Nicholls State University
Spring 2018 Student Instructional Report

Faculty: Castille/Christopher
College: BA Department: MNMK
Course: MNGT 486 2T (11121)
Course Enrollment: 16
Evaluations Processed: 10

Num	5-Very Effec		4-Effective		3-Mod Effec		2-Some Ineff		1-Ineffective		0-N/A		No Resp		Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription
A. Course Organization and Planning																									
1	2	20%	2	20%	4	40%	1	10%	1	10%	0	0%	0	0%	3.30	4.28	4.28	4.41	1.25	0.91	0.93	0.87	3	Expl of Requirements
2	4	40%	4	40%	2	20%	0	0%	0	0%	0	0%	0	0%	4.20	4.39	4.36	4.46	0.79	0.82	0.88	0.83	22	Prep for Class
3	5	50%	2	20%	2	20%	1	10%	0	0%	0	0%	0	0%	4.10	4.40	4.36	4.49	1.10	0.82	0.90	0.82	16	Command of Subj
4	3	30%	3	30%	1	10%	2	20%	1	10%	0	0%	0	0%	3.50	4.22	4.25	4.42	1.43	1.02	1.02	0.92	7	Use of Class Time
5	2	20%	6	60%	1	10%	1	10%	0	0%	0	0%	0	0%	3.90	4.24	4.20	4.37	0.88	0.95	1.02	0.95	15	Sum Important Pts
Weighted Average for A. Course Organization and Planning														**3.80**									
B. Communication																									
6	4	40%	3	30%	2	20%	1	10%	0	0%	0	0%	0	0%	4.00	4.27	4.21	4.38	1.05	0.93	1.01	0.93	20	Presentations
7	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	5.00	4.46	4.54	4.69	0.00	0.91	0.82	0.67	100	Command of Lang
8	4	40%	5	50%	0	0%	1	10%	0	0%	0	0%	0	0%	4.20	4.35	4.28	4.45	0.92	0.91	0.97	0.87	25	Use of Examples
9	4	40%	4	40%	1	10%	0	0%	1	10%	0	0%	0	0%	4.00	4.28	4.25	4.37	1.25	0.90	0.95	0.90	22	Challenging Probs
10	7	70%	3	30%	0	0%	0	0%	0	0%	0	0%	0	0%	4.70	4.43	4.40	4.53	0.48	0.82	0.90	0.82	54	Enthusiasm
Weighted Average for B. Communication														**4.38**									
C. Faculty/Student Interaction																									
11	8	80%	1	10%	0	0%	0	0%	1	10%	0	0%	0	0%	4.50	4.42	4.38	4.48	1.27	0.87	0.94	0.88	40	Helpfulness
12	9	90%	0	0%	0	0%	1	10%	0	0%	0	0%	0	0%	4.70	4.56	4.52	4.60	0.95	0.77	0.83	0.78	45	Respect for Stds
13	7	70%	2	20%	0	0%	1	10%	0	0%	0	0%	0	0%	4.50	4.43	4.36	4.48	0.97	0.82	0.93	0.87	40	Concern-Progress
14	7	70%	2	20%	1	10%	0	0%	0	0%	0	0%	0	0%	4.60	4.42	4.33	4.42	0.70	0.80	0.93	0.91	56	Avail for Extra Help
15	9	90%	0	0%	0	0%	1	10%	0	0%	0	0%	0	0%	4.70	4.52	4.46	4.54	0.95	0.80	0.87	0.83	52	Listen to Std Ideas
Weighted Average for C. Faculty/Student Interaction														**4.60**									
D. Assignment, Exams and Grading																									
16	3	30%	2	20%	4	40%	1	10%	0	0%	0	0%	0	0%	3.70	4.36	4.37	4.45	1.06	0.87	0.91	0.89	7	Inform How Graded
17	0	0%	5	50%	2	20%	2	20%	1	10%	0	0%	0	0%	3.10	4.15	4.15	4.32	1.10	1.02	1.02	0.96	5	Clarity of Exam
18	1	10%	6	60%	1	10%	2	20%	0	0%	0	0%	0	0%	3.60	4.32	4.31	4.44	0.97	0.91	0.91	0.87	7	Exam Coverage
19	1	10%	6	60%	2	20%	1	10%	0	0%	0	0%	0	0%	3.70	4.19	4.16	4.33	0.82	0.98	1.03	0.97	11	Comments on Work
20	0	0%	1	10%	0	0%	1	10%	1	10%	7	70%	0	0%	2.33	4.19	4.15	4.27	1.53	1.02	1.04	1.02	3	Quality of Text
21	1	10%	5	50%	2	20%	0	0%	2	20%	0	0%	0	0%	3.30	4.16	4.21	4.34	1.34	1.00	1.01	0.97	4	Assignment Helpful
Weighted Average for D. Assignment, Exams and Grading														**3.42**									
E. Supplementary Instruction Methods																									
22	4	40%	5	50%	0	0%	1	10%	0	0%	0	0%	0	0%	4.20	4.16	4.12	4.32	0.92	0.91	1.01	0.92	36	Small Group Discus
23	3	30%	4	40%	2	20%	0	0%	0	0%	1	10%	0	0%	4.11	4.03	4.04	4.24	0.78	1.03	1.07	0.98	32	Term Paper/Project
24	1	10%	2	20%	2	20%	0	0%	0	0%	5	50%	0	0%	3.80	4.17	4.22	4.39	0.84	1.01	1.02	0.91	17	Lab Exercises
25	1	10%	7	70%	2	20%	0	0%	0	0%	0	0%	0	0%	3.90	4.07	4.04	4.29	0.57	1.03	1.09	0.98	21	Group Projects
26	3	33%	4	44%	2	22%	0	0%	0	0%	0	0%	1	10%	4.11	4.23	4.23	4.36	0.78	1.01	1.01	0.94	32	Case Studies, ...
27	0	0%	0	0%	1	10%	0	0%	0	0%	9	90%	0	0%	3.00	4.20	4.21	4.35	0.00	0.99	1.02	0.96	9	Course Journals
28	3	30%	3	30%	4	40%	0	0%	0	0%	0	0%	0	0%	3.90	4.26	4.29	4.41	0.88	0.88	0.94	0.89	13	Use of Computers
Weighted Average for E. Supplementary Instruction Methods														**4.00**									

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F. Course Outcomes

Num	5-Much More		4-More		3-Same		2-Less		1-Much Less		0-N/A		No Resp		Mean Class	Dept	Col	Univ	SD Class	Dept	Col	Univ	%ile	QuestionDescription
29	6	60%	0	0%	3	30%	1	10%	0	0%	0	0%	0	0%	4.10	3.59	3.60	3.84	1.20	0.98	1.05	1.03	66	Learning Increased
30	2	20%	4	40%	1	10%	3	30%	0	0%	0	0%	0	0%	3.50	3.59	3.62	3.84	1.18	0.92	0.99	1.00	23	Achieved Objectives
31	4	40%	1	10%	3	30%	1	10%	1	10%	0	0%	0	0%	3.60	3.53	3.50	3.77	1.43	1.06	1.14	1.12	36	Interest in Subject
32	4	40%	4	40%	1	10%	0	0%	1	10%	0	0%	0	0%	4.00	3.67	3.63	3.88	1.25	1.01	1.06	1.04	57	Think Independently
33	4	40%	5	50%	0	0%	0	0%	1	10%	0	0%	0	0%	4.10	3.67	3.66	3.90	1.20	1.03	1.08	1.05	57	Actively Involved

Weighted Average for F. Course Outcomes: 3.86

Num	5-Much More		4-More		3-Same		2-Less		1-Much Less		0-N/A		No Resp		Mean Class	Dept	Col	Univ	SD Class	Dept	Col	Univ	%ile	QuestionDescription
34	5	50%	4	40%	1	10%	0	0%	0	0%	0	0%	0	0%	4.40	3.69	3.73	3.88	0.70	0.88	0.94	0.99	89	Effort Put In
35	2	20%	4	40%	2	20%	2	20%	0	0%	0	0%	0	0%	3.60	3.56	3.63	3.81	1.07	0.89	0.91	0.96	33	Prepared for Class
36	7	70%	2	20%	0	0%	0	0%	1	10%	0	0%	0	0%	4.40	3.63	3.73	3.85	1.26	0.96	0.99	1.03	86	Challenged by Crs

Num	5-Very Diff		4-Some Diff		3-About Right		2-Some Elem		1-Very Elem				No Resp		Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription
37	7	70%	3	30%	0	0%	0	0%	0	0%			0	0%	4.70	3.34	3.41	3.40	0.48	0.64	0.71	0.73		Level of Difficulty

Num	5-Much Heav		4-Heavier		3-About Same		2-Lighter		1-Much Light				No Resp		Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription
38	8	80%	2	20%	0	0%	0	0%	0	0%			0	0%	4.80	3.24	3.19	3.24	0.42	0.74	0.76	0.83		Work Load

Num	5-Very Fast		4-Some Fast		3-About Right		2-Some Slow		1-Very Slow				No Resp		Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription
39	2	20%	5	50%	3	30%	0	0%	0	0%			0	0%	3.90	3.16	3.27	3.25	0.74	0.59	0.65	0.64		Pace of Course

Num	5-Very Effec		4-Effective		3-Mod Effec		2-Some Ineff		1-Ineffective		0-N/A		No Resp		Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription
40	1	10%	6	60%	1	10%	1	10%	1	10%	0	0%	0	0%	3.50	3.92	3.90	4.09	1.18	0.92	0.98	0.93	12	Quality of Instruct

Num	1-Maj/Minor		2-College Req		3-Elective		4-Other				No Resp		Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription
41	1	10%	1	10%	7	70%	1	10%			0	0%	2.80	1.31	1.27	1.37	0.79	0.68	0.62	0.69		Description of Crs

Num	1-Freshman		2-Sophomore		3-Junior		4-Senior		5-Graduate		6-Other		No Resp		Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription
42	0	0%	0	0%	4	40%	6	60%	0	0%	0	0%	0	0%	3.60	3.74	3.16	2.61	0.52	0.69	1.07	1.22		Class Level

Num	1-Better Engl		2-Better Other		3-Equal				No Resp		Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription
43	9	90%	0	0%	1	10%			0	0%	1.20	1.10	1.09	1.06	0.63	0.40	0.37	0.31		Comm in English

Num	1-Female		2-Male				No Resp		Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription
44	6	60%	4	40%			0	0%	1.40	1.50	1.50	1.34	0.52	0.50	0.50	0.48		Gender

Num	1-A		2-A-		3-B+		4-B		5-B-		6-C		7-Below C		No Resp		Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription
45	0	0%	1	10%	3	30%	2	20%	0	0%	4	40%	0	0%	0	0%	4.30	2.95	3.04	2.94	1.57	1.56	1.74	1.74		Grade Expected

Footnotes

1. Percentile specifies the percentage of means that were less than or equal to your mean. For example, if you have a percentile of 45 for question 3, then 45 percent of the other courses evaluated had a class mean less than or equal to your class mean for question 3.
2. Standard Deviation is a measure of the dispersion of the students' responses. Lower standard deviation indicates more agreement among responses, and higher standard deviation indicates less agreement among responses.
3. N/A and missing responses were not included in the computation of means or percentiles.

OPEN COMMENTS:

486

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

Group talk were very helpful to help understand everything

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

Should apply more chichonts. Explain what to do to prepare. Be transparent on how to pass. Don't lie about the quizzes. They are test.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I really enjoyed the course, but please explain that it may be difficult.

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

Tableau & learning new things that I would've never learned in any other classes.

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

should work more with Tableau in class with students, space out simulation decisions evenly

3)I WOULD LIKE MY PROFESSOR TO KNOW THAT:

This class has a big work load and I struggled, but I'm happy I did it.

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

The simulation and class discussion.

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

Make which readings and assignments are due and when more clearly posted in Moodle. The grade values seem unbalanced for homework and classwork. Some are worth 2 points and others are worth 100.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

More chachauncy please.

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

Not the reading.

The sim pulled everything we learned together. Tableau was also good but wish we could go further into it.

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

- The readings were very difficult
- It was irritating when you would not check our homework that was REQUIRED. Made it difficult to continue doing work knowing that you wouldn't check it.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

- Overall, it was a helpful course but way too much work.
- I wish we had more time on sim & tableau.

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

- Discussions. Some were kind of pointless because the whole class already agreed but explaining ideas to other people helps to solidify the concepts.

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

- Make it more obvious what the actual homework is. I got all of them but it seemed to be a common issue.
- More focus on the simulation and strategic ideas. Less focus on technical details.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

- This class had a much higher workload than other classes in Nicholls but I think that's a good thing. Other classes at Nicholls need to increase workload.

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

Being introduced to Tablea and getting an insight on real world practice

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

Should put more emphasis on quizes that they are more like tests. Do more in class work on Tableau to get a better understanding.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I think this course would make more sense as a core course rather than an elective

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

Learning tableau.

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

Become more organized and do in-class practice with simulation / quiz material / Tableau to help understanding before working on our own. The class is organized, but assignments were unclear at times.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I enjoyed the challenge this course gave, but I wish we had time to practice on more of the equations / tableau / quiz material to get a better understanding.

Other than that, this was a great, insightful course. I enjoyed the "chachauncies" this course taught me!

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

The tableau assignments and the simulation.

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

Should be more up front with students when trying to recruit them for this class and clarify what exactly is expected of them as well as be a little more understanding when students need a little extra help since this is new material for most.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS: Nothing. We are not graduate Students. You are teaching the class on both levels the same. You also came in an presented this class to use in a VERY deceitful way. No test .... 4 TEST. One of which took 6 HOURS plus to complete

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR: Way too much for 1 class. Tableau should be on its own. If you are going to teach something you should know the Program backward & forwards. You should actually teach NOT tell us to go home watch videos or Read. We Pay you to teach us Not for us to teach ourselves.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT: It truly feels as if you think your class is the only one we have. The amount of time spent for your class preperation is at least four times more than other classes. The sad part is I learned way less from the hours wasted on your work. I have professors who TEACH with NO books that I have learned way more from.

5.00

4.00

3.00

2.00

1.00

Fall 2017

Spring 2018

Fall 2018

Spring 2019

Course Organization and Planning
Assignments, Exams, and Grading
Student Effort and Involvement
High Performance Cutoff for Tenure Purposes

Communication
Supplentary Instructional Methods
Course Difficulty, Work Load, and Pace

Faculty/Student Interaction
Course Outcomes
Overal Evaluation