and not really time to look in the book to compare. Overall was not a bad course. Appreciated the instructor resetting a quiz in the beginning that I had freeze resulting in me not getting to answer most of the questions.</li> <li>• I think this class was...</li> <li>• I think this class was...</li> <li>• I always had bad experiences with online classes, but this instructor made this a very enjoyable experience, with classes being able to be accessed week by week. I really liked how I had a scheduled time during my week to complete this class - it was a very good help when all of my classes became online, and I knew what to expect. Heflin was also great - I messed up a few times through the semester, and it was very easy to access him with him only being a message away. He always responded timely.</li> <li>• Overall microeconomics is a little more difficult than macro, learning it online is a little more tough than in a class. I will say for the quizzes I personally do not think the grading system for the quizzes should be 5 questions worth 20 points. Maybe 10 questions would be better. if you miss 2 you are already might as well miss them all. I just think maybe the quiz grading could be better.</li> <li>• I think this class was set up poorly. I think that it was more stressful than it should have been. We were only graded on tests and quizzes, I believe there should have been other grading opportunities. In addition, the quizzes given each week were 5 questions and we had 10 minutes to complete it. While 10 minutes sounds like a sufficient amount of time for 5 questions, some of the questions required calculations. Also, with the quizzes only being 5 questions, each question was worth 4 points. I discussed the quiz set up with other classmates and they had the same struggles as I did. I have taken 9 online courses and prefer taking classes online and I have never had to take a quiz in 10 minutes before.</li> <li>• I think this course was difficult, but because I already took Macroeconomics I think it helped with Micro.</li> <li>• I think this class was...</li> <li>• I think this class was...</li> <li>• Examples of how to do the math equations would have been helpful, before going online it was difficult to find a meeting time to ask the instructor for help in person, but he was available by email and remind app at all times. After going online I was unable to get extra assistance from the tutors and they would have been helpful.</li> <li>• It went well</li> <li>• I think this class was...</li> <li>• I think this class was very difficult.</li> <li>• I think this class was...</li> <li>• I think this class was...</li> <li>• This class was super hard. I spent countless hours studying the PowerPoints and watching the Youtube videos, but I still feel like I didn't learn a thing. The Youtube videos were helpful but still was not enough to learn the information needed for the quizzes and exams.</li> <li>• I think this class was...</li> <li>• I think that this class was overall interesting. It was challenging at times, but it made me work harder.</li> </ul>	

**26 - Spring 2020 Semester was full of new issues and concerns. The COVID-19 Pandemic forced Fairmont State to re-evaluate traditional teaching modes and move all of our courses to a digital learning environment which was difficult/concerning for faculty and students. We would like to gather information on how we did from your perspective.Which of the following, if any, were of concern while you were completing your coursework in this new digital learning environment?**

Access to a computer or tablet for coursework																																																												
Response Option				Weight	Frequency	Percent	Percent Responses			Means																																																		
No concern, always able to access	(1)	17	70.83%																																																									
Little concern, had a few issues with access	(2)	3	12.50%																																																									
Moderately concerned, had occasional issues with access	(3)	3	12.50%																																																									
Somewhat concerning, had quite a lot of issues with access	(4)	1	4.17%							1.50	1.59	1.59	1.49																																															
Definitely Concerning, wasn't able to access when needed	(5)	0	0.00%																																																									
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>0</td><td>25</td><td>50</td><td>100</td><td></td><td>Question</td><td></td><td>University</td><td></td><td>School/College</td><td></td><td>Program</td><td></td><td></td></tr> <tr> <td>Response Rate</td><td>Mean</td><td>STD</td><td>Median</td><td>University</td><td>Mean</td><td>STD</td><td>Median</td><td>School/College</td><td>Mean</td><td>STD</td><td>Median</td><td>Program</td><td>Mean</td><td>STD</td><td>Median</td></tr> <tr> <td>24/29 (82.76%)</td><td>1.50</td><td>0.88</td><td>1.00</td><td>6409</td><td>1.59</td><td>0.98</td><td>1.00</td><td>734</td><td>1.59</td><td>0.99</td><td>1.00</td><td>222</td><td>1.49</td><td>0.91</td><td>1.00</td></tr> </table>														0	25	50	100		Question		University		School/College		Program			Response Rate	Mean	STD	Median	University	Mean	STD	Median	School/College	Mean	STD	Median	Program	Mean	STD	Median	24/29 (82.76%)	1.50	0.88	1.00	6409	1.59	0.98	1.00	734	1.59	0.99	1.00	222	1.49	0.91	1.00	
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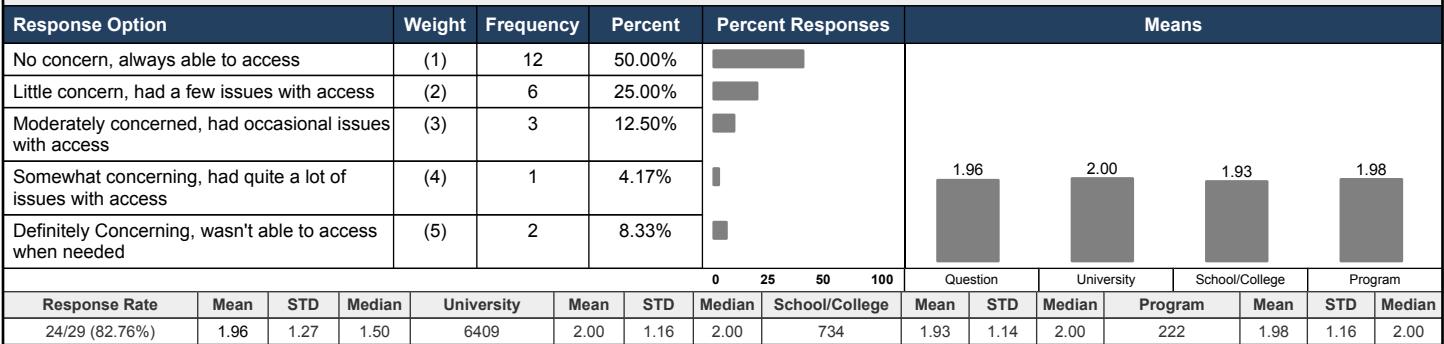
**Fairmont State University**  
**Spring 2020 End of Course Survey**

**Course:** BSBA-2212-002: Principles of Microeconomics  
**Instructor:** Justin Heflin \*

**Response Rate:** 24/29 (82.76 %)

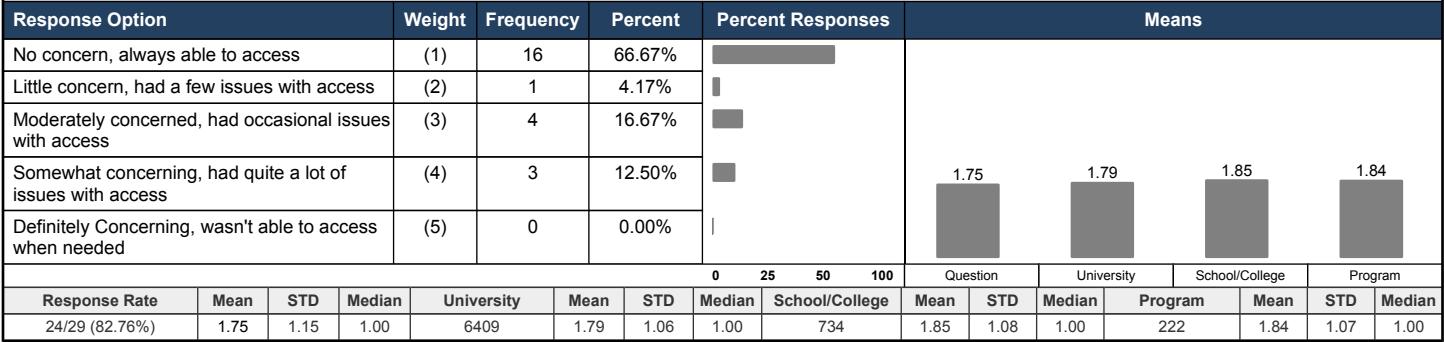
**26 - Spring 2020 Semester was full of new issues and concerns. The COVID-19 Pandemic forced Fairmont State to re-evaluate traditional teaching modes and move all of our courses to a digital learning environment which was difficult/concerning for faculty and students. We would like to gather information on how we did from your perspective.Which of the following, if any, were of concern while you were completing your coursework in this new digital learning environment?**

**Reliable internet**



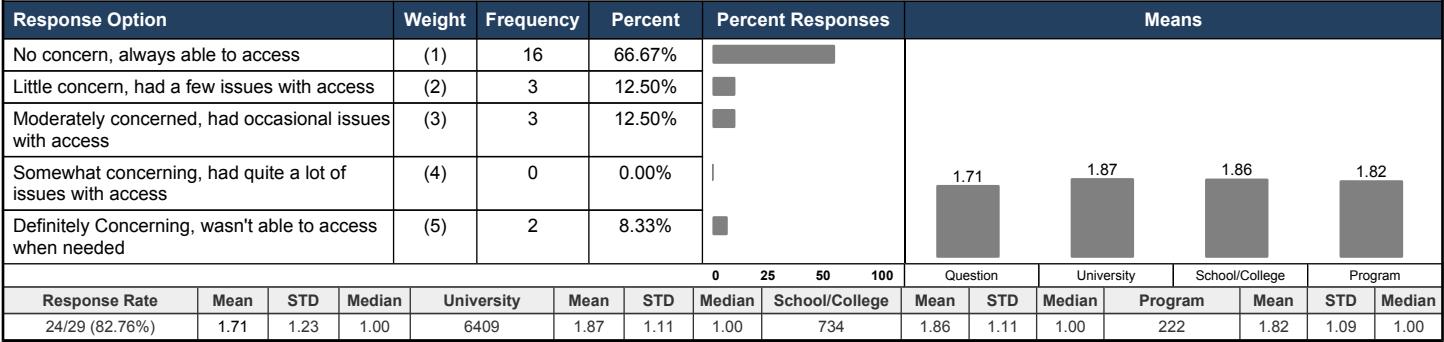
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**Ability to access Blackboard on your devices**



**26 - Spring 2020 Semester was full of new issues and concerns. The COVID-19 Pandemic forced Fairmont State to re-evaluate traditional teaching modes and move all of our courses to a digital learning environment which was difficult/concerning for faculty and students. We would like to gather information on how we did from your perspective.Which of the following, if any, were of concern while you were completing your coursework in this new digital learning environment?**

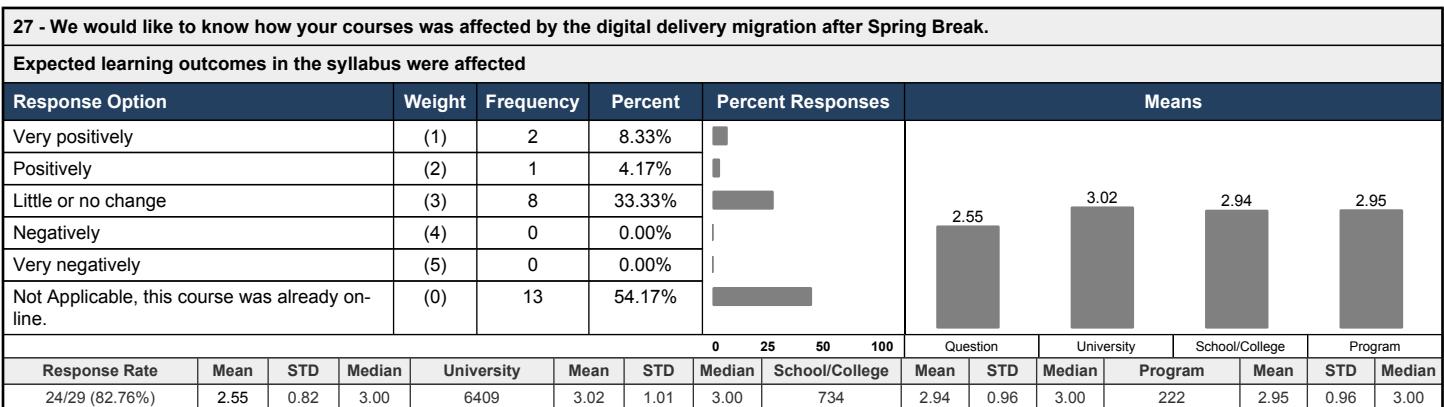
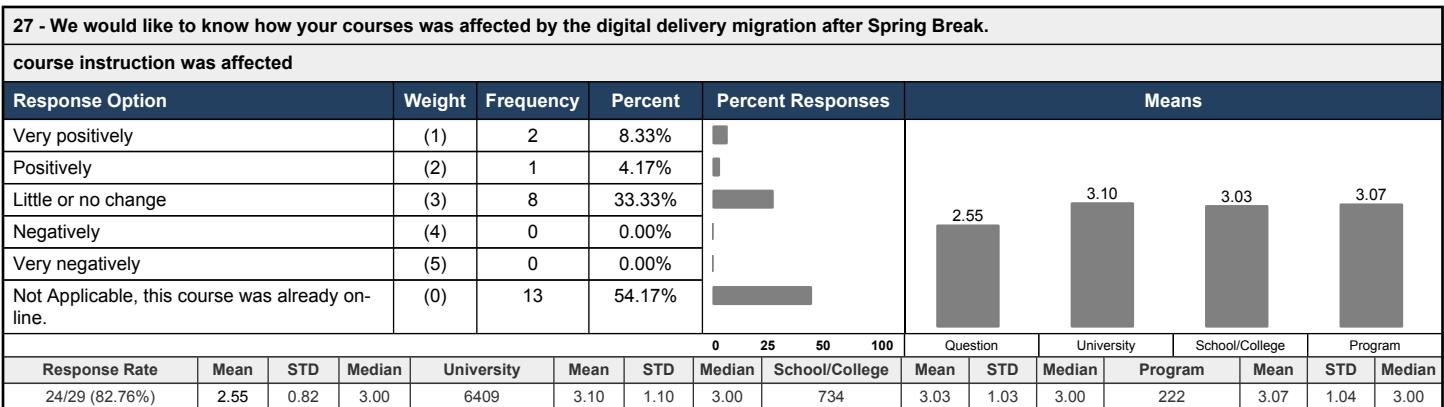
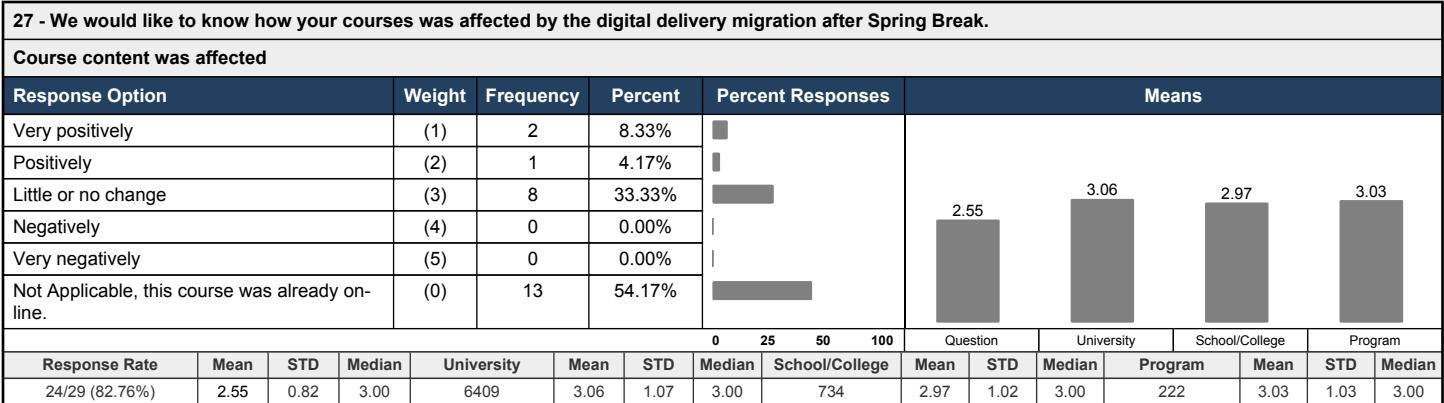
**Ability to access and use the Zoom, WebEx, or TEAMS platforms to connect with your instructor or classmates**



**Fairmont State University**  
**Spring 2020 End of Course Survey**

**Course:** BSBA-2212-002: Principles of Microeconomics  
**Instructor:** Justin Heflin \*

**Response Rate:** 24/29 (82.76 %)



**Fairmont State University**  
**Spring 2020 End of Course Survey**

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**Course:** BSBA-2212-002: Principles of Microeconomics  
**Instructor:** Justin Heflin \*  
**Response Rate:** 24/29 (82.76 %)

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**28 - What did or did not work well for you in completing your coursework in the digital delivery environment?**

<b>Response Rate</b>	11/29 (37.93%)
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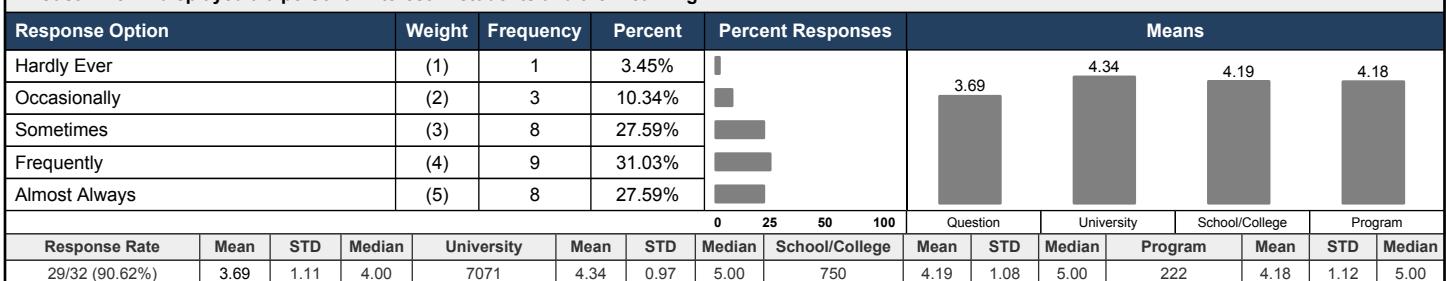
- The exam/test format is okay, but I would rather prefer scrolling down to answer further questions than clicking "next" to see the next question. That format is more time consuming, especially with poor internet and as a result, I feel the time giving for the exam is never enough.
- I liked all that went with the course but didn't like how you lost points if your session crashed during an exam because when you logged back into if you had gotten it restarted wasn't in that same order.
- Everything was great!
- Nothing changed due to it being an on-line course.
- Remind is a good app to stay connected with your students without actually giving your phone number.
- This course was already an online course, so the setup of the course did not change.
- I had a lot of internet problems, but I still managed to get my work done on time.
- It went fine
- I liked using the Remind app, it was a quick and easy way to communicate with the professor.
- The fact that the tests were only five questions, and there was no quiz feedback made it hard to correct mistakes.
- Getting a hold of the instructor was never a hassle and I liked that. Attaching videos to the lessons made it so much easier to pick up on as well!

**Fairmont State University**  
**Spring 2020 End of Course Survey**

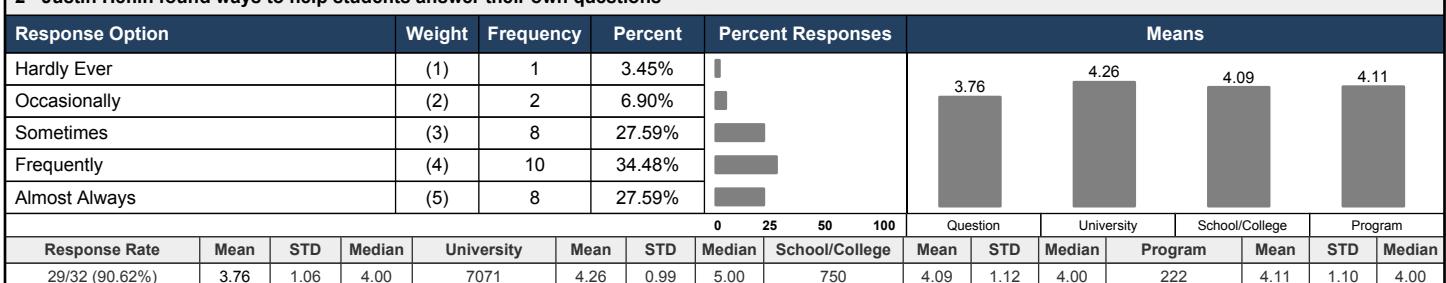
**Course:** BSBA-2200-001: Economics  
**Instructor:** Justin Heflin \*

**Response Rate:** 29/32 (90.63 %)

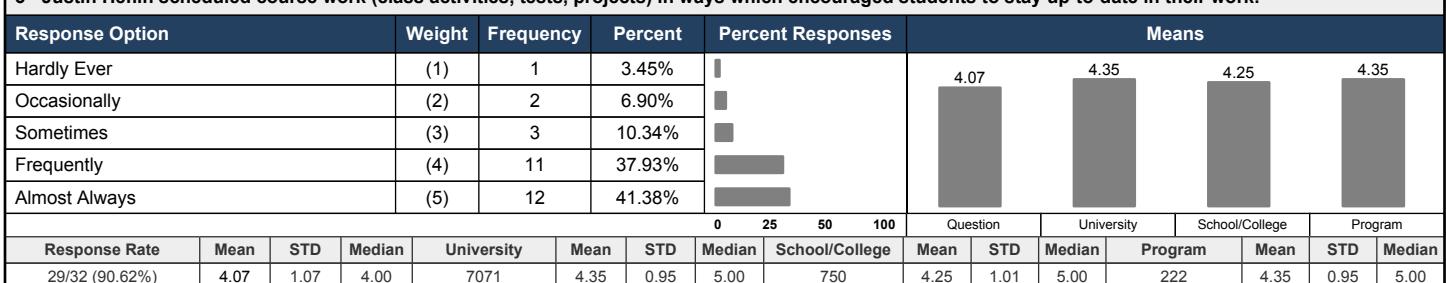
**1 - Justin Heflin displayed a personal interest in students and their learning. -**



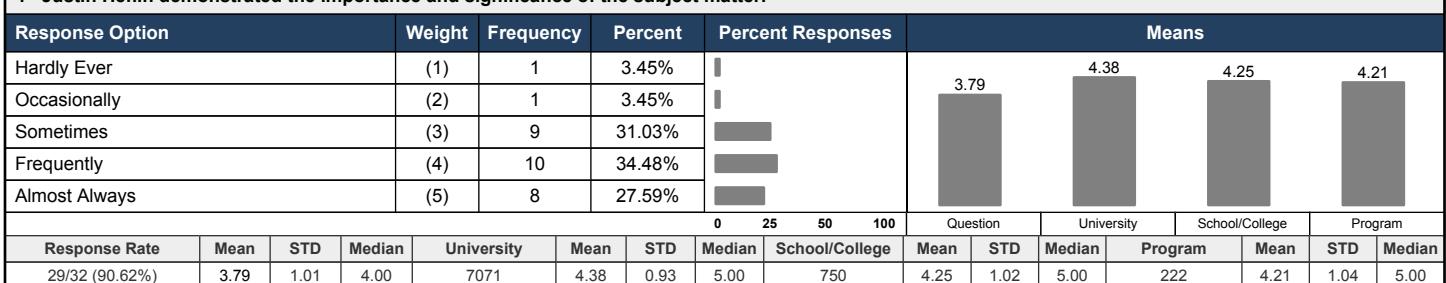
**2 - Justin Heflin found ways to help students answer their own questions -**



**3 - Justin Heflin scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work. -**



**4 - Justin Heflin demonstrated the importance and significance of the subject matter. -**

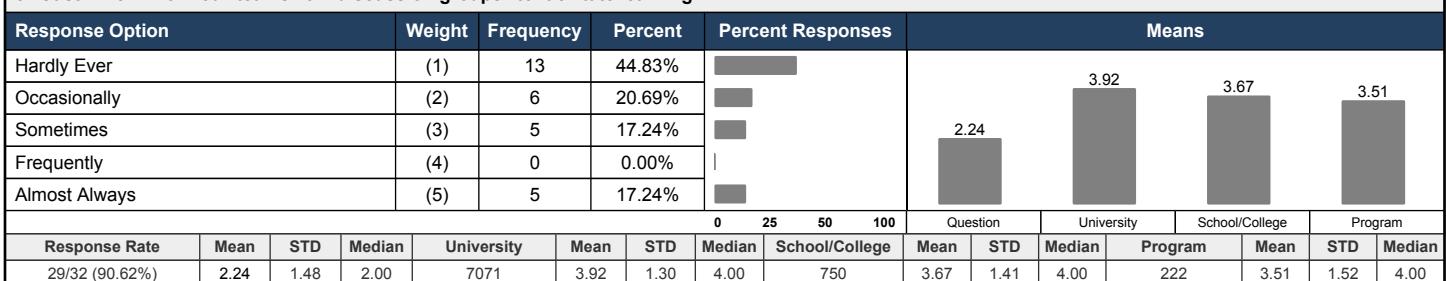


**Fairmont State University**  
**Spring 2020 End of Course Survey**

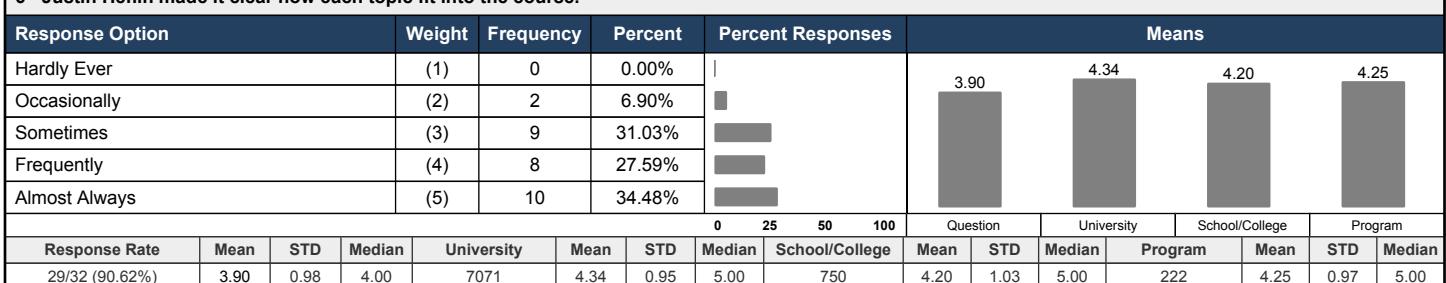
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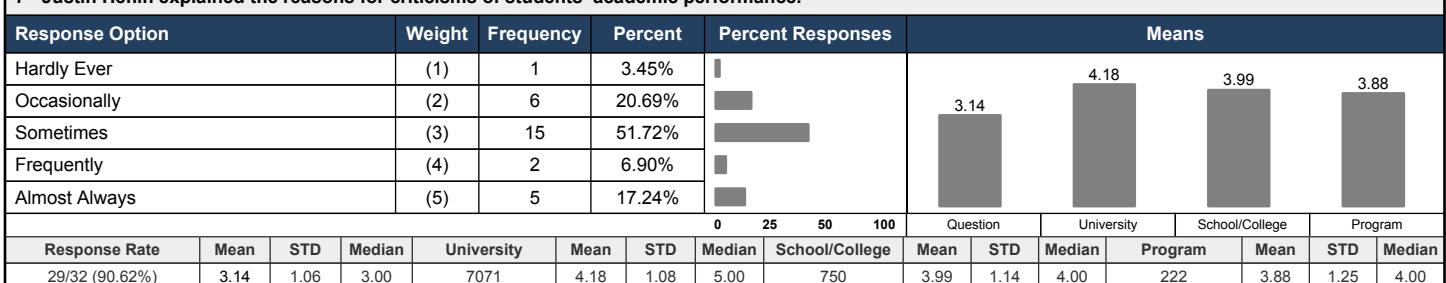
**5 - Justin Heflin formed "teams" or "discussion groups" to facilitate learning. -**



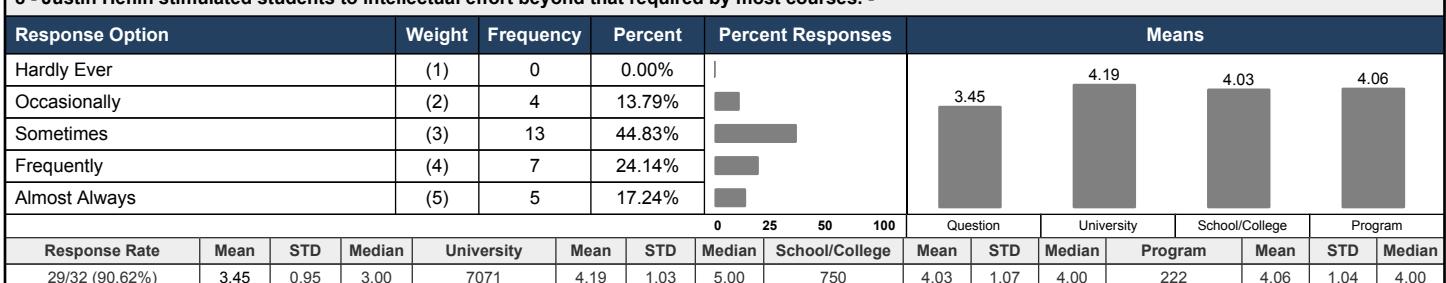
**6 - Justin Heflin made it clear how each topic fit into the course. -**



**7 - Justin Heflin explained the reasons for criticisms of students' academic performance. -**



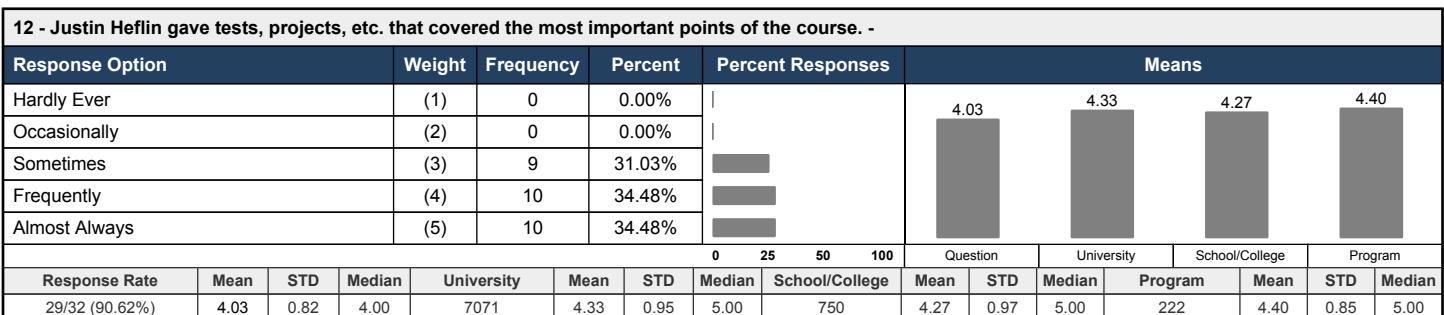
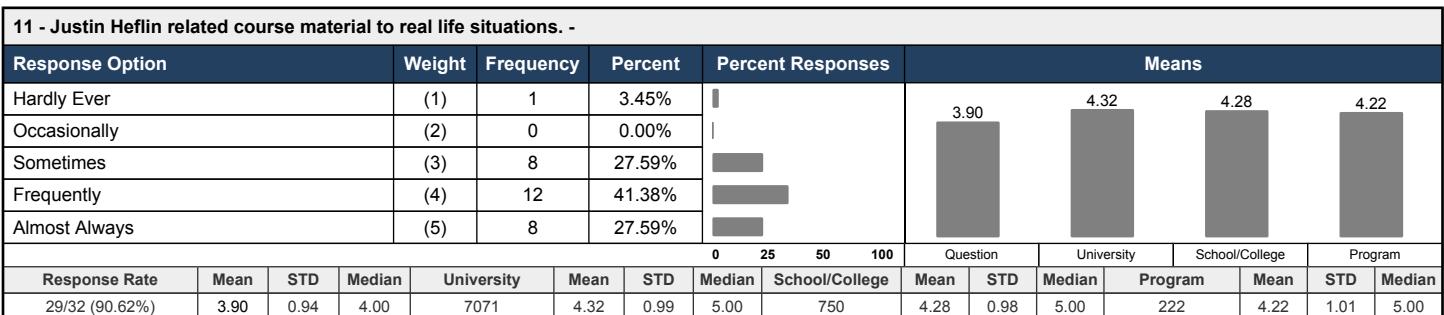
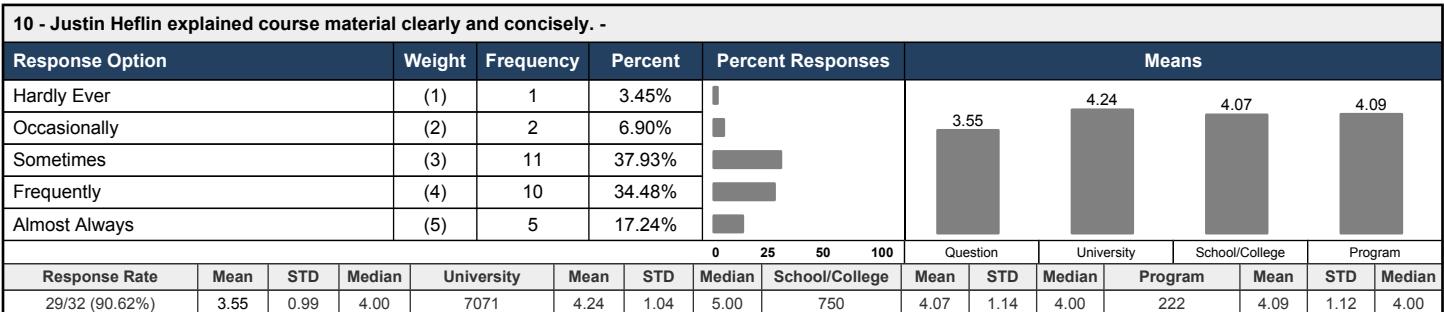
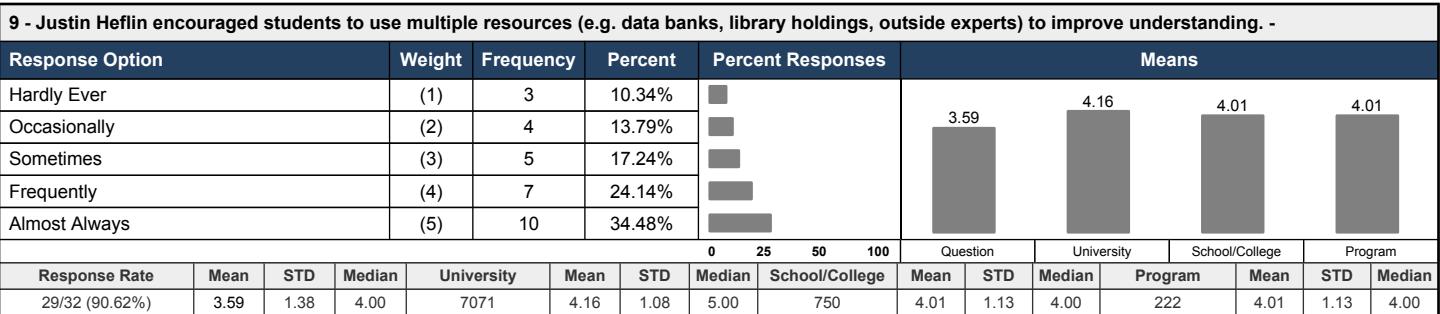
**8 - Justin Heflin stimulated students to intellectual effort beyond that required by most courses. -**



**Fairmont State University**  
**Spring 2020 End of Course Survey**

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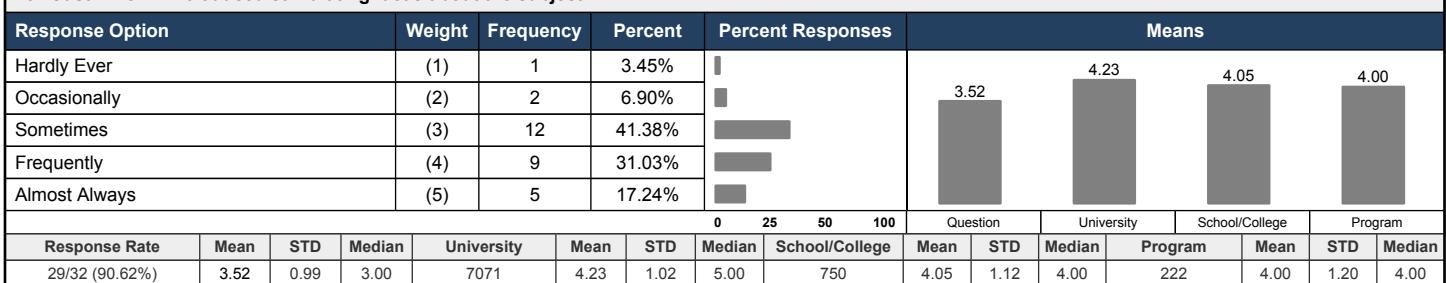


**Fairmont State University**  
**Spring 2020 End of Course Survey**

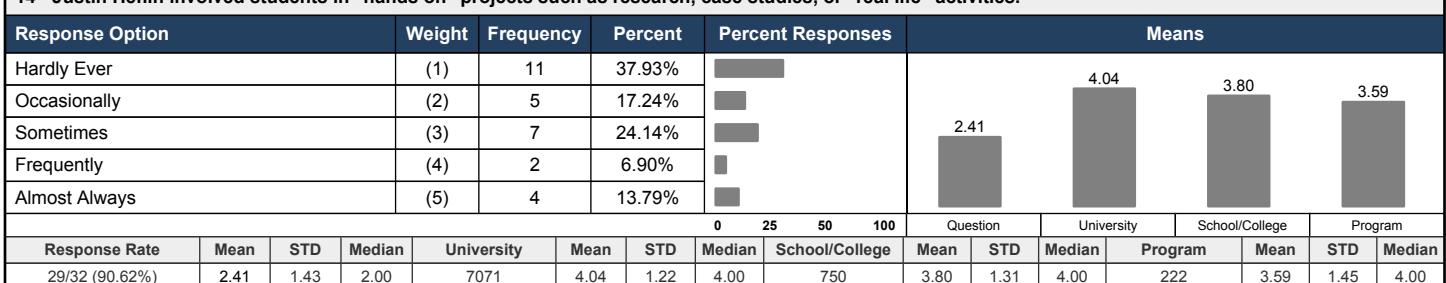
**Course:** BSBA-2200-001: Economics  
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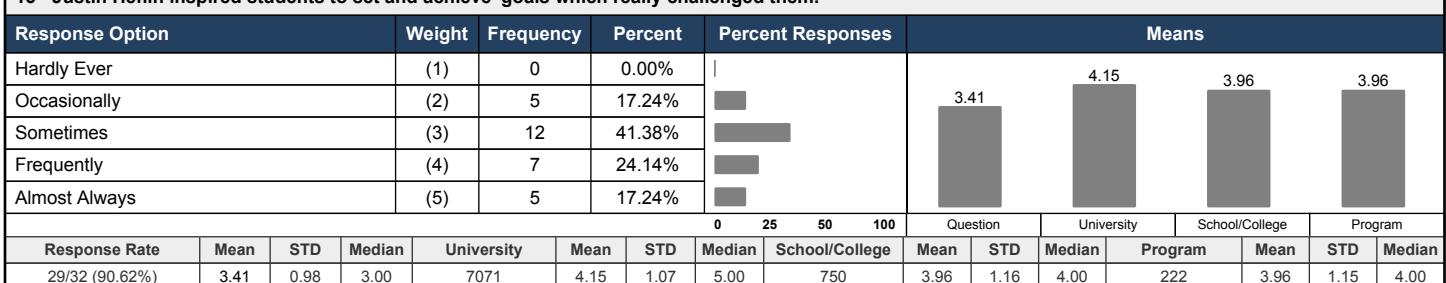
**13 - Justin Heflin introduced stimulating ideas about the subject. -**



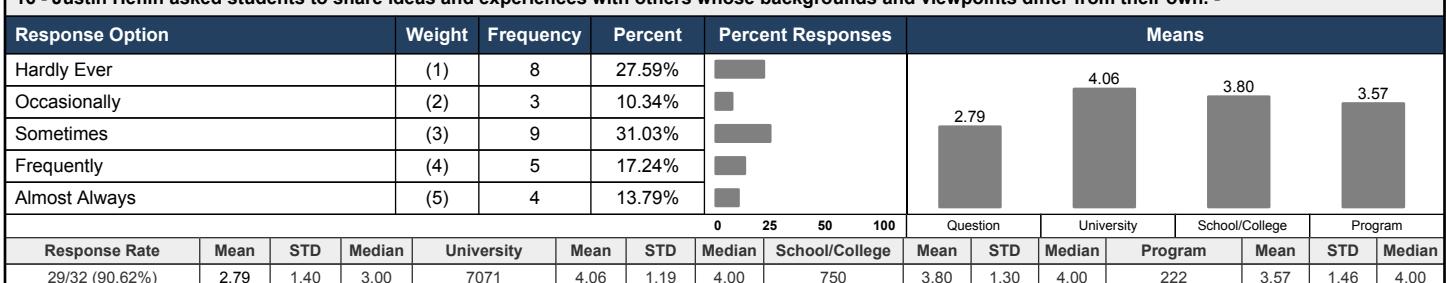
**14 - Justin Heflin involved students in "hands on" projects such as research, case studies, or "real life" activities. -**



**15 - Justin Heflin inspired students to set and achieve' goals which really challenged them. -**



**16 - Justin Heflin asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own. -**

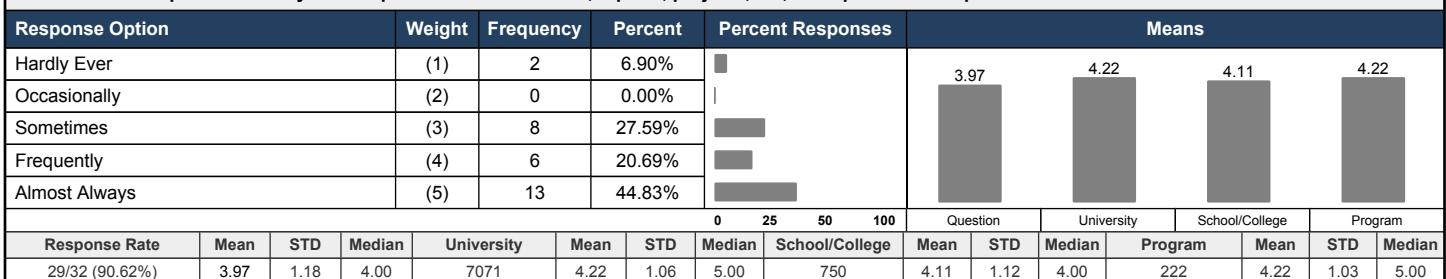


**Fairmont State University**  
**Spring 2020 End of Course Survey**

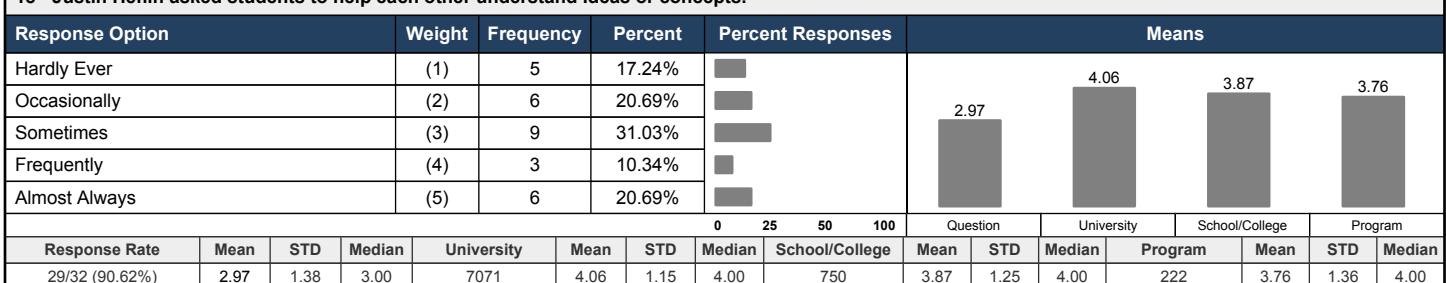
**Course:** BSBA-2200-001: Economics  
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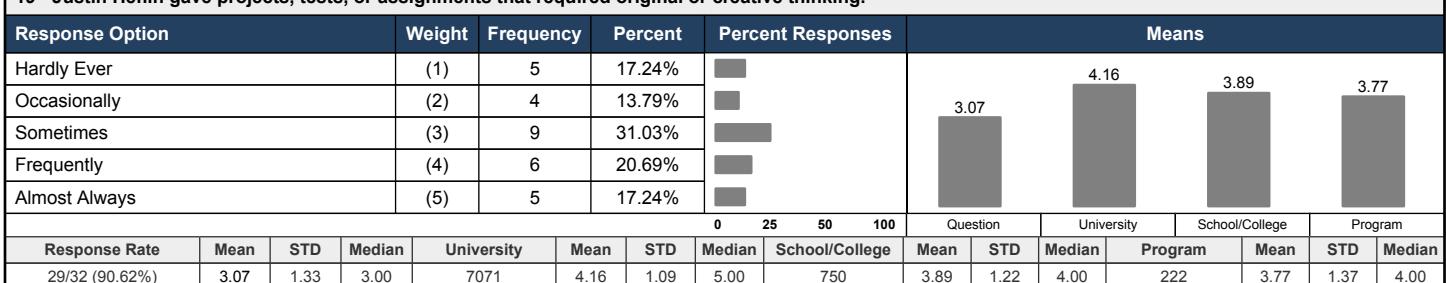
**17 - Justin Heflin provided timely and frequent feedback on tests, reports, projects, etc, to help students improve. -**



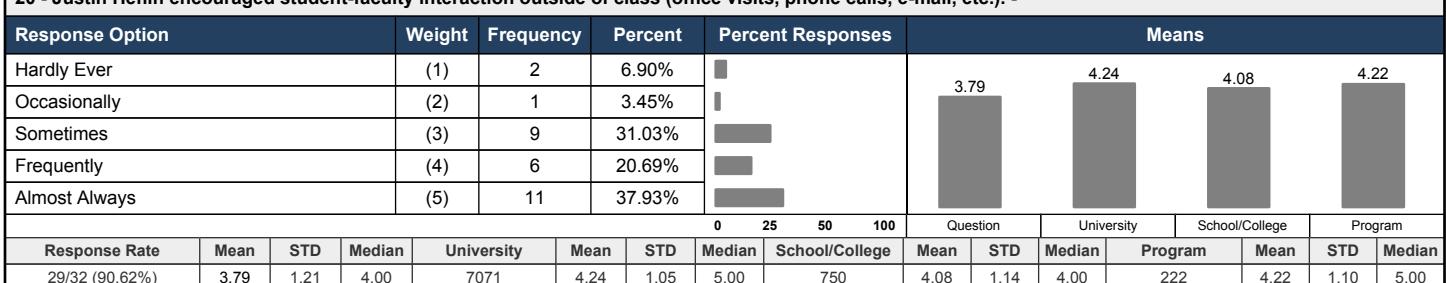
**18 - Justin Heflin asked students to help each other understand Ideas or concepts. -**



**19 - Justin Heflin gave projects, tests, or assignments that required original or creative thinking. -**



**20 - Justin Heflin encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.). -**

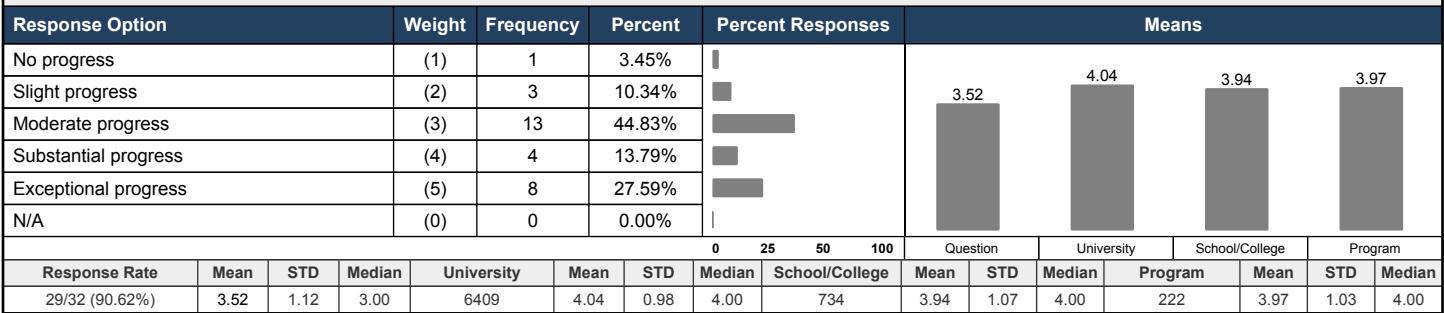


Fairmont State University  
Spring 2020 End of Course Survey

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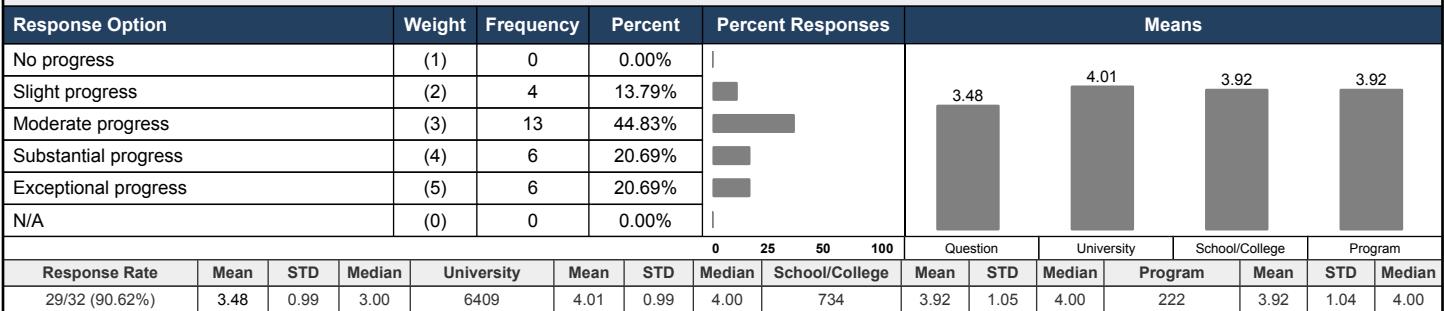
21 - Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:  
1 - No apparent progress  
2 - Slight progress; I made small gains on this objective  
3 - Moderate progress; I made some gains on this objective  
4 - Substantial progress; I made large gains on this objective  
5 - Exceptional progress; I made outstanding gains on this objective.

Gaining factual knowledge (terminology, classifications, methods, trends)



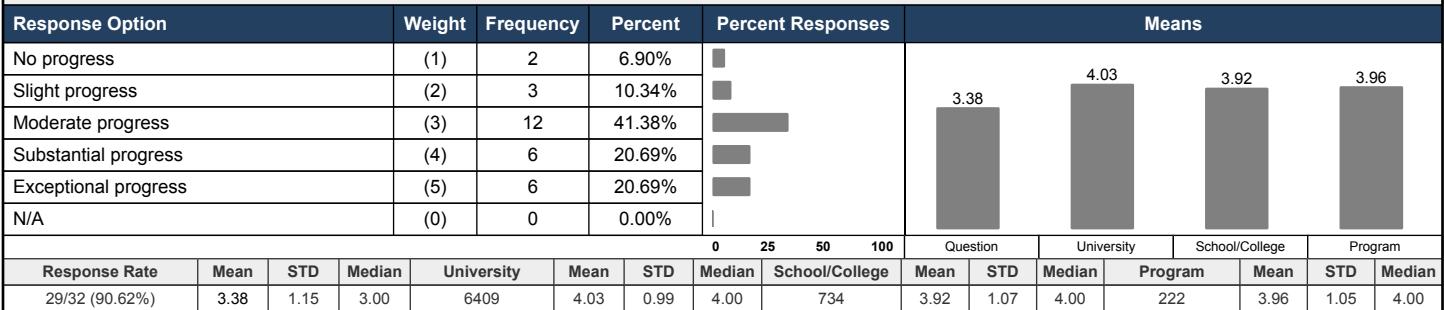
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Learning fundamental principles, generalizations, or theories



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Learning to apply course material (to improve thinking, problem solving and decisions)



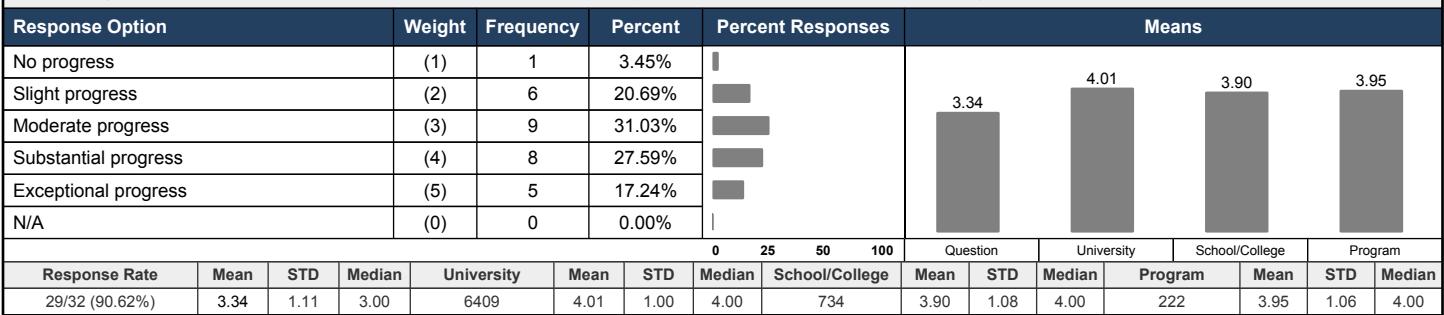
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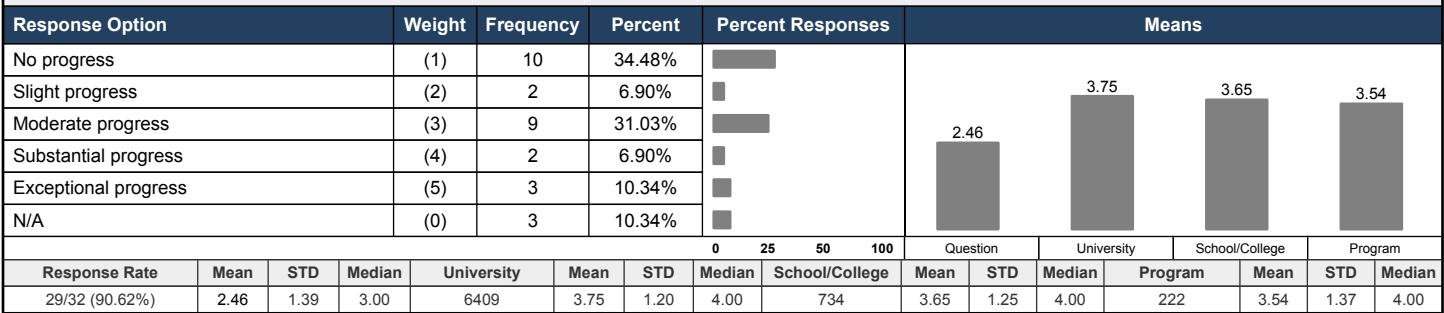
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Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.



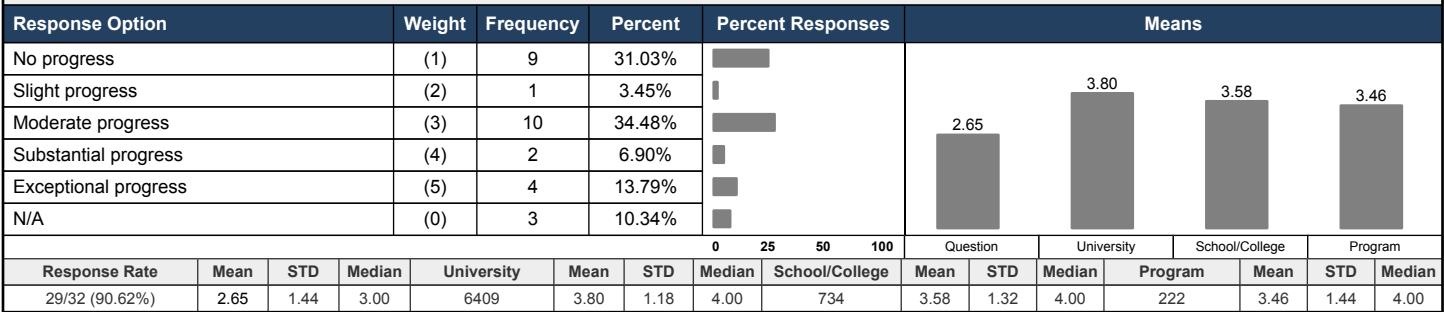
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Acquiring skills in working with others as a member of a team.



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Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)



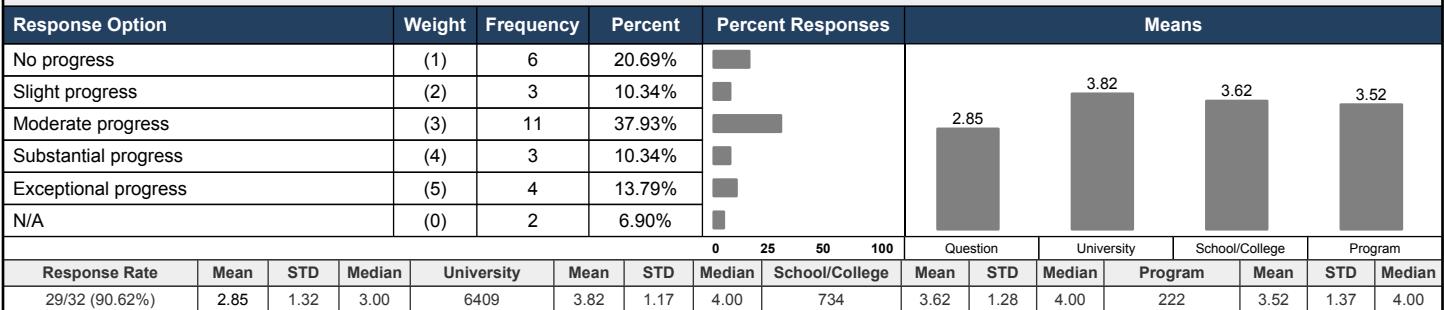
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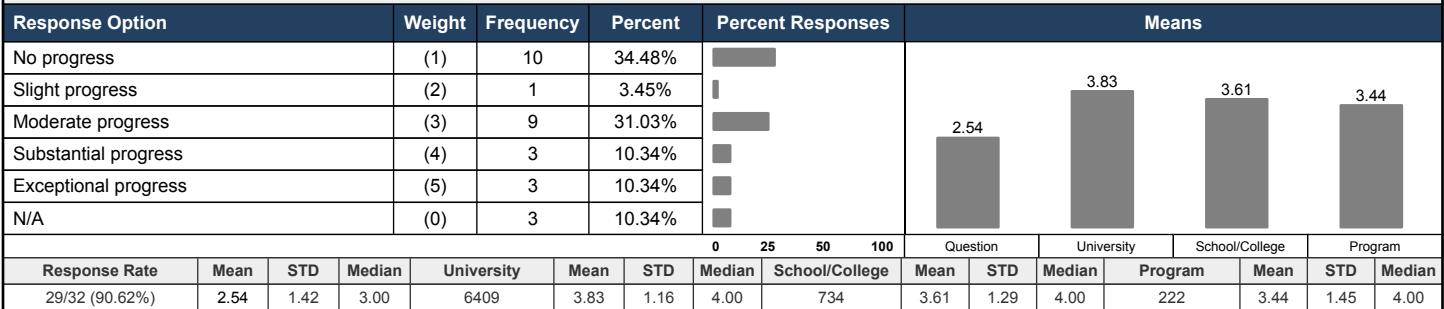
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Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)



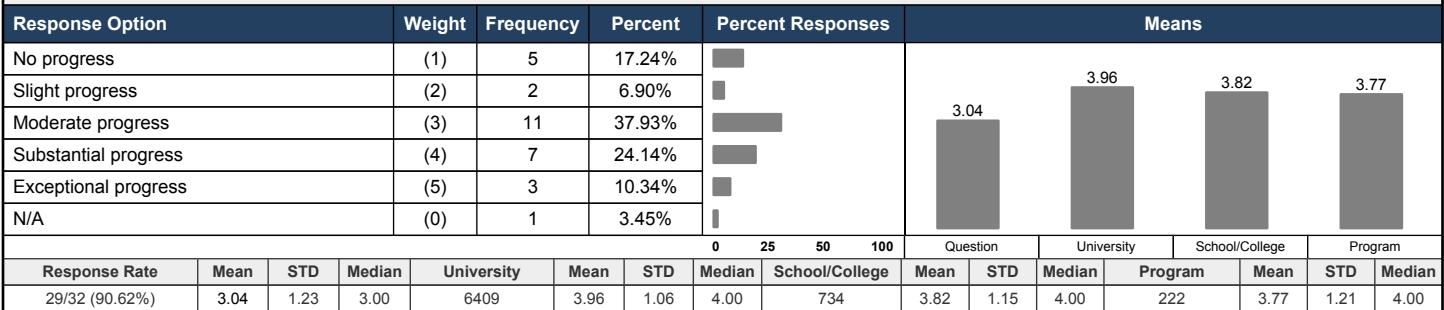
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Developing skill in expressing oneself orally or in writing.



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Learning how to find and use resources for answering questions or solving problems.



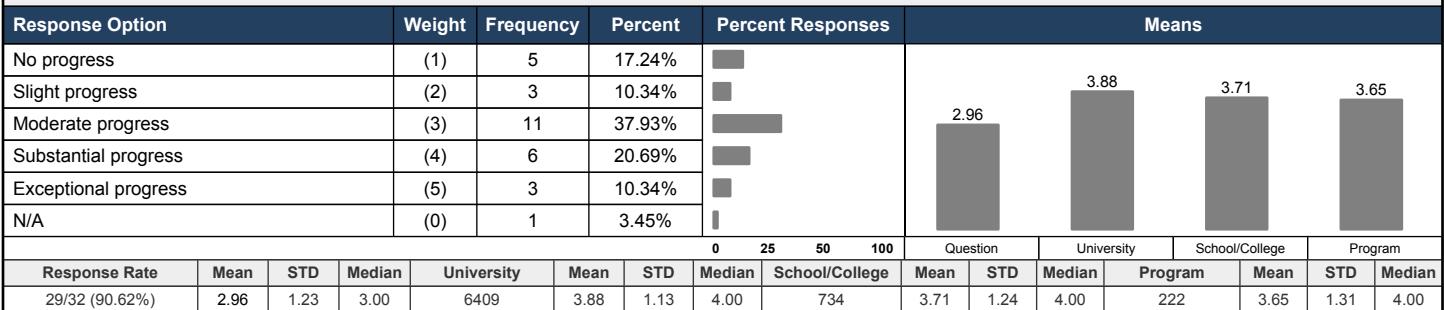
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**Course:** BSBA-2200-001: Economics  
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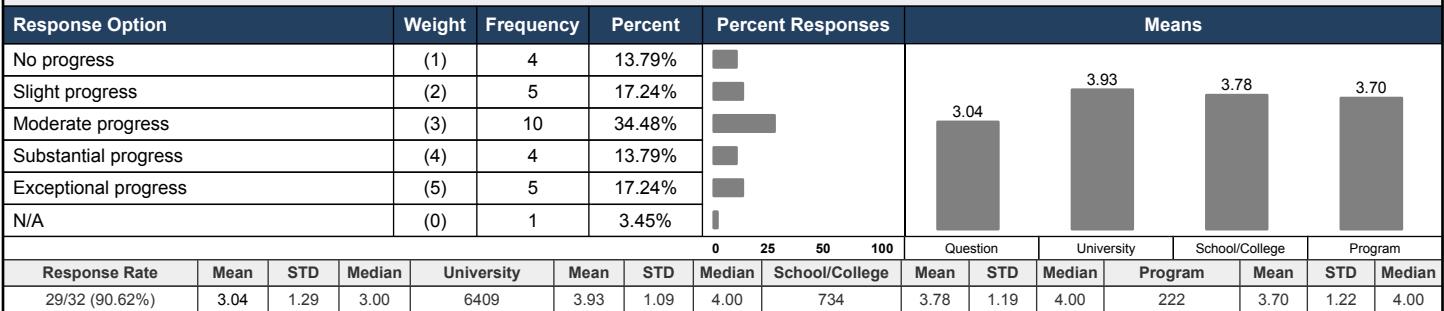
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Developing a clearer understanding of, and commitment to, personal values.



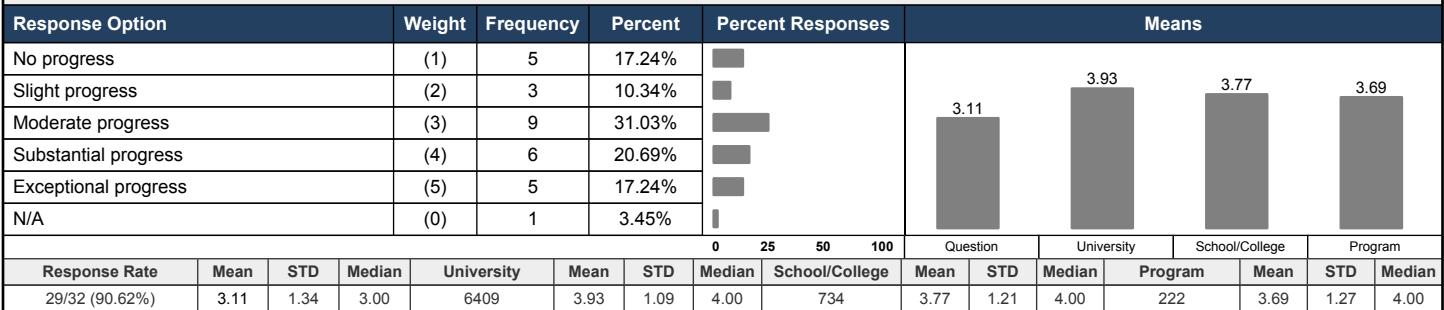
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Learning to analyze and critically evaluate ideas, arguments, and points of view.



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Acquiring an interest in learning more by asking questions and seeking answers.



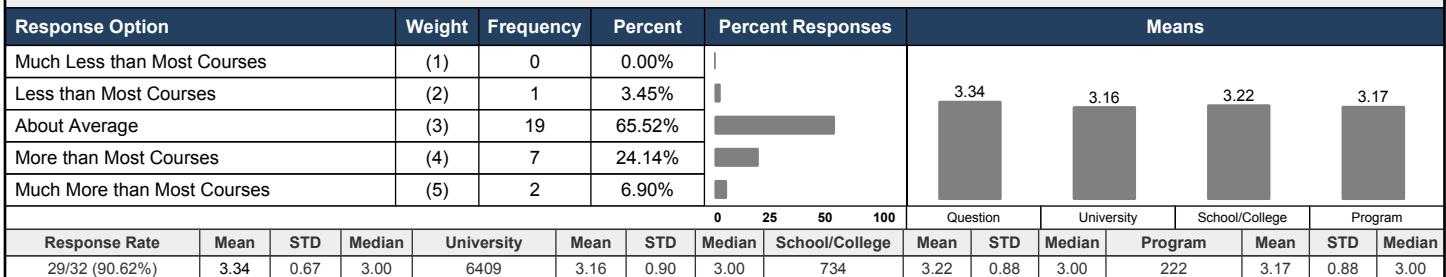
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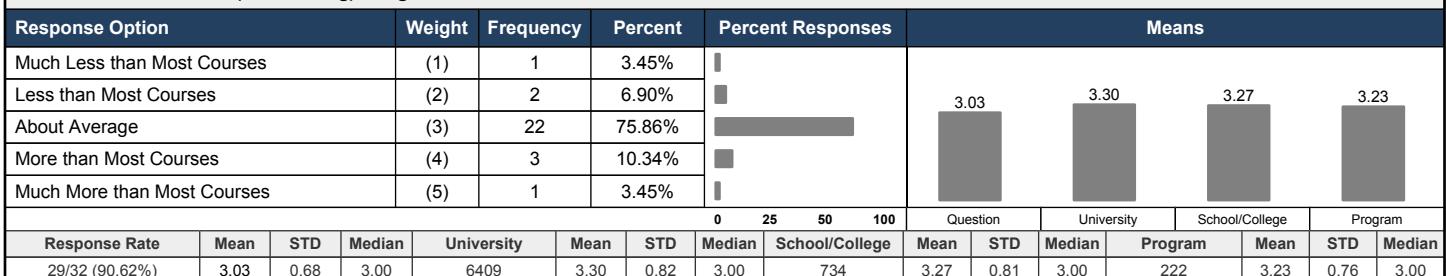
**22 - On the next three items, compare this course with others you have taken at this institution:**

**Amount of reading**



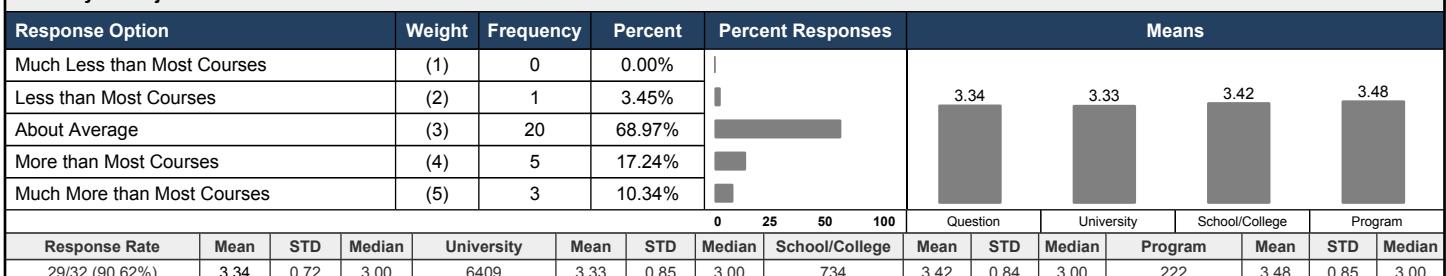
**22 - On the next three items, compare this course with others you have taken at this institution:**

**Amount of work in other (non-reading) assignments**



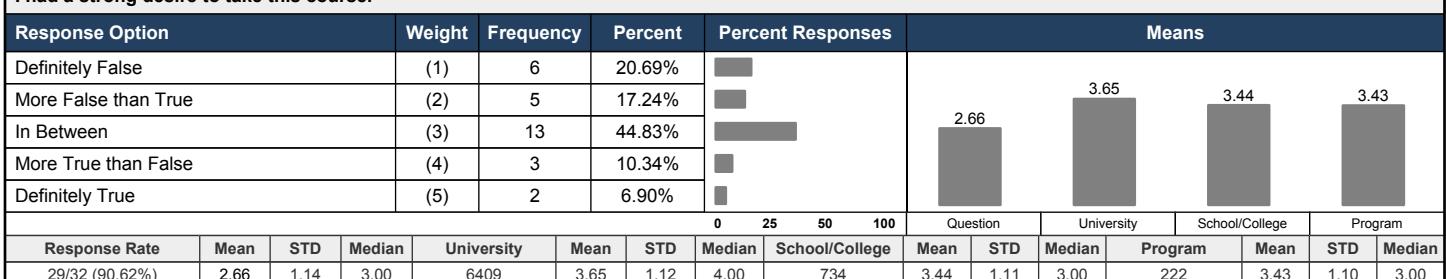
**22 - On the next three items, compare this course with others you have taken at this institution:**

**Difficulty of subject matter**



**23 - Describe your attitudes and behavior in this course:**

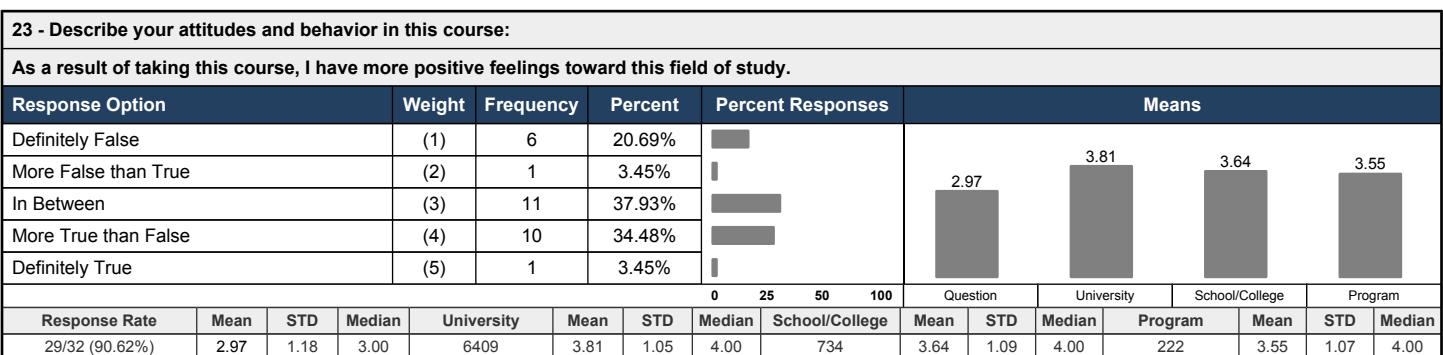
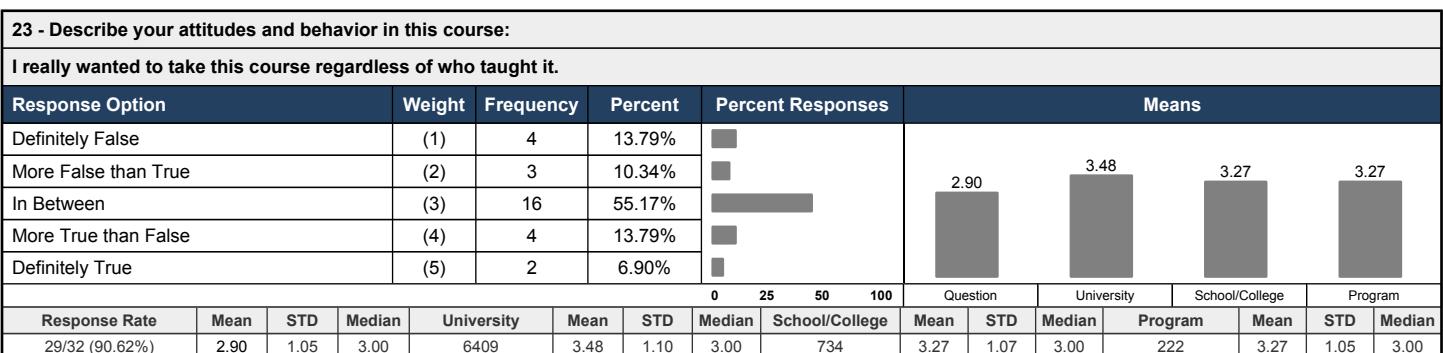
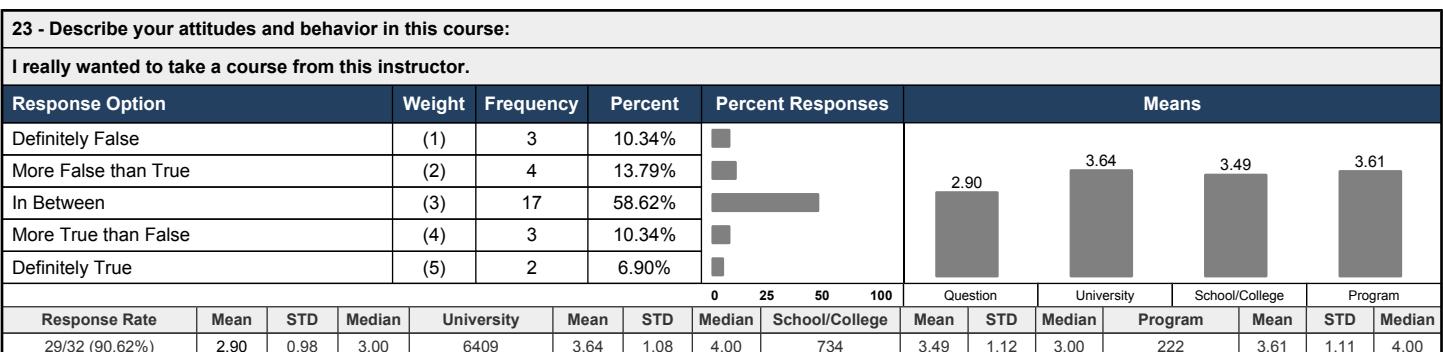
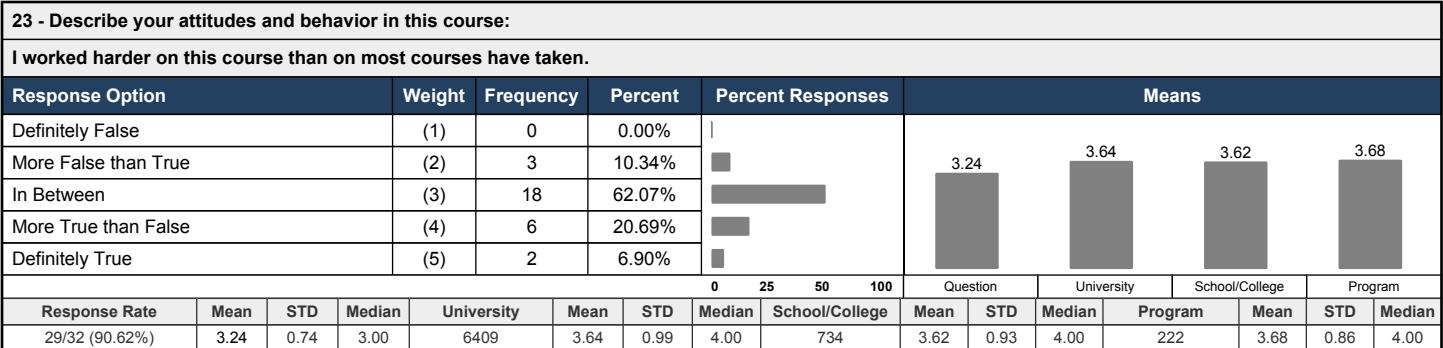
**I had a strong desire to take this course.**



**Fairmont State University**  
**Spring 2020 End of Course Survey**

**Course:** BSBA-2200-001: Economics  
**Instructor:** Justin Heflin \*

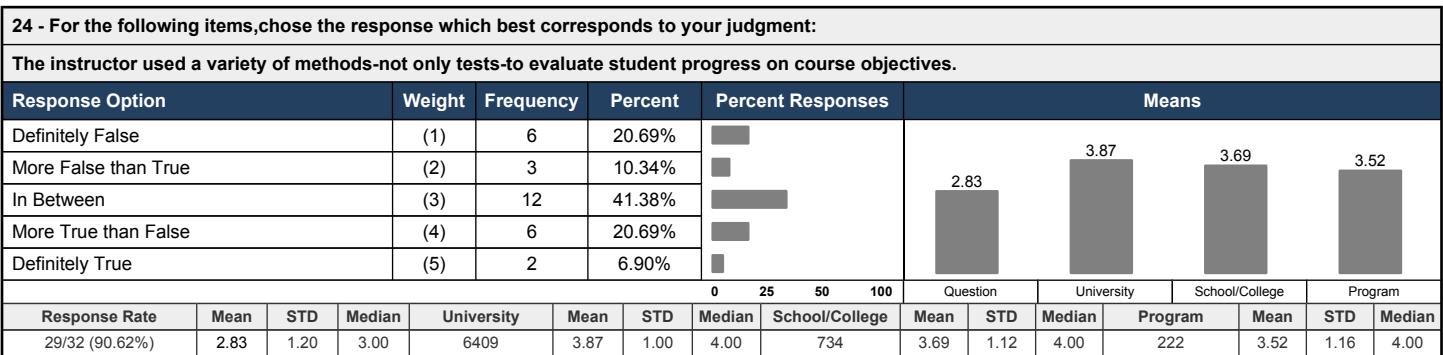
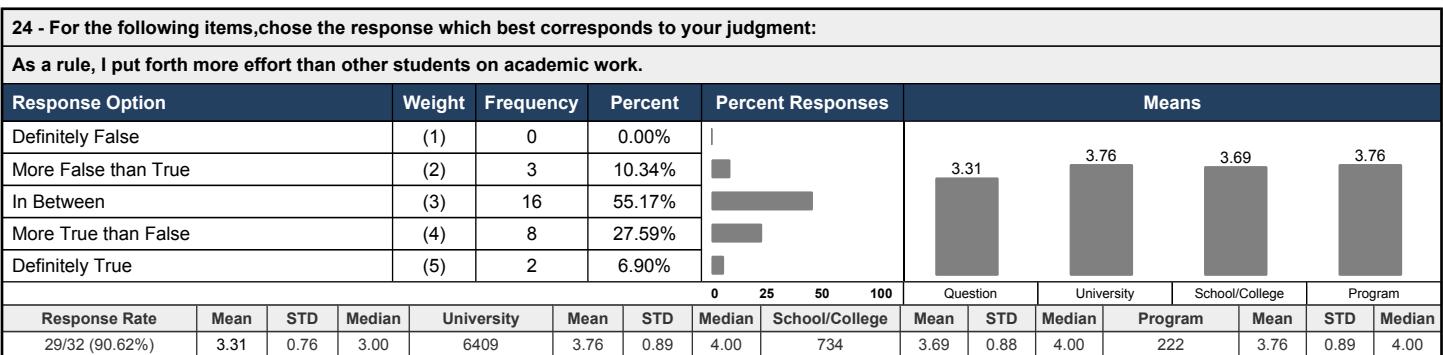
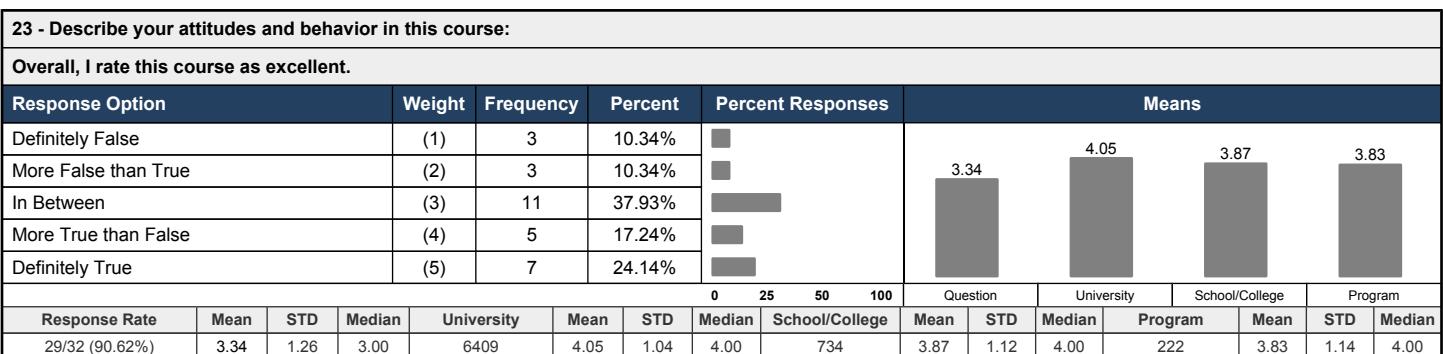
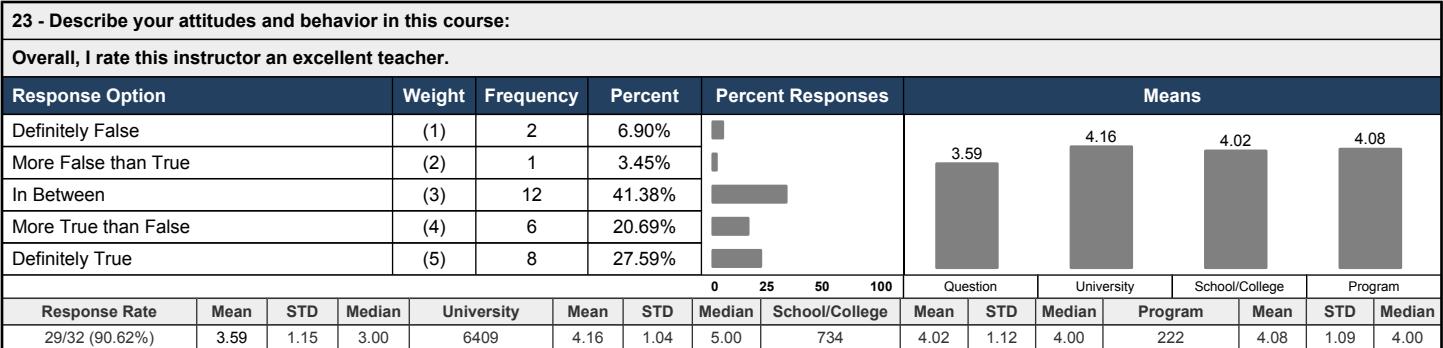
**Response Rate:** 29/32 (90.63 %)



**Fairmont State University**  
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**Course:** BSBA-2200-001: Economics  
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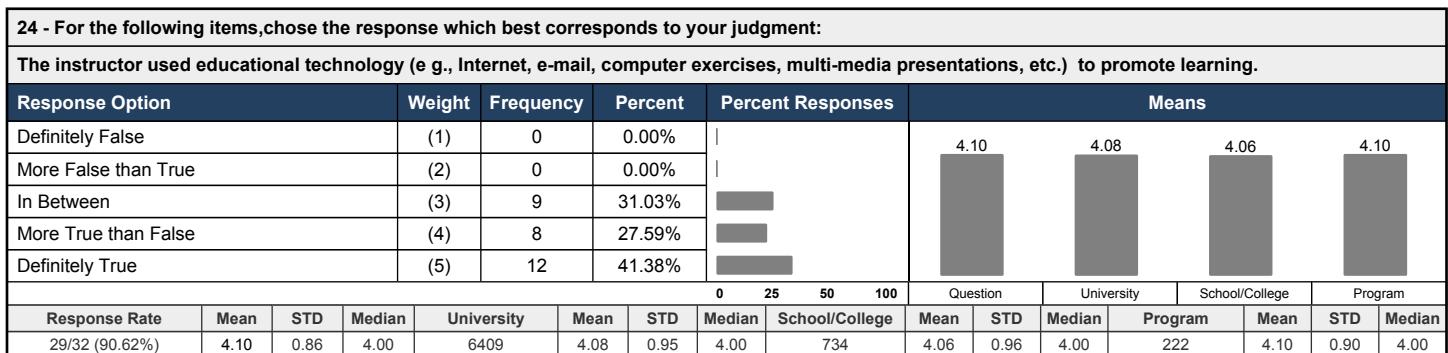
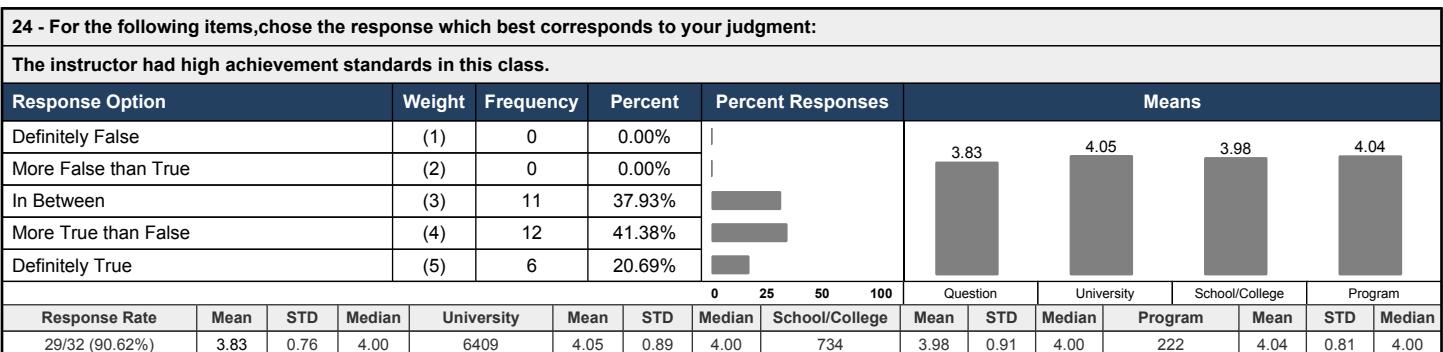
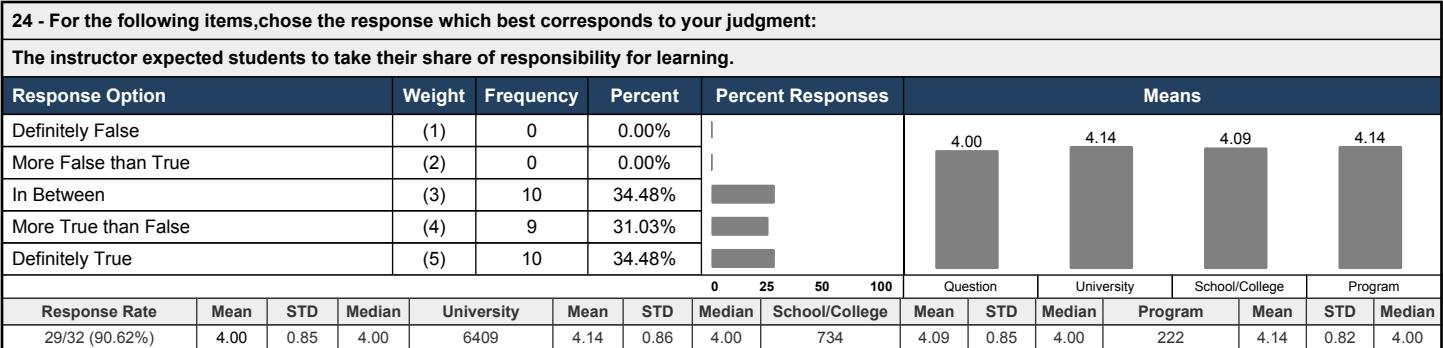
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**Fairmont State University**  
**Spring 2020 End of Course Survey**

**Course:** BSBA-2200-001: Economics  
**Instructor:** Justin Heflin \*

**Response Rate:** 29/32 (90.63 %)



# Fairmont State University

## Spring 2020 End of Course Survey

**Course:** BSBA-2200-001: Economics

**Instructor:** Justin Heflin \*

**Response Rate:** 29/32 (90.63 %)

### 25 - Provide additional comments.

Response Rate	29/32 (90.62%)
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- I think this class was...
- I think this class was...
- This class was difficult for me because I have never studied economics before. However, I definitely feel like I have gained a better understanding of the subject. I found the power-points and videos very helpful in fully understanding this class.
- I think this class was...
- I didn't know what to expect taking this class but I really enjoyed taking it. Professor Heflin was always there to answer questions and always seemed organized.
- I think this class was a good mix between self learning and instructed learning. Both the student and instructor had a huge role in their success. The quizzes prepared you good for the test.
- I think this class was...
- I do not believe that economics should be offered online. As a hands on learner and someone that isn't in this degree field, I believe that it would benefit all students for this course to be an in-person class. It was hard for me to understand the material when I basically have to teach it to myself. Though the power-points and the book was helpful I do feel like if I took this class in person I would have a better grade.
- Overall, the course was great. I had zero issues and overall gained more knowledge in the subject.
- I think this class was...
- I think this class was...
- Personally, I really do not like or do well in online classes. I feel that I would have learned a lot more in a hands on face-to-face environment.
- I think this class was...
- I learned SO much about economics from this class. It's been interesting to hear about macroeconomic issues on the news and feel like I understand them so much better now! I appreciated the PowerPoints and videos included for each week. It would have been nice to get some sort of direct instruction from the professor, but he was always very responsive to any questions I had.
- This class was set up to be an online class so I don't feel some of these questions are a true representation of the design of the course.
- I think this class was...
- 1. Doing any assignment (quiz, test, discussion, essay, literally anything) without feedback is frankly, a waste of time. Students will never learn the material they misunderstood without it. I missed the same material on the tests that I missed on the quizzes because of this. I understand not giving the answers out because you want to reuse the questions and you don't want future students to cheat. If you reword the question a tad, the question wouldn't appear when searched. I had a strong desire to take this course and I truly feel like I have not learned much at all despite the huge effort I made. 2. I got better grades on the quizzes I guessed on without reviewing any material than the quizzes I watched the videos and studied the power points for. I would print off the powerpoints, highlight, take notes, and research what I didn't understand. I would consider this max effort and I still missed quiz and test questions. The content just doesn't match and the questions are worded confusingly. 3. Everyone I know that has taken this course online has expressed the same or similar complaints. It may be time to switch it up a little. I would recommend alternative learning techniques such as discussion posts, interactive activities, or second attempts on quizzes.
- Mr. Heflin came across as a caring and professional educator. In all honestly I have done the bare minimum to pass this course and should not be evaluating his performance. My other classes this semester were my top priority, and I dislike online courses. I started out in this course weak, and moving everything online due to COVID did not help my situation.
- I think this class was...
- I think this class was...
- To put it bluntly, this should never be a course, made for non-business majors, for online only. It was extremely hard to follow the material, the test were 40 questions in 60 minutes (some of which required a few steps of math to do and as non-business majors, that may be hard), and the quizzes were 5 questions in 10 minutes. That is not enough time for the exams to be done. I have a standardized state test that's 130 questions in 150 minutes. I have more questions on it sure but I have more time per question by that math. A class, that I dreaded taking for the warnings I got from classmates, should not only allow 60 minutes for an exam. I understand it may be a way to curb cheating but there's also a point where you have to realize you are also hurting the people trying to take it seriously and now feel pressured on the exam to finish in the time. Which, funny enough, has the unintended side effects of likely making more people cheat as that is a psychological theory that exists (the name is escaping me). Overall, I find the fact everything is so quick to be done, the only grades are those too short of time tests, and the difficulty of the subject matter combined with the first two points makes this class unnecessarily challenging for an entry level, non-business major class. We are likely never going to take another econ class and by putting that level of stress on it, soured my feelings on the subject entirely. A positive however of this class is you do answer questions well and provide enough explanation and admit when you are wrong. I find it too often when classes that are difficult have difficult to work with teachers because they refuse to admit fault. Not only do you answer email timely, you admit when you are wrong. These are two very redeeming factors of the class.
- I think this class was...
- Challenging, yet very doable. Course content was easy to interpret and access.
- I think this class was...
- This course was one of the best online courses I have taken. The layout of the course was very easy to follow, and very user-friendly. The way blackboard was set up made it very easy and clear on what each objective was for each week.
- I think this class was...

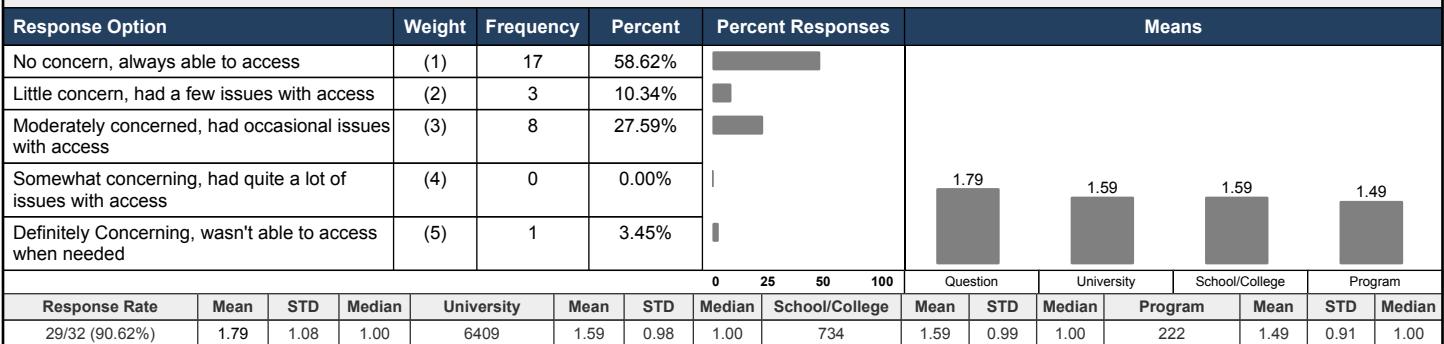
**Fairmont State University**  
**Spring 2020 End of Course Survey**

**Course:** BSBA-2200-001: Economics  
**Instructor:** Justin Heflin \*

**Response Rate:** 29/32 (90.63 %)

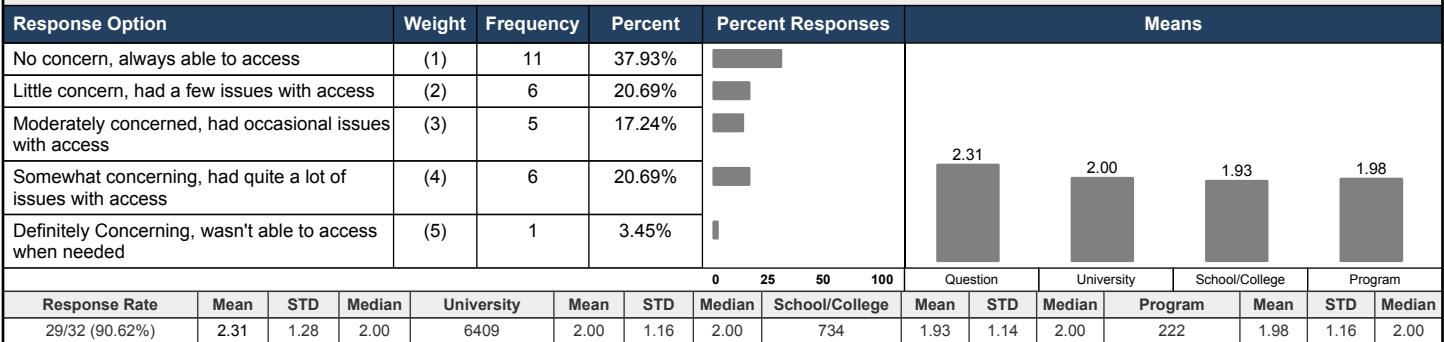
**26 - Spring 2020 Semester was full of new issues and concerns. The COVID-19 Pandemic forced Fairmont State to re-evaluate traditional teaching modes and move all of our courses to a digital learning environment which was difficult/concerning for faculty and students. We would like to gather information on how we did from your perspective.Which of the following, if any, were of concern while you were completing your coursework in this new digital learning environment?**

**Access to a computer or tablet for coursework**



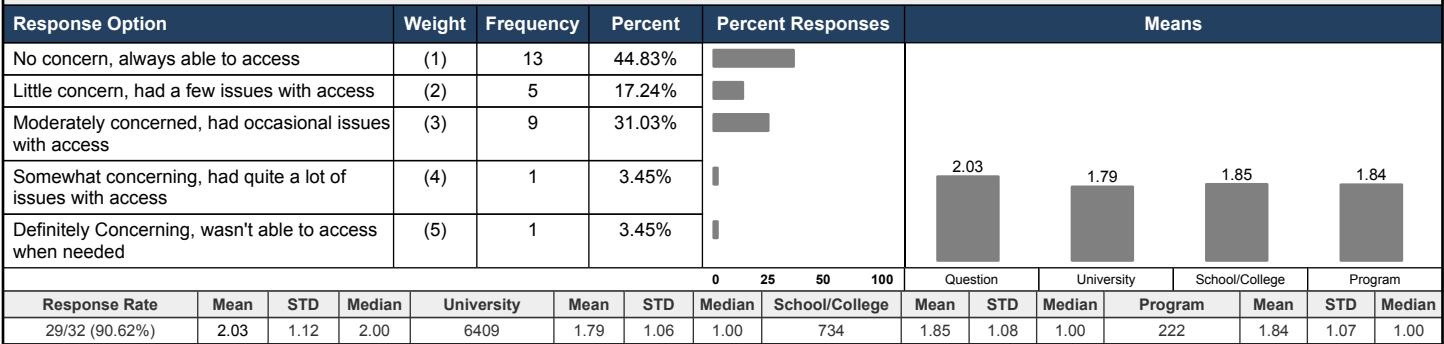
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**Reliable internet**



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**Ability to access Blackboard on your devices**



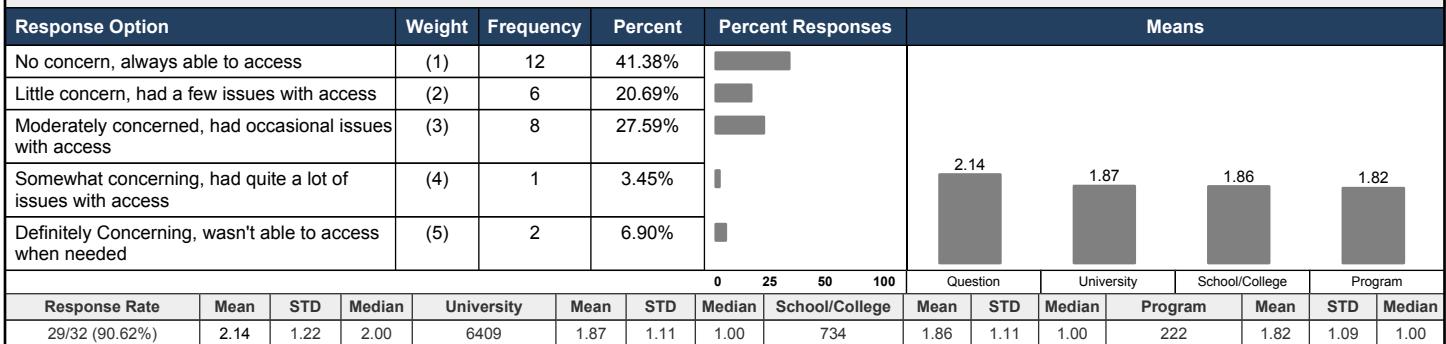
**Fairmont State University**  
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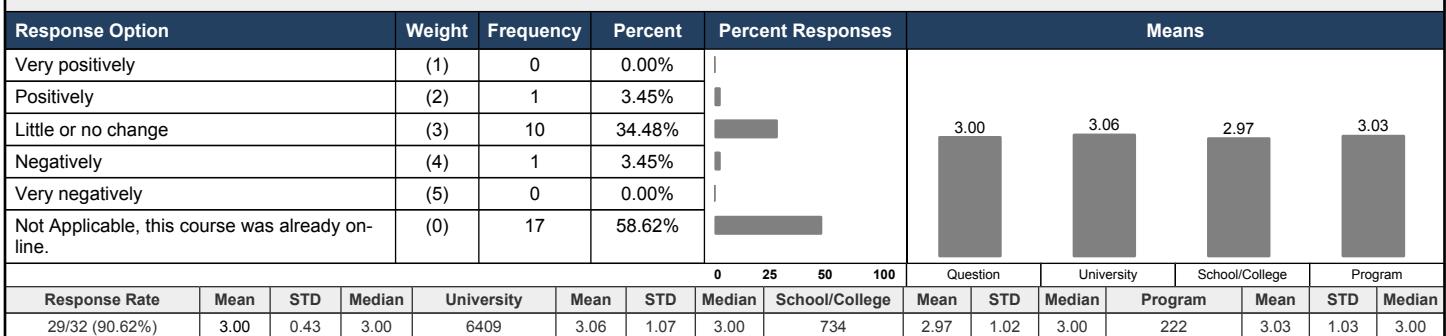
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**Ability to access and use the Zoom, WebEx, or TEAMS platforms to connect with your instructor or classmates**



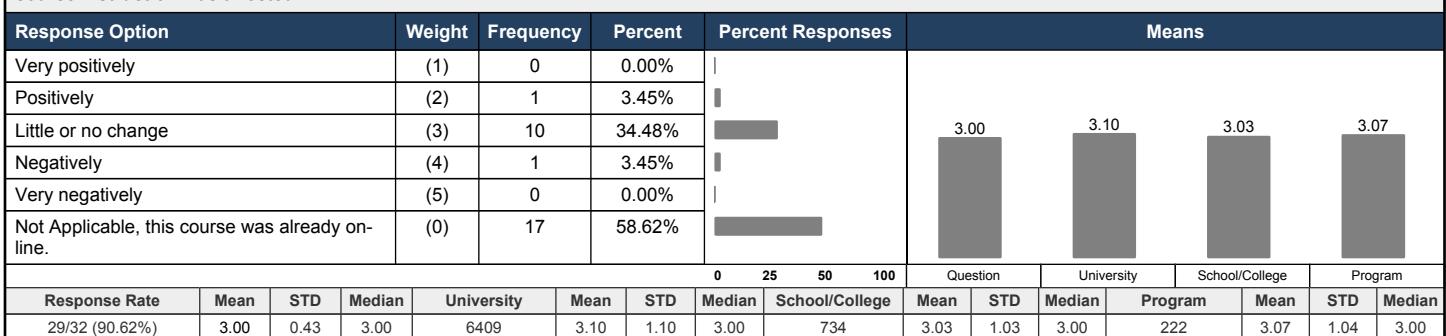
**27 - We would like to know how your courses was affected by the digital delivery migration after Spring Break.**

**Course content was affected**



**27 - We would like to know how your courses was affected by the digital delivery migration after Spring Break.**

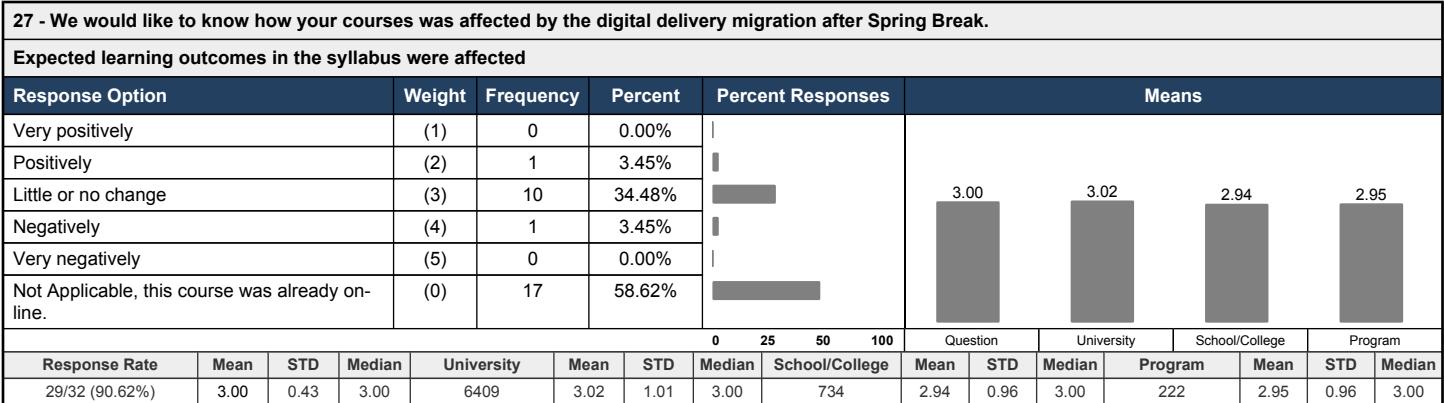
**course instruction was affected**



**Fairmont State University**  
**Spring 2020 End of Course Survey**

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**28 - What did or did not work well for you in completing your coursework in the digital delivery environment?**

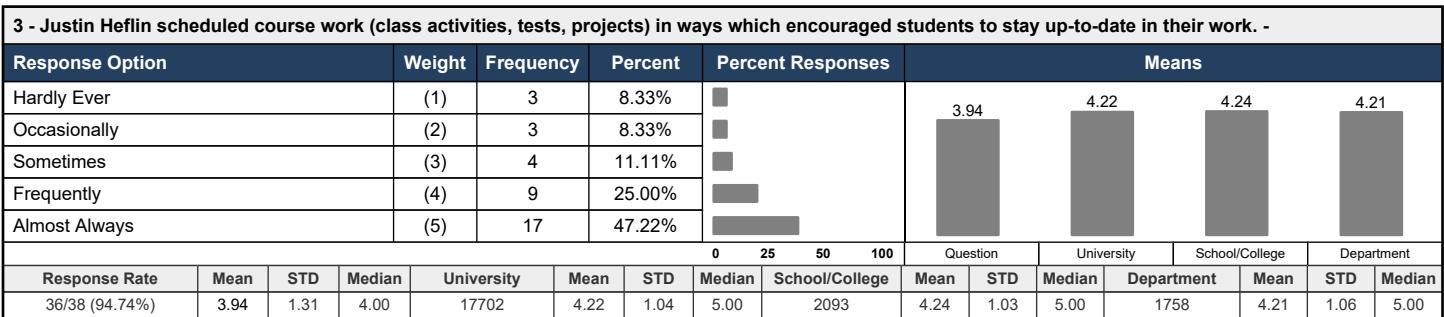
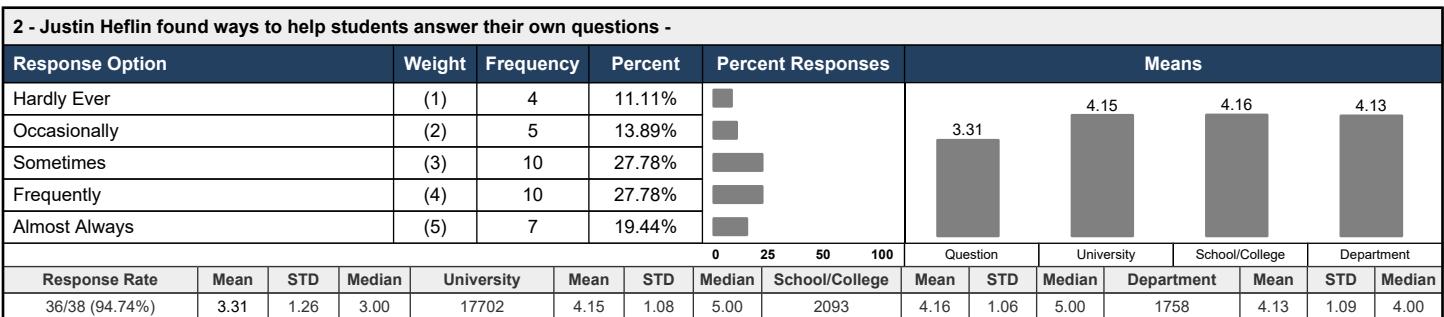
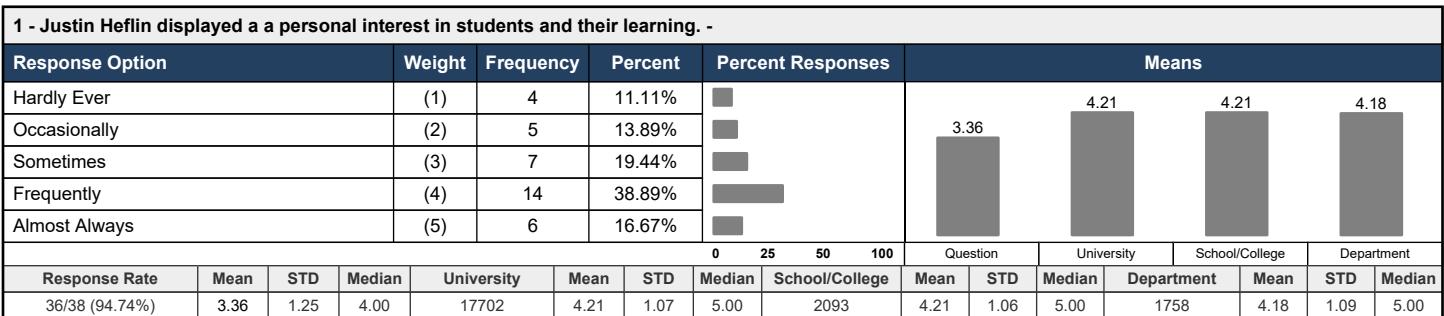
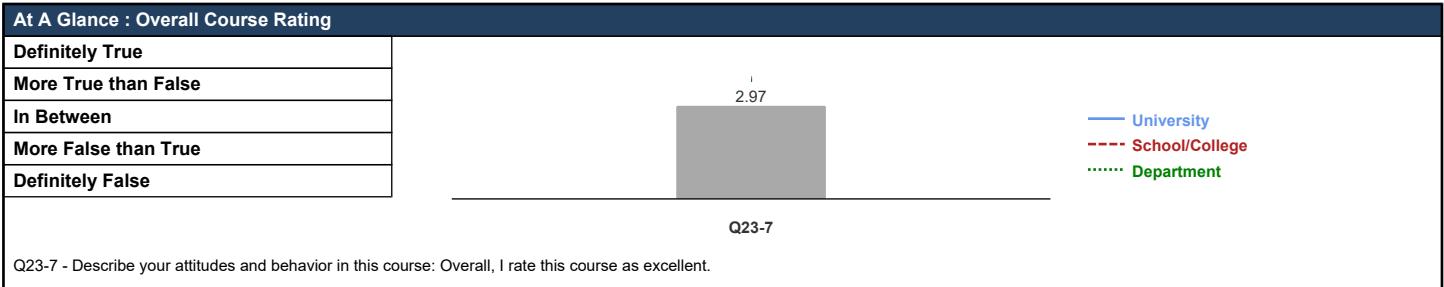
Response Rate	11/32 (34.38%)
<ul style="list-style-type: none"> <li>n/a</li> <li>The course really didn't change any, due to the fact that it was already online. I felt as if I am still doing as best as I can in this course, and putting in effort to get a good grade.</li> <li>This class was already online.</li> <li>My only concern was having reliable internet. For the most part it was okay but I did have a little concern that it would go out during a quiz or exam.</li> <li>I had a difficult home situation, in which I did not always have access to wifi because I was, at certain points, homeless. I managed to get my coursework finished, but it was not easy.</li> <li>This class was already online, nothing changed.</li> <li>This course was already online, so things went as expected.</li> <li>This class was already an online class so to ask for comparison is not really fair. The class sets clear expectations and outlines everything very well. I do wish we were able to work ahead, especially this semester. I understand you would not want someone to zip through the class (or try too) in a few weeks but it would have been helpful to maybe work 1 week ahead.</li> <li>The creator of this evaluation put "your courses was" instead of "your course was" or "your courses were" in the previous section. That is just a small taste of the miscommunication and information that moving to online has created. The class I am evaluating currently was already online; therefore, it was not affected by the transition.</li> <li>Began to falter without the ability to work on campus. The point of taking online courses was to adapt to my work schedule. Majority of my outside of work time was spent on campus cramming my classes. Without that quiet space it became increasingly difficult to work on coursework. At some point my priority shifted to helping watch and entertain my brother as well as helping my other brother with his homework.</li> <li>This course was already in a digital environment.</li> </ul>	

**Fairmont State University**  
**Fall 2019 End of Semester Course Survey**

**Course:** 11944.202010: BSBA-2200-003 Fall 2019

**Instructor:** Justin Heflin \*

**Response Rate:** 36/38 (94.74 %)



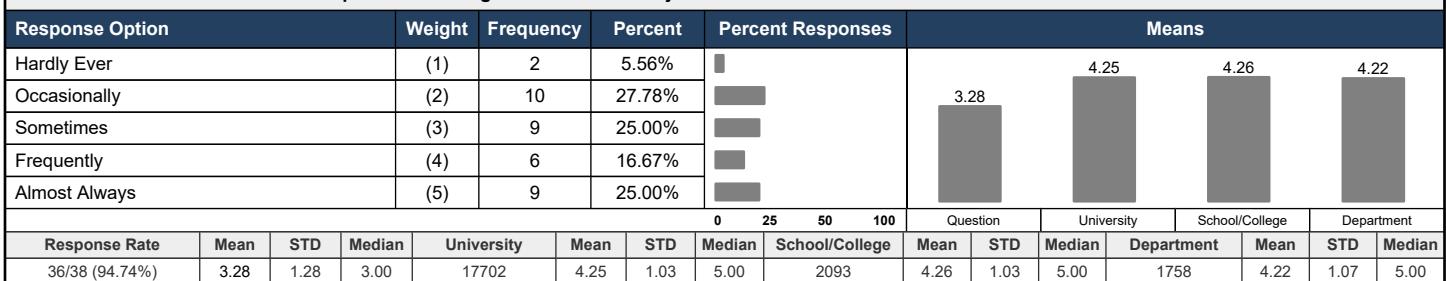
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**Fall 2019 End of Semester Course Survey**

**Course:** 11944.202010: BSBA-2200-003 Fall 2019

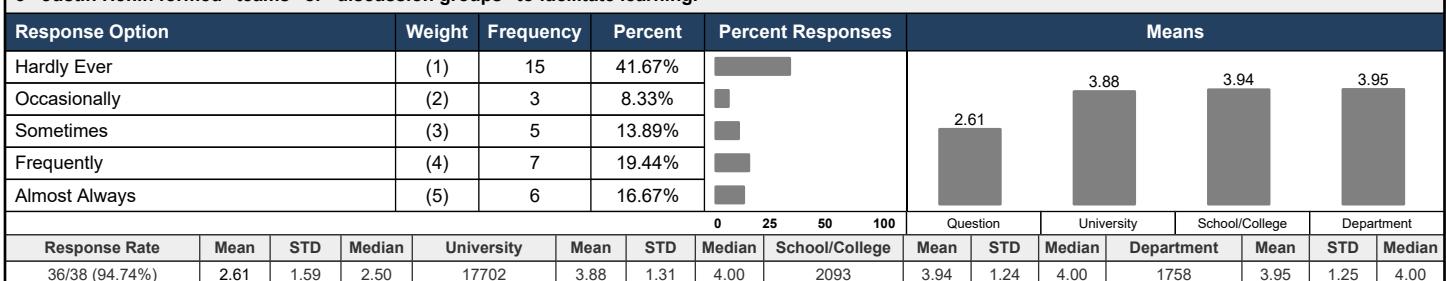
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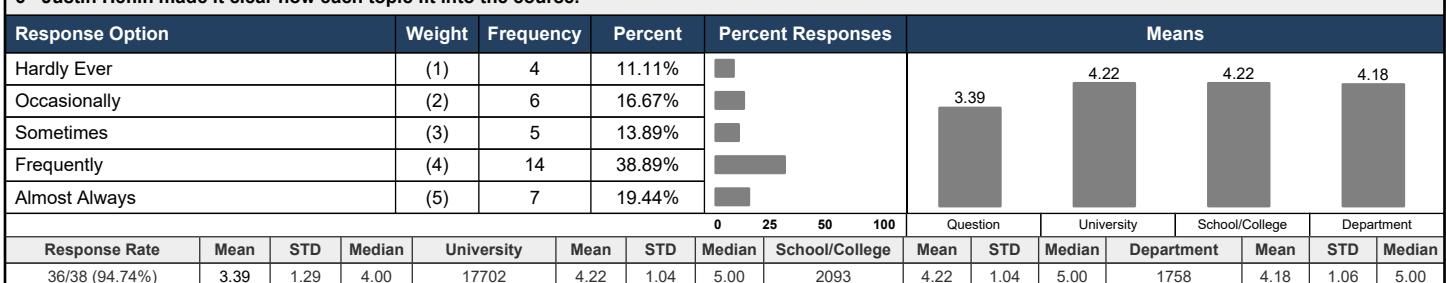
**4 - Justin Heflin demonstrated the importance and significance of the subject matter. -**



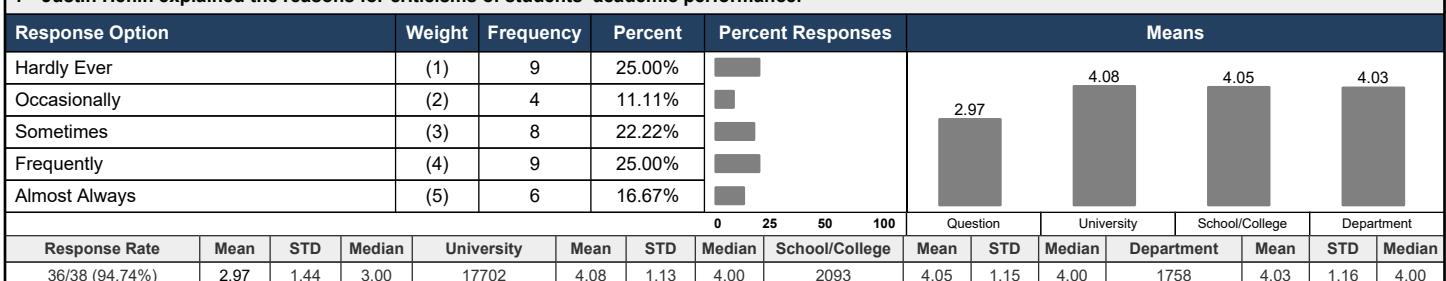
**5 - Justin Heflin formed "teams" or "discussion groups" to facilitate learning. -**



**6 - Justin Heflin made it clear how each topic fit into the course. -**



**7 - Justin Heflin explained the reasons for criticisms of students' academic performance. -**



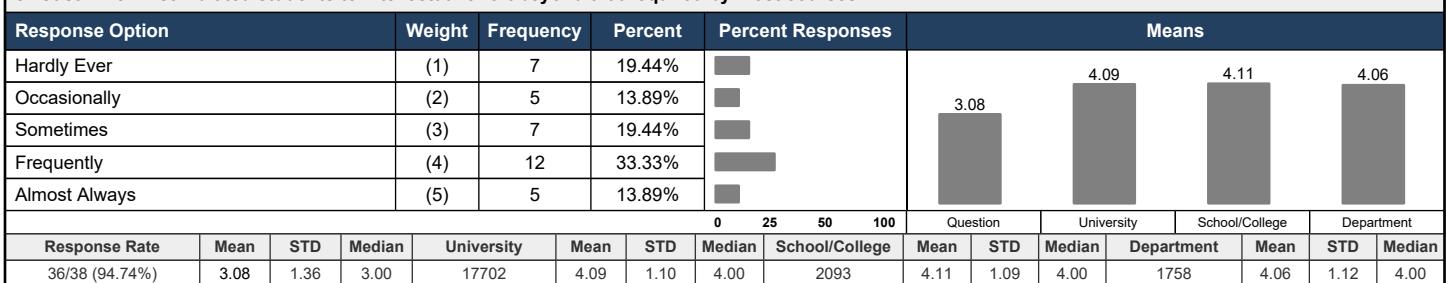
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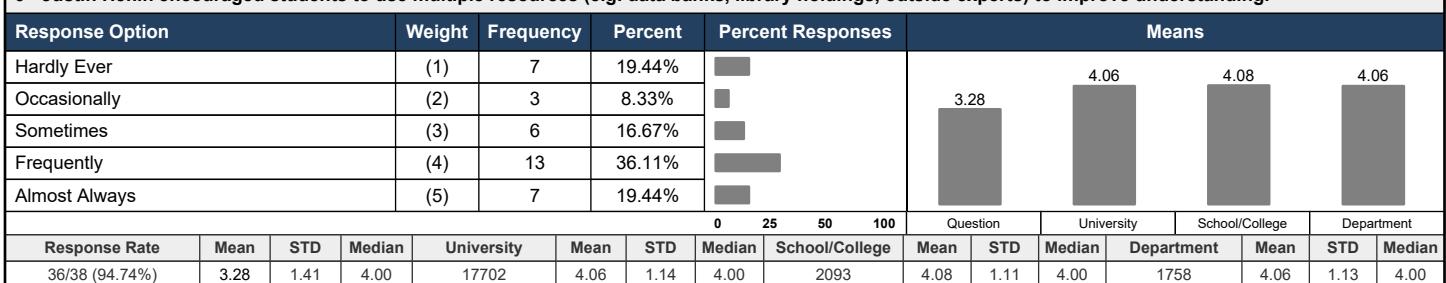
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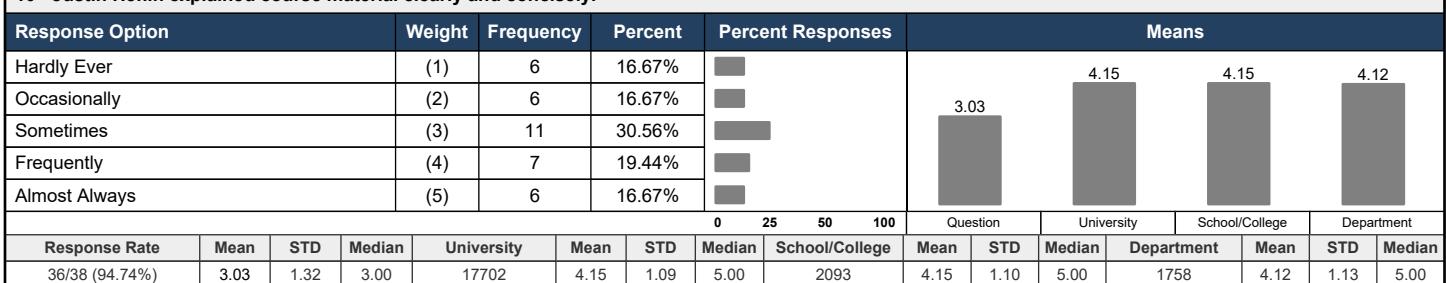
**8 - Justin Heflin stimulated students to intellectual effort beyond that required by most courses. -**



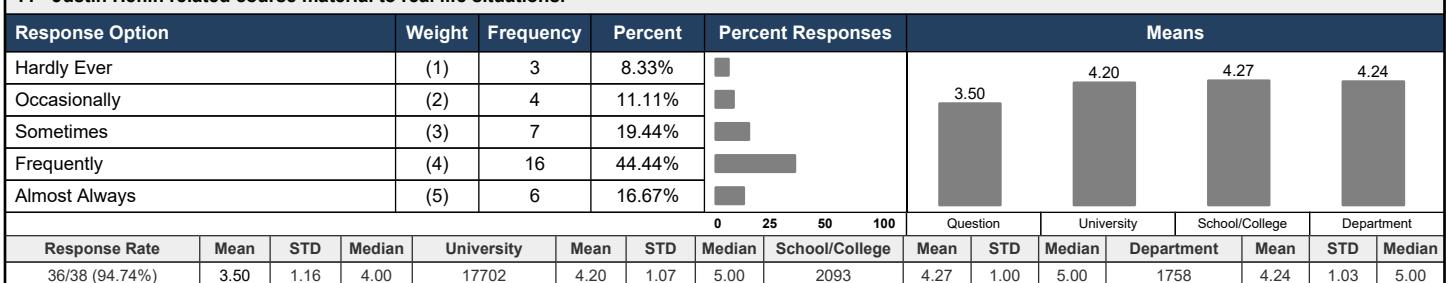
**9 - Justin Heflin encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding. -**



**10 - Justin Heflin explained course material clearly and concisely. -**



**11 - Justin Heflin related course material to real life situations. -**



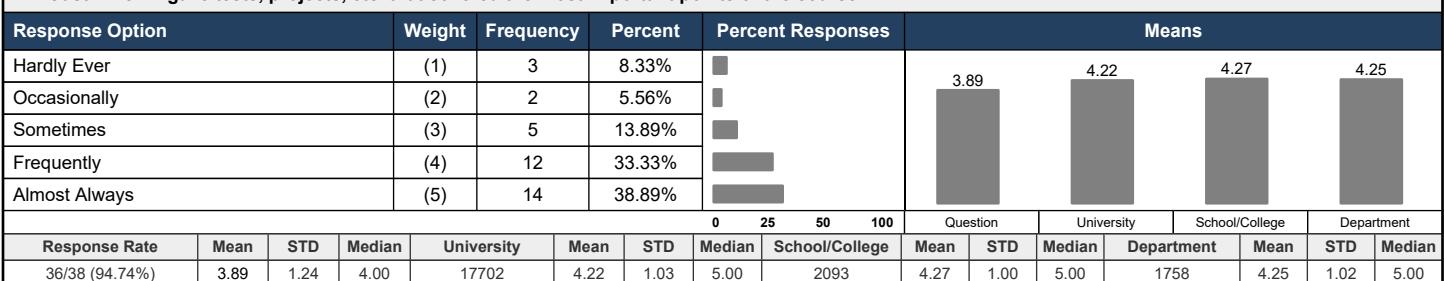
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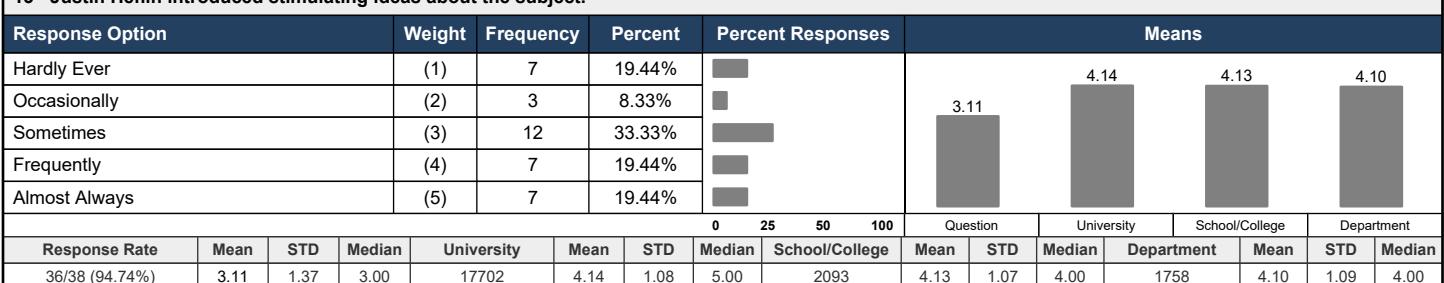
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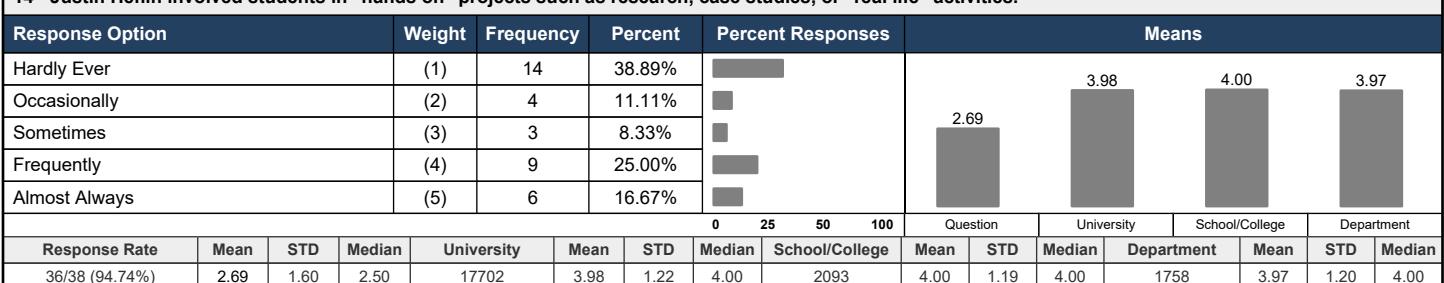
**12 - Justin Heflin gave tests, projects, etc. that covered the most important points of the course. -**



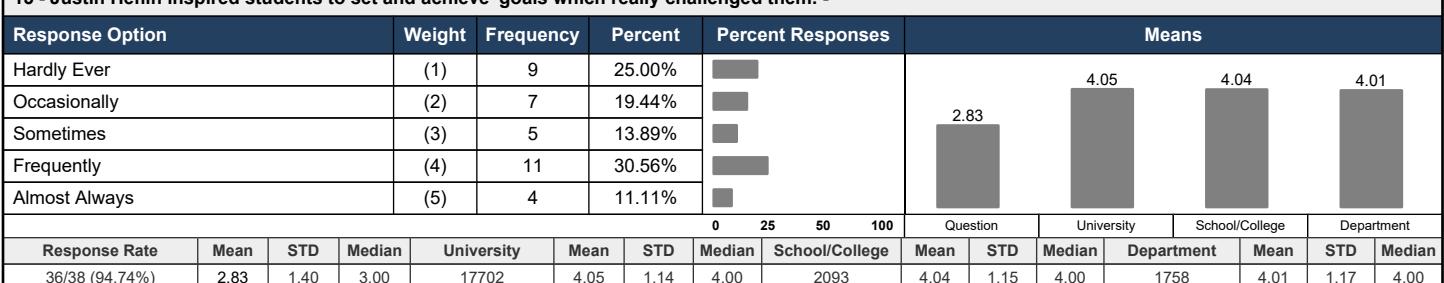
**13 - Justin Heflin introduced stimulating ideas about the subject. -**



**14 - Justin Heflin involved students in "hands on" projects such as research, case studies, or "real life" activities. -**



**15 - Justin Heflin inspired students to set and achieve' goals which really challenged them. -**



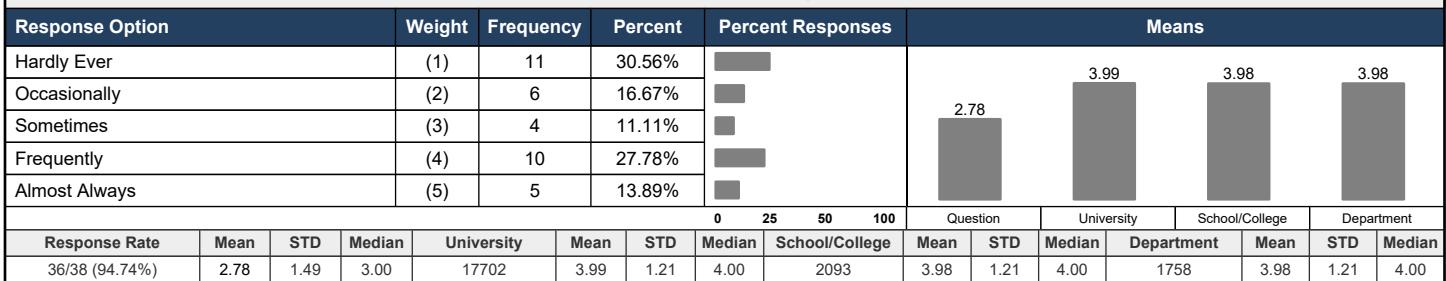
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**Fall 2019 End of Semester Course Survey**

**Course:** 11944.202010: BSBA-2200-003 Fall 2019

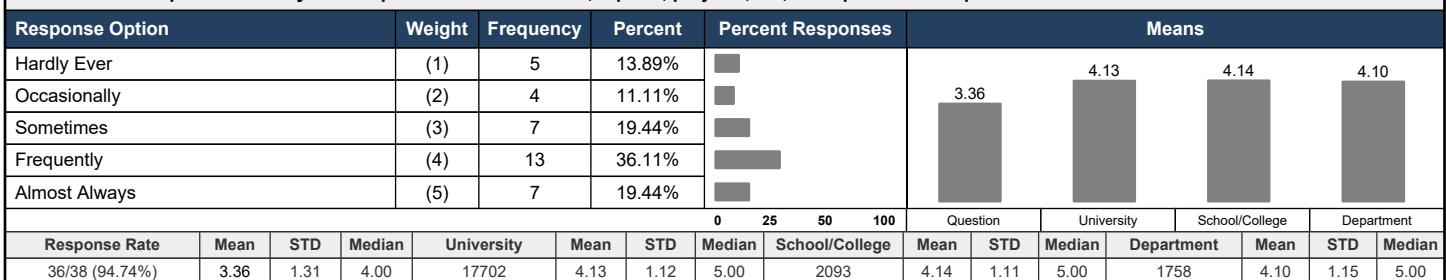
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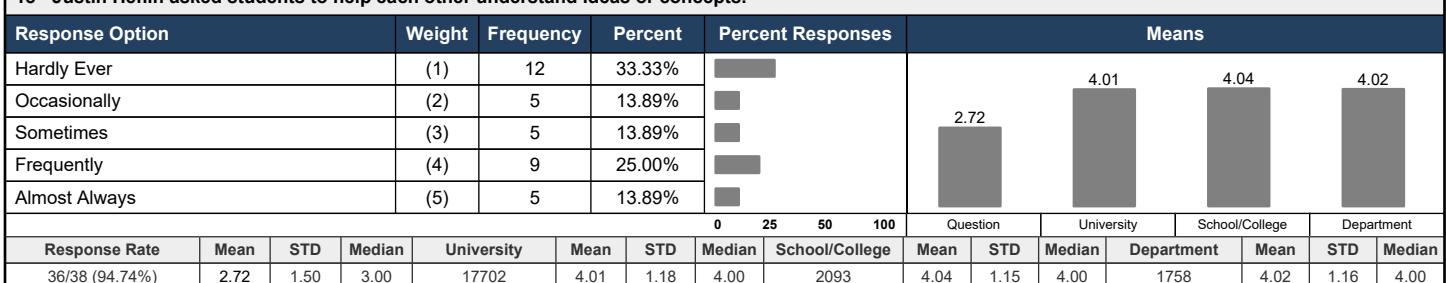
**16 - Justin Heflin asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own. -**



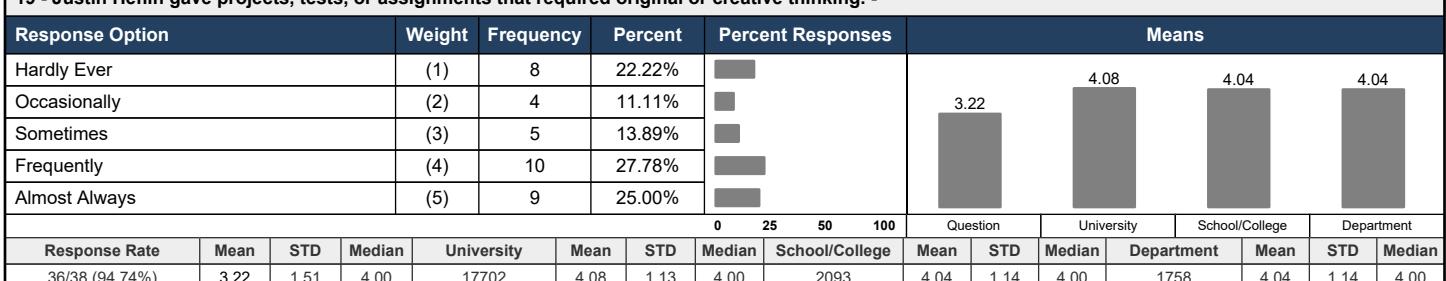
**17 - Justin Heflin provided timely and frequent feedback on tests, reports, projects, etc, to help students improve. -**



**18 - Justin Heflin asked students to help each other understand Ideas or concepts. -**



**19 - Justin Heflin gave projects, tests, or assignments that required original or creative thinking. -**



# Fairmont State University

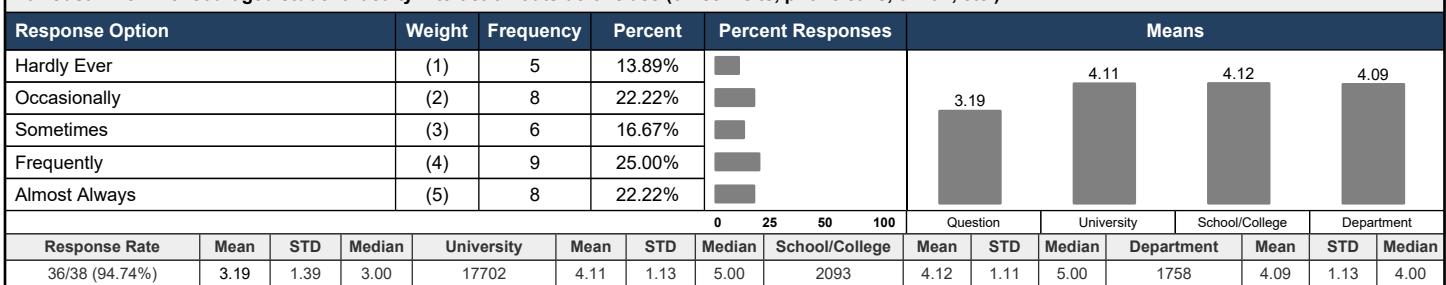
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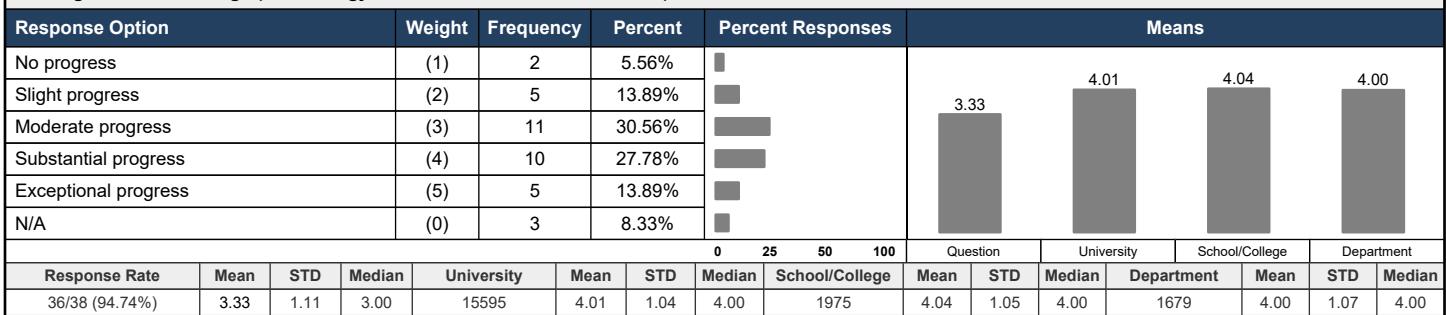
**Response Rate:** 36/38 (94.74 %)

### 20 - Justin Heflin encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.). -



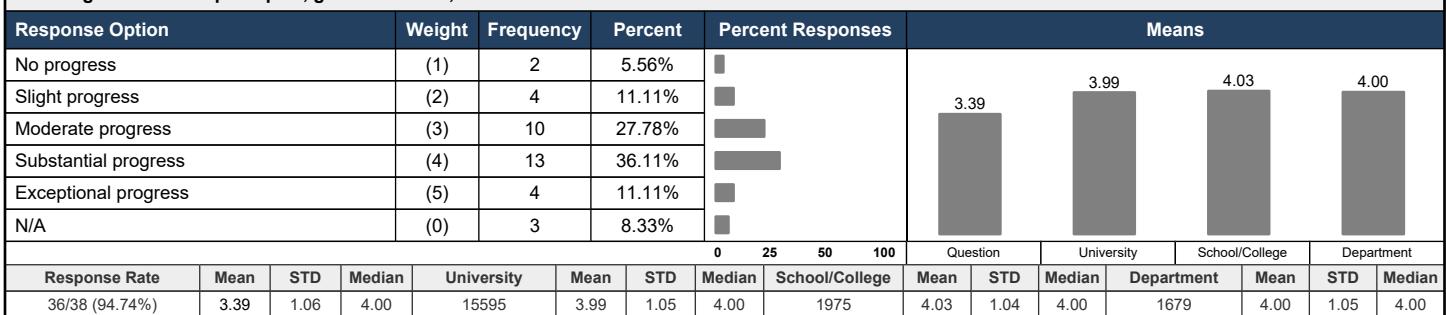
21 - Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:  
1 - No apparent progress  
2 - Slight progress; I made small gains on this objective  
3 - Moderate progress; I made some gains on this objective  
4 - Substantial progress; I made large gains on this objective  
5 - Exceptional progress; I made outstanding gains on this objective.

### Gaining factual knowledge (terminology, classifications, methods, trends)



21 - Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:  
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### Learning fundamental principles, generalizations, or theories



# Fairmont State University

## Fall 2019 End of Semester Course Survey

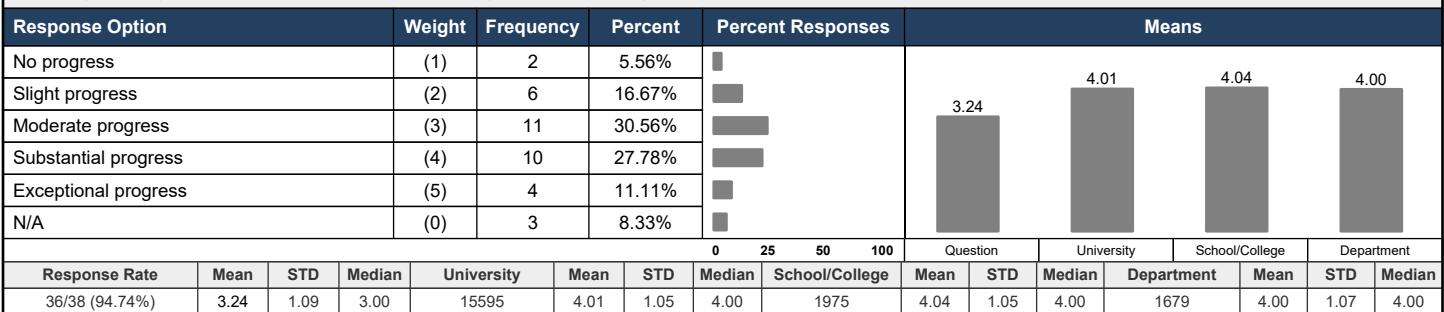
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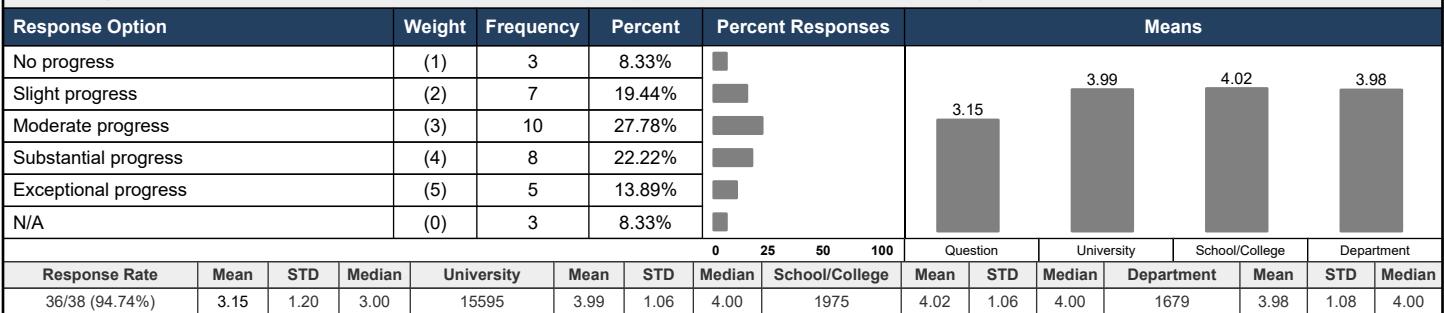
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### Learning to apply course material (to improve thinking, problem solving and decisions)



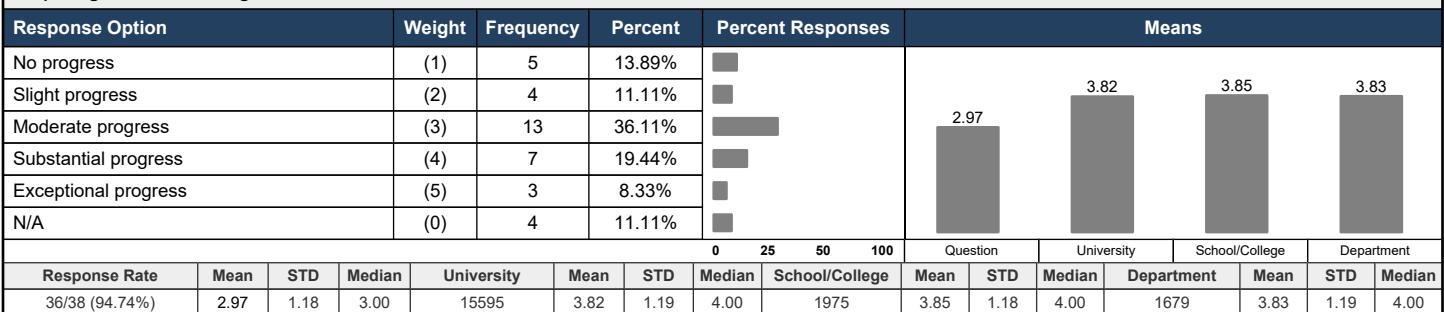
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### Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.



**21 -** Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:  
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 5 - Exceptional progress; I made outstanding gains on this objective.

### Acquiring skills in working with others as a member of a team.



# Fairmont State University

## Fall 2019 End of Semester Course Survey

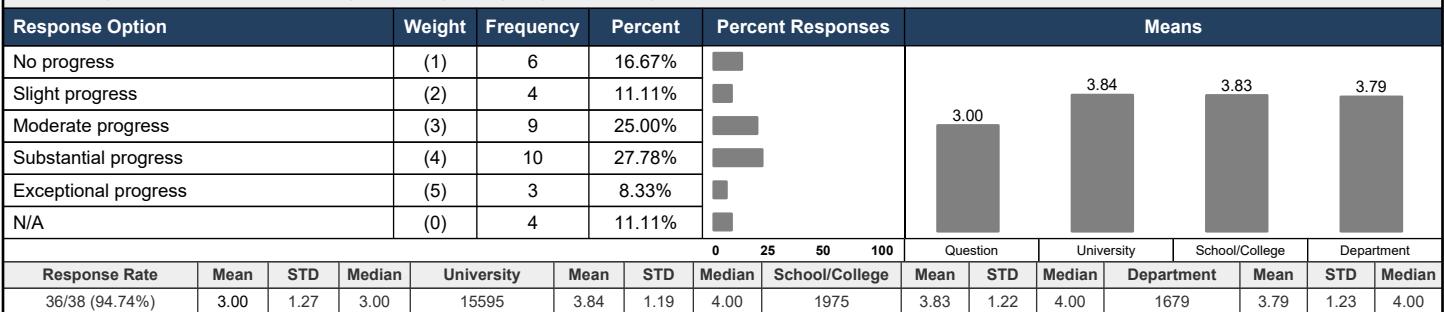
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**Instructor:** Justin Heflin \*

**Response Rate:** 36/38 (94.74 %)

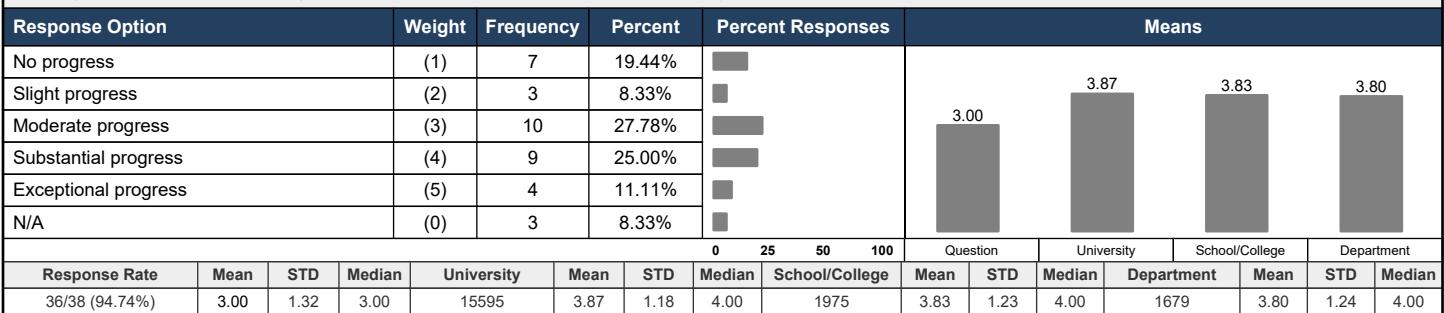
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### Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)



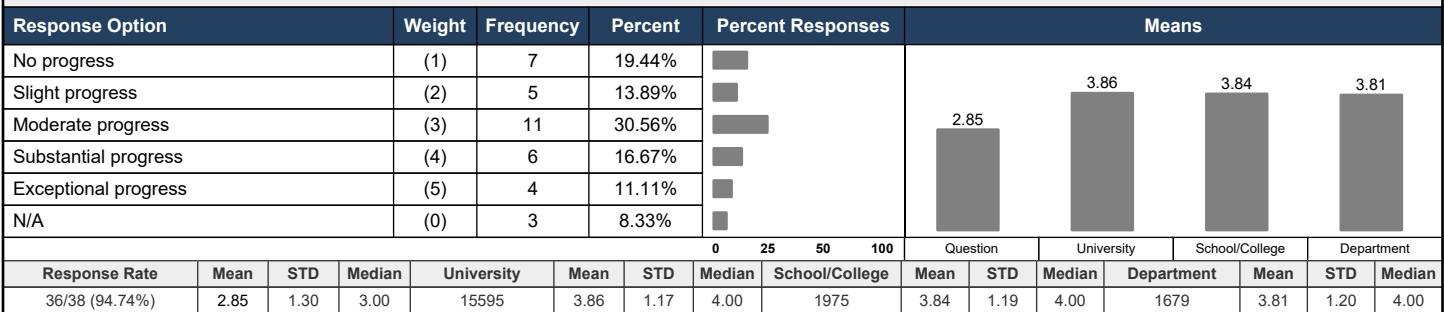
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### Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)



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### Developing skill in expressing oneself orally or in writing.



# Fairmont State University

## Fall 2019 End of Semester Course Survey

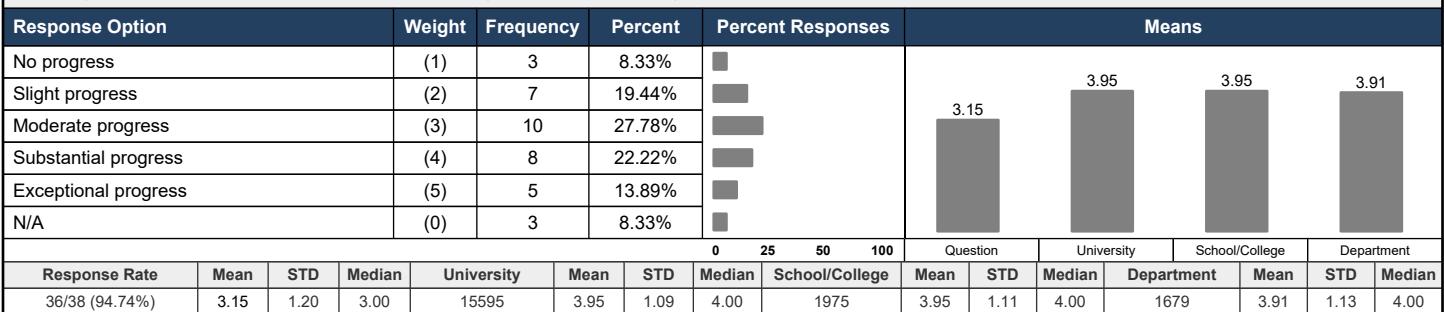
**Course:** 11944.202010: BSBA-2200-003 Fall 2019

**Instructor:** Justin Heflin \*

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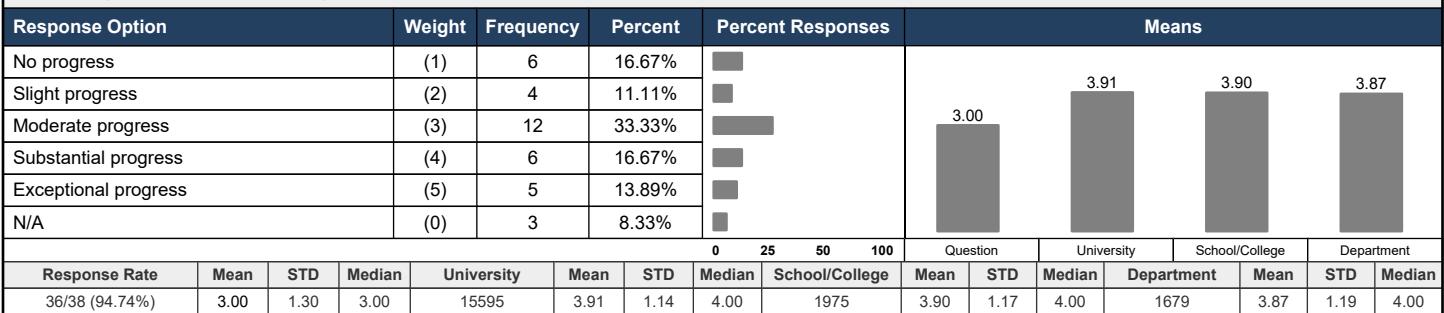
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Learning how to find and use resources for answering questions or solving problems.



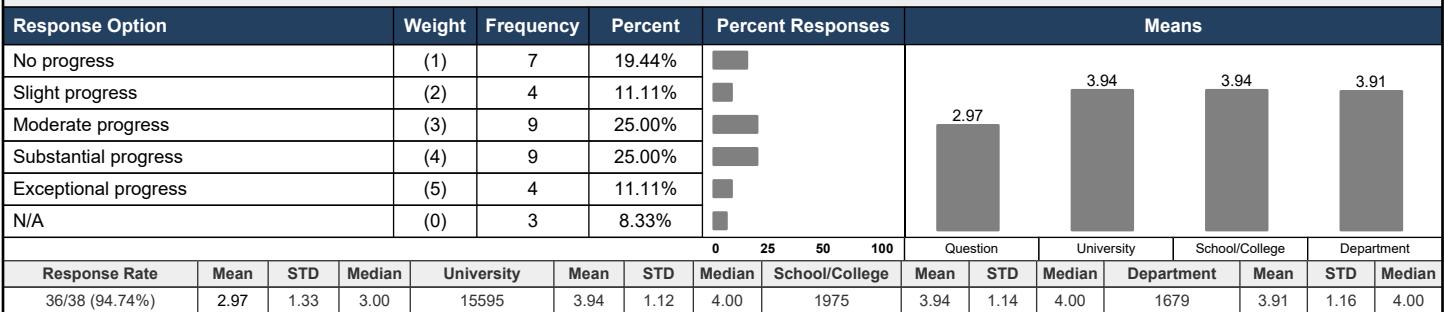
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Developing a clearer understanding of, and commitment to, personal values.



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Learning to analyze and critically evaluate ideas, arguments, and points of view.



# Fairmont State University

## Fall 2019 End of Semester Course Survey

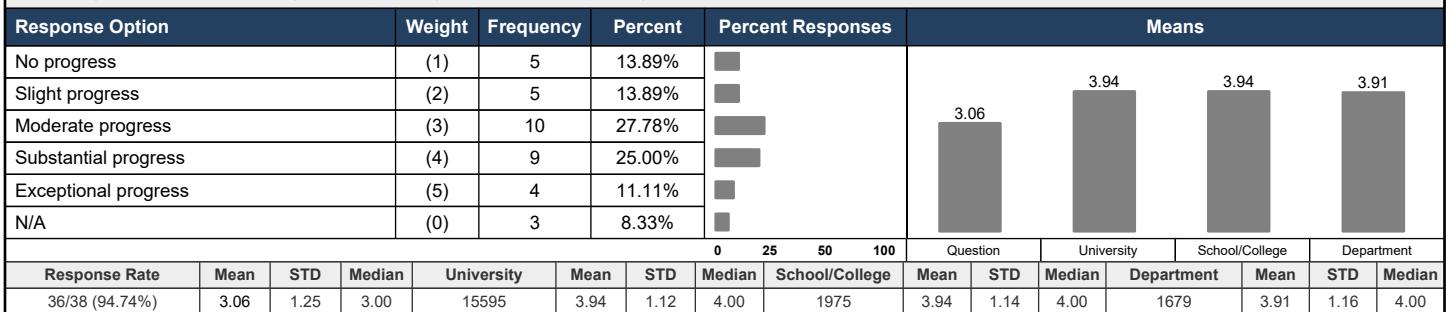
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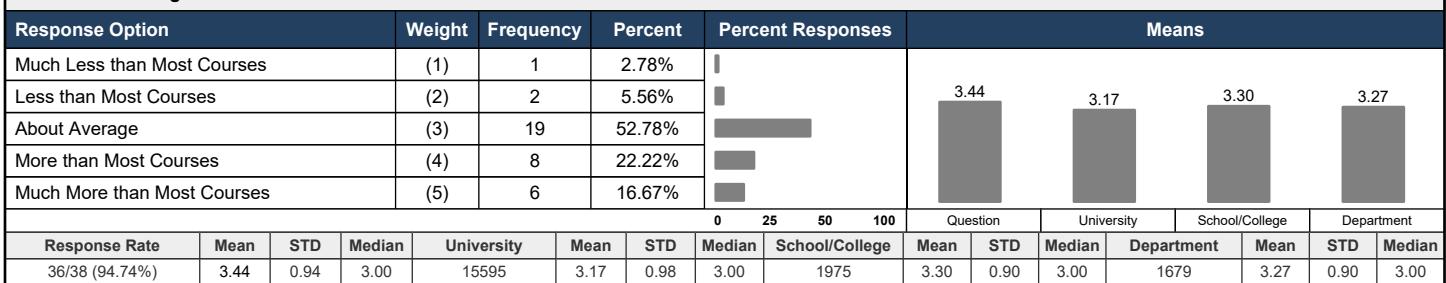
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Acquiring an interest in learning more by asking questions and seeking answers.



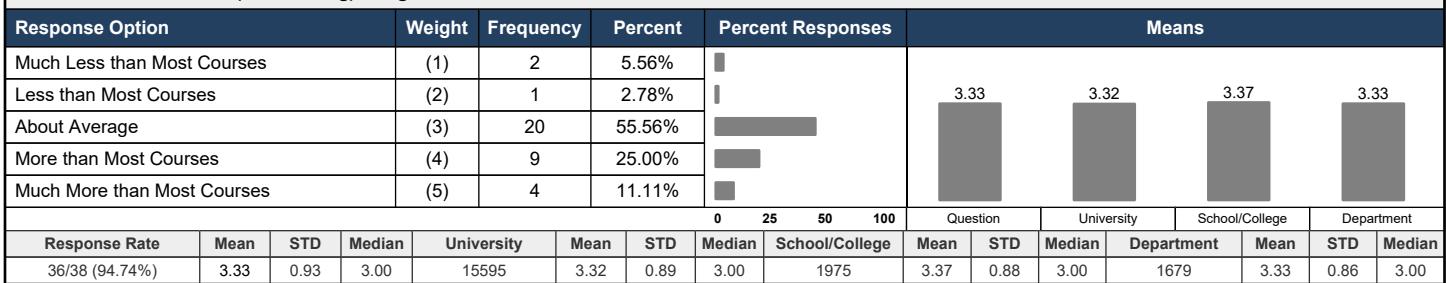
**22 -** On the next three items, compare this course with others you have taken at this institution:

Amount of reading



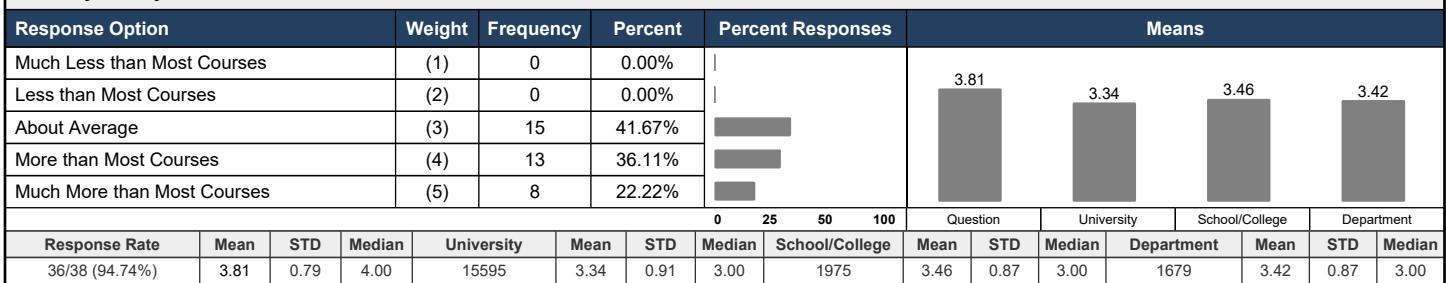
**22 -** On the next three items, compare this course with others you have taken at this institution:

Amount of work in other (non-reading) assignments



**22 -** On the next three items, compare this course with others you have taken at this institution:

Difficulty of subject matter



**Fairmont State University**  
**Fall 2019 End of Semester Course Survey**

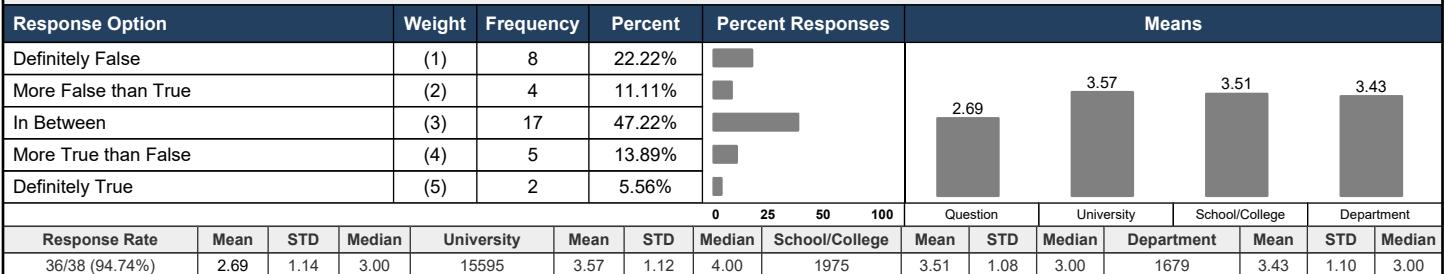
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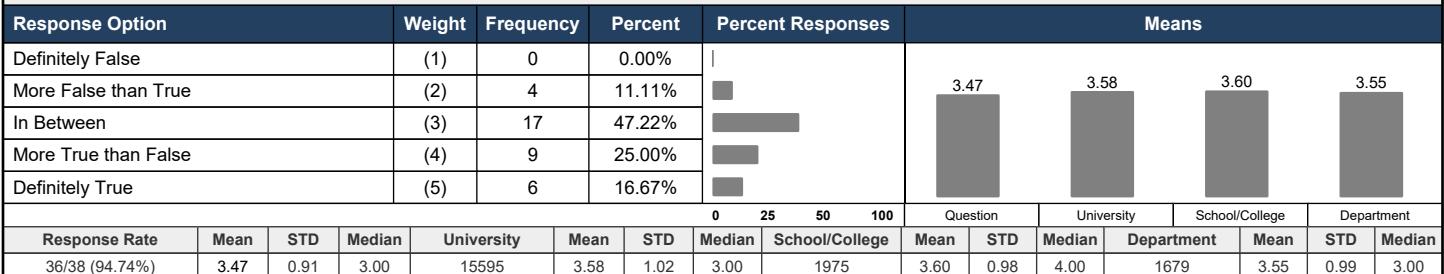
**23 - Describe your attitudes and behavior in this course:**

I had a strong desire to take this course.



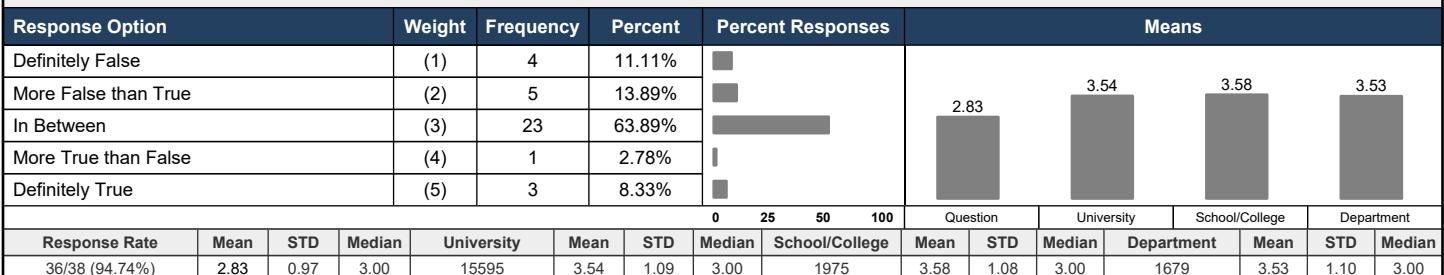
**23 - Describe your attitudes and behavior in this course:**

I worked harder on this course than on most courses have taken.



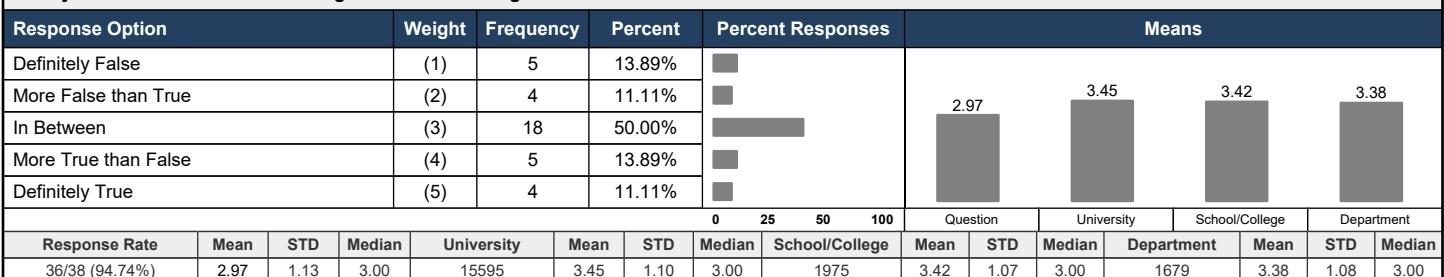
**23 - Describe your attitudes and behavior in this course:**

I really wanted to take a course from this instructor.



**23 - Describe your attitudes and behavior in this course:**

I really wanted to take this course regardless of who taught it.



**Fairmont State University**  
**Fall 2019 End of Semester Course Survey**

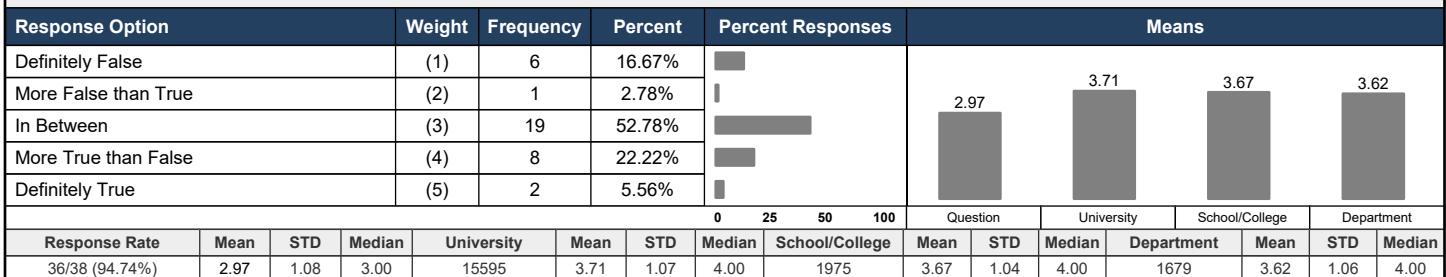
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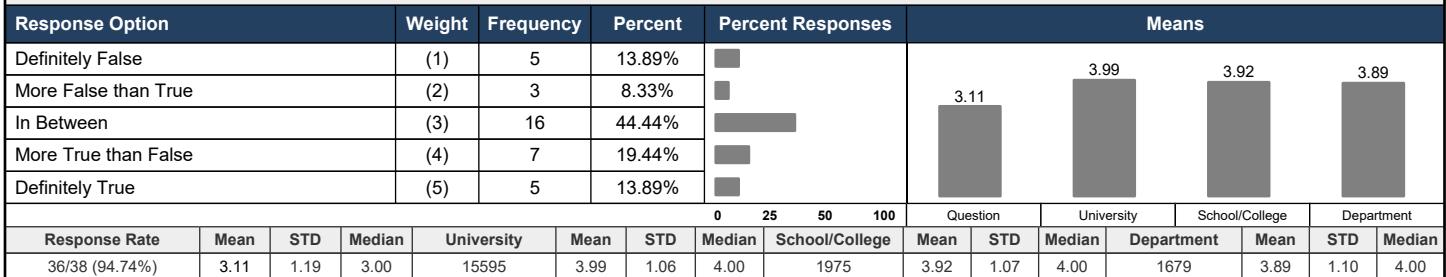
**23 - Describe your attitudes and behavior in this course:**

As a result of taking this course, I have more positive feelings toward this field of study.



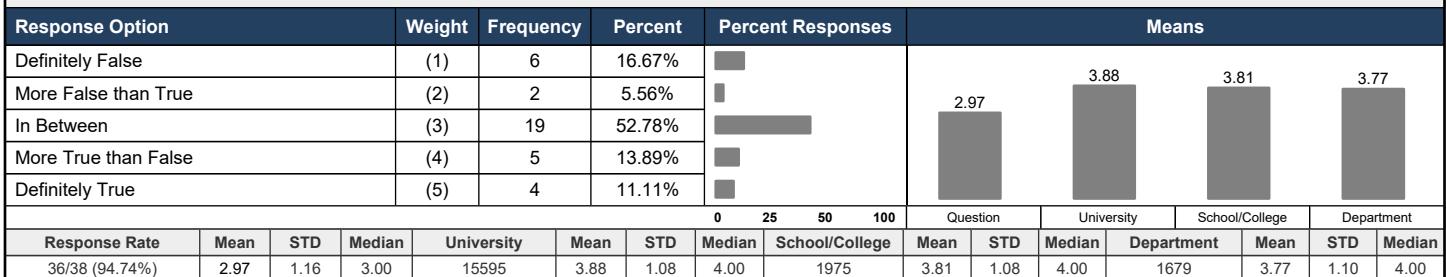
**23 - Describe your attitudes and behavior in this course:**

Overall, I rate this instructor an excellent teacher.



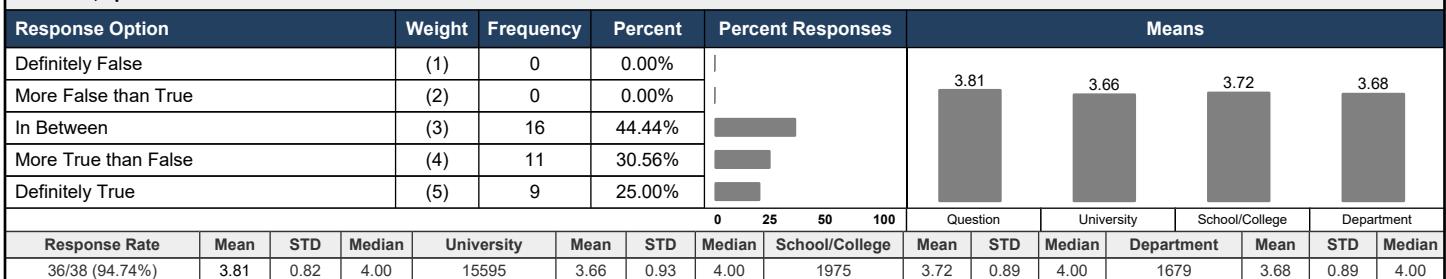
**23 - Describe your attitudes and behavior in this course:**

Overall, I rate this course as excellent.



**24 - For the following items, chose the response which best corresponds to your judgment:**

As a rule, I put forth more effort than other students on academic work.



# Fairmont State University

## Fall 2019 End of Semester Course Survey

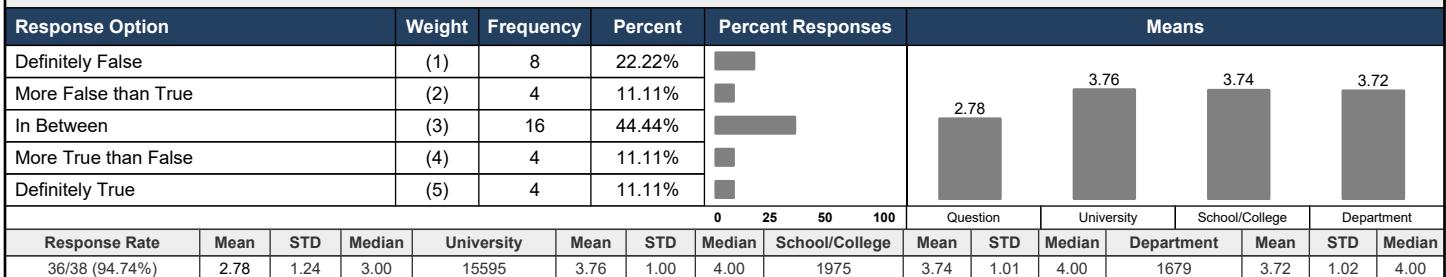
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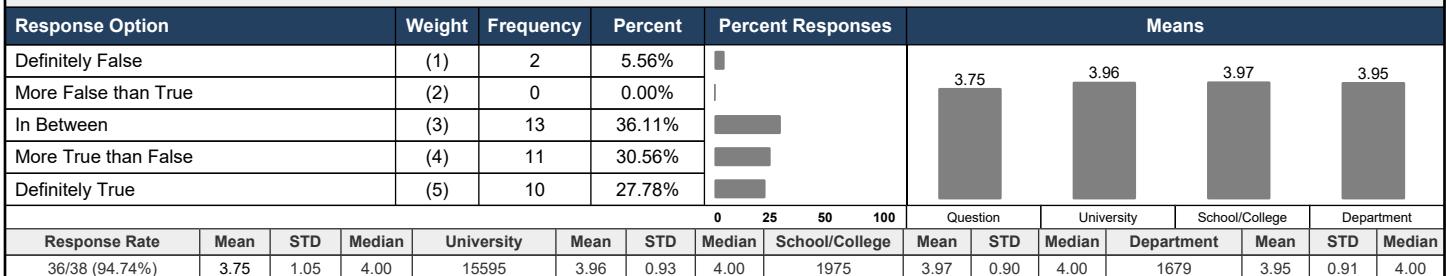
### 24 - For the following items, chose the response which best corresponds to your judgment:

The instructor used a variety of methods-not only tests-to evaluate student progress on course objectives.



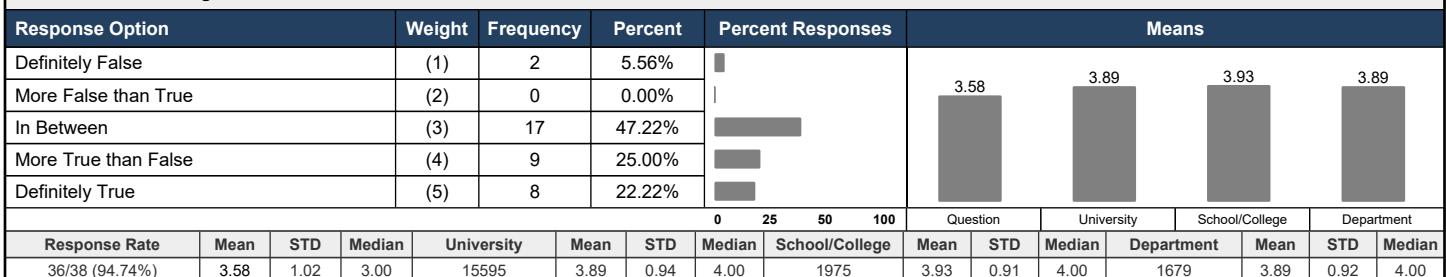
### 24 - For the following items, chose the response which best corresponds to your judgment:

The instructor expected students to take their share of responsibility for learning.



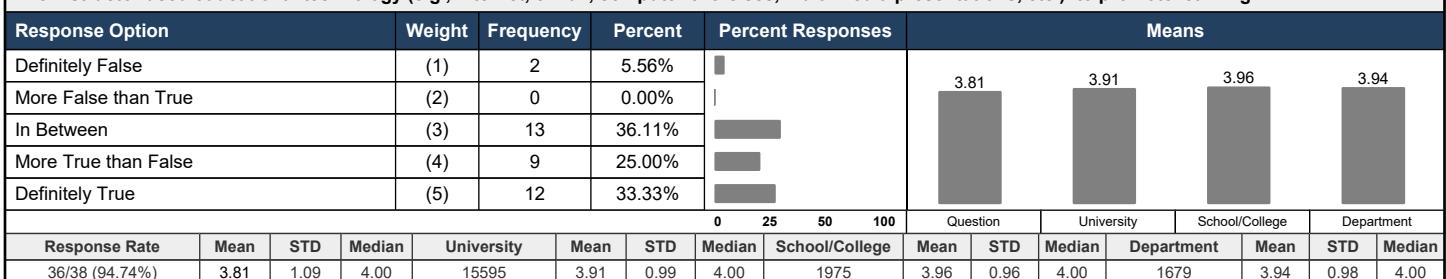
### 24 - For the following items, chose the response which best corresponds to your judgment:

The instructor had high achievement standards in this class.



### 24 - For the following items, chose the response which best corresponds to your judgment:

The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.



# Fairmont State University

## Fall 2019 End of Semester Course Survey

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**Instructor:** Justin Heflin \*

**Response Rate:** 36/38 (94.74 %)

### 25 - Provide additional comments.

Response Rate	36/38 (94.74%)
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• I think his quizzes are extremely difficult to pass. The content always seemed to go a step or two steps further than what was in the book or his power point slides. I still feel I've learnt a lot in this class. I just wish my grades would show it. Since the quizzes were so difficult, they don't. I think the content in his quizzes are set up for more of a honors student.

• I think this class was...

• I think this class was...

• This has been one of the worst classes I have ever taken in my four years at FSU.

• This class should not be taught online unless the professor makes an effort to better explain the material and in this class the material was not explained. Time testing was unnecessary and uncalled for

• I think this class was...

• The material in this class wasn't overly difficult, but the time restraints on the quizzes and tests made it difficult to finish my work on time while being confident in what I was turning in. If there was more time I may not have had to guess on some answers just to finish in the time allotted and I also could have gone back to double-check some of my answers.

• I think this class was...

• I think this class was...

• I think this class was...

• Poorly worded questions resulting in poor grades. The online quizzes and exam questions were convoluted. There were more questions about "scenarios" with what seemed to be multiple answers, but could only choose one as the answer. Resulting in a lot of failures. Not one question from quizzes or exams were directly reflecting the course material (YouTube videos, textbook, PowerPoint). You had to already know the topic to understand this [Applied] Economics class. It was a rough course. In the first two weeks multiple people reached out to each other expressing difficulty.

• I think this class was...

• Professor Heflin was a huge help throughout the online Economics course. Before I took the course, I was terrified that I wasn't going to know what I was doing, but Professor Heflin was always accessible through the Remind app. He provided multiple resources -- like videos and Powerpoints, for the students to use to prepare for the quiz, and he always scheduled the class in a way that allowed the students flexibility to take the quiz every week. I feel far more confident leaving this Economics course than I did coming into it.

• Dr. Heflin was an excellent professor and a great choice to teach this course. Even though it was online, he was always available to help us students out and was willing to meet with us when we were struggling to understand any concept from any chapter. He also was very helpful in terms of giving us points on quizzes or exams if there was mass confusion or a certain topic skipped over. His knowledge and experience in the field made him a very good professor for helping non-accounting/business/marketing majors understand economics as a whole. I would take him for other courses for sure, as he was a great professor and led a great course.

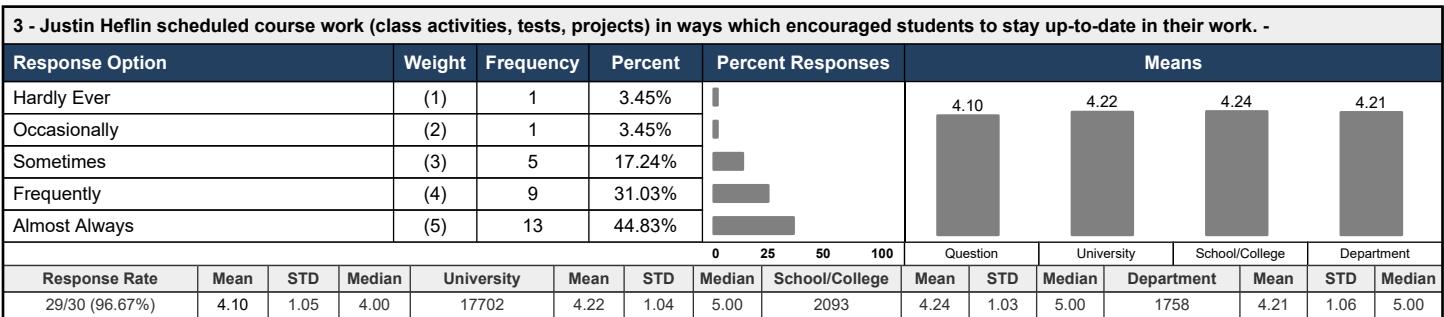
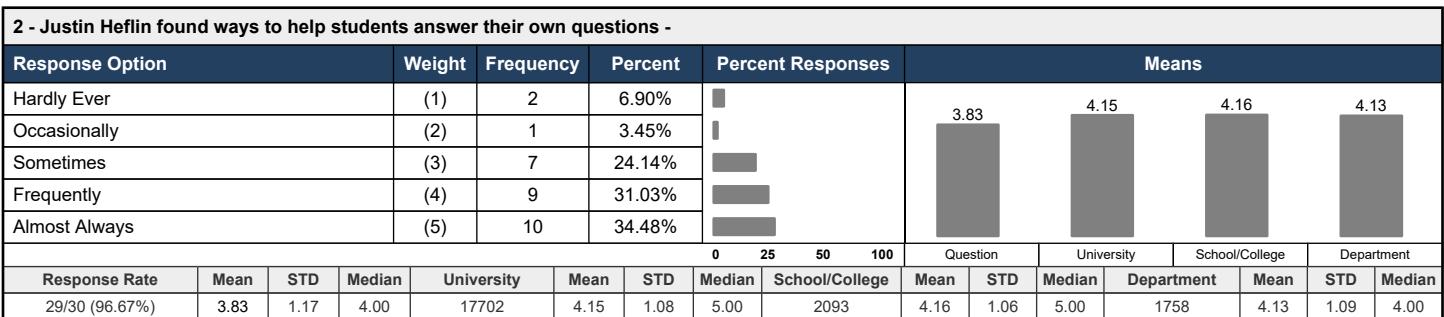
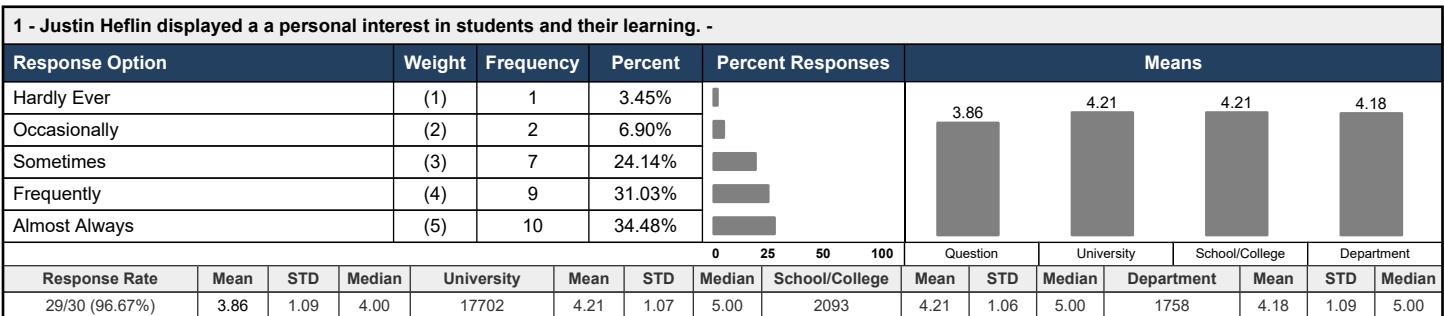
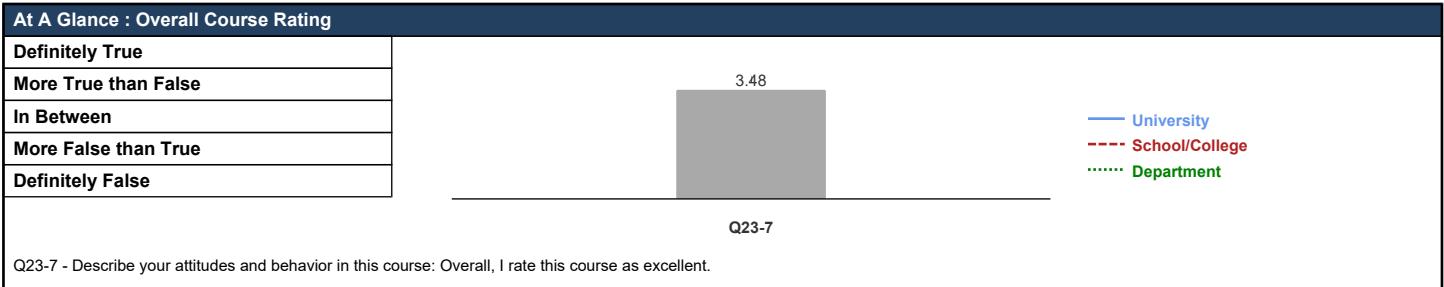
• I think this class was...

**Fairmont State University**  
**Fall 2019 End of Semester Course Survey**

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**Instructor:** Amy Godfrey, Justin Heflin \*

**Response Rate:** 29/30 (96.67 %)



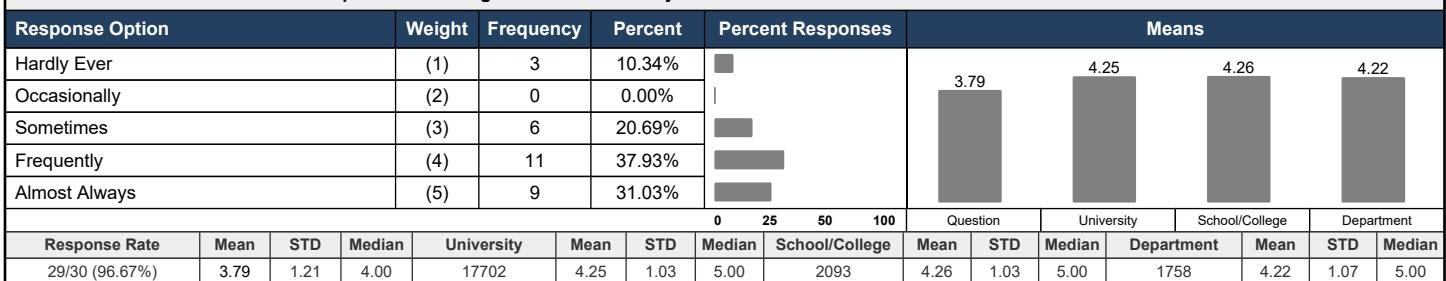
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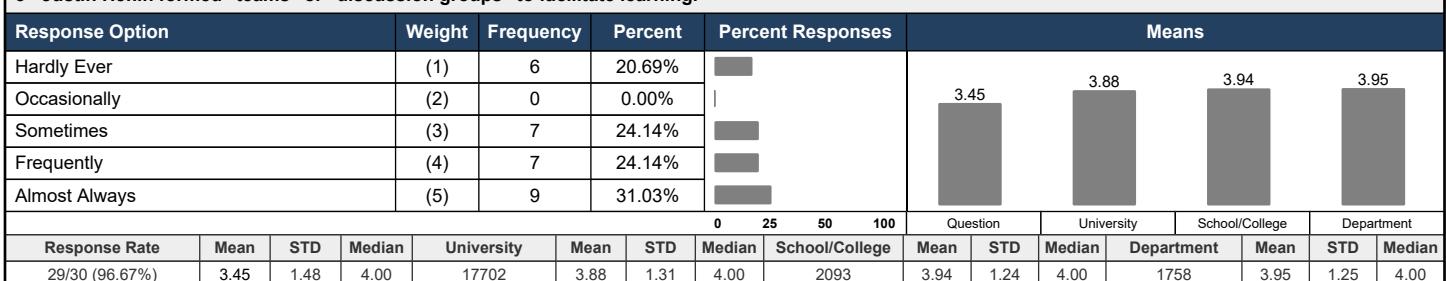
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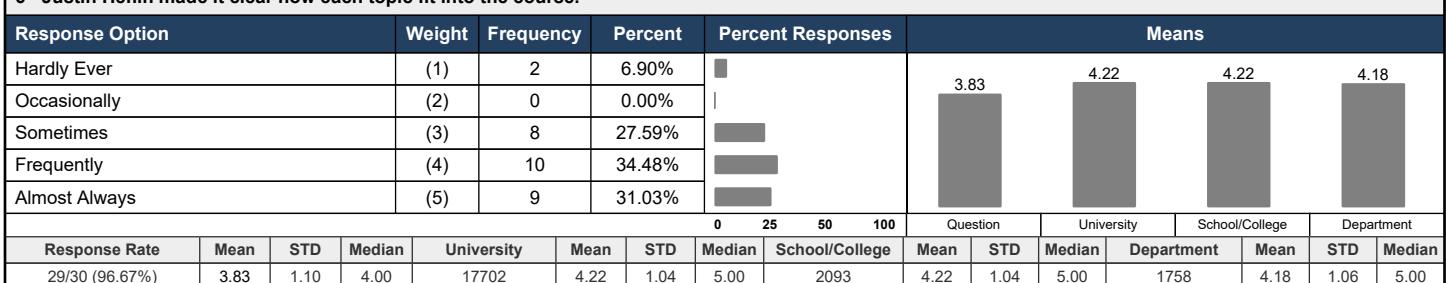
**4 - Justin Heflin demonstrated the importance and significance of the subject matter. -**



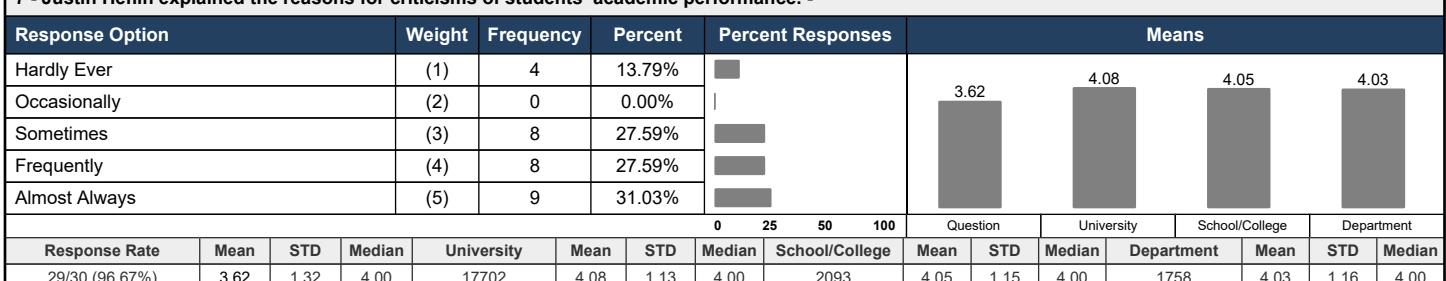
**5 - Justin Heflin formed "teams" or "discussion groups" to facilitate learning. -**



**6 - Justin Heflin made it clear how each topic fit into the course. -**



**7 - Justin Heflin explained the reasons for criticisms of students' academic performance. -**



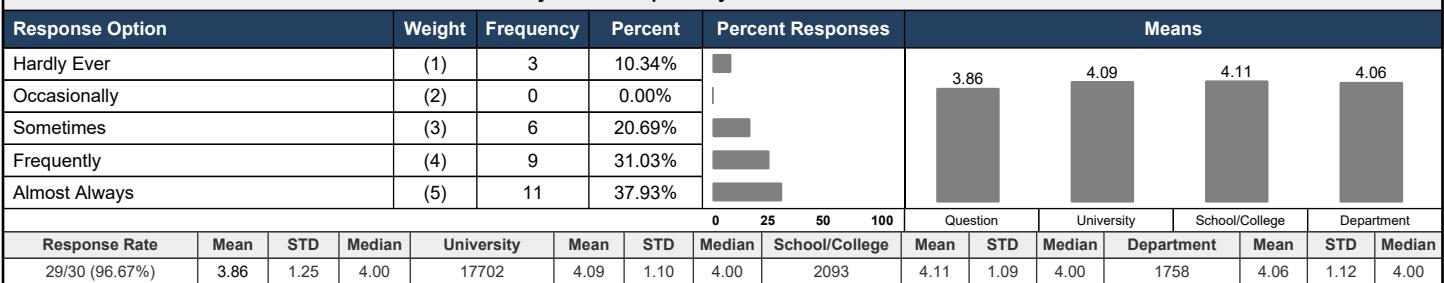
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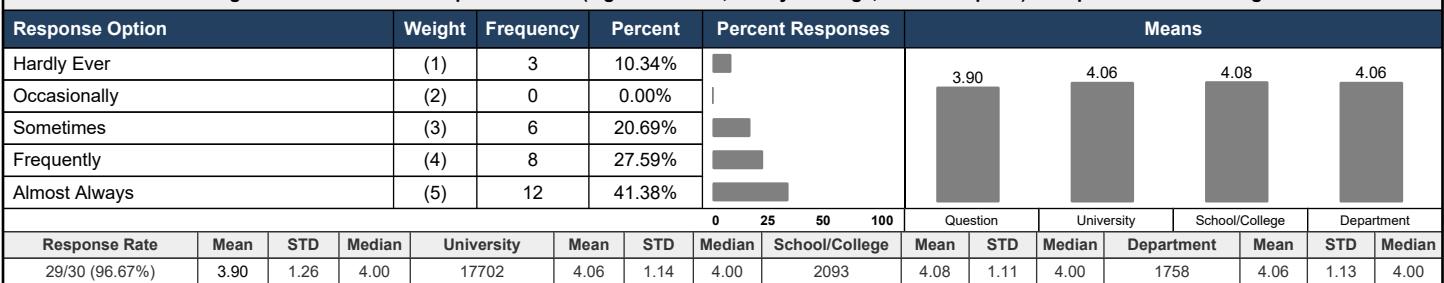
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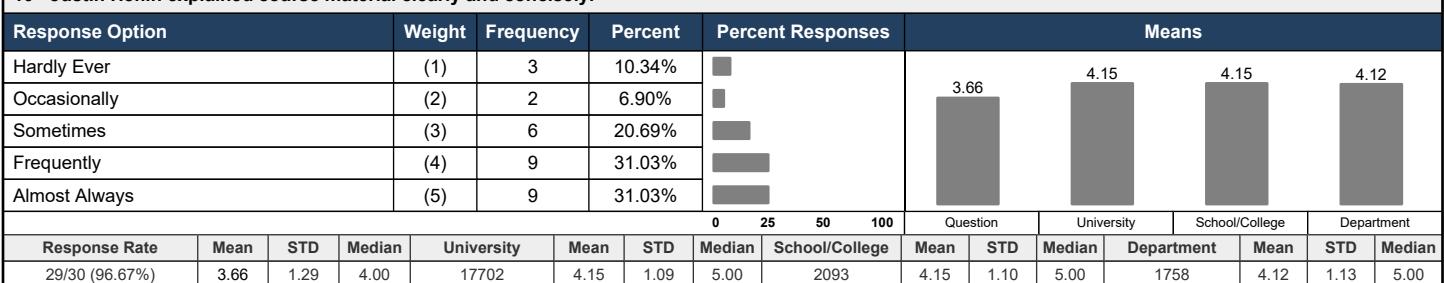
**8 - Justin Heflin stimulated students to intellectual effort beyond that required by most courses. -**



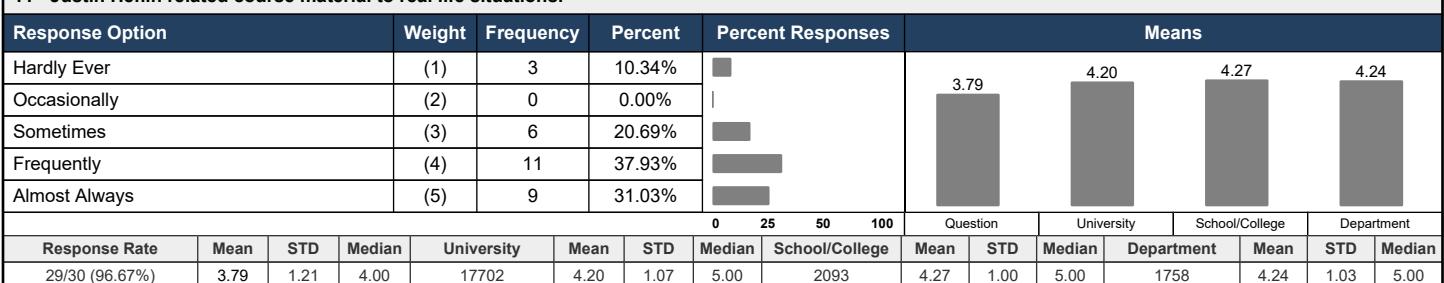
**9 - Justin Heflin encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding. -**



**10 - Justin Heflin explained course material clearly and concisely. -**



**11 - Justin Heflin related course material to real life situations. -**



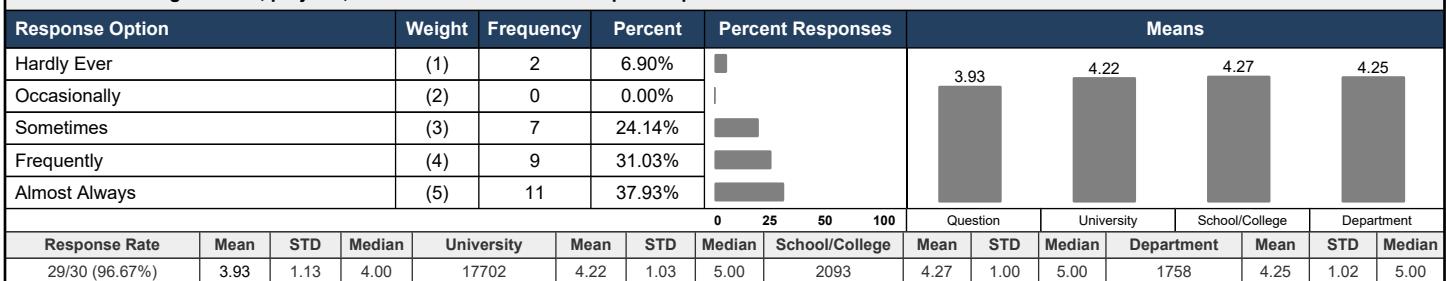
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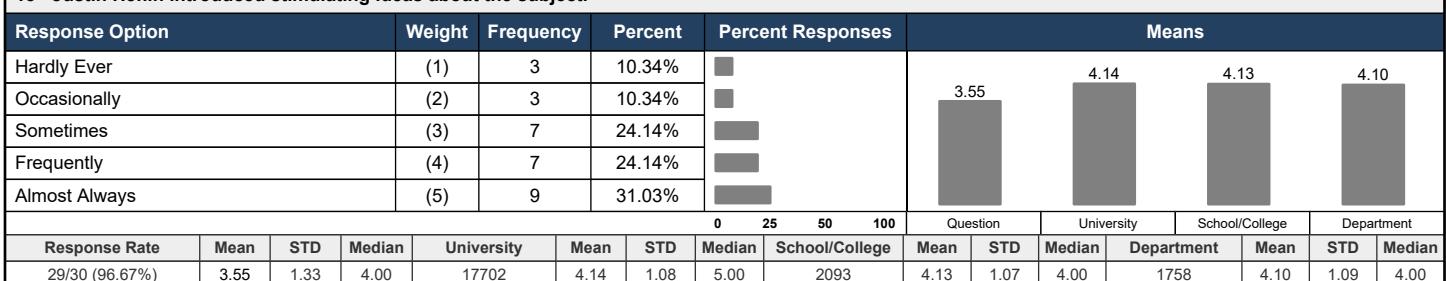
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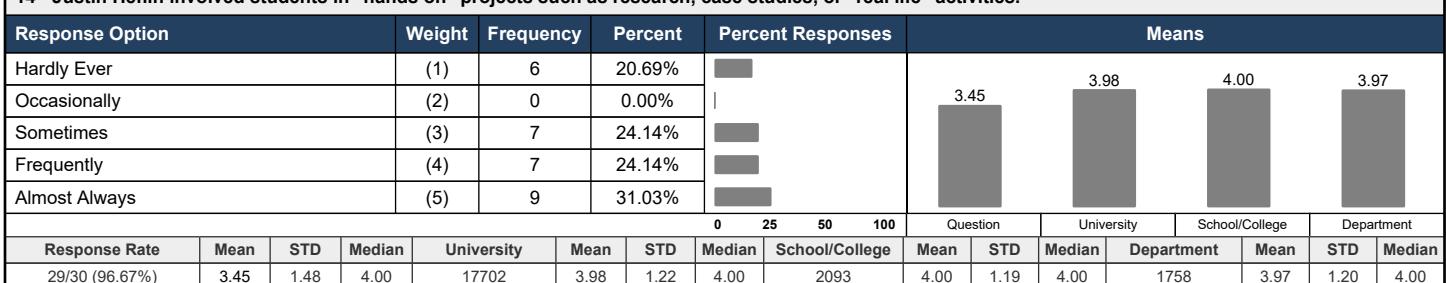
**12 - Justin Heflin gave tests, projects, etc. that covered the most important points of the course. -**



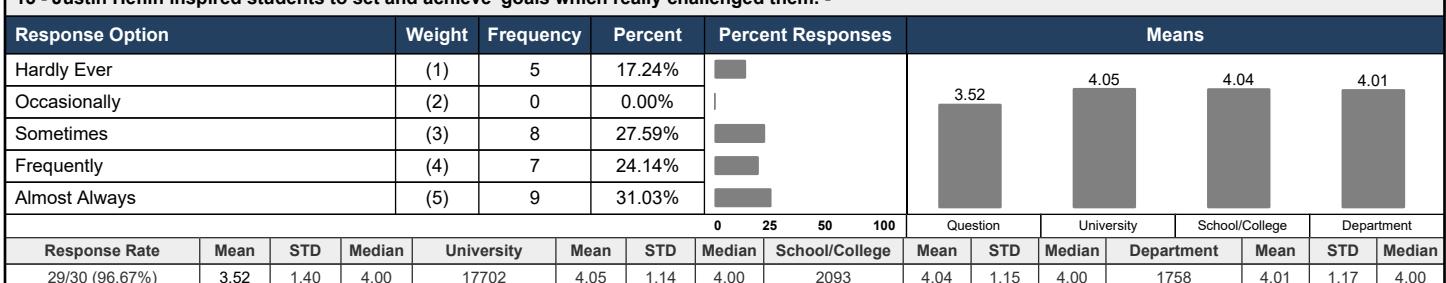
**13 - Justin Heflin introduced stimulating ideas about the subject. -**



**14 - Justin Heflin involved students in "hands on" projects such as research, case studies, or "real life" activities. -**



**15 - Justin Heflin inspired students to set and achieve' goals which really challenged them. -**

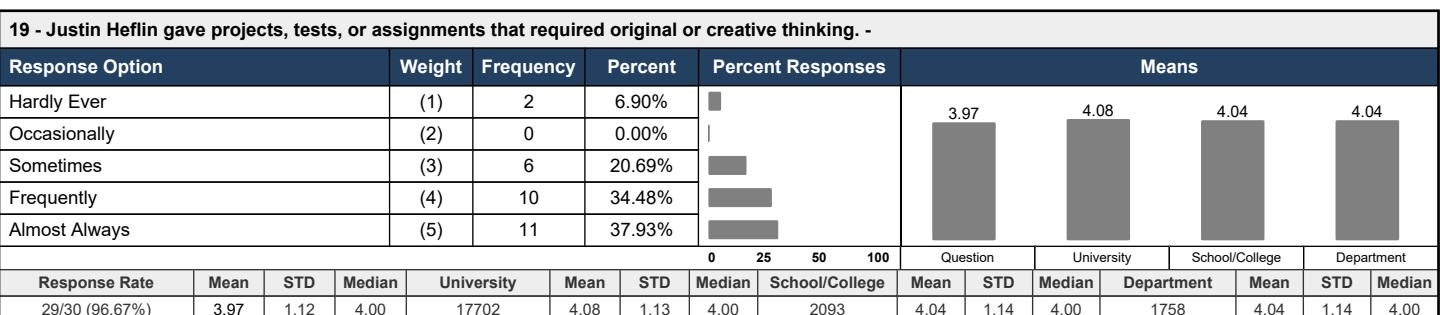
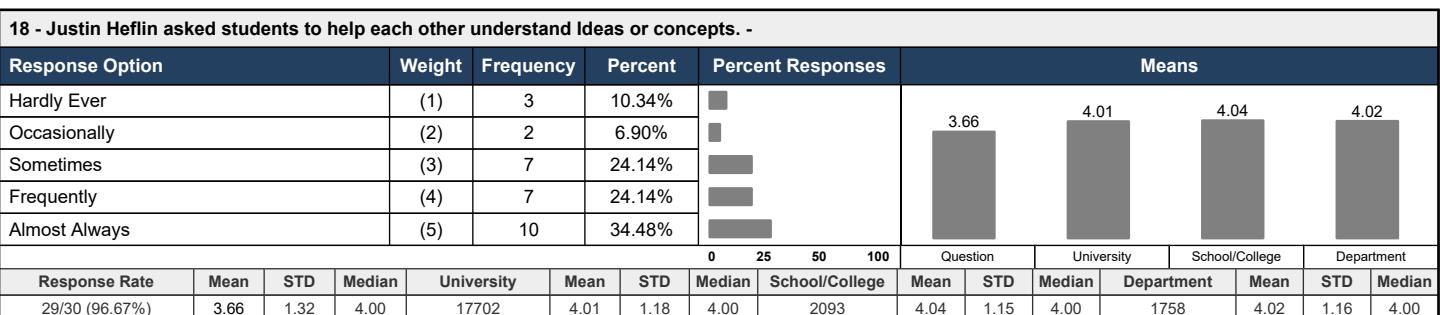
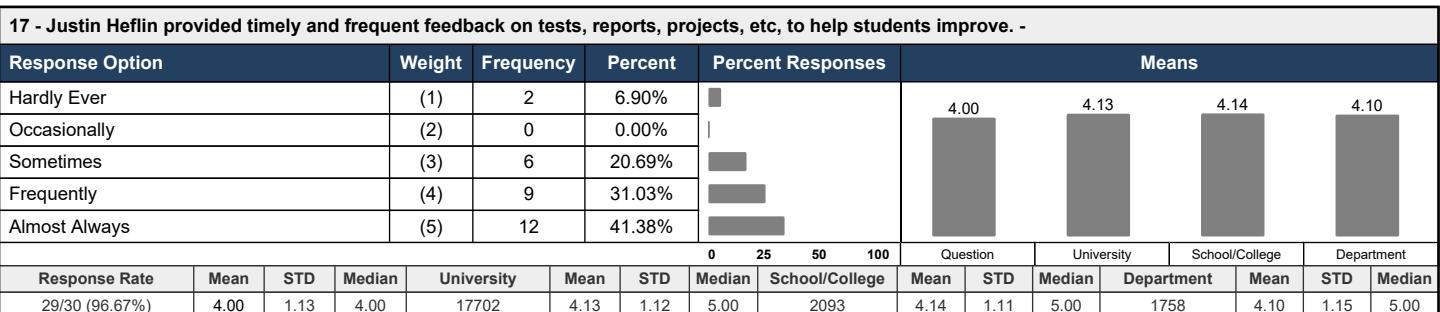
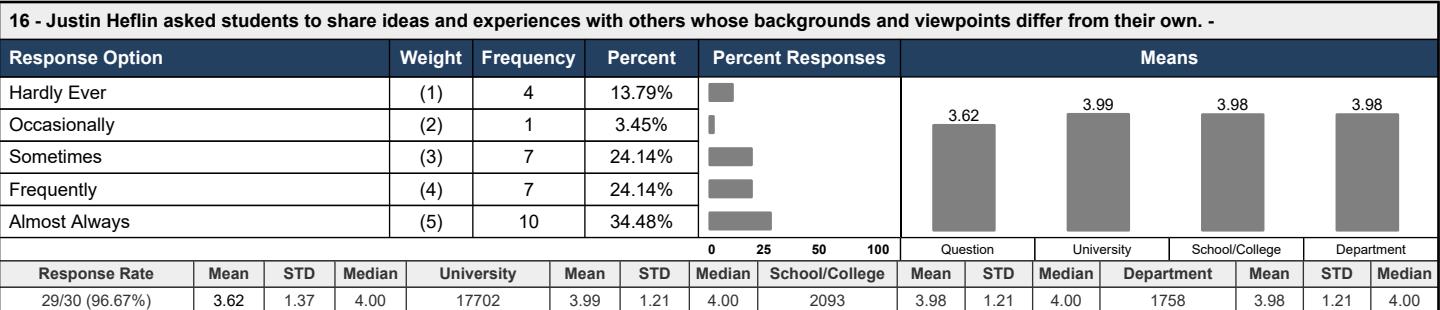


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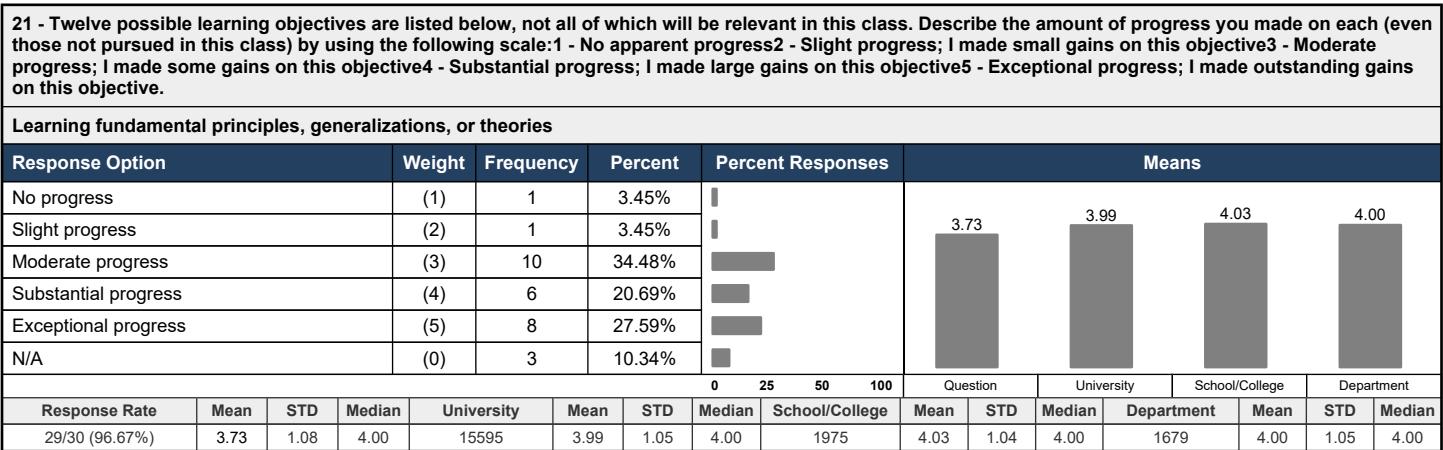
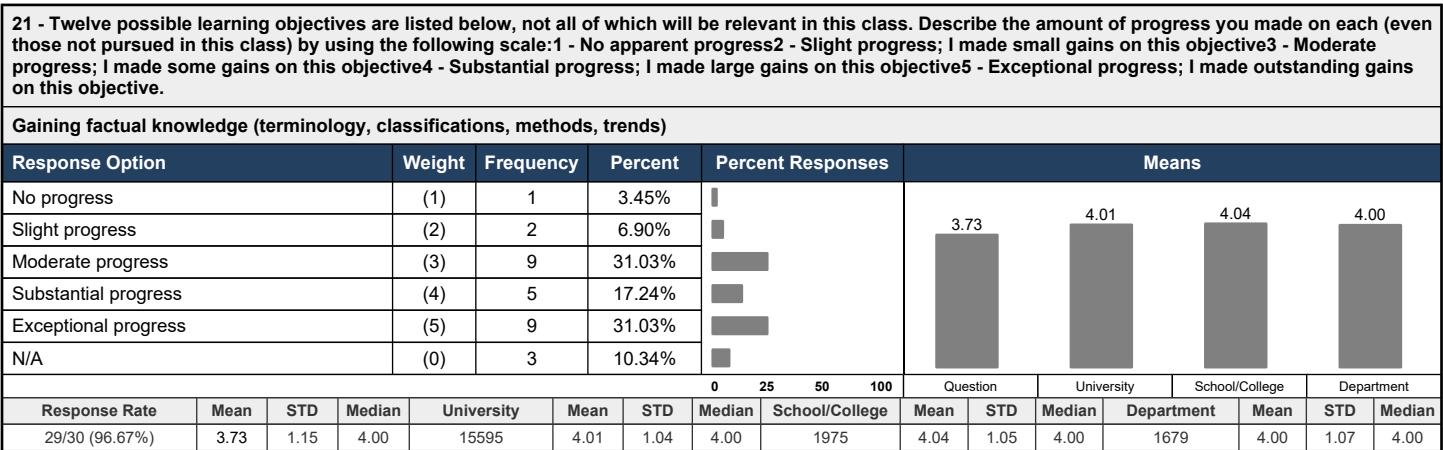
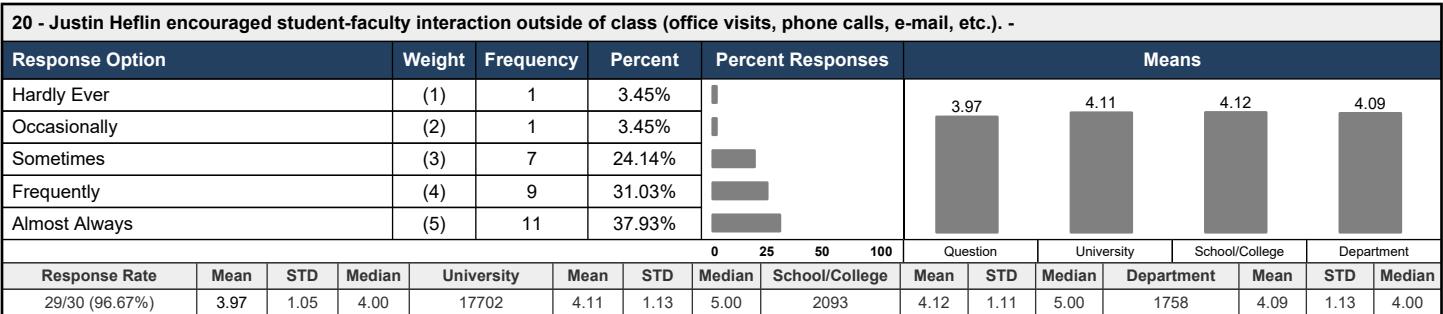


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# Fairmont State University

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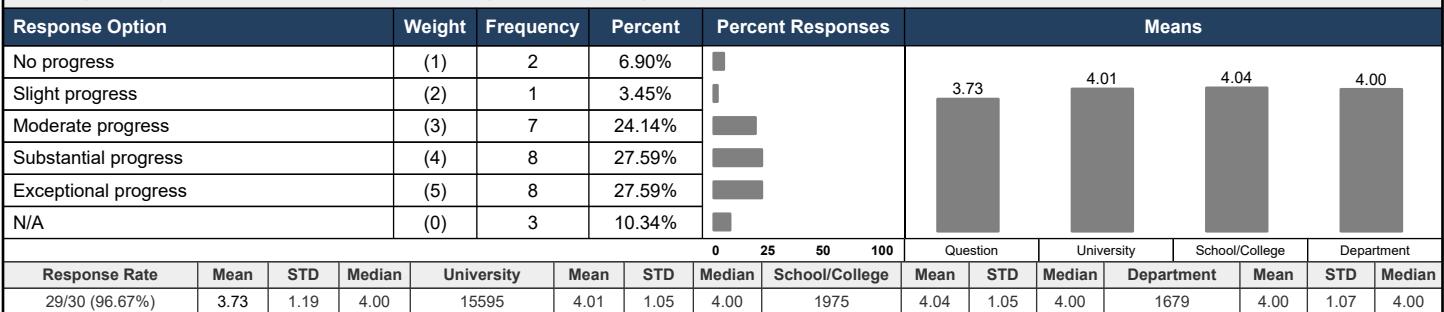
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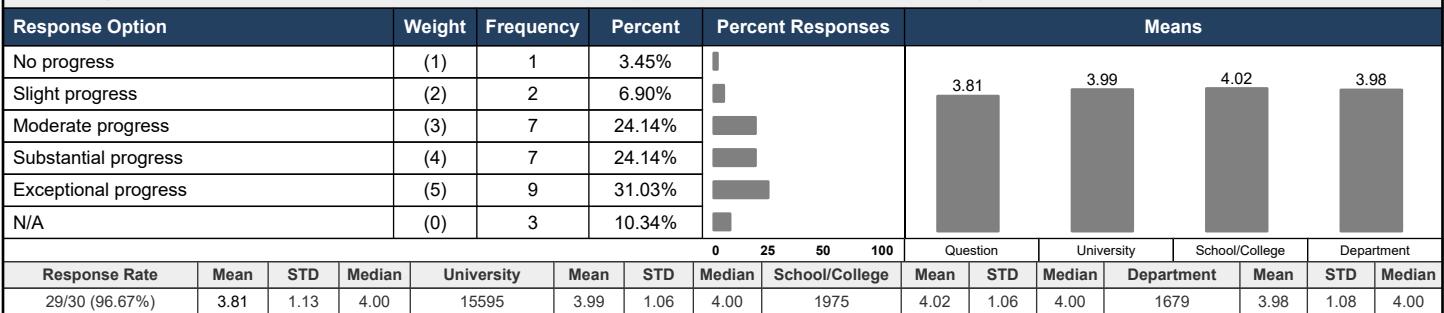
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### Learning to apply course material (to improve thinking, problem solving and decisions)



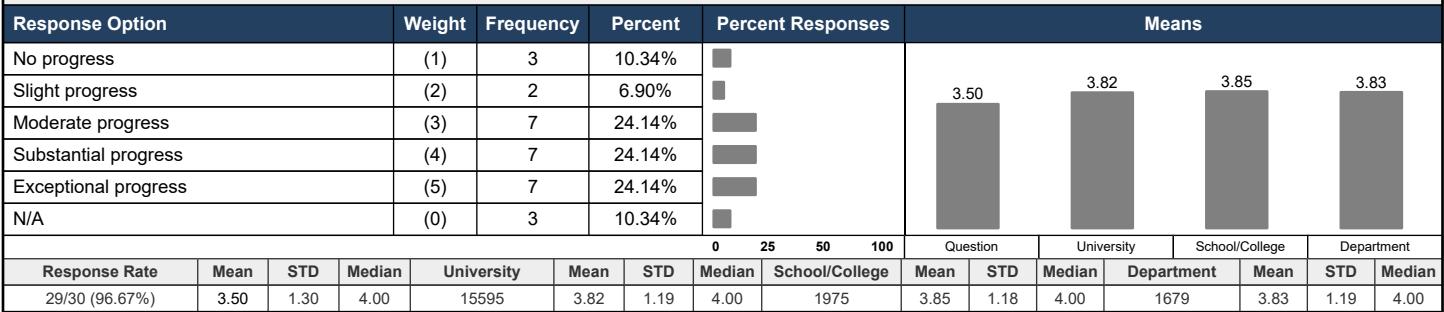
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### Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.



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### Acquiring skills in working with others as a member of a team.



# Fairmont State University

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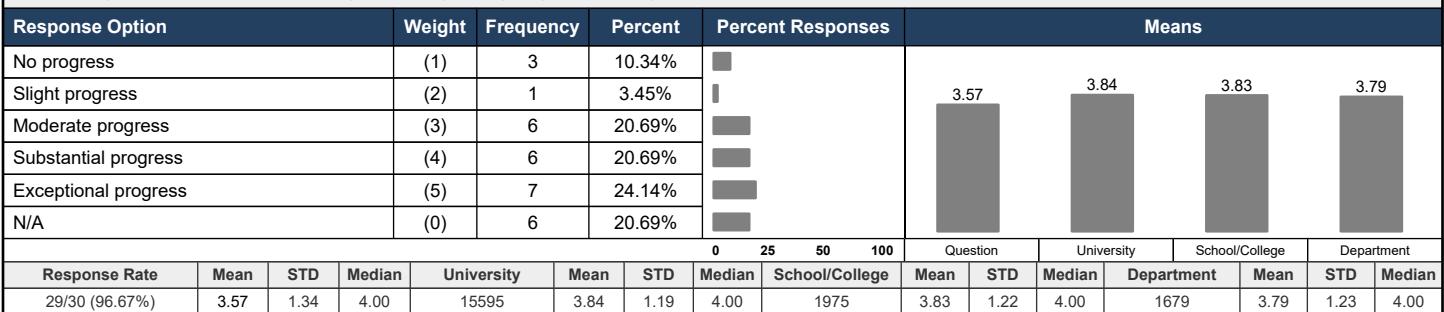
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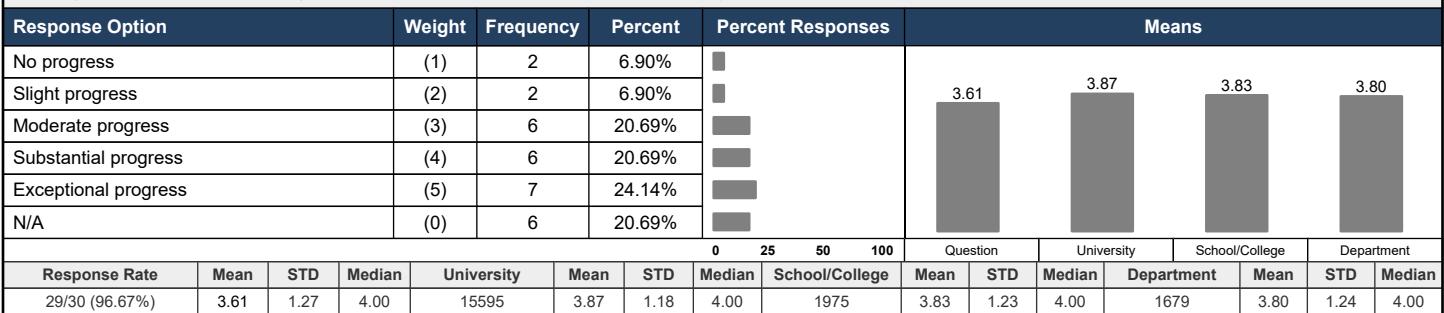
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### Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)



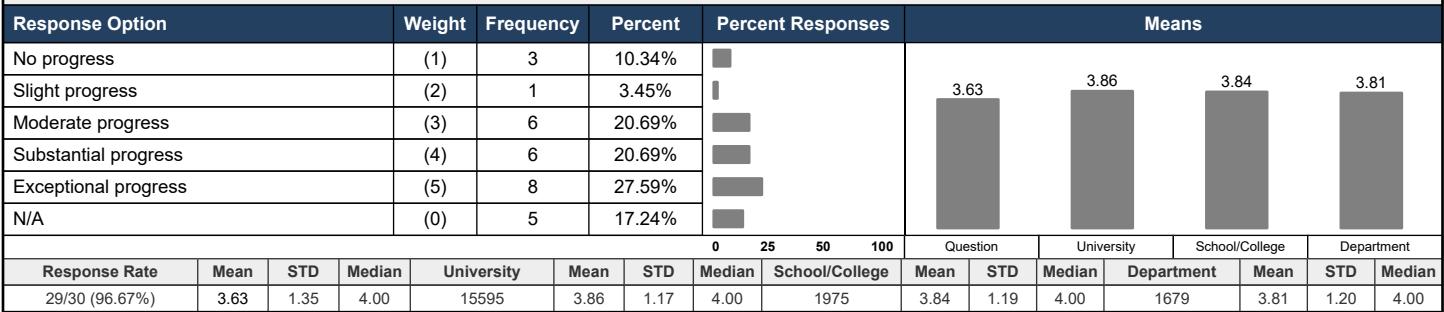
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### Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)



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### Developing skill in expressing oneself orally or in writing.



# Fairmont State University

## Fall 2019 End of Semester Course Survey

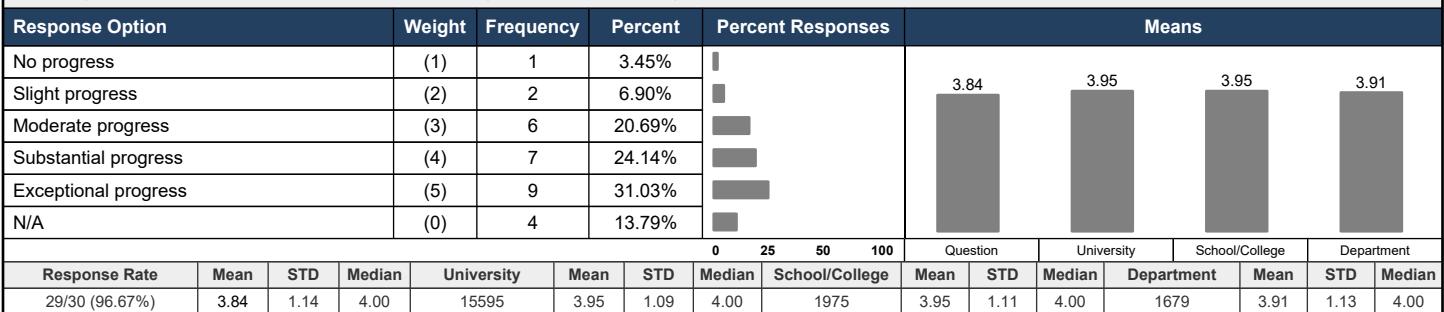
**Course:** 11945.202010: BSBA-2211-005 Fall 2019

**Instructor:** Amy Godfrey, Justin Heflin \*

**Response Rate:** 29/30 (96.67 %)

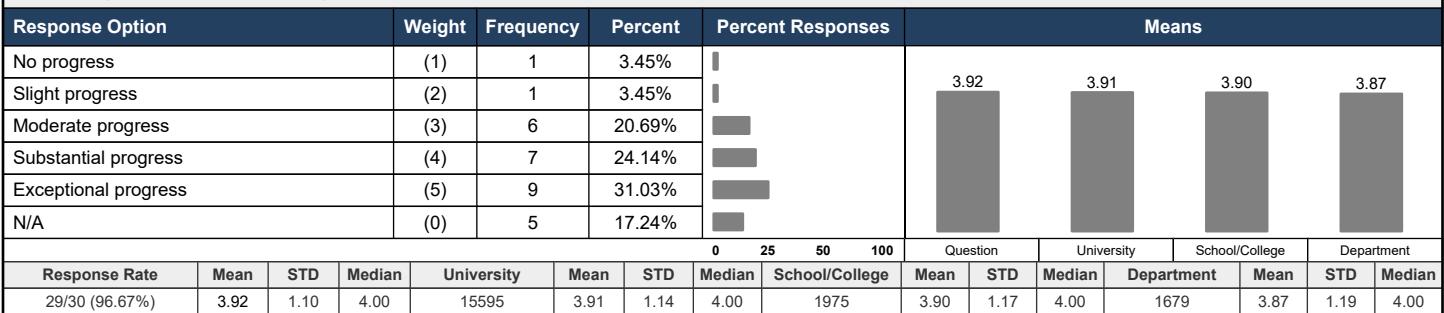
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Learning how to find and use resources for answering questions or solving problems.



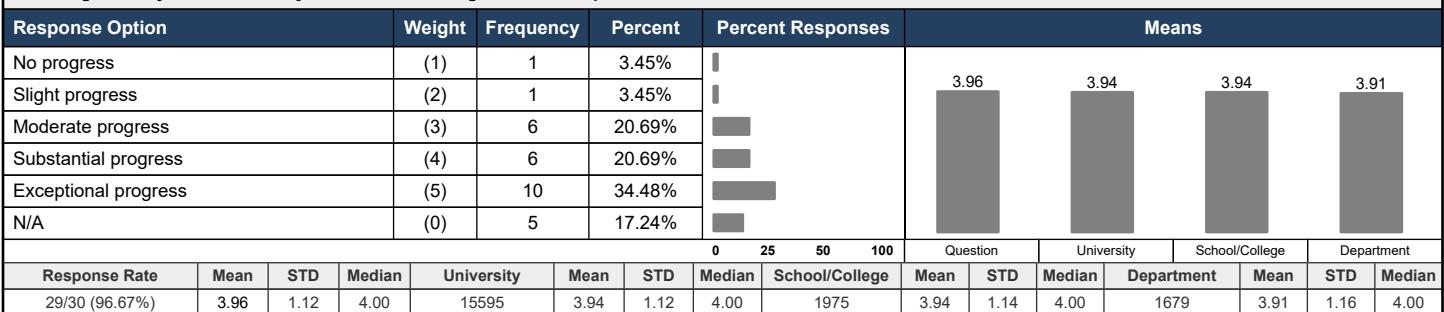
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 4 - Substantial progress; I made large gains on this objective  
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Developing a clearer understanding of, and commitment to, personal values.



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Learning to analyze and critically evaluate ideas, arguments, and points of view.



**Fairmont State University**  
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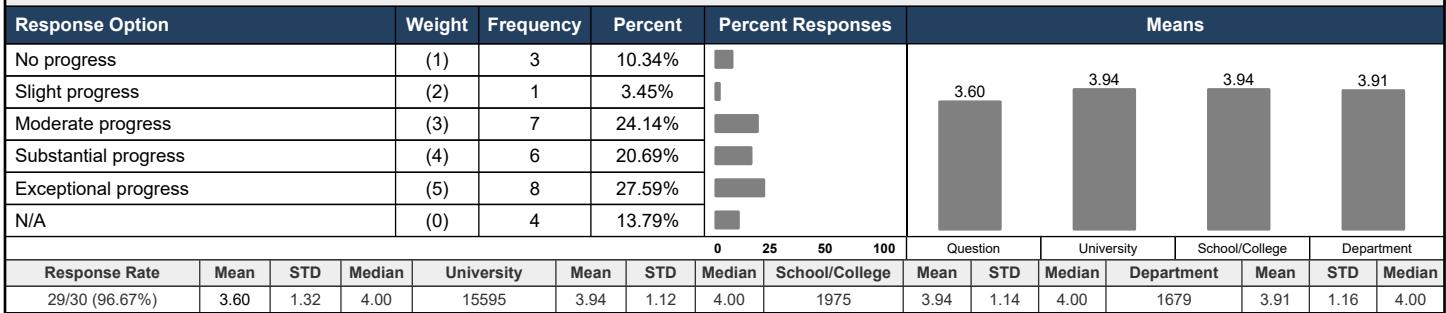
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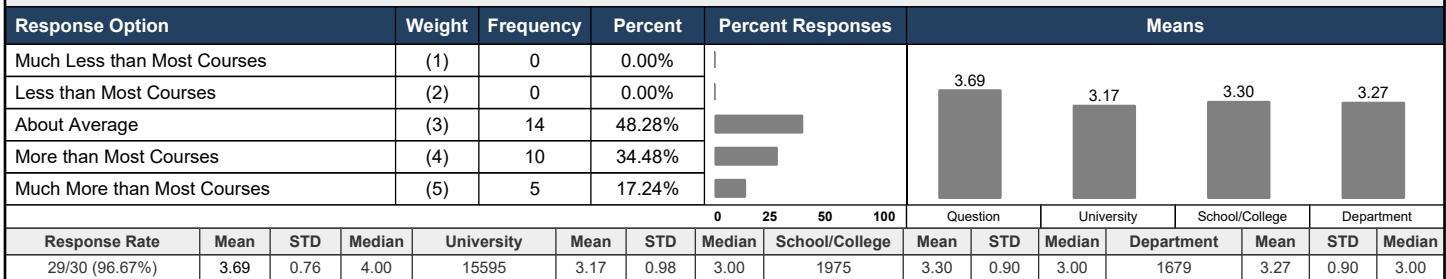
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Acquiring an interest in learning more by asking questions and seeking answers.



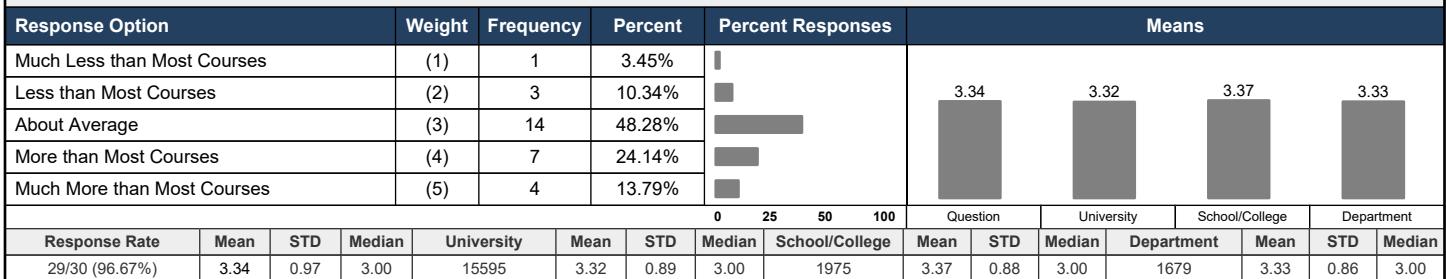
**22 -** On the next three items, compare this course with others you have taken at this institution:

Amount of reading



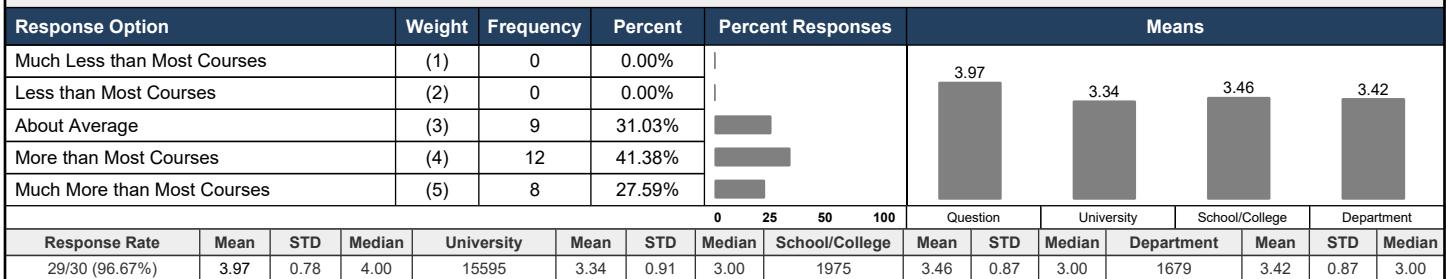
**22 -** On the next three items, compare this course with others you have taken at this institution:

Amount of work in other (non-reading) assignments



**22 -** On the next three items, compare this course with others you have taken at this institution:

Difficulty of subject matter



**Fairmont State University**  
**Fall 2019 End of Semester Course Survey**

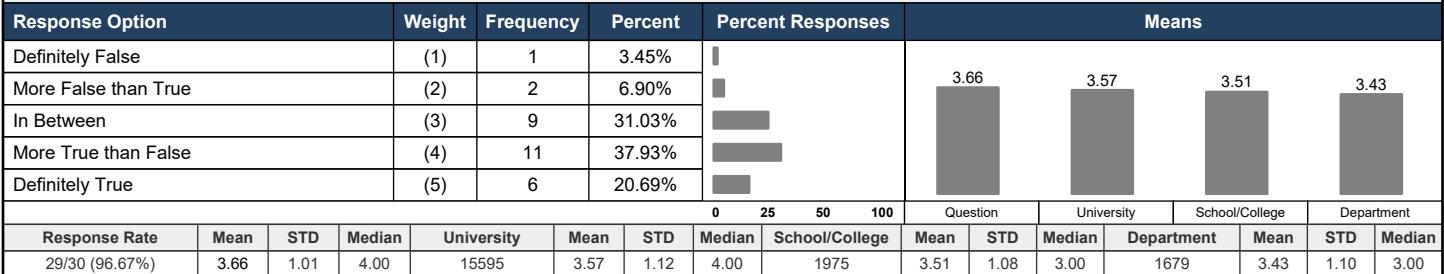
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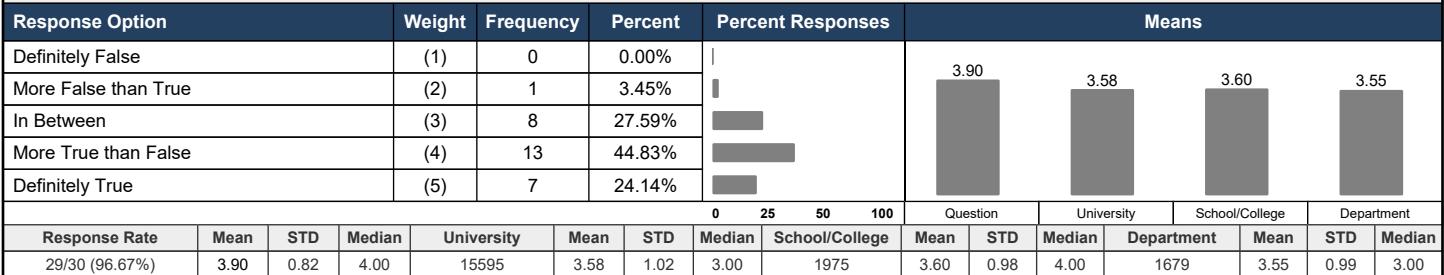
**23 - Describe your attitudes and behavior in this course:**

I had a strong desire to take this course.



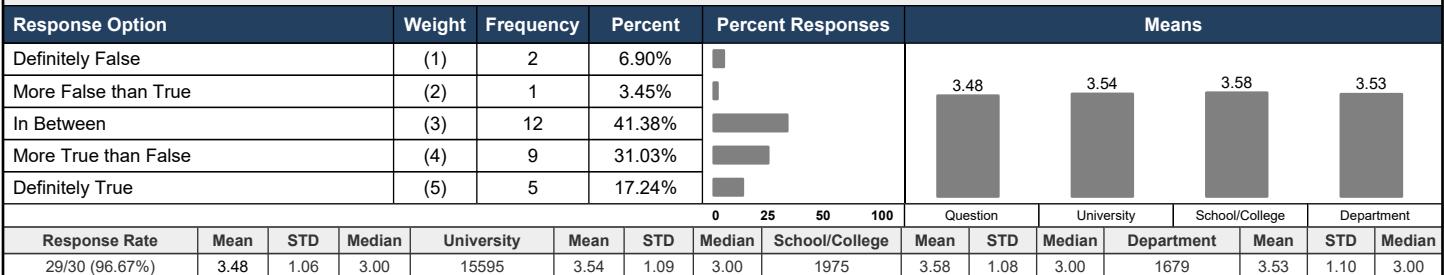
**23 - Describe your attitudes and behavior in this course:**

I worked harder on this course than on most courses have taken.



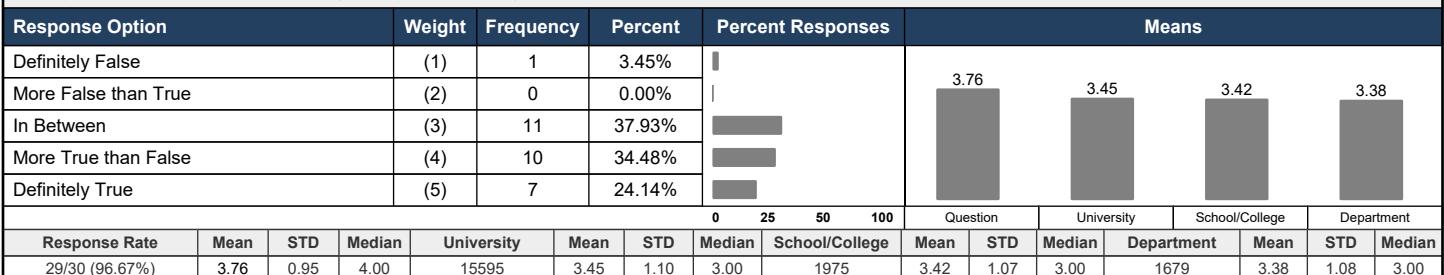
**23 - Describe your attitudes and behavior in this course:**

I really wanted to take a course from this instructor.



**23 - Describe your attitudes and behavior in this course:**

I really wanted to take this course regardless of who taught it.



**Fairmont State University**  
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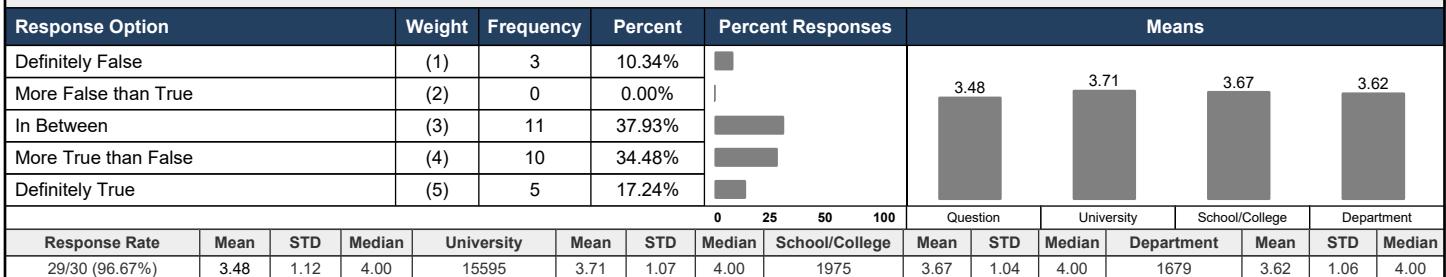
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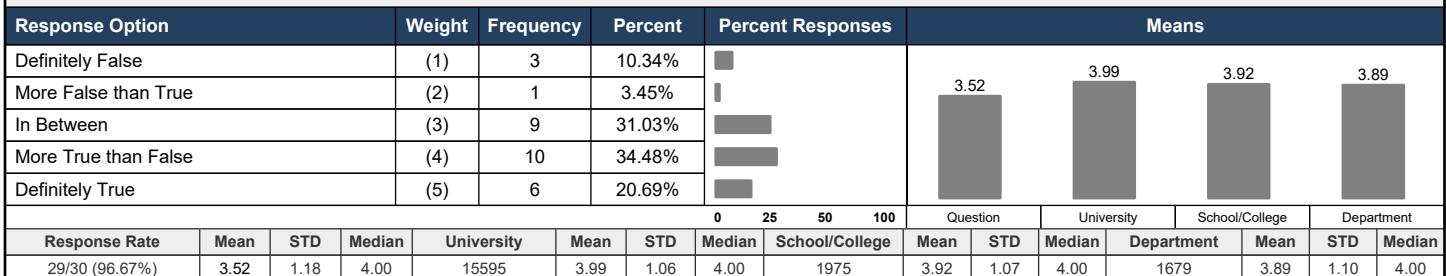
**23 - Describe your attitudes and behavior in this course:**

As a result of taking this course, I have more positive feelings toward this field of study.



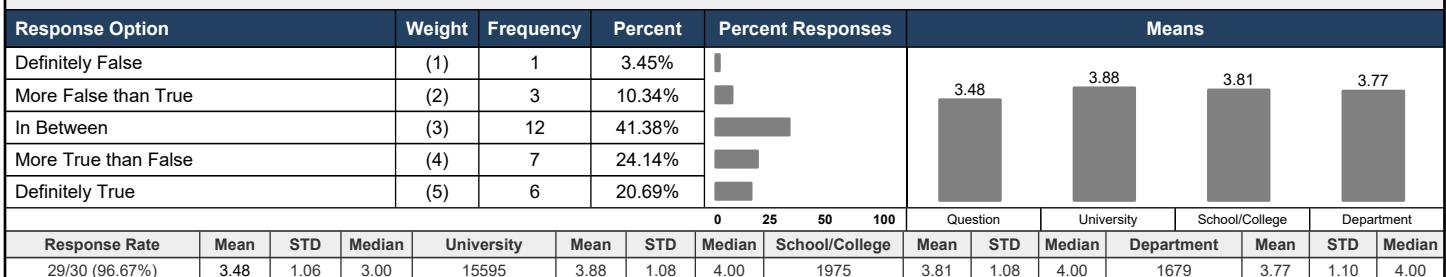
**23 - Describe your attitudes and behavior in this course:**

Overall, I rate this instructor an excellent teacher.



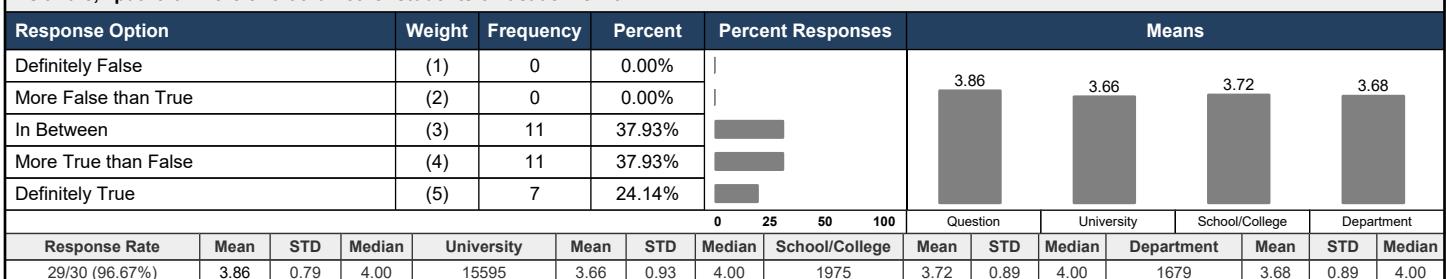
**23 - Describe your attitudes and behavior in this course:**

Overall, I rate this course as excellent.



**24 - For the following items, chose the response which best corresponds to your judgment:**

As a rule, I put forth more effort than other students on academic work.



**Fairmont State University**  
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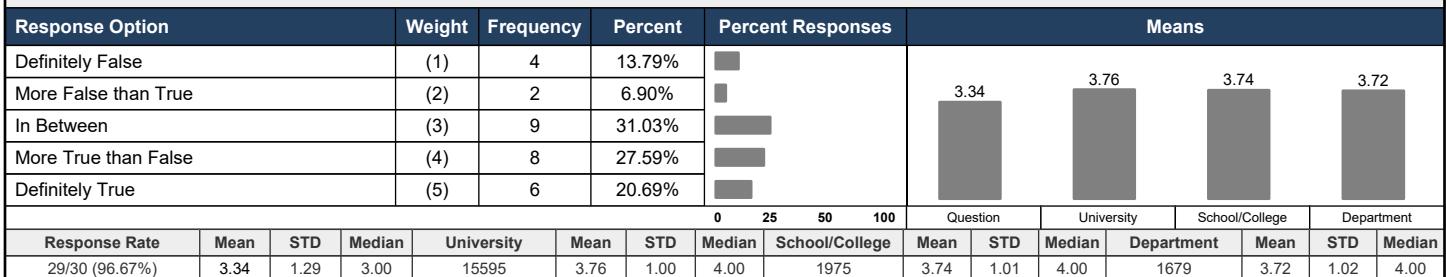
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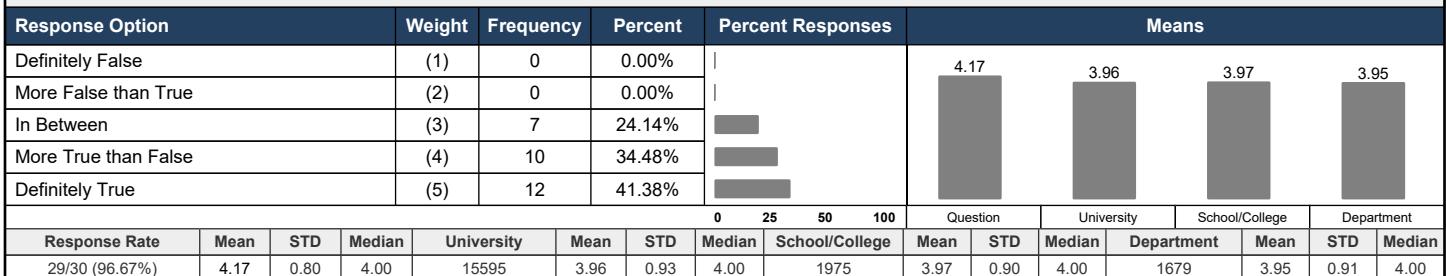
**24 - For the following items, chose the response which best corresponds to your judgment:**

The instructor used a variety of methods-not only tests-to evaluate student progress on course objectives.



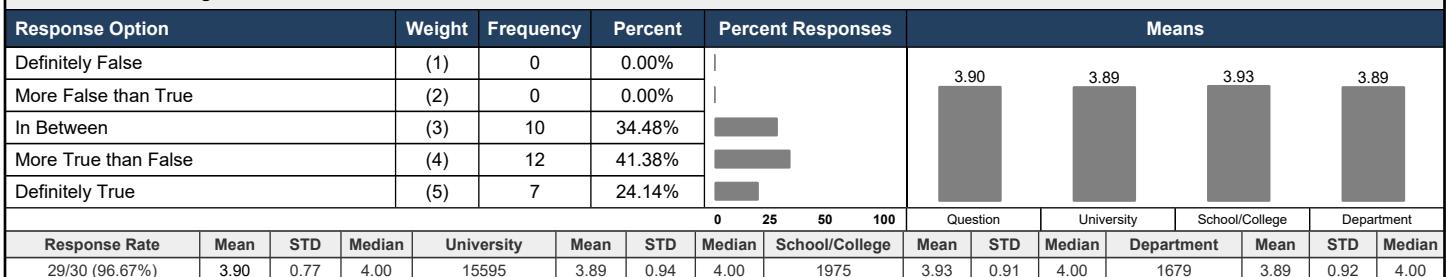
**24 - For the following items, chose the response which best corresponds to your judgment:**

The instructor expected students to take their share of responsibility for learning.



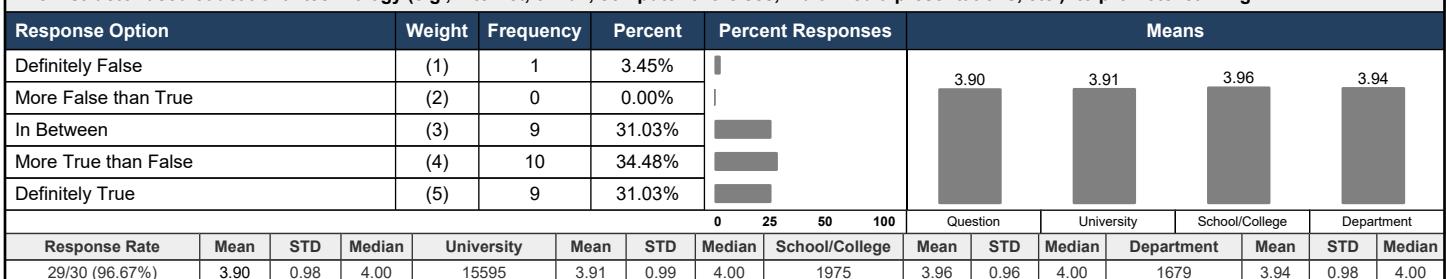
**24 - For the following items, chose the response which best corresponds to your judgment:**

The instructor had high achievement standards in this class.



**24 - For the following items, chose the response which best corresponds to your judgment:**

The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.



**Fairmont State University**  
**Fall 2019 End of Semester Course Survey**

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**Course:** 11945.202010: BSBA-2211-005 Fall 2019

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**Response Rate:** 29/30 (96.67 %)

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**25 - Provide additional comments.**

<b>Response Rate</b>	29/30 (96.67%)
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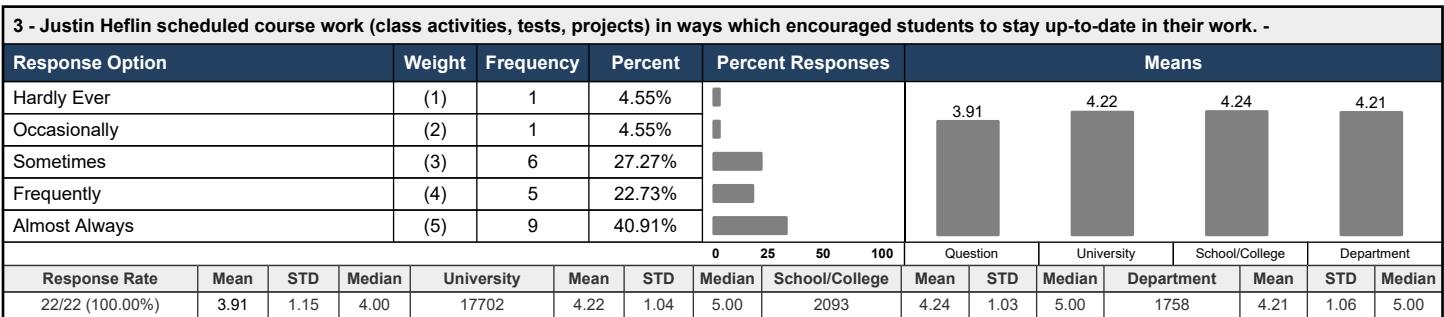
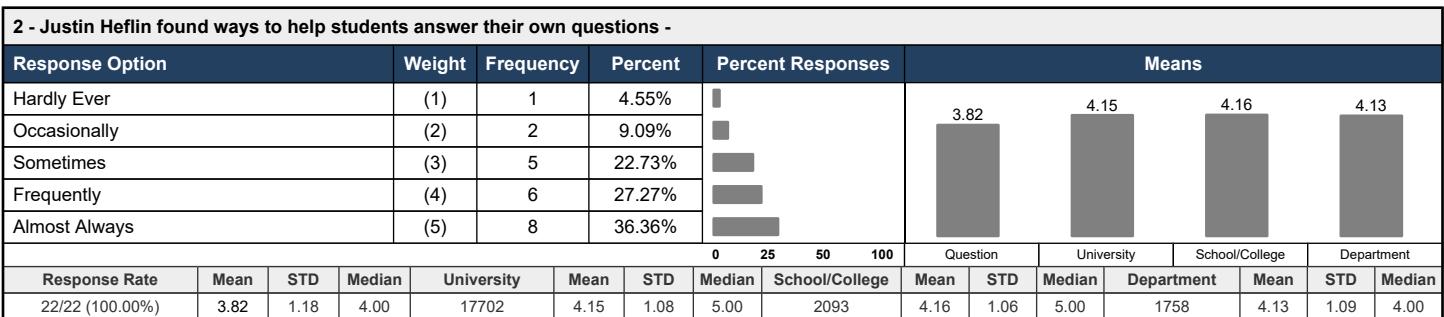
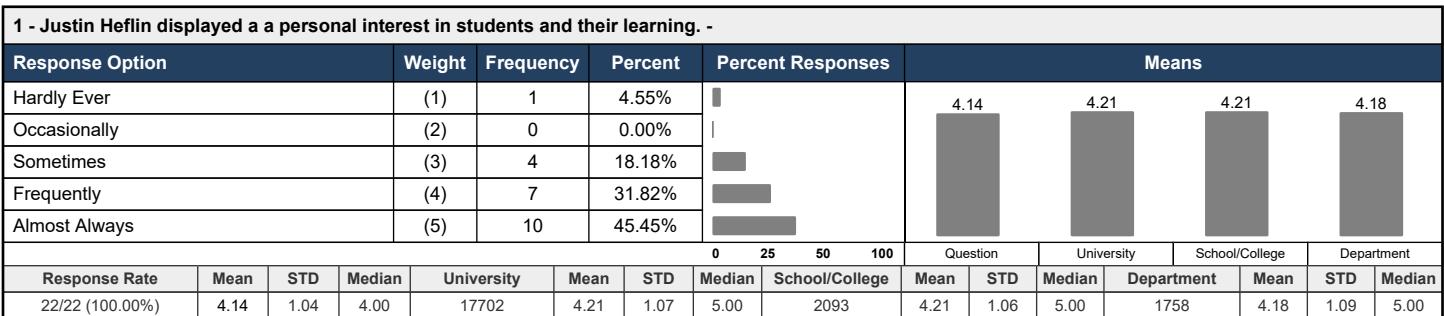
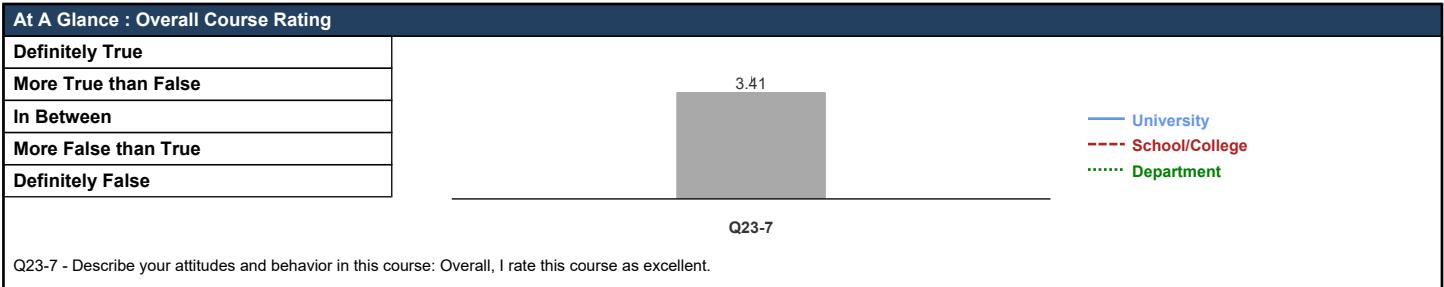
- I think this class was...
- My overall experience with this course was very unpleasant. For starters, the quizzes are five questions and you only have ten minutes to answer each question. Unless you are an expert in this field that is not enough time. Sadly though, this is not my biggest complaint with this course. First, tests and quizzes are not available to the student after completion so you will never know what you did wrong on the questions you missed. Secondly, the instructor has implemented a policy that prohibits him from reopening exams if you're thrown off of blackboard unless you've written down or taken pictures of your answers. Everyone knows that blackboard is buggy and does not work properly all of the time, and I have found that every professor except for this one reopens the exam for you when there is an error with blackboard. Next it is a gross violation of university policy to take pictures of an exam and this is what the professor asks of us in order to be let back on. The policy also makes no sense because when blackboard kicks you off it submits your exam so the professor already has your answers. I only had one exam on blackboard crash and immediately emailed the professor less than a minute after it happened. He refused to let me back on because I did not write down my answers. I have never ever had this happen on this campus ever! I had worked my way all the way from a 66% to a 78% and because the ONLINE component of an ONLINE CLASS didn't work I now have a 68% and don't know that I will pass the class. This is unacceptable! I payed hard earned money for this class just to get railroaded by a professor who made a policy to cover for the system we use not working. I even had to pay extra because online classes are more expensive and this is what I get in return. I could not be more disappointed. I explained everything that happened to my father, who writes policies for the Department of Defense, and showed him the emails exchanged between the professor and I. He was flabbergasted! He decide to email everyone at the school of Business and Economics to try and find some answers, but no one answered except for a student advocate. The student advocate was kind and said he would follow up on the situation. I haven't heard anything for two weeks. This is unacceptable.
- I think this class was...
- none of this is true, says you can bypass surveys 3 times but wouldn't let me even do it for this one and I needed to check my grades.
- I think this class was...
- i did horrible in this class. 5 questions for a whole chapter is not enough to grade a person and not giving me feedback on why i missed the answer i don't understand.
- I think this class was...
- I think this class was...
- Please do not take any of these answers as real answers. I did not fully participate in this course, therefore I don't feel that I can answer this survey accurately.
- I think this class was...

**Fairmont State University**  
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**Instructor:** Justin Heflin \*

**Response Rate:** 22/22 (100.00 %)



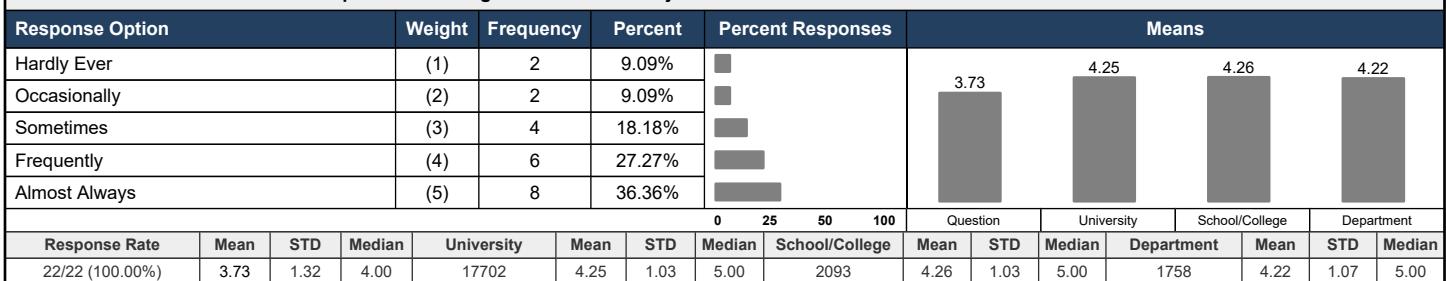
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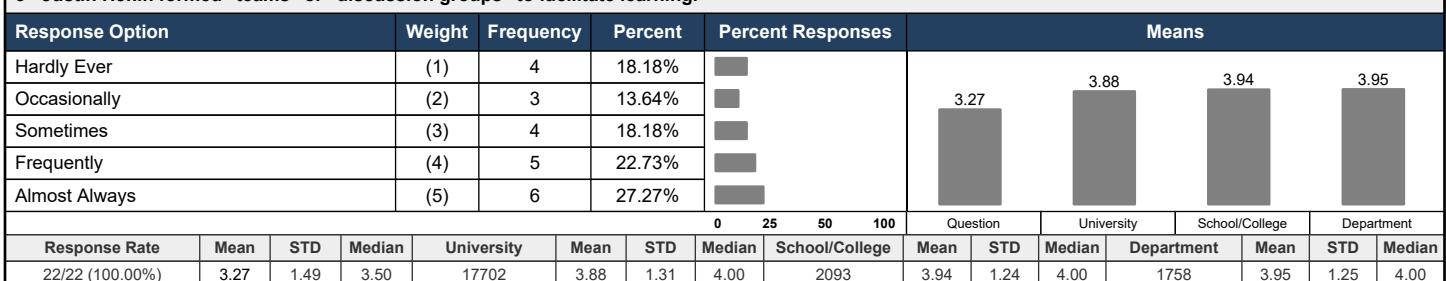
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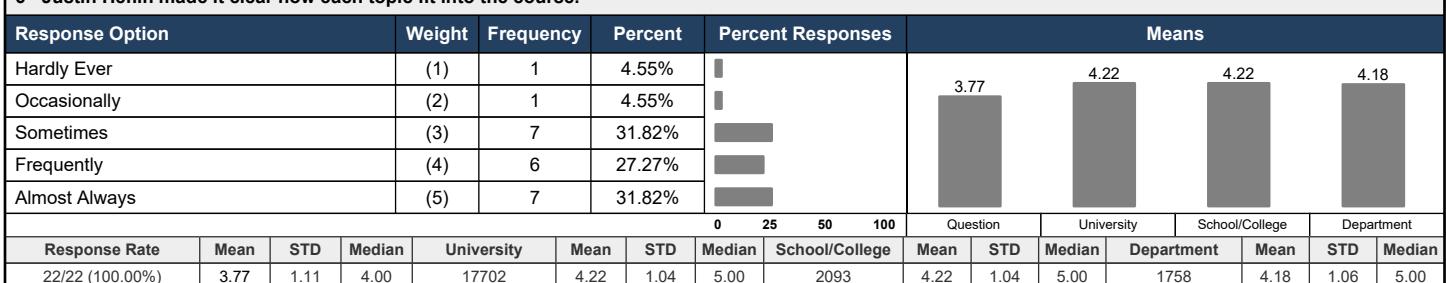
**4 - Justin Heflin demonstrated the importance and significance of the subject matter. -**



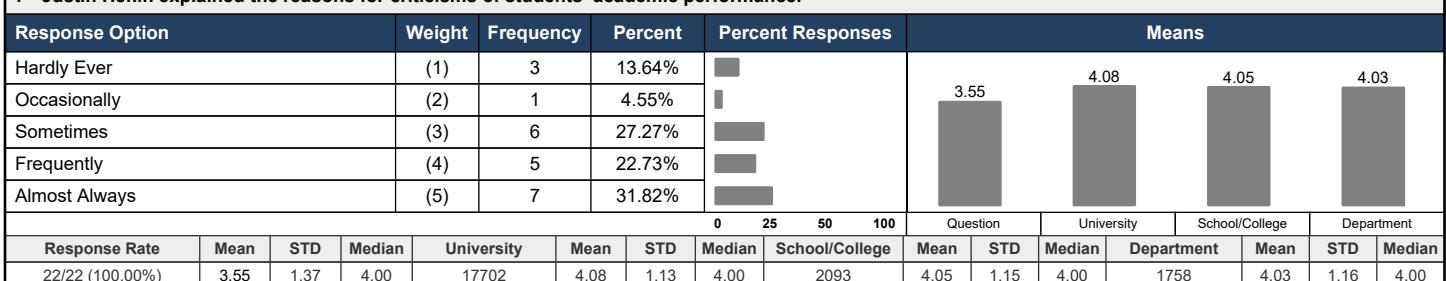
**5 - Justin Heflin formed "teams" or "discussion groups" to facilitate learning. -**



**6 - Justin Heflin made it clear how each topic fit into the course. -**



**7 - Justin Heflin explained the reasons for criticisms of students' academic performance. -**



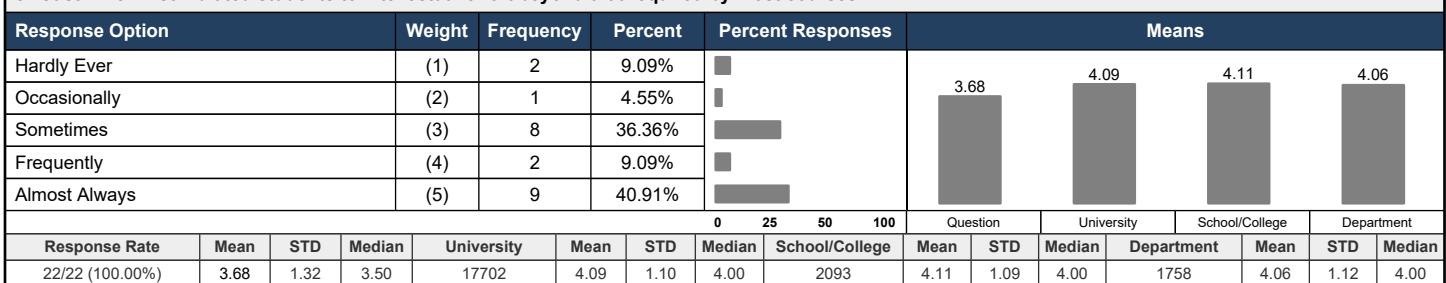
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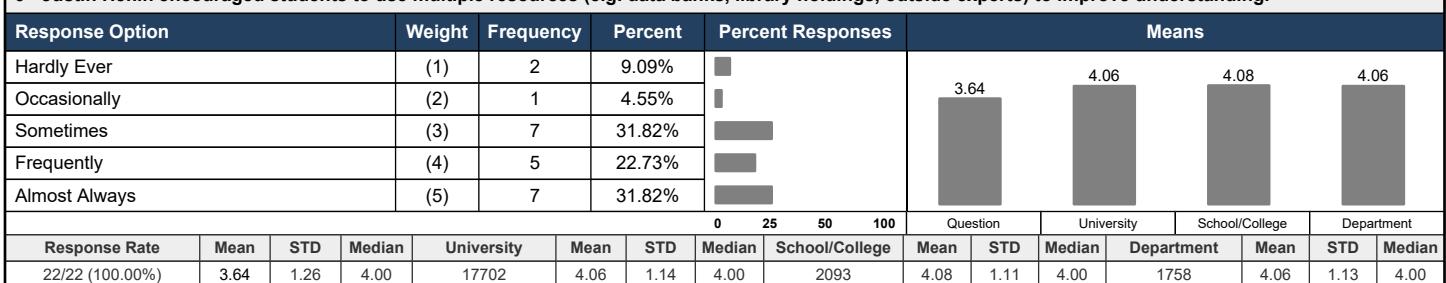
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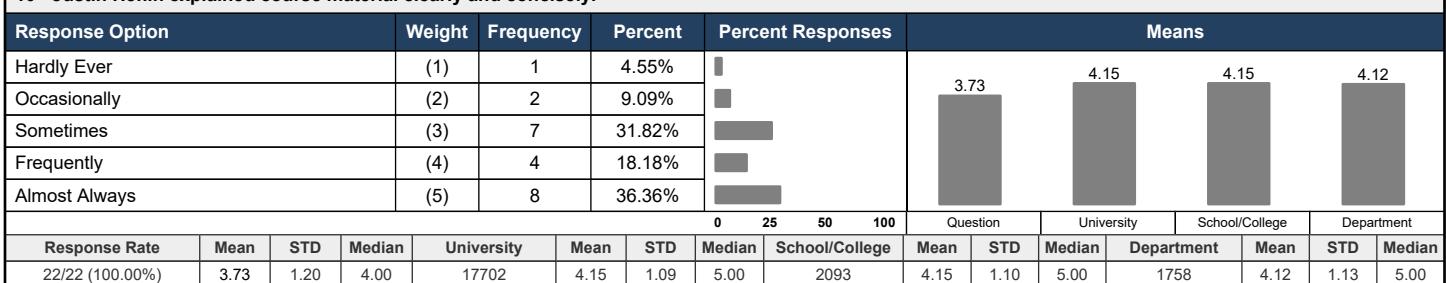
**8 - Justin Heflin stimulated students to intellectual effort beyond that required by most courses. -**



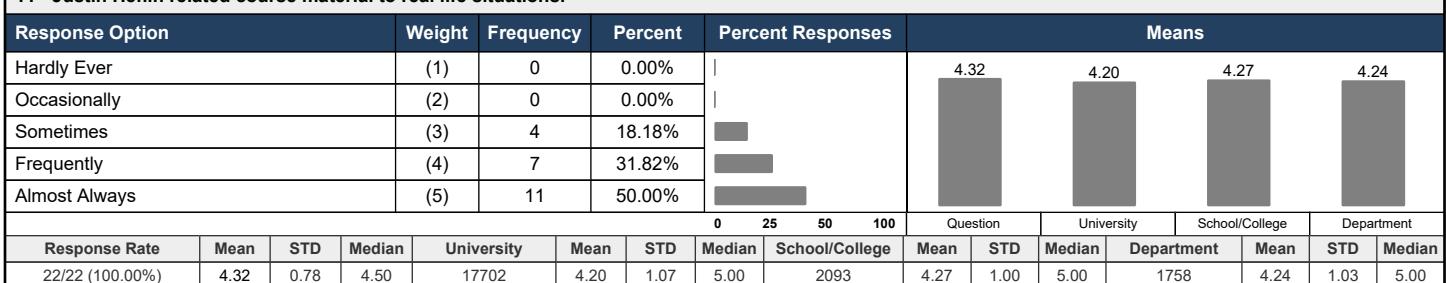
**9 - Justin Heflin encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding. -**



**10 - Justin Heflin explained course material clearly and concisely. -**



**11 - Justin Heflin related course material to real life situations. -**



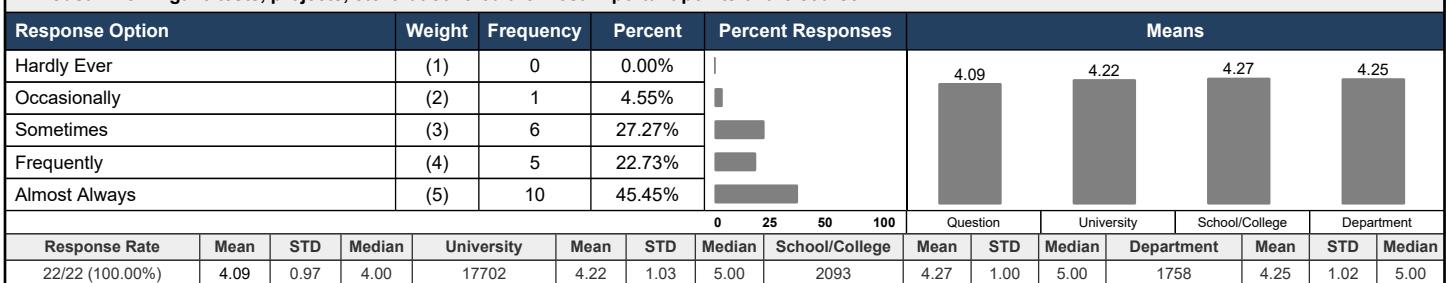
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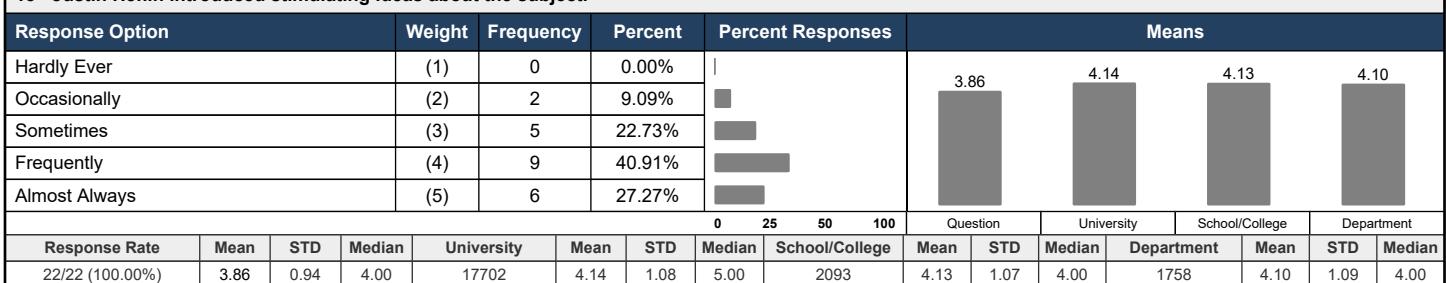
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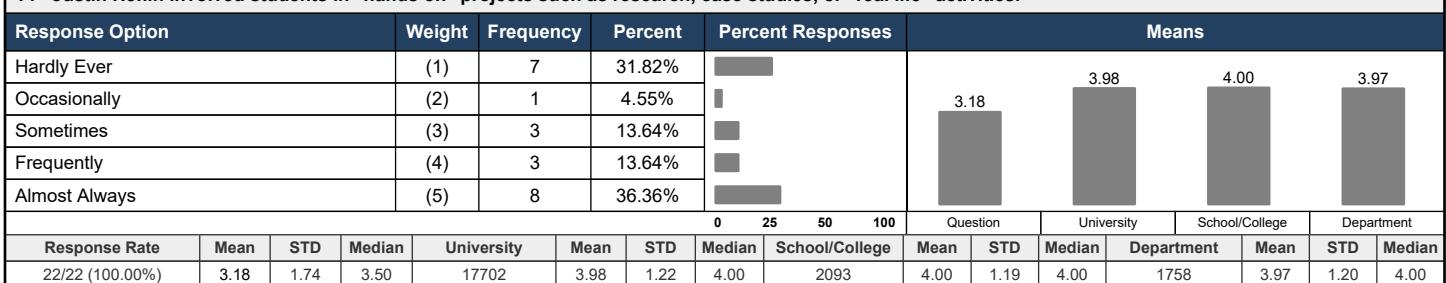
**12 - Justin Heflin gave tests, projects, etc. that covered the most important points of the course. -**



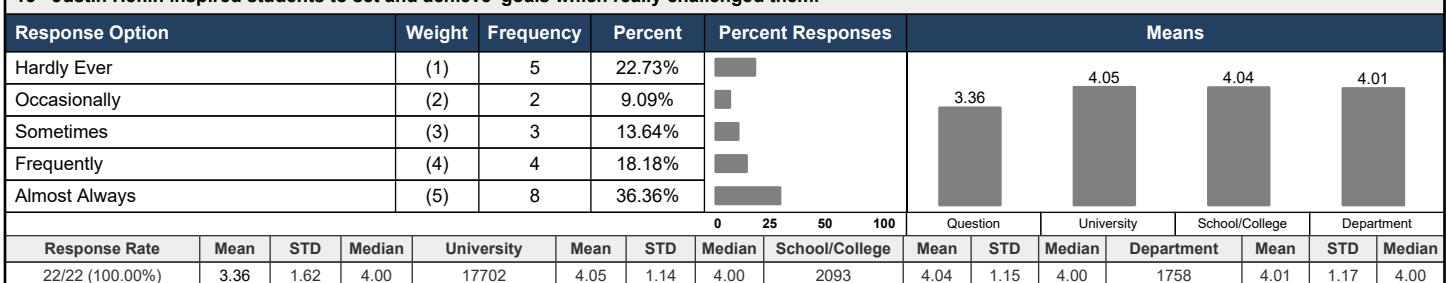
**13 - Justin Heflin introduced stimulating ideas about the subject. -**



**14 - Justin Heflin involved students in "hands on" projects such as research, case studies, or "real life" activities. -**



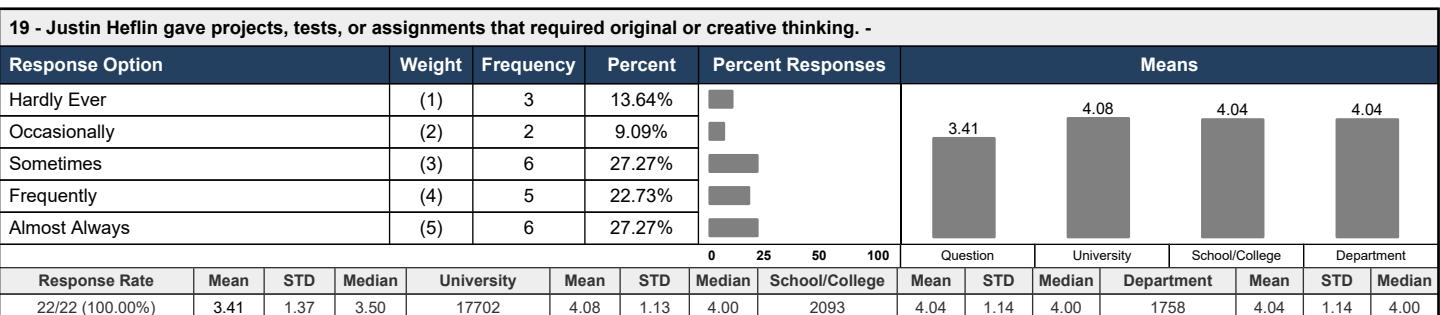
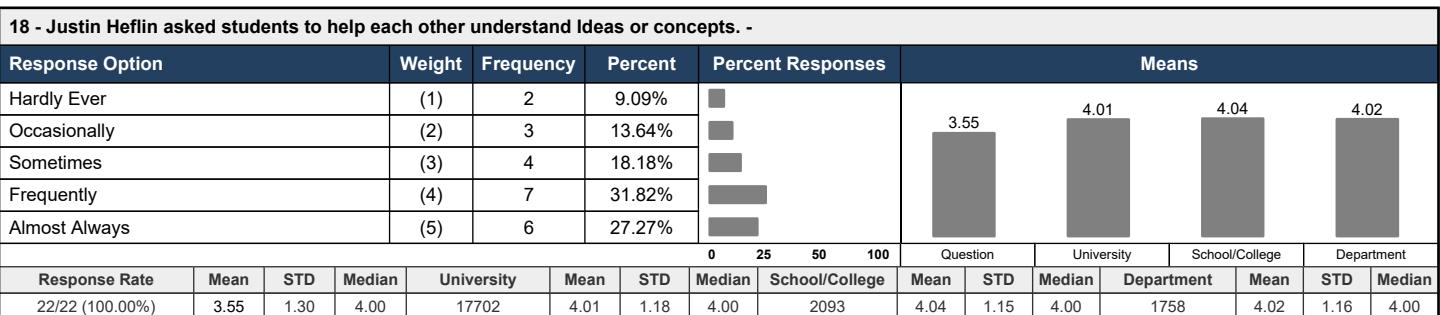
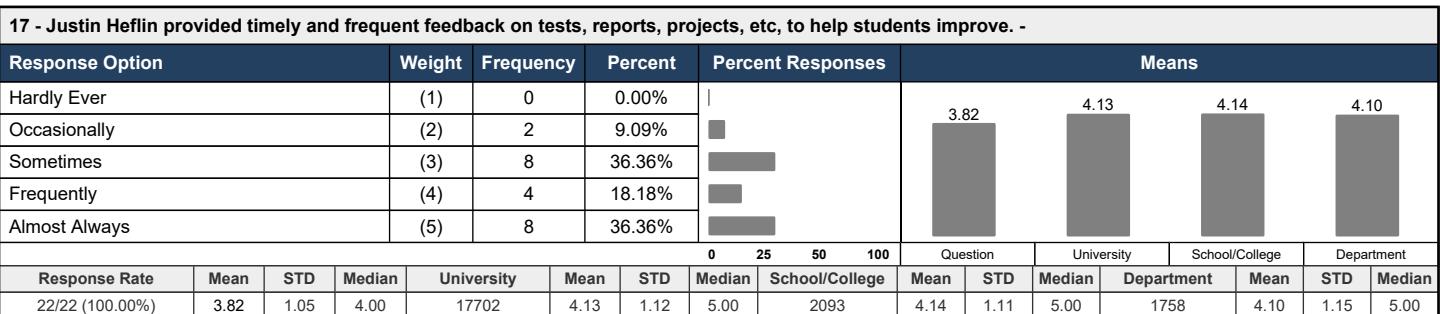
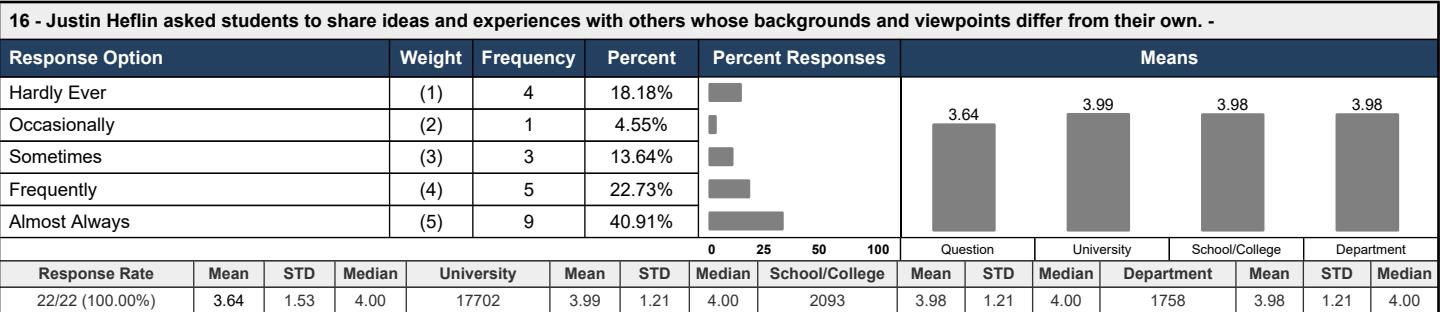
**15 - Justin Heflin inspired students to set and achieve' goals which really challenged them. -**



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# Fairmont State University

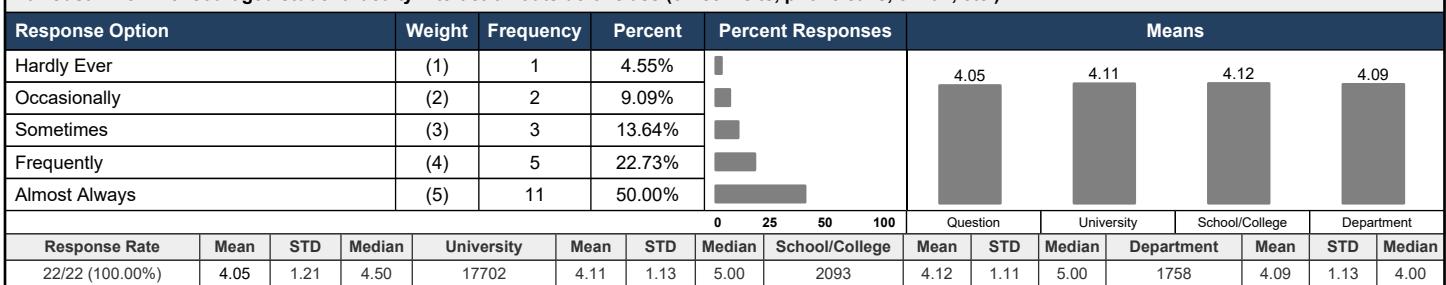
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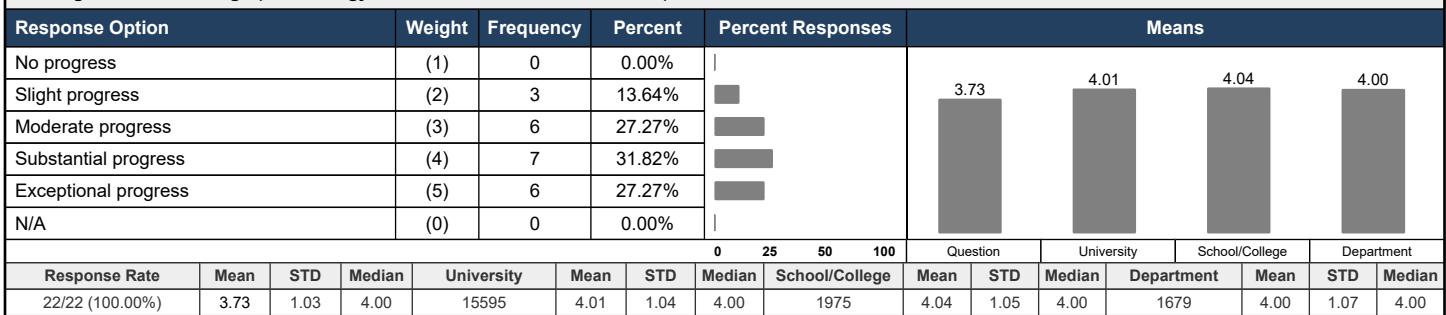
**Response Rate:** 22/22 (100.00 %)

### 20 - Justin Heflin encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.). -



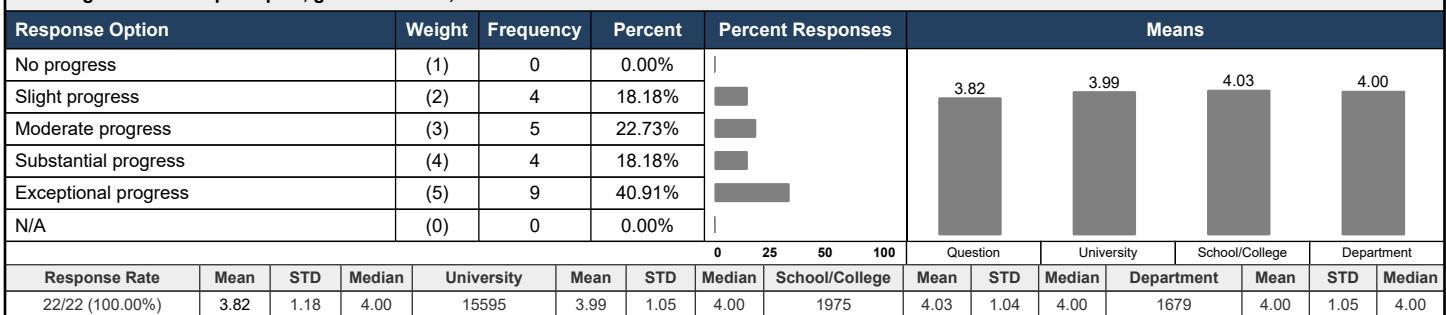
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### Gaining factual knowledge (terminology, classifications, methods, trends)



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### Learning fundamental principles, generalizations, or theories



# Fairmont State University

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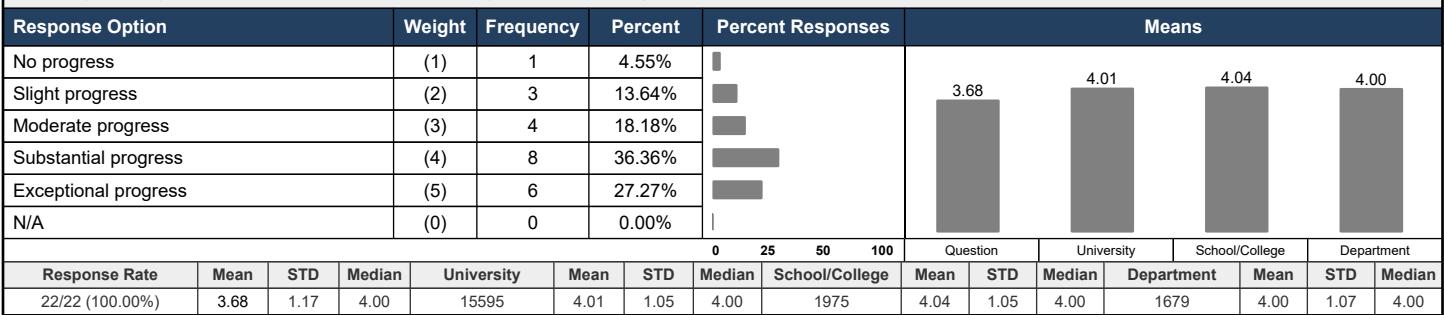
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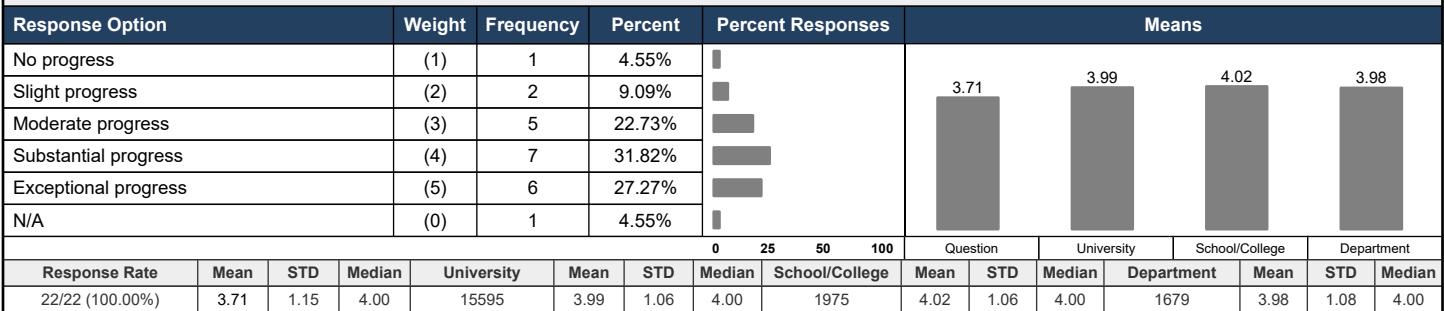
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### Learning to apply course material (to improve thinking, problem solving and decisions)



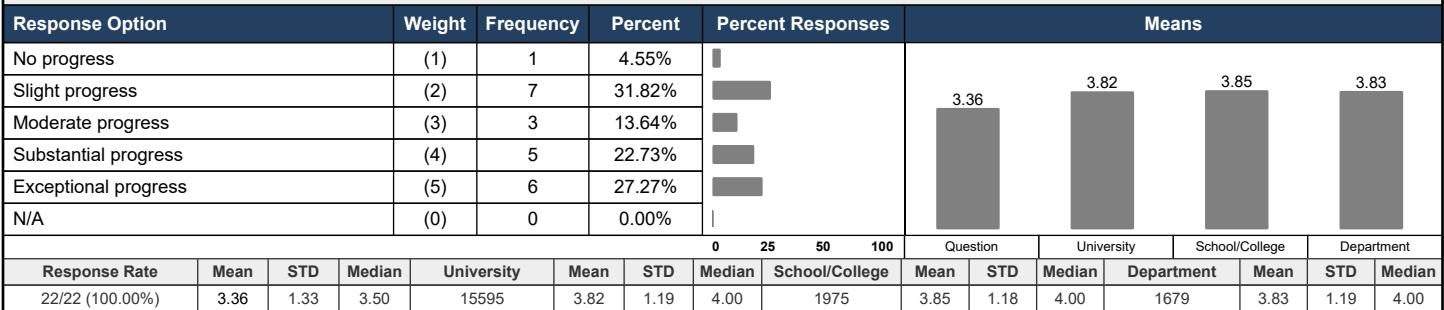
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### Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.



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### Acquiring skills in working with others as a member of a team.



# Fairmont State University

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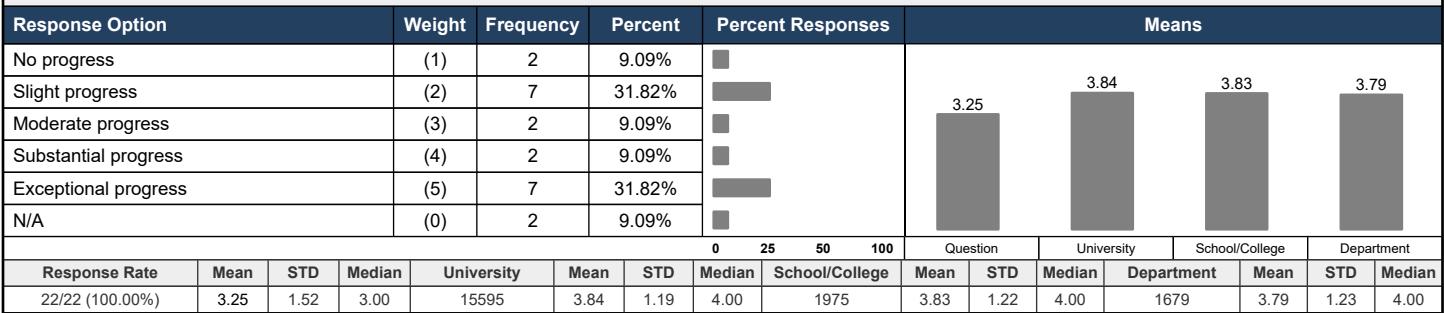
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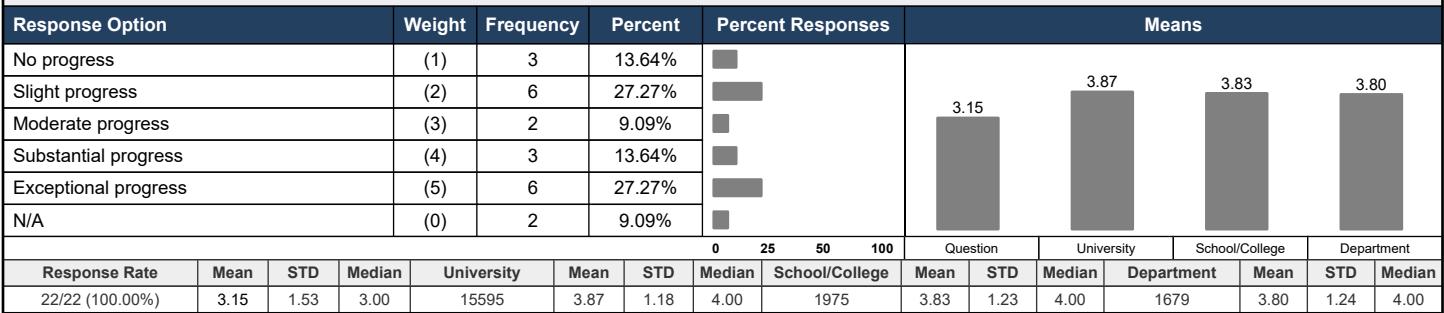
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 2 - Slight progress; I made small gains on this objective  
 3 - Moderate progress; I made some gains on this objective  
 4 - Substantial progress; I made large gains on this objective  
 5 - Exceptional progress; I made outstanding gains on this objective.

### Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)



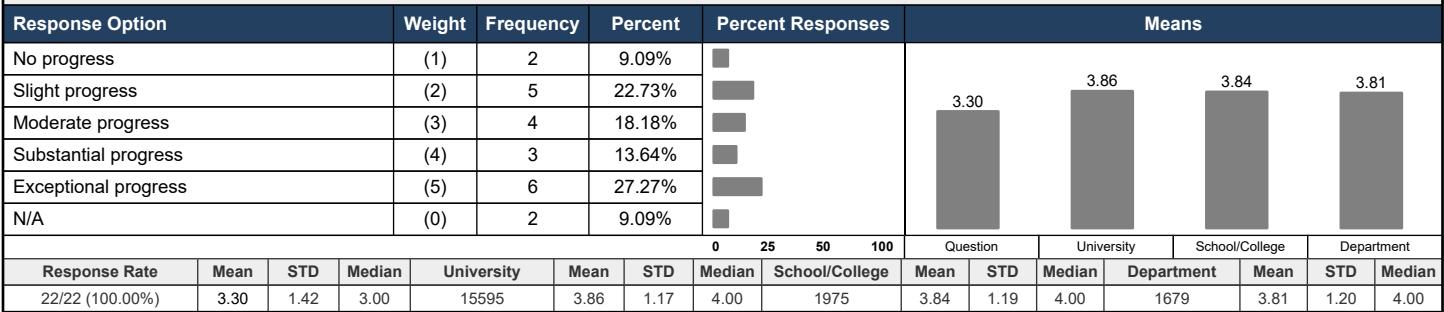
**21 -** Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:  
 1 - No apparent progress  
 2 - Slight progress; I made small gains on this objective  
 3 - Moderate progress; I made some gains on this objective  
 4 - Substantial progress; I made large gains on this objective  
 5 - Exceptional progress; I made outstanding gains on this objective.

### Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)



**21 -** Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:  
 1 - No apparent progress  
 2 - Slight progress; I made small gains on this objective  
 3 - Moderate progress; I made some gains on this objective  
 4 - Substantial progress; I made large gains on this objective  
 5 - Exceptional progress; I made outstanding gains on this objective.

### Developing skill in expressing oneself orally or in writing.



# Fairmont State University

## Fall 2019 End of Semester Course Survey

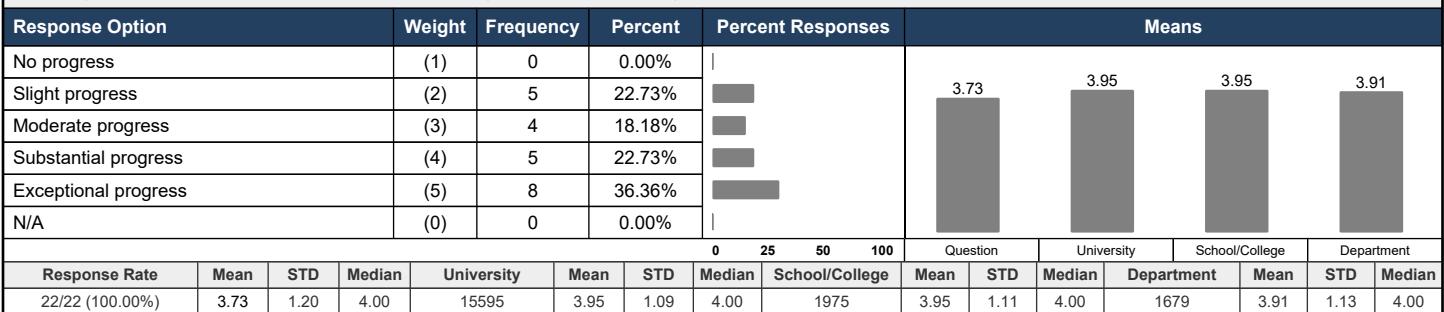
**Course:** 11525.202010: BSBA-2212-002 Fall 2019

**Instructor:** Justin Heflin \*

**Response Rate:** 22/22 (100.00 %)

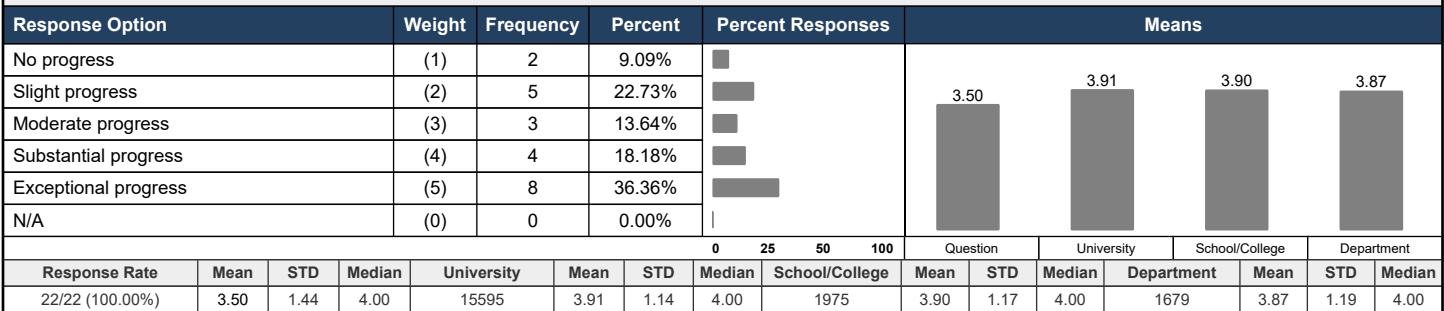
**21 -** Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:  
 1 - No apparent progress  
 2 - Slight progress; I made small gains on this objective  
 3 - Moderate progress; I made some gains on this objective  
 4 - Substantial progress; I made large gains on this objective  
 5 - Exceptional progress; I made outstanding gains on this objective.

Learning how to find and use resources for answering questions or solving problems.



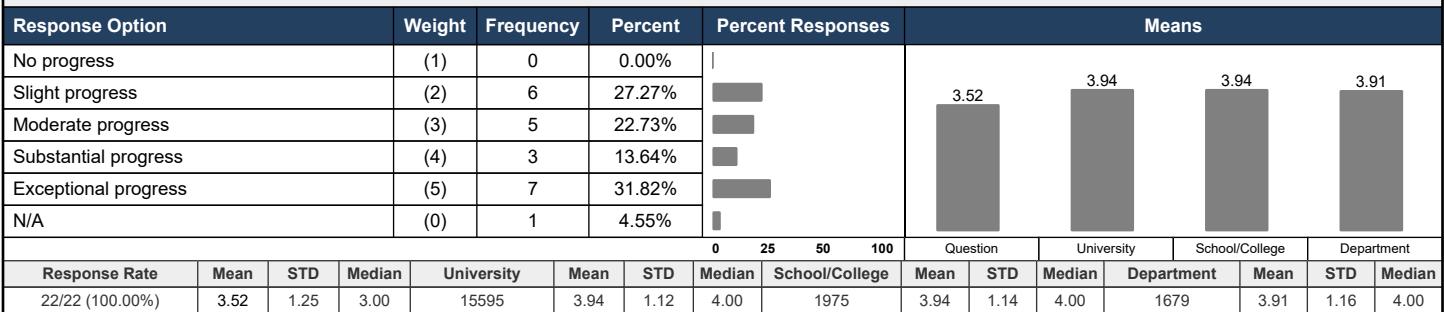
**21 -** Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:  
 1 - No apparent progress  
 2 - Slight progress; I made small gains on this objective  
 3 - Moderate progress; I made some gains on this objective  
 4 - Substantial progress; I made large gains on this objective  
 5 - Exceptional progress; I made outstanding gains on this objective.

Developing a clearer understanding of, and commitment to, personal values.



**21 -** Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:  
 1 - No apparent progress  
 2 - Slight progress; I made small gains on this objective  
 3 - Moderate progress; I made some gains on this objective  
 4 - Substantial progress; I made large gains on this objective  
 5 - Exceptional progress; I made outstanding gains on this objective.

Learning to analyze and critically evaluate ideas, arguments, and points of view.



# Fairmont State University

## Fall 2019 End of Semester Course Survey

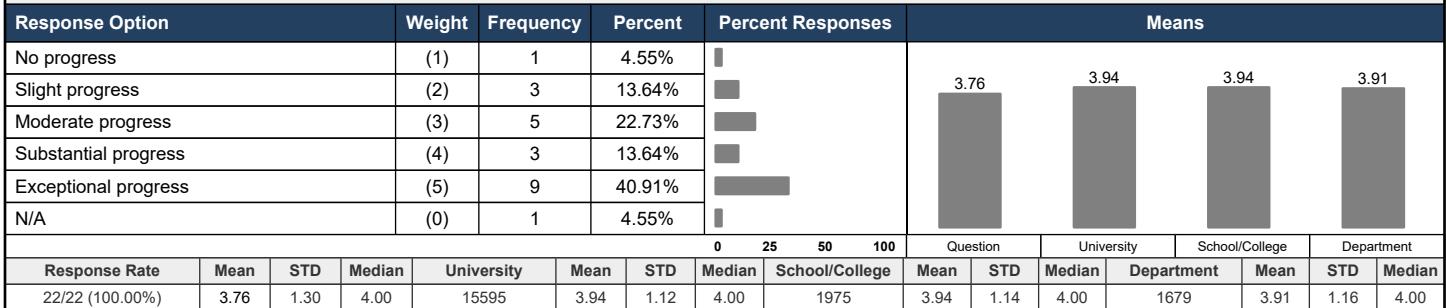
**Course:** 11525.202010: BSBA-2212-002 Fall 2019

**Instructor:** Justin Heflin \*

**Response Rate:** 22/22 (100.00 %)

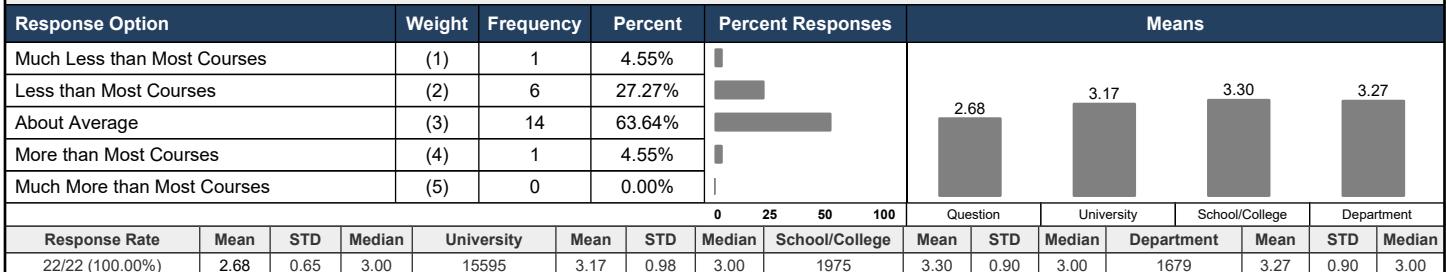
**21 -** Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:  
 1 - No apparent progress  
 2 - Slight progress; I made small gains on this objective  
 3 - Moderate progress; I made some gains on this objective  
 4 - Substantial progress; I made large gains on this objective  
 5 - Exceptional progress; I made outstanding gains on this objective.

Acquiring an interest in learning more by asking questions and seeking answers.



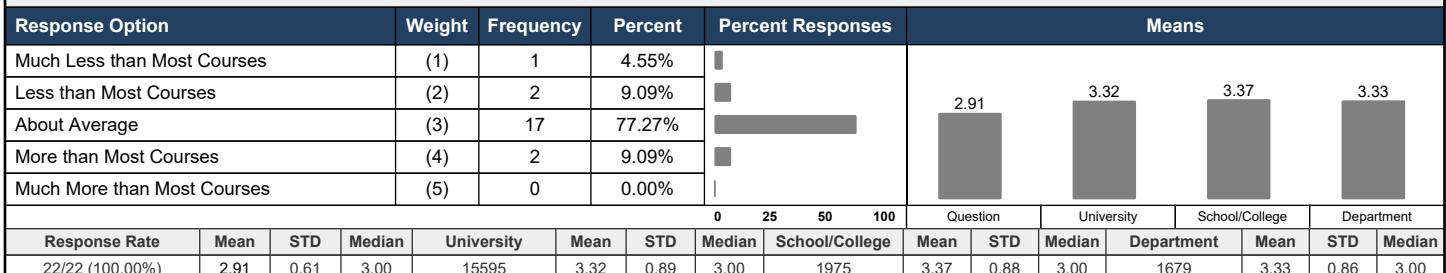
**22 -** On the next three items, compare this course with others you have taken at this institution:

Amount of reading



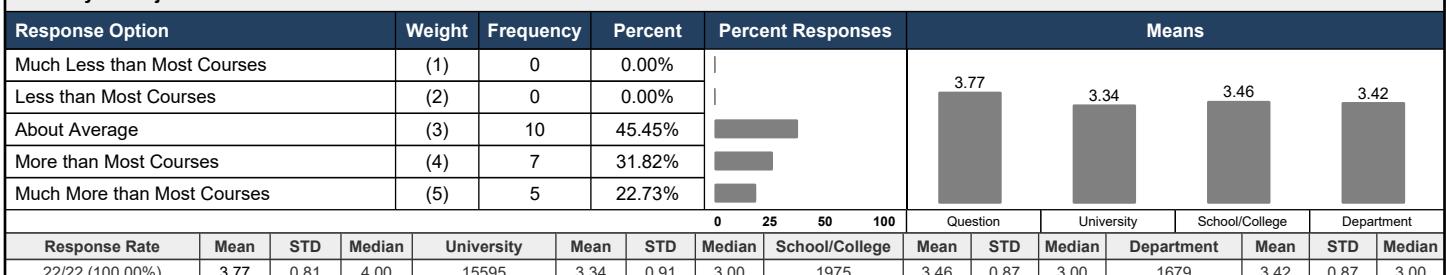
**22 -** On the next three items, compare this course with others you have taken at this institution:

Amount of work in other (non-reading) assignments



**22 -** On the next three items, compare this course with others you have taken at this institution:

Difficulty of subject matter



# Fairmont State University

## Fall 2019 End of Semester Course Survey

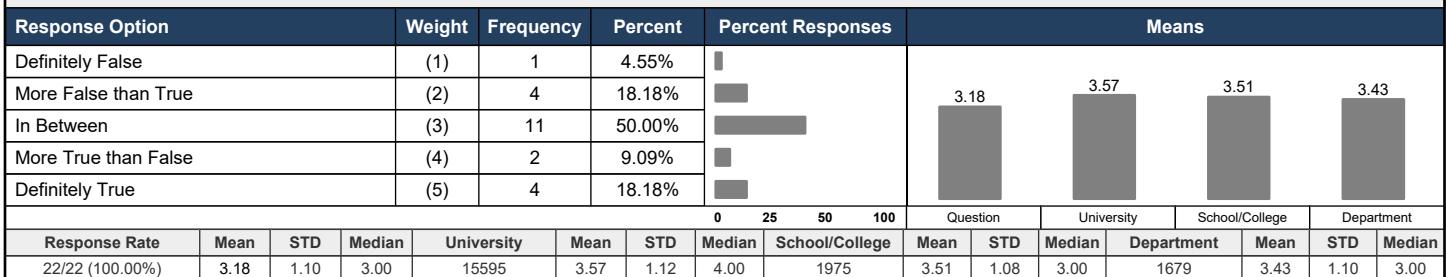
**Course:** 11525.202010: BSBA-2212-002 Fall 2019

**Instructor:** Justin Heflin \*

**Response Rate:** 22/22 (100.00 %)

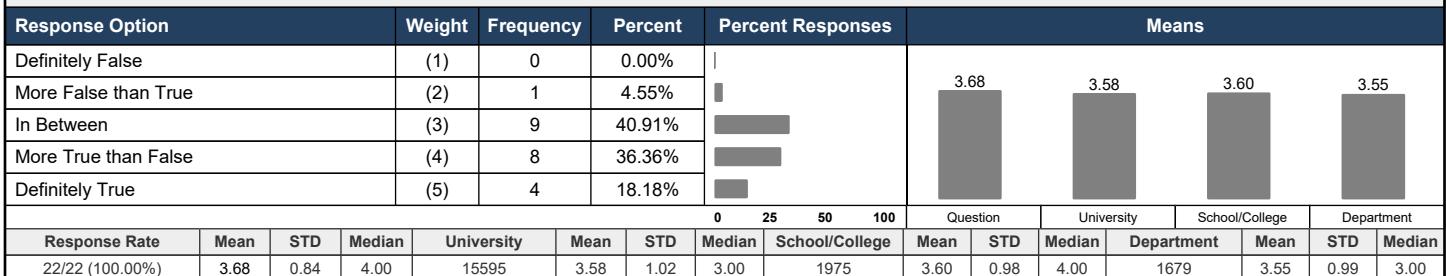
### 23 - Describe your attitudes and behavior in this course:

I had a strong desire to take this course.



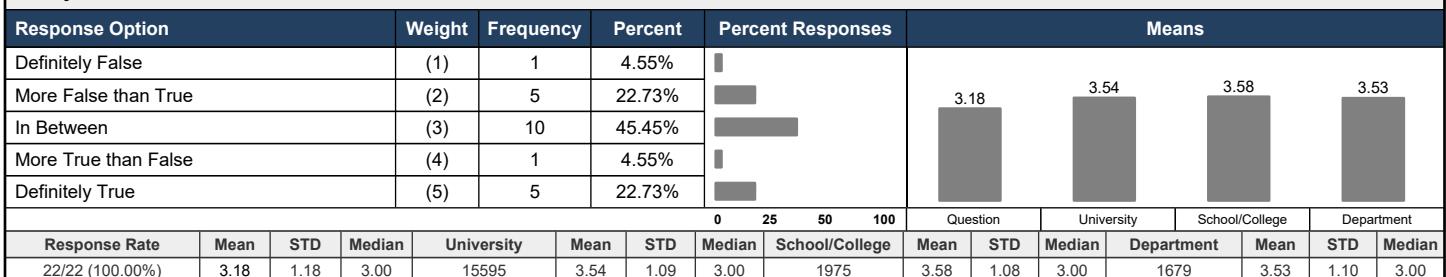
### 23 - Describe your attitudes and behavior in this course:

I worked harder on this course than on most courses have taken.



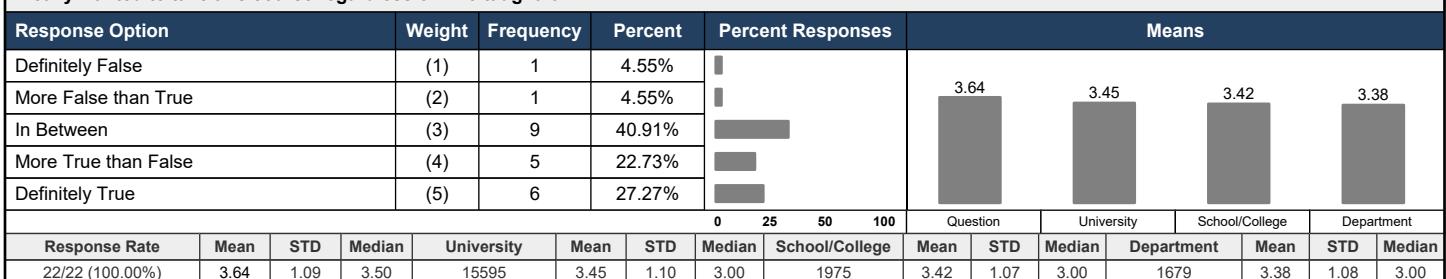
### 23 - Describe your attitudes and behavior in this course:

I really wanted to take a course from this instructor.



### 23 - Describe your attitudes and behavior in this course:

I really wanted to take this course regardless of who taught it.



**Fairmont State University**  
**Fall 2019 End of Semester Course Survey**

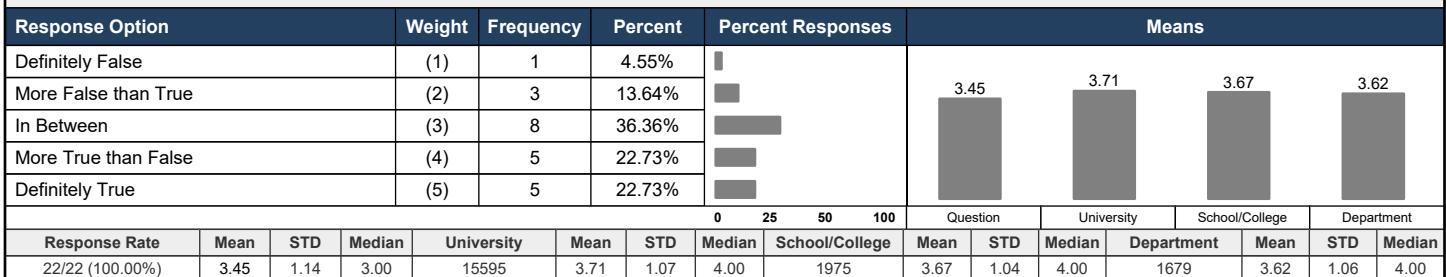
**Course:** 11525.202010: BSBA-2212-002 Fall 2019

**Instructor:** Justin Heflin \*

**Response Rate:** 22/22 (100.00 %)

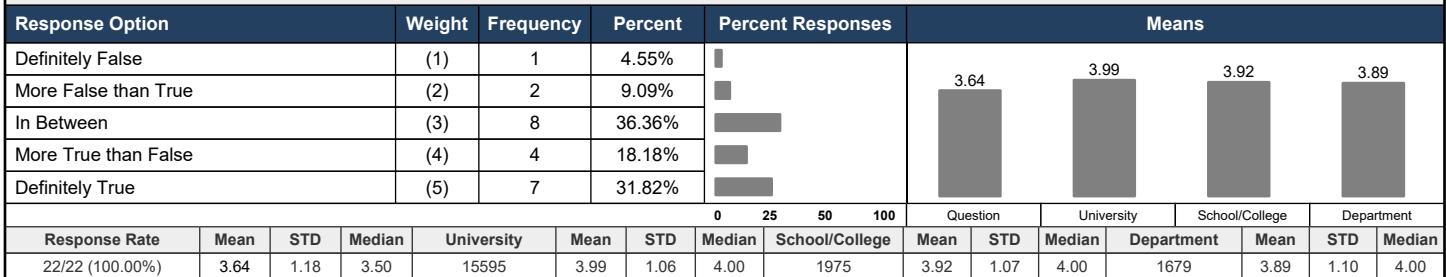
**23 - Describe your attitudes and behavior in this course:**

As a result of taking this course, I have more positive feelings toward this field of study.



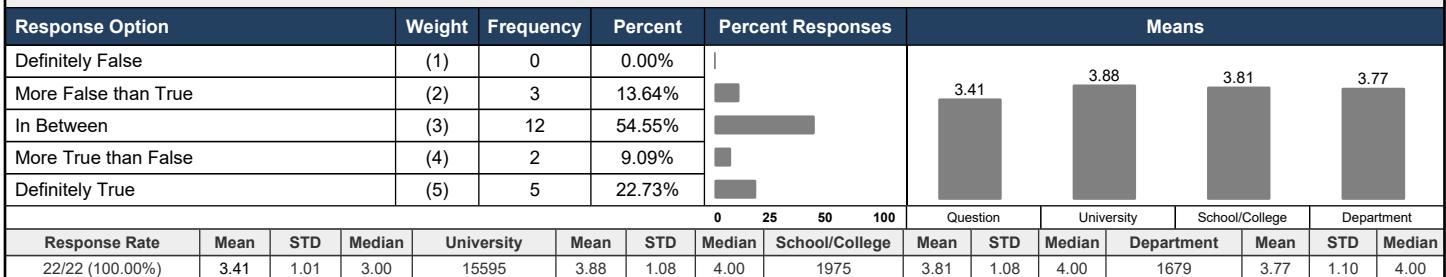
**23 - Describe your attitudes and behavior in this course:**

Overall, I rate this instructor an excellent teacher.



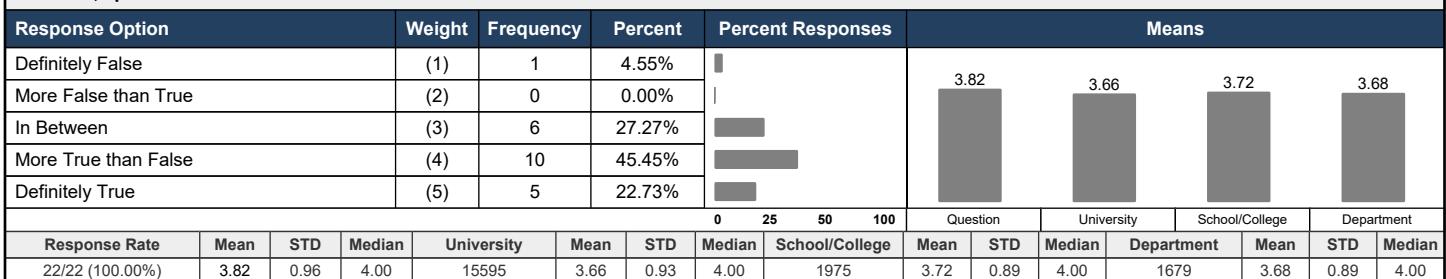
**23 - Describe your attitudes and behavior in this course:**

Overall, I rate this course as excellent.



**24 - For the following items, chose the response which best corresponds to your judgment:**

As a rule, I put forth more effort than other students on academic work.



**Fairmont State University**  
**Fall 2019 End of Semester Course Survey**

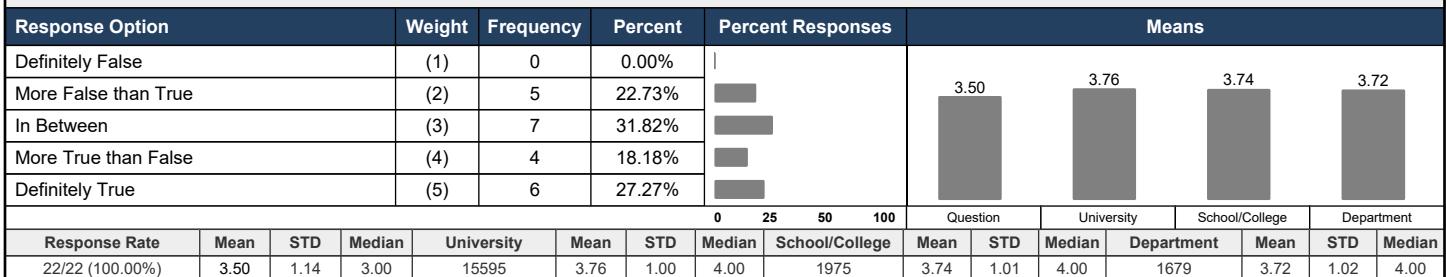
**Course:** 11525.202010: BSBA-2212-002 Fall 2019

**Instructor:** Justin Heflin \*

**Response Rate:** 22/22 (100.00 %)

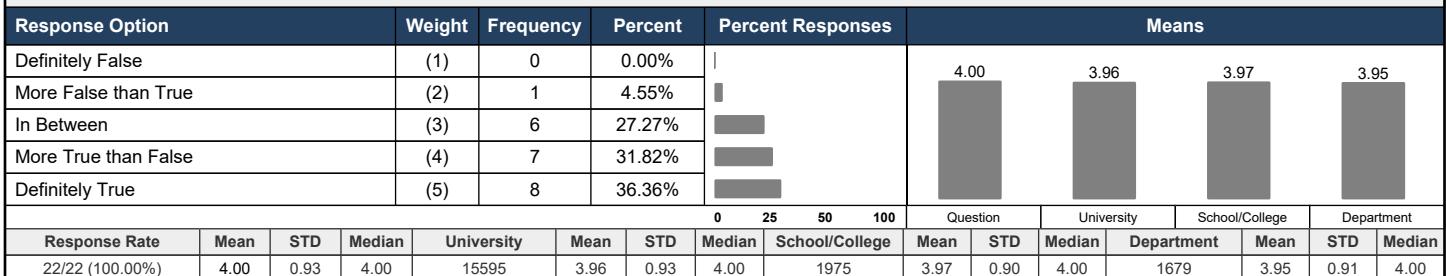
**24 - For the following items, chose the response which best corresponds to your judgment:**

The instructor used a variety of methods-not only tests-to evaluate student progress on course objectives.



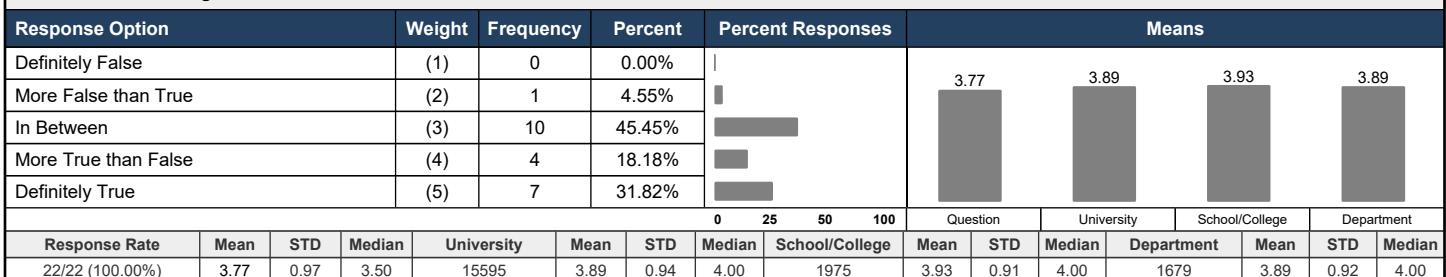
**24 - For the following items, chose the response which best corresponds to your judgment:**

The instructor expected students to take their share of responsibility for learning.



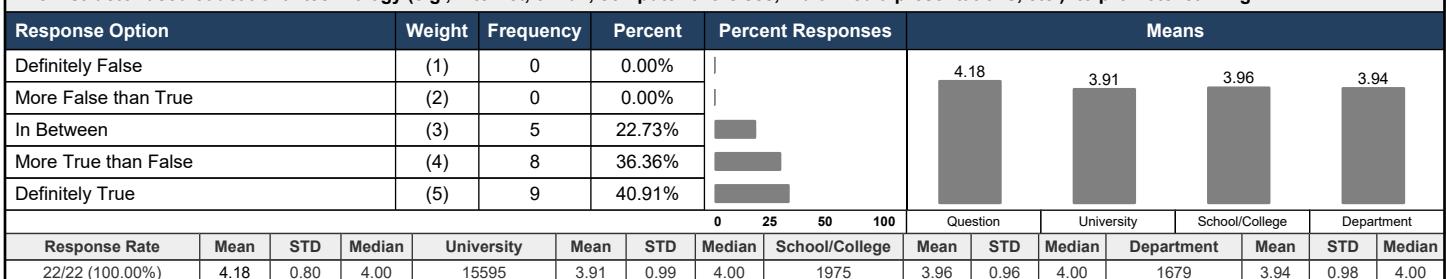
**24 - For the following items, chose the response which best corresponds to your judgment:**

The instructor had high achievement standards in this class.



**24 - For the following items, chose the response which best corresponds to your judgment:**

The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.



**Fairmont State University**  
**Fall 2019 End of Semester Course Survey**

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**Course:** 11525.202010: BSBA-2212-002 Fall 2019

**Instructor:** Justin Heflin \*

**Response Rate:** 22/22 (100.00 %)

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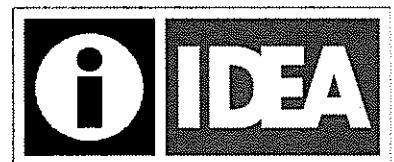
**25 - Provide additional comments.**

<b>Response Rate</b>	22/22 (100%)
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- I was not a fan of the class, although the teacher was a nice guy he wasn't good at teaching. Many kids were or are not doing well in the class, we mainly had tests until we asked him to give us homework since we were doing bad and needed the extra points.
- I think this class was...
- I think this class was...
- I think this class was...
- 3 hours of econ/graphs can be rough at 6pm -9pm.
- This class was by far the most difficult class to date. But with the guidance and studying I feel like most of the students benefited from this class being so hard.
- I think this class was...
- I think this class was...
- great guy great professor would take again. just hard material but he made it alot easier
- I think this class was...
- I just thought it was a very difficult one day a week class, not enough time to learn what we went over. Way too much information for each exam and not enough time to go over in class.
- I think this class was...
- Difficult topic... excellent professor.
- I think this class was more difficult than it needed to be. Most student would probably benefit more on a two-day schedule as oppose to one-day schedule. The instructor is doing his best, but his best can only go so far since he's new at teaching. I suggest he polishes his test prep skills and style, meaning making the questions and assignments clearer. He has potential and seems to like teaching, which is a good thing for students. Hopefully, he'll get better each semester.
- I think this class was...
- I think this class could've been better. The first half of the class was super difficult. He only gave us quizzes to gauge our learning, and they were super difficult. We'd only get 5 minutes to answer 5 questions, basically 60 seconds per question, which given how difficult the questions were, was borderline impossible. His reason for this was that we'd have access to our own resources. He eventually listened to us and had us take the quizzes in person in class to try and salvage the grades, but the damage was already done. Half of the class dropped, and everybody that remains has 60-70's. He genuinely did try and salvage the situation, but I feel it's too late. The only way I can maintain my C is to get a C on a cumulative final.
- I think this class was...
- I think this class was...

**Heflin, Justin**  
**Fairmont State University**

21750.201920  
 BSBA-2212-002 Spring 2019  
 Spring 2019



IDEA Diagnostic Form Report

To learn more, see the Interpretive Guide: [www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)

Of the 11 students enrolled, 10 responded (91%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see [www.theideacenter.org/AdminDecisions](http://www.theideacenter.org/AdminDecisions)).

### Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: A. **Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and B. **Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

**Converted Averages** are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

**For comparative purposes, use converted averages.** Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

### Your Average Scores

		Your Average (5-point scale)	
	Raw	Adj.	
<b>A. Progress on Relevant Objectives<sup>1</sup></b> Four objectives were selected as relevant (Important or Essential – see page 2)	4.5	4.6	
<b>Overall Ratings</b>			
B. Excellent Teacher	4.4	4.6	
C. Excellent Course	4.0	4.1	
D. Average of B & C	4.2	4.4	
<b>Summary Evaluation (Average of A &amp; D)<sup>1</sup></b>	4.4	4.5	

### Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings				Summary Evaluation (Average of A & D)		
	Raw	Adj.	B. Excellent Teacher	C. Excellent Course	D. Average of B & C				
Much Higher Highest 10% (63 or higher)									
Higher Next 20% (56–62)	59	62							59
Similar Middle 40% (45–55)			53		53		55		
Lower Next 20% (38–44)									
Much Lower Lowest 10% (37 or lower)									

<sup>1</sup>If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

<sup>2</sup>The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

### Your Converted Average When Compared to Your<sup>2</sup>

Discipline (IDEA Data)	56	62	54	57	51	53	53	55	55	59
Institution	53	59	51	55	47	52	49	54	51	57

IDEA Discipline used for comparison:  
 Economics

**Student Ratings of Learning on Relevant (Important and Essential) Objectives**

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center Learning Notes** ([www.theideacenter.org/podidea/PODNotesLearning.html](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.4	4.5	0%	90%
22. Learning fundamental principles, generalizations, or theories	Important	4.5	4.6	0%	90%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.5	4.7	0%	90%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	4.4	4.6	0%	90%
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to analyze and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
<b>Progress on Relevant Objectives</b>		<b>4.5</b>	<b>4.6</b>		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
58 Higher	60 Higher	54 Similar	59 Higher	52 Similar	56 Higher
61 Higher	64 Much Higher	57 Higher	62 Higher	54 Similar	59 Higher
60 Higher	64 Much Higher	58 Higher	65 Much Higher	54 Similar	61 Higher
57 Higher	61 Higher	56 Higher	62 Higher	52 Similar	59 Higher
59	62	56	62	53	59

<sup>1</sup>The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Much Higher	= Highest 10% of classes (63 or higher)
Higher	= Next 20% (56–62)
Similar	= Middle 40% (45–55)
Lower	= Next 20% (38–44)
Much Lower	= Lowest 10% (37 or lower)

### Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.8
34. Amount of work in other (non-reading) assignments	2.7
35. Difficulty of subject matter	3.6

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
45	Similar	40	Lower	44	Lower
38	Lower	36	Much Lower	36	Much Lower
53	Similar	47	Similar	51	Similar

---

**Student Description**

37. I worked harder on this course than on most courses I have taken.	3.6
39. I really wanted to take this course regardless of who taught it.	3.5
43. As a rule, I put forth more effort than other students on academic work.	3.4

51	Similar	48	Similar	47	Similar
53	Similar	53	Similar	48	Similar
42	Lower	33	Much Lower	37	Much Lower

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

## Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** ([www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)), **POD-IDEA Center Notes** ([www.theideacenter.org/podidea](http://www.theideacenter.org/podidea)), and **POD-IDEA Center Learning Notes** ([www.theideacenter.org/podidea/PODNotesLearning.html](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

### Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
<b>Stimulating Student Interest</b>				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.0	60%	Retain current use or consider increasing
<b>4. Demonstrated the importance and significance of the subject matter</b>	<b>All selected objectives</b>	<b>4.6</b>	<b>90%</b>	<b>Strength to retain</b>
<b>8. Stimulated students to intellectual effort beyond that required by most courses</b>	<b>All selected objectives</b>	<b>4.3</b>	<b>70%</b>	<b>Strength to retain</b>
<b>13. Introduced stimulating ideas about the subject</b>	<b>All selected objectives</b>	<b>4.5</b>	<b>80%</b>	<b>Strength to retain</b>

### Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.4	90%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	4.3	70%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.1	67%	

### Establishing Rapport

<b>2. Found ways to help students answer their own questions</b>	<b>All selected objectives</b>	<b>4.7</b>	<b>90%</b>	<b>Strength to retain</b>
<b>1. Displayed a personal interest in students and their learning</b>	<b>23, 24</b>	<b>4.7</b>	<b>90%</b>	<b>Strength to retain</b>
<b>7. Explained the reasons for criticisms of students' academic performance</b>	<b>24</b>	<b>4.3</b>	<b>70%</b>	<b>Strength to retain</b>
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.1	67%	

### Encouraging Student Involvement

11. Related course material to real life situations	23	4.5	80%	Retain current use or consider increasing
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.7	50%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	3.6	40%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	3.9	50%	

### Structuring Classroom Experiences

10. Explained course material clearly and concisely	All selected objectives	4.4	80%	Retain current use or consider increasing
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	21, 23	4.2	80%	Retain current use or consider increasing
<b>6. Made it clear how each topic fit into the course</b>	<b>All selected objectives</b>	<b>4.5</b>	<b>90%</b>	<b>Strength to retain</b>
<b>12. Gave tests, projects, etc. that covered the most important points of the course</b>	<b>21, 22</b>	<b>4.7</b>	<b>90%</b>	<b>Strength to retain</b>
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.5	80%	

**5-point Scale:** 1 = Hardly Ever    2 = Occasionally    3 = Sometimes    4 = Frequently    5 = Almost Always

## Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	1	1	8	0	4.7	0.7
2. Found ways to help students answer their own questions	0	0	1	1	8	0	4.7	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	2	4	4	0	4.2	0.8
4. Demonstrated the importance and significance of the subject matter	0	0	1	2	7	0	4.6	0.7
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	1	4	5	0	4.4	0.7
6. Made it clear how each topic fit into the course	0	0	1	3	6	0	4.5	0.7
7. Explained the reasons for criticisms of students' academic...	0	0	3	1	6	0	4.3	0.9
8. Stimulated students to intellectual effort beyond that required by...	0	0	3	1	6	0	4.3	0.9
9. Encouraged students to use multiple resources (e.g. data banks....	1	0	4	1	4	0	3.7	1.3
10. Explained course material clearly and concisely	0	0	2	2	6	0	4.4	0.8
11. Related course material to real life situations	0	0	2	1	7	0	4.5	0.8
12. Gave tests, projects, etc. that covered the most important points...	0	0	1	1	8	0	4.7	0.7
13. Introduced stimulating ideas about the subject	0	0	2	1	7	0	4.5	0.8
14. Involved students in "hands on" projects such as research, case...	0	1	5	1	3	0	3.6	1.1
15. Inspired students to set and achieve goals which really...	0	0	4	2	4	0	4.0	0.9
16. Asked students to share ideas and experiences with others...	0	0	3	1	6	0	4.3	0.9
17. Provided timely and frequent feedback on tests, reports,...	0	0	2	1	7	0	4.5	0.8
18. Asked students to help each other understand ideas or concepts	0	0	3	2	4	1	4.1	0.9
19. Gave projects, tests, or assignments that required original or...	0	1	4	0	5	0	3.9	1.2
20. Encouraged student-faculty interaction outside of class (office...	0	0	3	2	4	1	4.1	0.9

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

### Notes:

Discipline code selected on FIF: 4506

Discipline code used for comparison: 4506

							Converted Avg.	Comparison Group Average		
	Raw	Adj.	IDEA	Discipline	Institution					
21. Gaining factual knowledge (terminology,...	0	0	1	4	5	0	4.4	0.7	58	60
22. Learning fundamental principles, generalizations, or...	0	0	1	3	6	0	4.5	0.7	61	64
23. Learning to apply course material (to improve thinking,...	0	0	1	3	6	0	4.5	0.7	60	64
24. Developing specific skills, competencies, and points of...	0	0	1	4	5	0	4.4	0.7	57	61
25. Acquiring skills in working with others as a member of a team	0	0	1	4	5	0	4.4	0.7	NA	NA
26. Developing creative capacities (writing, inventing, designing,...	1	0	3	2	4	0	3.8	1.3	NA	NA
27. Gaining a broader understanding and appreciation of...	1	0	3	2	4	0	3.8	1.3	NA	NA
28. Developing skill in expressing myself orally or in writing	0	0	4	3	3	0	3.9	0.9	NA	NA
29. Learning how to find and use resources for answering questions...	0	0	1	4	5	0	4.4	0.7	NA	NA
30. Developing a clearer understanding of, and commitment to,...	0	0	2	4	4	0	4.2	0.8	NA	NA
31. Learning to analyze and critically evaluate ideas, arguments,...	0	0	2	4	4	0	4.2	0.8	NA	NA
32. Acquiring an interest in learning more by asking my own...	0	0	3	3	4	0	4.1	0.9	NA	NA

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress

Bold = Selected as Important or Essential

33. Amount of reading	1	1	7	1	0	0	2.8	0.8	45	NA	3.2	3.3	3.3
34. Amount of work in other (non-reading) assignments	1	1	8	0	0	0	2.7	0.7	38	NA	3.4	3.4	3.6
35. Difficulty of subject matter	0	0	4	6	0	0	3.6	0.5	53	NA	3.4	3.7	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	0	1	5	1	3	0	3.6	1.1	NA	NA	3.7	3.6	3.8
37. I worked harder on this course than on most courses I have taken.	0	0	5	4	1	0	3.6	0.7	51	NA	3.6	3.7	3.8
38. I really wanted to take a course from this instructor.	0	2	4	3	1	0	3.3	0.9	NA	NA	3.4	3.5	3.7
39. I really wanted to take this course regardless of who taught it.	0	1	5	2	2	0	3.5	1.0	53	NA	3.3	3.4	3.6
40. As a result of taking this course, I have more positive feelings...	0	0	4	3	3	0	3.9	0.9	51	52	3.9	3.8	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	2	2	6	0	4.4	0.8	53	56	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	0	4	2	4	0	4.0	0.9	51	53	3.9	3.9	4.2
43. As a rule, I put forth more effort than other students on...	0	0	7	2	1	0	3.4	0.7	42	NA	3.6	3.9	4.0

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



Heflin, Justin  
21750.201920  
BSBA-2212-002 Spring 2019  
Fairmont State University  
04-11-2019 -05-03-2019

**Comments: Use the space provided in the text area below for your comments.**

- Heflin's class is fun, and he is easy to relate to. He applies each subject in the course into real life and is willing to explain everything further if needed. The only thing I do not like about his class is that his quizzes are 5 questions but makes them worth 20 points. I would rather take a longer test so that I have a better chance at a higher grade. That is my personal preference, although.
- I like the way the class is structured but wish there was homework assigned to help me understand more on my own and create more points then just tests and quizzes.
- I enjoyed this course, when I didn't think that I would. It is a difficult subject, but professor Heflin made it easier by relating the course to real-life. I enjoyed the activities and the opportunities for bonus points. Professor Heflin always made it a point to answer a student's questions, no matter how obscure. He would find out the answer. He also cared about the interests of the students, for example, changing quizzes to immediately after the class instead of waiting until the next class. That shows he cares!
- I enjoyed this course. I have gained a lot of knowledge on economics and enjoy the way he teaches. quizzes after lecture works better for me. If I could make up the grade scale id give quizzes 10 questions and tests 35
- Great teacher. very engaged with the material and showed a passion for each subject. Should think about having more class assignments to help balance grades. Some people aren't test takers.



**Heflin, Justin**  
**Fairmont State University**

21751.201920  
 BSBA-2200-001 Spring 2019  
 Spring 2019



IDEA Diagnostic Form Report

To learn more, see the Interpretive Guide: [www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)

Of the 41 students enrolled, 34 responded (83%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see [www.theideacenter.org/AdminDecisions](http://www.theideacenter.org/AdminDecisions)).

### **Summary Evaluation of Teaching Effectiveness**

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

**Converted Averages** are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

**For comparative purposes, use converted averages.** Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *Institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

#### **Your Average Scores**

		<b>Your Average (5-point scale)</b>	
		<b>Raw</b>	<b>Adj.</b>
<b>A. Progress on Relevant Objectives</b> <sup>1</sup>			
Four objectives were selected as relevant (Important or Essential –see page 2)		4.3	4.3
<b>Overall Ratings</b>			
<b>B. Excellent Teacher</b>	4.3	4.4	
<b>C. Excellent Course</b>	4.0	4.1	
<b>D. Average of B &amp; C</b>	4.2	4.3	
<b>Summary Evaluation (Average of A &amp; D)</b> <sup>1</sup>	4.3	4.3	

<sup>1</sup>If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

<sup>2</sup>The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

#### **Your Converted Average When Compared to All Classes in the IDEA Database**

<b>Comparison Category</b>	<b>A. Progress on Relevant Objectives</b>		<b>Overall Ratings</b>				<b>Summary Evaluation (Average of A &amp; D)</b>		
	<b>Raw</b>	<b>Adj.</b>	<b>B. Excellent Teacher</b>	<b>C. Excellent Course</b>	<b>D. Average of B &amp; C</b>	<b>Raw</b>	<b>Adj.</b>		
Much Higher Highest 10% (63 or higher)									
Higher Next 20% (56–62)									
56		55	51	53	51	53	51	53	54
Similar Middle 40% (45–55)									
Lower Next 20% (38–44)									
Much Lower Lowest 10% (37 or lower)									

#### **Your Converted Average When Compared to Your:<sup>2</sup>**

<b>Discipline (IDEA Data)</b>	53	55	52	54	51	53	52	54	53	55
<b>Institution</b>	50	54	49	53	46	52	48	53	49	54

**IDEA Discipline used for comparison:**  
 Economics

**Student Ratings of Learning on Relevant (Important and Essential) Objectives**

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center Learning Notes** ([www.theideacenter.org/podidea/PODNotesLearning.html](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.2	4.1	9%	82%
22. Learning fundamental principles, generalizations, or theories	Important	4.1	4.0	9%	76%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.4	4.5	9%	91%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	4.3	4.4	12%	85%
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to analyze and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
<b>Progress on Relevant Objectives</b>		4.3	4.3		

<sup>1</sup>The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

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

## **Description of Course and Students**

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Habits and key factors in developing adjusted ratings.	Your Average (5-point scale)
Course Description	
33. Amount of reading	2.6
34. Amount of work in other (non-reading) assignments	2.9
35. Difficulty of subject matter	3.7

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
43	Lower	37	Much Lower	42	Lower
41	Lower	40	Lower	39	Lower
55	Similar	49	Similar	53	Similar

---

### **Student Description**

37. I worked harder on this course than on most courses I have taken.	3.6
39. I really wanted to take this course regardless of who taught it.	3.2
43. As a rule, I put forth more effort than other students on academic work.	4.0

51	Similar	49	Similar	48	Similar
48	Similar	47	Similar	44	Lower
61	Higher	53	Similar	50	Similar

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

## Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency.

Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide ([www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)), POD-IDEA Center Notes ([www.theideacenter.org/podidea](http://www.theideacenter.org/podidea)), and POD-IDEA Center Learning Notes ([www.theideacenter.org/podidea/PODNotesLearning.html](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

### Teaching Methods and Styles

		Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
<b>Stimulating Student Interest</b>					
13. Introduced stimulating ideas about the subject		All selected objectives	4.4	82%	Retain current use or consider increasing
<b>4. Demonstrated the importance and significance of the subject matter</b>		<b>All selected objectives</b>	<b>4.5</b>	<b>88%</b>	<b>Strength to retain</b>
<b>8. Stimulated students to intellectual effort beyond that required by most courses</b>		<b>All selected objectives</b>	<b>4.2</b>	<b>79%</b>	<b>Strength to retain</b>
<b>15. Inspired students to set and achieve goals which really challenged them</b>		<b>All selected objectives</b>	<b>4.3</b>	<b>82%</b>	<b>Strength to retain</b>

### Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.5	85%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	4.3	82%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.3	82%	

### Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.3	79%	Retain current use or consider increasing
<b>7. Explained the reasons for criticisms of students' academic performance</b>	<b>23, 24</b>	<b>4.4</b>	<b>82%</b>	<b>Strength to retain</b>
1. Displayed a personal interest in students and their learning	Not relevant to objectives selected	4.5	82%	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.4	79%	

### Encouraging Student Involvement

9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.0	65%	
11. Related course material to real life situations	Not relevant to objectives selected	4.6	88%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.4	82%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.4	85%	

### Structuring Classroom Experiences

10. Explained course material clearly and concisely	All selected objectives	4.4	79%	Retain current use or consider increasing
<b>6. Made it clear how each topic fit into the course</b>	<b>All selected objectives</b>	<b>4.6</b>	<b>88%</b>	<b>Strength to retain</b>
<b>12. Gave tests, projects, etc. that covered the most important points of the course</b>	<b>21, 22</b>	<b>4.5</b>	<b>85%</b>	<b>Strength to retain</b>
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.5	88%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.7	94%	

**5-point Scale:** 1 = Hardly Ever    2 = Occasionally    3 = Sometimes    4 = Frequently    5 = Almost Always

## Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	1	5	5	23	0	4.5	0.9
2. Found ways to help students answer their own questions	1	1	5	8	19	0	4.3	1.0
3. Scheduled course work (class activities, tests, projects) in ways...	1	0	3	8	22	0	4.5	0.9
4. Demonstrated the importance and significance of the subject matter	0	1	3	8	22	0	4.5	0.8
5. Formed "teams" or "discussion groups" to facilitate learning	0	1	4	6	23	0	4.5	0.8
6. Made it clear how each topic fit into the course	0	1	3	6	24	0	4.6	0.8
7. Explained the reasons for criticisms of students' academic...	1	0	5	7	21	0	4.4	1.0
8. Stimulated students to intellectual effort beyond that required by...	2	0	5	7	19	1	4.2	1.1
9. Encouraged students to use multiple resources (e.g. data banks,...	2	3	7	3	19	0	4.0	1.3
10. Explained course material clearly and concisely	1	0	6	5	22	0	4.4	1.0
11. Related course material to real life situations	0	0	4	7	23	0	4.6	0.7
12. Gave tests, projects, etc. that covered the most important points...	1	1	3	4	25	0	4.5	1.0
13. Introduced stimulating ideas about the subject	2	0	4	6	22	0	4.4	1.1
14. Involved students in "hands on" projects such as research, case...	2	1	3	5	23	0	4.4	1.2
15. Inspired students to set and achieve goals which really...	2	0	4	7	21	0	4.3	1.1
16. Asked students to share ideas and experiences with others...	2	0	4	7	21	0	4.3	1.1
17. Provided timely and frequent feedback on tests, reports,...	0	0	2	7	25	0	4.7	0.6
18. Asked students to help each other understand ideas or concepts	1	2	3	8	20	0	4.3	1.1
19. Gave projects, tests, or assignments that required original or...	2	0	3	6	23	0	4.4	1.1
20. Encouraged student-faculty interaction outside of class (office...	1	1	5	3	24	0	4.4	1.0

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

### Notes:

Discipline code selected on FIF: 4506

Discipline code used for comparison: 4506

	Converted Avg.		Comparison Group Average							
	Raw	Adj.	IDEA	Discipline	Institution					
21. Gaining factual knowledge (terminology,....	0	3	3	4.2	1.0	55	52	4.0	4.2	4.3
22. Learning fundamental principles, generalizations, or...	0	3	5	4.1	1.0	54	52	3.9	4.2	4.3
23. Learning to apply course material (to improve thinking,...	1	2	0	4.4	1.0	58	60	4.0	4.1	4.3
24. Developing specific skills, competencies, and points of...	1	3	1	4.3	1.1	54	56	4.0	4.1	4.3
25. Acquiring skills in working with others as a member of a team	1	4	4	4.1	1.2	NA	NA	3.9	3.9	4.1
26. Developing creative capacities (writing, inventing, designing,...	2	4	6	3.9	1.3	NA	NA	3.9	3.6	4.1
27. Gaining a broader understanding and appreciation of...	1	4	3	4.0	1.1	NA	NA	3.7	3.7	4.1
28. Developing skill in expressing myself orally or in writing	3	5	6	3.7	1.4	NA	NA	3.8	3.8	4.1
29. Learning how to find and use resources for answering questions...	3	3	2	4.0	1.3	NA	NA	3.7	3.9	4.1
30. Developing a clearer understanding of, and commitment to,...	2	4	6	3.8	1.3	NA	NA	3.8	3.8	4.0
31. Learning to analyze and critically evaluate ideas, arguments,...	2	3	5	4.0	1.3	NA	NA	3.8	4.0	4.1
32. Acquiring an interest in learning more by asking my own...	2	5	3	3.9	1.3	NA	NA	3.8	3.9	4.1

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress

Bold = Selected as Important or Essential

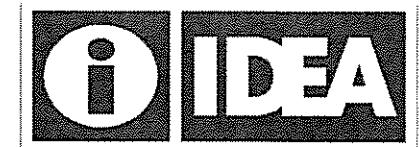
33. Amount of reading	6	8	14	4	2	0	2.6	1.1	43	NA	3.2	3.3	3.3
34. Amount of work in other (non-reading) assignments	4	8	13	6	3	0	2.9	1.1	41	NA	3.4	3.4	3.6
35. Difficulty of subject matter	1	3	11	9	10	0	3.7	1.1	55	NA	3.4	3.7	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	5	3	10	9	7	0	3.3	1.3	NA	NA	3.7	3.6	3.8
37. I worked harder on this course than on most courses I have taken.	3	2	10	9	10	0	3.6	1.2	51	NA	3.6	3.7	3.8
38. I really wanted to take a course from this instructor.	2	4	17	0	11	0	3.4	1.2	NA	NA	3.4	3.5	3.7
39. I really wanted to take this course regardless of who taught it.	6	1	14	5	8	0	3.2	1.3	48	NA	3.3	3.4	3.6
40. As a result of taking this course, I have more positive feelings...	2	6	8	10	8	0	3.5	1.2	44	42	3.9	3.8	4.0
41. Overall, I rate this instructor an excellent teacher.	1	3	4	4	22	0	4.3	1.2	51	53	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	3	0	8	7	16	0	4.0	1.2	51	53	3.9	3.9	4.2
43. As a rule, I put forth more effort than other students on...	2	1	5	14	12	0	4.0	1.1	61	NA	3.6	3.9	4.0

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



Heflin, Justin

21751.201920

BSBA-2200-001 Spring 2019

Fairmont State University

04-11-2019 – 05-03-2019

**Comments: Use the space provided in the text area below for your comments.**

- Overall I think Justin is a wonderful professor and goes above and beyond for his students. He was always very helpful and made sure we understood the material. Fairmont state is lucky to have him.
- Overall this class was extremely difficult. I believe this instructor has amazing ideas, and he does a great job at presenting information, but I believe the tests are too difficult
- The only really negative thing I have to say is, sometimes it felt as if the class was moving relatively quickly. Maybe slow down just a tad bit. Besides that great professor who cares about his students education.
- Class was good bro. I knew nothing about economics coming into the class, and now i have a general idea. The study guides and reviews were very helpful in studying for the tests. My only complaint is the "dryness" this class provides. There are some days it is very long to get through and maybe doing a lecture and a hands-on activity split class like once a week at least might make it a little less dull. Keep it up though, you did a better job than a lot of the teachers in ET do lol
- Justin is the best damn teacher that I've had in a long time. He is very personable and takes the time to help any student if they do need it. He delivers the information very clearly. He is also a no non-sense kind of guy in that there are no surprises with him on tests or quizzes. I really like Justin as a teacher and if I had to take any other business course I would definitely look for Justin's name when it came time to register. Thanks for making economics a good time and keeping things interesting and engaging. You definitely deserve all the respect I can give. Goodluck on those vegan gains! ;)
- Justin is a great professor. The content of the class could have been difficult, but he explained things in real life examples and in ways that were easy to understand. The activities used (i.e. candy for market structures, ball activity representing a restaurant productivity, etc) were helpful for hands on learners. I really enjoyed how simple this class was in terms of no crazy powerpoints or things like that, it was just the professor and the whiteboard which was refreshing. Overall I have a very positive view on economics because of this class.
- class taught well, kept the class interactive with activities and notes. The jeopardy game is a great tool for a review of the material for tests and helped a lot.
- I like how we played jeopardy for a review before an exam. Overall, I enjoyed the class and have no complaints or dislikes.
- I liked the activites this instructor used to try and help explain the difficult material. I didn't like how the only grades were quizzes and tests. I would of liked some homework assignments to boost my grade.
- The only thing I would recommend is to use blackboard instead of noodle or even email for announcements
- I enjoyed this class as well as having this professor. I liked that he applied the concepts to real life and gave us examples in a way that made sense for us to understand.



Heflin, Justin  
Fairmont State University

11526.201910  
BSBA-2200-002 Fall 2018  
Fall 2018



IDEA Diagnostic Form Report

To learn more, see the Interpretive Guide: [www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)

Of the 28 students enrolled, 4 responded (14%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see [www.theideacenter.org/AdminDecisions](http://www.theideacenter.org/AdminDecisions)).

### Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: A. **Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and B. **Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

**Converted Averages** are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

**For comparative purposes, use converted averages.** Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

### Your Average Scores

		Your Average (5-point scale)	
		Raw	Adj.
A. Progress on Relevant Objectives <sup>1</sup> Four objectives were selected as relevant (Important or Essential – see page 2)		4.3	3.9
Overall Ratings			
B. Excellent Teacher	4.3	4.1	
C. Excellent Course	3.5	2.9	
D. Average of B & C	3.9	3.5	
Summary Evaluation (Average of A & D) <sup>1</sup>	4.1	3.7	

<sup>1</sup>If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

<sup>2</sup>The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

### Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings				Summary Evaluation (Average of A & D)		
	Raw	Adj.	B. Excellent Teacher	C. Excellent Course	D. Average of B & C	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)									
Higher Next 20% (56–62)									
Similar Middle 40% (45–55)			56						
				51					
					48				
						48			
							47		
								52	
									45
Lower Next 20% (38–44)						43			
								41	
Much Lower Lowest 10% (37 or lower)							34		

### Your Converted Average When Compared to Your:<sup>2</sup>

Discipline (IDEA Data)	53	47	52	49	42	33	47	41	50	44
Institution	50	48	48	48	39	36	44	42	47	45

IDEA Discipline used for comparison:  
Economics

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the POD-IDEA Center *Learning Notes* ([www.theideacenter.org/podidea/PODNotesLearning.html](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.3	3.9	0%	75%
22. Learning fundamental principles, generalizations, or theories	Essential	4.5	4.2	0%	100%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.3	3.9	0%	75%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	4.0	3.6	0%	50%
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
<b>Progress on Relevant Objectives</b>		4.3	3.9		

<sup>1</sup>The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Much Higher	= Highest 10% of classes (63 or higher)
Higher	= Next 20% (56–62)
Similar	= Middle 40% (45–55)
Lower	= Next 20% (38–44)
Much Lower	= Lowest 10% (37 or lower)

### Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	1.8
34. Amount of work in other (non-reading) assignments	3.0
35. Difficulty of subject matter	3.0

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
30	Much Lower	19	Much Lower	30	Much Lower
43	Lower	42	Lower	41	Lower
43	Lower	31	Much Lower	41	Lower

<b>Student Description</b>	
37. I worked harder on this course than on most courses I have taken.	3.8
39. I really wanted to take this course regardless of who taught it.	3.5
43. As a rule, I put forth more effort than other students on academic work.	4.5

53	Similar	52	Similar	50	Similar
53	Similar	53	Similar	48	Similar
78	Much Higher	71	Much Higher	62	Higher

## Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide ([www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)), POD-IDEA Center Notes ([www.theideacenter.org/podidea](http://www.theideacenter.org/podidea)), and POD-IDEA Center Learning Notes ([www.theideacenter.org/podidea/PODNotesLearning.html](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

### Teaching Methods and Styles

		Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
<b>Stimulating Student Interest</b>					
4. Demonstrated the importance and significance of the subject matter		All selected objectives	4.0	50%	Consider increasing use
13. Introduced stimulating ideas about the subject		All selected objectives	4.0	50%	Consider increasing use
15. Inspired students to set and achieve goals which really challenged them		All selected objectives	3.8	50%	Consider increasing use
8. Stimulated students to intellectual effort beyond that required by most courses		All selected objectives	4.3	75%	Strength to retain

### Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	3.8	50%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	4.0	50%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	3.8	50%	

### Establishing Rapport

1. Displayed a personal interest in students and their learning	23, 24	4.5	75%	Retain current use or consider increasing
2. Found ways to help students answer their own questions	All selected objectives	4.5	75%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 24	4.3	75%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.5	100%	

### Encouraging Student Involvement

11. Related course material to real life situations	23, 24	4.8	100%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.3	75%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.0	75%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.8	100%	

### Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	All selected objectives	4.0	75%	Retain current use or consider increasing
10. Explained course material clearly and concisely	All selected objectives	4.0	75%	Retain current use or consider increasing
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	5.0	100%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	5.0	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.5	100%	

5-point Scale: 1 = Hardly Ever    2 = Occasionally    3 = Sometimes    4 = Frequently    5 = Almost Always

## Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	1	0	3	0	4.5	1.0
2. Found ways to help students answer their own questions	0	0	1	0	3	0	4.5	1.0
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	0	0	4	0	5.0	0.0
4. Demonstrated the importance and significance of the subject matter	0	0	2	0	2	0	4.0	1.2
5. Formed "teams" or "discussion groups" to facilitate learning	0	1	1	0	2	0	3.8	1.5
6. Made it clear how each topic fit into the course	0	1	0	1	2	0	4.0	1.4
7. Explained the reasons for criticisms of students' academic...	0	0	1	1	2	0	4.3	1.0
8. Stimulated students to intellectual effort beyond that required by...	0	0	1	1	2	0	4.3	1.0
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	1	1	2	0	4.3	1.0
10. Explained course material clearly and concisely	0	1	0	1	2	0	4.0	1.4
11. Related course material to real life situations	0	0	0	1	3	0	4.8	0.5
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	0	4	0	5.0	0.0
13. Introduced stimulating ideas about the subject	0	0	2	0	2	0	4.0	1.2
14. Involved students in "hands on" projects such as research, case...	0	1	0	1	2	0	4.0	1.4
15. Inspired students to set and achieve goals which really...	0	1	1	0	2	0	3.8	1.5
16. Asked students to share ideas and experiences with others...	0	0	2	0	2	0	4.0	1.2
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	2	2	0	4.5	0.6
18. Asked students to help each other understand ideas or concepts	0	1	1	0	2	0	3.8	1.5
19. Gave projects, tests, or assignments that required original or...	0	0	0	1	3	0	4.8	0.5
20. Encouraged student-faculty interaction outside of class (office...	0	0	0	2	2	0	4.5	0.6

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

Notes:

Discipline code selected on FIF: 4506

Discipline code used for comparison: 4506

							Converted Avg.		Comparison Group Average		
	Raw	Adj.	IDEA	Discipline	Institution						
21. Gaining factual knowledge (terminology,...	0	0	1	1	2	0	4.3	1.0	55	47	4.0
22. Learning fundamental principles, generalizations, or...	0	0	0	2	2	0	4.5	0.6	61	55	3.9
23. Learning to apply course material (to improve thinking,...	0	0	1	1	2	0	4.3	1.0	55	47	4.0
24. Developing specific skills, competencies, and points of...	0	0	2	0	2	0	4.0	1.2	49	41	4.0
25. Acquiring skills in working with others as a member of a team	0	0	2	0	2	0	4.0	1.2	NA	NA	3.9
26. Developing creative capacities (writing, inventing, designing,...	0	0	2	0	2	0	4.0	1.2	NA	NA	3.9
27. Gaining a broader understanding and appreciation of...	0	0	2	0	2	0	4.0	1.2	NA	NA	3.6
28. Developing skill in expressing myself orally or in writing	0	1	1	0	2	0	3.8	1.5	NA	NA	3.7
29. Learning how to find and use resources for answering questions...	0	0	1	1	2	0	4.3	1.0	NA	NA	3.7
30. Developing a clearer understanding of, and commitment to,...	0	0	2	0	2	0	4.0	1.2	NA	NA	3.8
31. Learning to analyze and critically evaluate ideas, arguments,...	0	0	2	0	2	0	4.0	1.2	NA	NA	4.0
32. Acquiring an interest in learning more by asking my own...	0	0	1	1	2	0	4.3	1.0	NA	NA	3.9

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress

Bold = Selected as Important or Essential

33. Amount of reading	2	1	1	0	0	0	1.8	1.0	30	NA	3.2	3.3	3.3
34. Amount of work in other (non-reading) assignments	0	1	2	1	0	0	3.0	0.8	43	NA	3.4	3.4	3.6
35. Difficulty of subject matter	0	1	2	1	0	0	3.0	0.8	43	NA	3.4	3.7	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	1	1	1	0	1	0	2.8	1.7	NA	NA	3.7	3.6	3.8
37. I worked harder on this course than on most courses I have taken.	0	0	2	1	1	0	3.8	1.0	53	NA	3.6	3.7	3.8
38. I really wanted to take a course from this instructor.	0	1	2	0	1	0	3.3	1.3	NA	NA	3.4	3.5	3.7
39. I really wanted to take this course regardless of who taught it.	1	0	1	0	2	0	3.5	1.9	53	NA	3.3	3.4	3.6
40. As a result of taking this course, I have more positive feelings...	0	0	3	0	1	0	3.5	1.0	44	32	3.9	3.8	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	1	1	2	0	4.3	1.0	51	48	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	0	3	0	1	0	3.5	1.0	43	34	3.9	3.9	4.2
43. As a rule, I put forth more effort than other students on...	0	0	0	2	2	0	4.5	0.6	78	NA	3.6	3.9	4.0

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.

Heflin, Justin  
Fairmont State University

12008.201910  
BSBA-2212-002 Fall 2018  
Fall 2018



IDEA Diagnostic Form Report

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### Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
<b>A. Progress on Relevant Objectives<sup>1</sup></b> Four objectives were selected as relevant (Important or Essential – see page 2)	3.9	3.7
<b>Overall Ratings</b>		
B. Excellent Teacher	3.8	3.7
C. Excellent Course	3.6	3.3
D. Average of B & C	3.7	3.5
<b>Summary Evaluation (Average of A &amp; D)<sup>1</sup></b>	3.8	3.6

<sup>1</sup> If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

<sup>2</sup> The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

### Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings				Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)								
Higher Next 20% (56-62)								
Similar Middle 40% (45-55)	49							47
Lower Next 20% (38-44)		44	44	43			40	42
Much Lower Lowest 10% (37 or lower)								

### Your Converted Average When Compared to Your:<sup>2</sup>

Discipline (IDEA Data)	NA								
Institution	44	44	42	43	41	41	42	42	43

No Disciplinary Comparisons Available

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center Learning Notes** ([www.theideacenter.org/podidea/PODNotesLearning.html](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	3.8	3.5	20%	60%
22. Learning fundamental principles, generalizations, or theories	Essential	4.0	3.8	20%	60%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.0	3.8	20%	60%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	4.0	3.8	20%	60%
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				

<sup>1</sup>The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

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

### Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

habits and are key factors in developing adjusted ratings.		Your Average (5-point scale)
<b>Course Description</b>		
33. Amount of reading		2.6
34. Amount of work in other (non-reading) assignments		2.6
35. Difficulty of subject matter		3.4

Your Converted Average When Compared to Group Averages				
IDEA Database		IDEA Discipline	Your Institution	
42	Lower	NA	41	Lower
36	Much Lower	NA	35	Much Lower
50	Similar	NA	48	Similar

<b>Student Description</b>	
37. I worked harder on this course than on most courses I have taken.	3.4
39. I really wanted to take this course regardless of who taught it.	3.6
43. As a rule, I put forth more effort than other students on academic work.	4.0

47	Similar	NA	44	Lower
55	Similar	NA	50	Similar
62	Higher	NA	50	Similar

Much Higher	= Highest 10% of classes (63 or higher)
Higher	= Next 20% (56–62)
Similar	= Middle 40% (45–55)
Lower	= Next 20% (38–44)
Much Lower	= Lowest 10% (37 or lower)

## Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** ([www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)), **POD-IDEA Center Notes** ([www.theideacenter.org/podidea](http://www.theideacenter.org/podidea)), and **POD-IDEA Center Learning Notes** ([www.theideacenter.org/podidea/PODNotesLearning.html](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

### Teaching Methods and Styles

#### Stimulating Student Interest

Relevant to Objectives: (see page 2)	
4. Demonstrated the importance and significance of the subject matter	All selected objectives
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives
13. Introduced stimulating ideas about the subject	All selected objectives
15. Inspired students to set and achieve goals which really challenged them	All selected objectives

Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
4.0	80%	<b>Consider increasing use</b>
3.8	60%	Retain current use or consider increasing
4.0	60%	Retain current use or consider increasing
3.8	60%	Retain current use or consider increasing

#### Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected

4.4	80%	
3.6	60%	
4.0	60%	

#### Establishing Rapport

1. Displayed a personal interest in students and their learning	23, 24
2. Found ways to help students answer their own questions	All selected objectives
7. Explained the reasons for criticisms of students' academic performance	23, 24
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected

4.0	60%	<b>Consider increasing use</b>
4.2	80%	Retain current use or consider increasing
3.8	60%	Retain current use or consider increasing
3.8	60%	

#### Encouraging Student Involvement

11. Related course material to real life situations	23, 24
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected

4.0	60%	Retain current use or consider increasing
3.6	60%	
3.8	60%	
3.8	60%	

#### Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	All selected objectives
10. Explained course material clearly and concisely	All selected objectives
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected

3.8	60%	<b>Consider increasing use</b>
3.6	60%	<b>Consider increasing use</b>
4.2	80%	Retain current use or consider increasing
4.0	80%	
4.0	60%	

**5-point Scale:** 1 = Hardly Ever    2 = Occasionally    3 = Sometimes    4 = Frequently    5 = Almost Always

## Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	1	1	0	3	0	4.0	1.4
2. Found ways to help students answer their own questions	0	1	0	1	3	0	4.2	1.3
3. Scheduled course work (class activities, tests, projects) in ways...	1	0	0	1	3	0	4.0	1.7
4. Demonstrated the importance and significance of the subject matter	1	0	0	1	3	0	4.0	1.7
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	1	1	3	0	4.4	0.9
6. Made it clear how each topic fit into the course	1	0	1	0	3	0	3.8	1.8
7. Explained the reasons for criticisms of students' academic...	1	0	1	0	3	0	3.8	1.8
8. Stimulated students to intellectual effort beyond that required by...	1	0	1	0	3	0	3.8	1.8
9. Encouraged students to use multiple resources (e.g. data banks,...	1	0	1	1	2	0	3.6	1.7
10. Explained course material clearly and concisely	1	1	0	0	3	0	3.6	1.9
11. Related course material to real life situations	0	1	1	0	3	0	4.0	1.4
12. Gave tests, projects, etc. that covered the most important points...	0	1	0	1	3	0	4.2	1.3
13. Introduced stimulating ideas about the subject	0	1	1	0	3	0	4.0	1.4
14. Involved students in "hands on" projects such as research, case...	0	2	0	0	3	0	3.8	1.6
15. Inspired students to set and achieve goals which really...	1	0	1	0	3	0	3.8	1.8
16. Asked students to share ideas and experiences with others...	1	1	0	0	3	0	3.6	1.9
17. Provided timely and frequent feedback on tests, reports,...	0	1	1	0	3	0	4.0	1.4
18. Asked students to help each other understand ideas or concepts	0	1	1	0	3	0	4.0	1.4
19. Gave projects, tests, or assignments that required original or...	0	2	0	0	3	0	3.8	1.6
20. Encouraged student-faculty interaction outside of class (office...	1	0	1	0	3	0	3.8	1.8

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential – see page 2) and other items for which comparisons were provided.

Notes:

Discipline code was not provided.

	Converted Avg.		Comparison Group Average										
	Raw	Adj.	IDEA	Discipline	Institution								
21. Gaining factual knowledge (terminology,...	1	0	1	0	3	0	3.8	1.8	46	39	4.0	NA	4.3
22. Learning fundamental principles, generalizations, or...	0	1	1	0	3	0	4.0	1.4	51	46	3.9	NA	4.3
23. Learning to apply course material (to improve thinking,...	0	1	1	0	3	0	4.0	1.4	50	47	4.0	NA	4.3
24. Developing specific skills, competencies, and points of...	0	1	1	0	3	0	4.0	1.4	49	46	4.0	NA	4.3
25. Acquiring skills in working with others as a member of a team	0	0	1	1	2	1	4.3	1.0	NA	NA	3.9	NA	4.1
26. Developing creative capacities (writing, inventing, designing,...	1	1	0	0	3	0	3.6	1.9	NA	NA	3.9	NA	4.1
27. Gaining a broader understanding and appreciation of...	1	1	0	0	3	0	3.6	1.9	NA	NA	3.7	NA	4.1
28. Developing skill in expressing myself orally or in writing	0	2	0	1	2	0	3.6	1.5	NA	NA	3.8	NA	4.1
29. Learning how to find and use resources for answering questions...	0	1	1	0	3	0	4.0	1.4	NA	NA	3.7	NA	4.1
30. Developing a clearer understanding of, and commitment to,...	1	0	1	0	3	0	3.8	1.8	NA	NA	3.8	NA	4.0
31. Learning to analyze and critically evaluate ideas, arguments,...	1	0	1	0	3	0	3.8	1.8	NA	NA	3.8	NA	4.1
32. Acquiring an interest in learning more by asking my own...	1	0	1	0	3	0	3.8	1.8	NA	NA	3.8	NA	4.1

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress

Bold = Selected as Important or Essential

33. Amount of reading	0	2	3	0	0	0	2.6	0.5	42	NA	3.2	NA	3.3
34. Amount of work in other (non-reading) assignments	1	1	2	1	0	0	2.6	1.1	36	NA	3.4	NA	3.6
35. Difficulty of subject matter	0	0	4	0	1	0	3.4	0.9	50	NA	3.4	NA	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	1	1	0	1	2	0	3.4	1.8	NA	NA	3.7	NA	3.8
37. I worked harder on this course than on most courses I have taken.	0	1	2	1	1	0	3.4	1.1	47	NA	3.6	NA	3.8
38. I really wanted to take a course from this instructor.	1	1	1	1	1	0	3.0	1.6	NA	NA	3.4	NA	3.7
39. I really wanted to take this course regardless of who taught it.	0	0	3	1	1	0	3.6	0.9	55	NA	3.3	NA	3.6
40. As a result of taking this course, I have more positive feelings...	1	0	2	1	1	0	3.2	1.5	39	31	3.9	NA	4.0
41. Overall, I rate this instructor an excellent teacher.	1	0	0	2	2	0	3.8	1.6	44	43	4.2	NA	4.4
42. Overall, I rate this course as excellent.	1	0	1	1	2	0	3.6	1.7	45	40	3.9	NA	4.2
43. As a rule, I put forth more effort than other students on...	0	0	1	3	1	0	4.0	0.7	62	NA	3.6	NA	4.0

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.