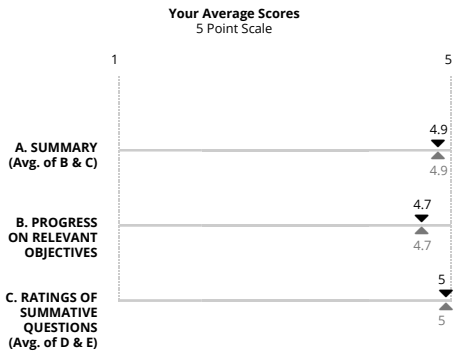


Summative

▼ | Adjusted

▲ | Raw

▬ | 3 Point Plus/Minus



**Your Overall Mean Ratings**  
5 Point Scale

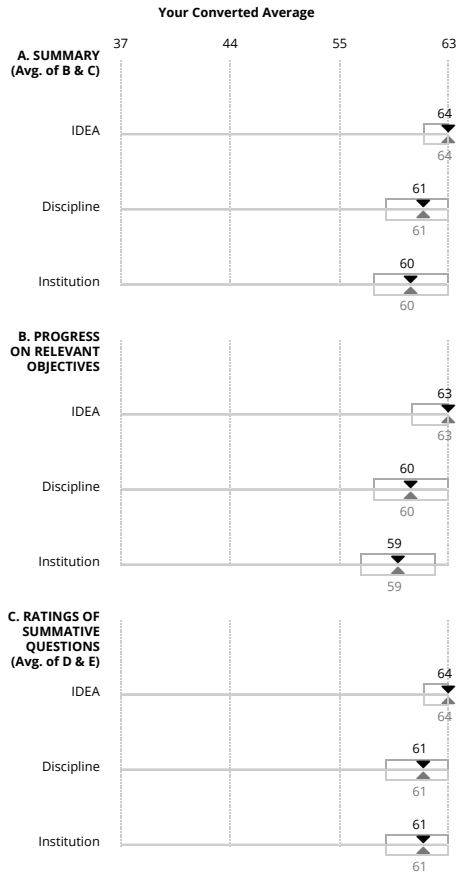
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	5	5
E. Excellent Course	5	5

**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	62	62
Discipline	60	60
Institution	60	60
E. Excellent Course		
IDEA	65	65
Discipline	62	62
Institution	62	62

**Converted Average Buckets**  
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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							Your Converted Average					
							Your Average (5 Point Scale)		% of Students Rating		IDEA	
Student Ratings of Learning on Relevant Objectives		Importance Rating	Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)		E	4.7	4.7	0	100	62	62	59	59	58	58
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures		M	3.7	3.7	17	50	46	46	44	44	41	41
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)		I	4.8	4.8	0	100	65	65	62	62	62	62
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course		M	4.8	4.8	0	100	64	64	61	61	60	60
Acquiring skills in working with others as a member of a team		M	2.7	2.7	50	33	31	31	36	36	28	28
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)		M	3.3	3.3	33	50	45	45	47	47	37	37
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)		M	3.8	3.8	33	67	51	51	51	51	44	44
Developing skill in expressing myself orally or in writing		M	4.2	4.2	17	83	55	55	54	54	50	50
Learning how to find, evaluate, and use resources to explore a topic in depth		M	4.5	4.5	0	83	60	60	57	57	56	56
Developing ethical reasoning and/or ethical decision making		M	4.7	4.7	0	83	63	63	59	59	59	59
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view		M	4.7	4.7	0	83	62	62	60	60	60	60
Learning to apply knowledge and skills to benefit others or serve the public good		M	4.2	4.2	17	67	53	53	50	50	50	50
Learning appropriate methods for collecting, analyzing, and interpreting numerical information		M	4	4	17	67	53	53	52	52	49	49

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	2.8	40	43	39
Difficulty of subject matter	2.8	40	41	39

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4	56	53	51
I really wanted to take this course regardless of who taught it.	4.7	70	65	67
When this course began I believed I could master its content.	4.2	57	54	53
My background prepared me well for this course's requirements.	4.2	59	56	57

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	5	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.7	17% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	5	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.8	17% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.7	0% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.8	17% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Collaborative Learning	Your Average	Students Rating	Suggested Action
Active Learning	Your Average	Students Rating	Suggested Action

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasion-ally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
The Instructor:									
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	50% (3)	50% (3)	6	0	0.5	4.5
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, po-litical views)	0% (0)	0% (0)	0% (0)	66.67% (4)	33.33% (2)	6	0	0.47	4.33
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	0% (0)	100% (6)	6	0	0	5
Demonstrated the importance and sig-nificance of the subject matter	0% (0)	0% (0)	0% (0)	0% (0)	100% (6)	6	0	0	5
Formed teams or groups to facilitate learning	33.33% (2)	0% (0)	16.67% (1)	16.67% (1)	33.33% (2)	6	0	1.67	3.17
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
Provided meaningful feedback on stu-dents' academic performance	16.67% (1)	0% (0)	33.33% (2)	16.67% (1)	33.33% (2)	6	0	1.38	3.5
Stimulated students to intellectual ef-fort beyond that required by most courses	0% (0)	16.67% (1)	16.67% (1)	33.33% (2)	33.33% (2)	6	0	1.07	3.83
Encouraged students to use multiple re-sources (e.g., Internet, library holdings, outside experts) to improve understanding	16.67% (1)	0% (0)	33.33% (2)	16.67% (1)	33.33% (2)	6	0	1.38	3.5
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasion-ally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	0% (0)	16.67% (1)	0% (0)	83.33% (5)	6	0	0.75	4.67
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	16.67% (1)	33.33% (2)	0% (0)	50% (3)	6	0	1.21	3.83
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5
<b>Inspired students to set and achieve goals which really challenged them</b>	16.67% (1)	0% (0)	33.33% (2)	0% (0)	50% (3)	6	0	1.49	3.67
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	0% (0)	16.67% (1)	33.33% (2)	50% (3)	6	0	0.75	4.33
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	0% (0)	33.33% (2)	33.33% (2)	33.33% (2)	6	0	0.82	4

<i>Describe your progress on:</i>	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	16.67% (1)	0% (0)	33.33% (2)	0% (0)	50% (3)	6	0	1.49	3.67
<b>Learning to apply course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
<b>Acquiring skills in working with others as a member of a team</b>	50% (3)	0% (0)	16.67% (1)	0% (0)	33.33% (2)	6	0	1.8	2.67
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	33.33% (2)	0% (0)	16.67% (1)	0% (0)	50% (3)	6	0	1.8	3.33
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	16.67% (1)	16.67% (1)	0% (0)	0% (0)	66.67% (4)	6	0	1.67	3.83
<b>Developing skill in expressing myself orally or in writing</b>	0% (0)	16.67% (1)	0% (0)	33.33% (2)	50% (3)	6	0	1.07	4.17
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5
<b>Developing ethical reasoning and/or ethical decision making</b>	0% (0)	0% (0)	16.67% (1)	0% (0)	83.33% (5)	6	0	0.75	4.67
<b>Learning to analyze and critically evaluate ideas, arguments, and points of view</b>	0% (0)	0% (0)	16.67% (1)	0% (0)	83.33% (5)	6	0	0.75	4.67
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	0% (0)	16.67% (1)	16.67% (1)	0% (0)	66.67% (4)	6	0	1.21	4.17
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	0% (0)	16.67% (1)	16.67% (1)	16.67% (1)	50% (3)	6	0	1.15	4

<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Amount of coursework</b>	0% (0)	16.67% (1)	83.33% (5)	0% (0)	0% (0)	6	0	0.37	2.83
<b>Difficulty of subject matter</b>	0% (0)	16.67% (1)	83.33% (5)	0% (0)	0% (0)	6	0	0.37	2.83

<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	0% (0)	33.33% (2)	33.33% (2)	33.33% (2)	6	0	0.82	4
<b>I really wanted to take this course regardless of who taught it.</b>	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
<b>When this course began I believed I could master its content.</b>	0% (0)	16.67% (1)	0% (0)	33.33% (2)	50% (3)	6	0	1.07	4.17
<b>My background prepared me well for this course's requirements.</b>	0% (0)	0% (0)	16.67% (1)	50% (3)	33.33% (2)	6	0	0.69	4.17
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (6)	6	0	0	5
<b>Overall, I rate this course as excellent.</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (6)	6	0	0	5

### Qualitative

<b>Comments -</b>
<ul style="list-style-type: none"> <li>This has been the best online course I have ever taken. The discussion topics are interesting and his videos are engaging. The material was clear and he provides enough resources to be successful on the exams. I wish more online classes were modeled like his.</li> </ul>