

Christopher M. Castille, Ph. D.
Assistant Professor of Management

Application
for
Promotion and Tenure
Fall 2022

TABLE OF CONTENTS

Section 1	INTRODUCTION <ul style="list-style-type: none">• Application Letter• Endorsement by SIOP President• Performance Summary• Departmental Letter of Eligibility to Apply• Annual Performance Evaluations
Section 2	VITA
Section 3	TEACHING <ul style="list-style-type: none">• Teaching Performance Summary• Philosophy and Pedagogy• Graduating Student Acknowledgement Letters• MNGT 370 Summary, Syllabus, and Evaluations with Comments• MNGT 425 Summary, Syllabus, and Evaluations with Comments• MNGT 475 Summary, Syllabus, and Evaluations with Comments• MNGT 502 Summary, Syllabus, and Evaluations with Comments
Section 4	RESEARCH <ul style="list-style-type: none">• Research Performance Summary• Research Statement• Refereed Journal Articles• Other Intellectual Contributions
Section 5	SERVICE <ul style="list-style-type: none">• Service Performance Summary• Service Statement

SECTION 1
INTRODUCTION

APPLICATION LETTER

Dear Dr. John Lajaunie, Chair of the Tenure and Promotion Committee, and Members of the Tenure and Promotion Committee:

I am applying for both:

- **Promotion** to the rank of Associate Professor in the Department of Management and Marketing in the College of Business Administration at Nicholls State University
- **Granting of Tenure** at Nicholls State University

To be eligible for **promotion** and **tenure**, there are criteria that must be met. The standards are set by the Board of Trustees, Nicholls State University, and (in my case) the College of Business Administration. Regarding the College of Business Administration, the Faculty Development Plan documents the minimum standards for the Board of Trustees and for the University. The accompanying portfolio presents evidence of meeting all the required standards for both promotion and tenure.

I will focus first on the criteria as defined in the Nicholls College of Business Administration Faculty Development Plan. I will then explain how I have met specific criteria denoted in the university's policies regarding promotion.

Criterion: that faculty be contributing at no less than the minimum levels required by their respective departments in the areas (of Teaching, Research, and Service)

Regarding granting of **promotion** and **tenure**, according to **Table 10: Requirements for Promotion and Tenure** of the College of Business Administration Faculty Development Plan, which requires that applicants be classified as *Exemplary* or *High Performance* in the area of teaching and research (with at least one *Exemplary* and *High Performance* classification as a requirement) and *Adequate/Satisfactory* in the area of service at minimum, I have met the requirements for both promotion and tenure.

Regarding teaching, according to **Table 7: Classifications of Teaching Accomplishments** of the College of Business Administration Faculty Development Plan, I have consistently met the criteria necessary to be classified as *High Performance*. The College of Business Administration requires a classification of *High Performance* at minimum for tenure and promotion.

Regarding research, according to **Table 8a: Intellectual Contributions Productivity Classification** of the College of Business Faculty Development Plan, I have met the criteria necessary to be classified as *Exemplary* (the highest level possible). The College of Business Administration requires a classification of *High Performance* at minimum for tenure and promotion.

Regarding service, according to **Table 9: Service Productivity Classification** of the College of Business Faculty Development Plan, I have consistently met the criteria necessary to be classified as *High Performance*. The College of Business Administration requires a classification of *Adequate/Satisfactory* at minimum for tenure and promotion.

Criterion: that faculty display the promise of continued performance at those levels required to obtain tenure in their departments

I have consistently been classified as *High Performance* or *Exemplary* in the areas of teaching, research, and service. I have also provided evidence of increasing my performance over time, particularly in the area of service.

In addition to the above criteria, the Nicholls Policies and Procedures manual lists the criteria for tenure and promotion to Associate Professor (see section 2.9.3.2.4). I address each criterion below.

Criterion: the terminal degree

I meet this criterion. I received a PhD from Louisiana Tech University in August 2015.

Criterion: continued development as an effective teacher

I meet this criterion. My performance has improved markedly since I began teaching at Nicholls State, particularly following mid-tenure review.

Criterion: research or scholarly or creative activity indicating promise of a productive career

I meet this criterion. I am well-regarded in my field as a leader in the field of open science as it intersects with industrial-organizational psychology. On this and other topics (e.g., individual differences in personality in the workplace, people analytics) I have published 11 journal articles.

Criterion: cooperation and industry within the department (and college)

I meet this criterion. I am active within my department and college. Since Fall of 2017, I have (a) supported Dr. Melanie Boudreux advise our student SHRM chapter, (b) advised roughly 20-30 Human Resource Management students per academic year, (c) worked on the assurance of learning committee, (d) served as an instructor of record for independent studies, internships, and executive education, (e) chaired the social impact committee for the College of Business Administration, (f) served as a thesis advisor, and (g) served on two faculty search committees.

Criterion: professional presentation at regional, national, or international conferences

I meet this criterion. I am a well-regarded and active scholar in my field of study. I have completed 38 presentations (not published as proceedings), 10 magazine articles catering to practitioners in my field, 2 conference proceedings, and 1 book chapter (1 forthcoming). My research has received awards from the *Southern Management Association* (Outstanding Conference Paper, Best in Human Resources/Research Methods Division) as well as the College of Business Administration (Excellence in Research).

Criterion: significant participation in the University community

I meet this criterion. Regarding university service, I have (a) provided students across the university with the opportunity to join my volunteer research lab (The People Analytics Lab), (b) represented the College of Business Administration faculty interests via the Faculty Senate where I served as a member of the COVID 19 Taskforce, (c) served on the Research Council, (d) represented my college at the University of Louisiana System Conference, (e) contributed to the Academic Master Plan via the Teaching Excellence Subcommittee, and (f) and served as a member of the Courses and Curriculum committee.

Criterion: effective work with students in a non-classroom setting beyond minimal expectations

I meet this criterion. I have supervised five students in either volunteer independent research or formal independent research in Human Resource Analytics, as well as one student thesis. One student team (Sara Avet, Kathryn Daigle, Bernard Wezeman) won a “Best Poster” award at the Scholar’s Expeaux hosted by Nicholls State University. Another student, Sandesh Sharma, published a paper along with my colleague, Dr. Ann-Marie Castille, in the *Journal of Organizational Psychology*. Lastly, I have been invited to speak on a variety of topics of interest to the HR profession by local HR organizations (e.g., Bayou SHRM and Imperial Calcasieu SHRM). When I have a presentation, I invite my Human Resource Management students to help me to prepare. Occasionally, they play an active role gathering information for my presentations or help me to facilitate discussion (e.g., Ujjwal Dhakal, Luis Hernandez).

Criterion: other civic or community activities in which professional expertise is utilized

I meet this criterion. I serve on the Editorial Boards for two major journals: the *Journal of Business and Psychology* and *Journal of Managerial Psychology*. I also edit a column in my profession’s quarterly publication, *The Industrial-Organizational Psychologist*. I have also been sought after for my expertise in the field, having completed over 40 article review requests as of the time of writing (September 2022).

In summary, based upon the performance standards set forth, I have met the criteria required for promotion from Assistant Professor to Associate Professor. I also believe that I deserve serious consideration for the award of tenure.

Sincerely,

Christopher M. Castille



ORGANIZATIONAL SCIENCE

UNC CHARLOTTE

The University of North Carolina Charlotte
9201 University City Boulevard
Charlotte, NC 28223

July 28, 2022

Dear Tenure Review Committee,

I am honored to write this letter of support for Dr. Christopher Castille as part of his tenure file. I have had just a few occasions to meet Dr. Castille in person, but I have at the good fortune to work with him on some key work activities. Dr. Castille is just fantastic. I have an incredible respect for him, his intellect, his drive to do good and important work, his superlative ethics, and his outstanding initiative.

I worked with Dr. Castille in two professional contexts: 1) his work as a board member for the Journal of Business and Psychology (JBP; Impact factor 6.6) and 2) his open science work for SIOP. Let me first comment on the board member role, first. I have rarely asked assistant professors to join the board. Dr. Castille is the exception. And, what a great decision I made. He has a fantastic ability to review scholarship and provide incredibly constructive feedback. He has a real gift. As a result, the science we publish is better because of him. Next, let me comment on his service to Open Science through his work with SIOP. SIOP assembled a task force of key thought leaders to address the topic. The task force was mostly composed of past SIOP Presidents and Key Journal Editors (e.g., Journal of Applied Psychology). There was only one assistant professor on the task force: Dr. Castille. I will say this, if Dr. Castille was not on the task force we would not have accomplished half of what we did. He elevated all of our work. He drove change and initiatives superbly. He was innovative and so conscientious. He spearheaded our education efforts by authoring a column in our main association newsletter and he coordinated the SIOP/CARMA Open Science Virtual Summer Series. He did such incredibly impactful work. He has greatly helped make open science normative in our discipline. He also first authored an amazing editorial for my journal on open science. I have rarely seen an assistant professor become a thought leader so quickly. Dr. Castille has achieved that. I am so grateful for his efforts.

Bottom line, I am envious of Nicholls State University. I wish I could have him as a colleague at my university. He is truly fantastic. Please don't hesitate to reach out if you have any questions.

Sincerely,

Steven G. Rogelberg,
Chancellor's Professor
Professor, Management
Immediate Past President, SIOP
Editor, *Journal of Business and Psychology*
APS, SIOP, and CARMA Fellow

Dr. Steven G. Rogelberg holds the title of Chancellor's Professor at UNC Charlotte for distinguished national, international and interdisciplinary contributions. He is a Professor of Organizational Science, Management, and Psychology. He has over 150 publications addressing issues such as team effectiveness, leadership, engagement, health and employee well-being, meetings at work, and organizational research methods. He is the Editor of the *Journal of Business and Psychology*. Dr. Rogelberg has received over \$2,500,000 of external grant funding including from the National Science Foundation.

Awards and honors include receiving the 2017 Humboldt Award, the 2019 recipient of the First Citizens Bank Scholar Award, being the inaugural winner of the Society for Industrial and Organizational Psychology (SIOP) Humanitarian Award, receiving the SIOP Distinguished Service Award, Bowling Green State University (BGSU) Master Teacher Award, Psi Chi Professor of the Year Award, Fellow of the Society for Industrial and Organizational Psychology, Fellow of the Association for Psychological Science, and serving as the 2000 BGSU graduation commencement speaker.

He is currently Immediate Past President of SIOP (and executive board member) and past Secretary General of the Alliance for Organizational Psychology. He served SIOP in a host of additional roles including Executive Board Member, Research & Science Officer, Chair of Education & Training, and Program Chair.

Dr. Rogelberg's newest book, *The Surprising Science of Meetings: How You Can Lead Your Team to Peak Performance* (Oxford), was recently released and has been on over 25 "best of" lists including being recognized by the Washington Post as the #1 leadership book to watch for in 2019 and Business Insider as one of the "Top 14 business books everyone will be reading in 2019."

His research has been profiled on television (CBS This Morning, BBC world), radio (e.g., NPR, CBC, CBS), newspapers (e.g., *Chicago Tribune*, *LA Times*, *Wall Street Journal*, *Washington Post*, *London Guardian*) and magazines (e.g., National Geographic, Forbes, Scientific American Mind).

Rogelberg was invited and testified to the US Congress (2022) on the topic of being successful and engaging others in very difficult working environments – using organizational psychology to elevate members of congress, their staffs, and the institution.

He has been a visiting scholar and guest speaker at universities around the world including: Freie Universität Berlin (Germany), BI Norwegian Business School (Norway), Peking University (China), University of Edinburgh (Scotland), Reykjavik University (Iceland), Hong Kong Baptist University, The University of Sheffield (England), The University of Zurich (Switzerland), The University of Tel Aviv (Israel), Technion University (Israel), Concordia University (Canada), the University of Mannheim (Germany) and Catholic University of Louvain (Belgium).

Dr. Rogelberg has run three consulting centers, engaged with many Fortune 100 companies, and served on multiple advisory boards. He founded and currently directs two large outreach initiatives, spanning 8 universities, focusing on nonprofit organization effectiveness. Over 3000 nonprofits have been served.

Before completing his Ph.D. in Industrial/Organizational Psychology at the University of Connecticut in 1994, he received his undergraduate B.Sc. degree from Tufts University in 1989.

PERFORMANCE SUMMARY

Overall

	2017	2018	2019	2020	2021	2022
Teaching	—	7.77	7.77	8.19	7.99	—
Research	—	8.25	8.88	9.00	9.00	—
Service	—	8.25	7.70	8.10	8.48	—
Total	—	8.01	8.21	8.42	8.39	—

Teaching

Courses	Average of Student Evaluations Comprising the T SCORE
MNGT 370	4.34
MNGT 475	4.38
MNGT 425/486*	4.51
MNGT 502	4.31

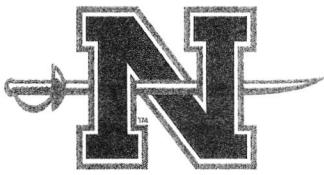
* I created MNGT 425 (HR Analytics), which was an elective course (486) but became a required class.

Research

	Count
Journals	11
Proceedings	2
Presentations (Paper, Poster, Panels)	38
Magazine Articles	11

Service

	Count
University	6
Dept. & College	9
Professional	5
Community	2
Awards/Honors	4



Nicholls State University
Department of Management and Marketing

P.O. Box 2015 | Thibodaux, LA 70310 | 985.448.4175

March 11, 2022

Dr. Chris Castille
Department of Management & Marketing
College of Business Administration
Nicholls State University

Chris,

This letter is to inform of your eligibility to apply for promotion and tenure. By October 05, 2022 you must submit your professional portfolio to the Peer Review Committee for review. The portfolio will be submitted electronically.

The faculty handbook describes the process. Please see me if you need to review the process and/or timelines.

Sincerely,


Ken Chadwick, Head
Management & Marketing
College of Business Administration
Nicholls State University

cc: Marilyn Macik-Frey, Dean
John Lajaunie, Chair, Peer Review Committee

DEPARTMENT HEAD ANNUAL PERFORMANCE EVALUATION OF FACULTY FORM

COLLEGE OF BUSINESS ADMINISTRATION

FACULTY MEMBER: Chris Castille

EVALUATION PERIOD: 2021

Instructions: Transfer percentage for "% Allocation Selected" from the Faculty Evaluation Agreement.

TEACHING/LIBRARIANSHIP	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
Percentage Allocation to Teaching	50-60%	T% = 50%		
A. Delivery of Instruction a. Student Evaluation (25-75%) b. Administrative Evaluation (25-75%) <i>Total of a + b must equal 100%</i>	(50-80%) a% 50% b% 50% 100%	A% = 50% x x x	7.91 7.91 7.91 = 3.96	
B. Professional Development	(0-30%)	B% = 0% x	= 0.00	
C. Innovation Teaching*	(0-30%)	C% = 30% x	8.00 = 2.40	
D. Accessibility/Interaction with Students	(20-40%)	D% = 20% x	8.18 = 1.64	
E. Other (ex. Service learning opportunities; QEP initiatives; etc.).	(0-30%)	E% = 0% x	= 0.00	
TOTAL % for A+B+C+D+E must equal 100% 100%				
T = TOTAL Score Points for Teaching (A+B+C+D+E scores)				T = 7.99
T SCORE = Teaching/Librarianship Performance Merit Score T% 50% x T 7.99 = 4.00				

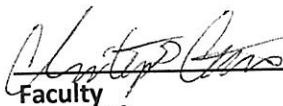
RESEARCH/CREATIVE WORK (As Specified by College/Department/Discipline)*	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
Percentage Allocation to Research	30-40%	R% = 30%		
A. Peer-Reviewed Publications (accepted or in press)	50%	A% = 50% x	9.00 = 4.50	
B. Other intellectual contributions	50%	B% = 50% x	9.00 = 4.50	
TOTAL A+B must equal 100% 100%				
R = TOTAL Score Points for Research (A+B scores)				R = 9.00
R SCORE = Teaching/Librarianship Performance Merit Score R% 30% x R 9.00 = 2.70				

*For SA, SP -Publications may only count once – either upon acceptance or at time of publication and must be from the CBA journal list or have an approved exception application.

PROFESSIONAL/PRACTITIONER ACTIVITIES (As Specified by College/Department/Discipline)**	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
Percentage Allocation to Professional/Practitioner Activities	30-40%	R% = 0%		
20 hrs. for IP in Cont. Ed./year	50%	A% = 50% x	= 0.00	
B. Other professional contributions	50%	B% = 50% x	= 0.00	
TOTAL A+B must equal 100% 100%				
R = TOTAL Score Points for Research (A+B scores)				R = 0.00
R SCORE = Teaching/Librarianship Performance Merit Score R% 0% x P 0.00 = 0.00				

SERVICE	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*			
Percentage Allocation to Teaching	10-30%	S% = 20%					
organization advisor, student competitions, student research, etc.	(10-70%)	A% = 30% x	7.25 =	2.18			
roles without additional remuneration or committee service)	(0-70%)	B% = 0% x	=	0.00			
governmental or foundation volunteerism, Educational workshops, conference speaker or reviewer, mission-focused speaking or volunteerism in the	(0-70%)	C% = 70% x	9.00 =	6.30			
D. Other (ex. Mentor for teaching initiative, special projects, etc.)	(0-70%)	D% = 0% x	=	0.00			
<i>TOTAL A+B+C+D+E must equal 100% 100%</i>							
S =TOTAL Score Points for Teaching (A+B+C+D scores) 8.48							
S SCORE = (Service Merit Score) S% 20% x S 8.48 = 1.70							
<i>TOTAL A+B+C+D+E must equal 100% 100%</i>							
TOTAL FACULTY MERIT SCORE							
Ex: T-SCORE + R-SCORE + S-SCORE = (0-9)							
T - SCORE	4.00	Only One Score for either Research/Creative OR Professional Practitioner Activities					
R - SCORE	2.70						
R - SCORE	0.00						
S SCORE	<u>1.70</u>						
	8.39						
*Evaluator's rating based on a 0-9 scale where:							
8.5 - 9.00 = Exemplary Performance (documented evidence required)							
7.00 - 8.49 = High Performance							
5.00 - 6.99 = Adequate/Satisfactory Performance							
3.00-4.99 = Inadequate/Needs Improvement on Performance							
0-2.99 = Unsatisfactory/Poor Performance (documented evidence required)							

SIGNATURES:


Faculty

4-13-22
Date


Department Head

4/13/22
Date

NOTE:

While the intent of this evaluation instrument is to be comprehensive, it is acknowledged that it is not all inclusive. Therefore, it is expected that all faculty will comply with basic responsibilities of employment in accordance with standards for professional ethics and collegiality (*as per Section 2.7 in the University Policy and Procedure Manual*).

DEPARTMENT HEAD ANNUAL PERFORMANCE EVALUATION OF FACULTY FORM
COLLEGE OF BUSINESS ADMINISTRATION

FACULTY MEMBER: Chris Castille

EVALUATION PERIOD: 2020

Instructions: Transfer percentage for "% Allocation Selected" from the Faculty Evaluation Agreement.

TEACHING/LIBRARIANSHIP	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
Percentage Allocation to Teaching	50-60%	T% = 50%		
A. Delivery of Instruction a. Student Evaluation (25-75%) b. Administrative Evaluation (25-75%) <i>Total of a + b must equal 100%</i>	(50-80%) a% 50% b% 50% 100%	A% = 50% x x x	7.99 7.99 7.99	= 4.00
B. Professional Development	(0-30%)	B% = 0% x		= 0.00
C. Innovation Teaching*	(0-30%)	C% = 10% x	8.00	= 0.80
D. Accessibility/Interaction with Students	(20-40%)	D% = 40% x	8.49	= 3.40
E. Other (ex. Service learning opportunities; QEP initiatives; etc.). <i>Specify:</i>	(0-30%)	E% = 0% x		= 0.00
TOTAL % for A+B+C+D+E must equal 100% 100%				
T = TOTAL Score Points for Teaching (A+B+C+D+E scores) T = 8.19				
T SCORE = Teaching/Librarianship Performance Merit Score T% 50% x T 8.19 = 4.10				

RESEARCH/CREATIVE WORK (As Specified by College/Department/Discipline)*	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
Percentage Allocation to Research	30-40%	R% = 30%		
A. Peer-Reviewed Publications (accepted or in press) B. Other intellectual contributions	50% 50%	A% = 50% x B% = 50% x	9.00 9.00	= 4.50 = 4.50
TOTAL A+B must equal 100% 100%				
R = TOTAL Score Points for Research (A+B scores) R = 9.00				
R SCORE = Teaching/Librarianship Performance Merit Score R% 30% x R 9.00 = 2.70				

*For SA, SP -Publications may only count once – either upon acceptance or at time of publication and must be from the CBA journal list or have an approved exception application.

— OR —

PROFESSIONAL/PRACTITIONER ACTIVITIES (As Specified by College/Department/Discipline)**	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
Percentage Allocation to Professional/Practitioner Activities	30-40%	R% = 0%		
A. Licensure/Certification maintenance and/or 10 hrs. for PA or 20 hrs. for IP in Cont. Ed./year B. Other professional contributions	50% 50%	A% = 50% x B% = 50% x		= 0.00 = 0.00
TOTAL A-B must equal 100% 100%				
R = TOTAL Score Points for Research (A+B scores) R = 0.00				
R SCORE = Teaching/Librarianship Performance Merit Score R% 0% x P 0.00 = 0.00				

**For PA, IP – Professional/practitioner activities may only count once, either in this section or under Professional/Community Service.

SERVICE	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
Percentage Allocation to Teaching	10-30%	S% = 20%		
A. Student services (Ex: advising, mentoring, student organization advisor, student competitions, student research, etc.)	(10-70%)	A% = 30% x	6.00	= 1.80
B. Department, College or University services (Administrative roles without additional remuneration or committee service)	(0-70%)	B% = 0% x	8.50	= 0.00
C. Professional & Community service (Ex: Professional, governmental or foundation volunteerism, Educational workshops, conference speaker or reviewer, mission-focused speaking or volunteerism in the community, consulting service, etc.)	(0-70%)	C% = 70% x	9.00	= 6.30
D. Other (ex. Mentor for teaching initiative, special projects, etc.). Specify:	(0-70%)	D% = 0% x		= 0.00
<i>TOTAL A+B+C+D+E must equal 100% 100%</i>				
S = TOTAL Score Points for Teaching (A+B+C+D scores) S = 8.10				
S SCORE = (Service Merit Score) S% 20% x S S = 8.10 = 1.62				
<i>TOTAL A-B-C-D-E must equal 100% 100%</i>				

*Calculate scores to the 2nd decimal point.

TOTAL FACULTY MERIT SCORE

Ex: T-SCORE + R-SCORE + S-SCORE = (0-9)

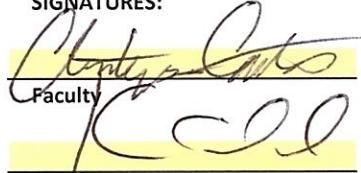
T - SCORE	4.10
R - SCORE	2.70
R - SCORE	0.00
S SCORE	<u>1.62</u>
	8.42

Only One Score for either Research/Creative OR
Professional Practitioner Activities

***Evaluator's rating based on a 0-9 scale where:**

- 8.5 - 9.00 = Exemplary Performance (documented evidence required)
- 7.00 - 8.49 = High Performance
- 5.00 - 6.99 = Adequate/Satisfactory Performance
- 3.00-4.99 = Inadequate/Needs Improvement on Performance
- 0-2.99 = Unsatisfactory/Poor Performance (documented evidence required)

SIGNATURES:


Faculty

Department Head

6-14-21

Date

4/14/21

Date

NOTE:

While the intent of this evaluation instrument is to be comprehensive, it is acknowledged that it is not all inclusive. Therefore, it is expected that all faculty will comply with basic responsibilities of employment in accordance with standards for professional ethics and collegiality (as per Section 2.7 in the University Policy and Procedure Manual).

Supervisors shall document such non-compliance as part of the annual performance evaluation. However, this non-compliance will not factor into the computation for merit rather will become part of the permanent personnel record.

PROVIDE COMMENTS BELOW OR ATTACH DOCUMENTATION (double click in cell below to edit comments):

DEPARTMENT HEAD ANNUAL PERFORMANCE EVALUATION OF FACULTY FORM
COLLEGE OF BUSINESS ADMINISTRATION

FACULTY MEMBER: Chris Castille

EVALUATION PERIOD: 2019

Instructions: Transfer percentage for "% Allocation Selected" from the Faculty Evaluation Agreement.

TEACHING/LIBRARIANSHIP	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
Percentage Allocation to Teaching	50-60%	T% = 50%		
A. Delivery of Instruction a. Student Evaluation (25-75%) b. Administrative Evaluation (25-75%)	a% 50% b% 50%	(50-80%)	A% = 50% x 7.60 x 7.60 x 7.60 = 3.80	
	Total of a + b must equal 100%	100%		
B. Professional Development		(0-30%)	B% = 0% x = 0.00	
C. Innovation Teaching*		(0-30%)	C% = 20% x 7.75 = 1.55	
D. Accessibility/Interaction with Students		(20-40%)	D% = 30% x 8.07 = 2.42	
E. Other (ex. Service learning opportunities; QEP initiatives; etc.).		(0-30%)	E% = 0% x = 0.00	
<i>Specify:</i>				
TOTAL % for A+B+C+D+E must equal 100% 100%				
T = TOTAL Score Points for Teaching (A+B+C+D+E scores) T = 7.77				
T SCORE = Teaching/Librarianship Performance Merit Score T% 50% x T 7.77 = 3.89				

RESEARCH/CREATIVE WORK (As Specified by College/Department/Discipline)*	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
Percentage Allocation to Research	30-40%	R% = 40%		
A. Peer-Reviewed Publications (accepted or in press) B. Other intellectual contributions	50% 50%	A% = 50% x 8.75 = 4.38 B% = 50% x 9.00 = 4.50		
TOTAL A+B must equal 100% 100%				
R = TOTAL Score Points for Research (A+B scores) R = 8.88				
R SCORE = Teaching/Librarianship Performance Merit Score R% 40% x R 8.88 = 3.55				

*For SA, SP -Publications may only count once – either upon acceptance or at time of publication and must be from the CBA journal list or have an approved exception application.

— OR —

PROFESSIONAL/PRACTITIONER ACTIVITIES (As Specified by College/Department/Discipline)**	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
Percentage Allocation to Professional/Practitioner Activities	30-40%	R% = 0%		
A. Licensure/Certification maintenance and/or 10 hrs. for PA or 20 hrs. for IP in Cont. Ed./year B. Other professional contributions	50% 50%	A% = 50% x = 0.00 B% = 50% x = 0.00		
TOTAL A+B must equal 100% 100%				
R = TOTAL Score Points for Research (A+B scores) R = 0.00				
R SCORE = Teaching/Librarianship Performance Merit Score R% 0% x P 0.00 = 0.00				

**For PA, IP – Professional/practitioner activities may only count once, either in this section or under Professional/Community Service.

SERVICE	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
Percentage Allocation to Teaching	10-30%	S% = 10%		
A. Student services (Ex: advising, mentoring, student organization advisor, student competitions, student research, etc.)	(10-70%)	A% = 20%	x	8.00 = 1.60
B. Department, College or University services (Administrative roles without additional remuneration or committee service)	(0-70%)	B% = 10%	x	8.50 = 0.85
C. Professional & Community service (Ex: Professional, governmental or foundation volunteerism, Educational workshops, conference speaker or reviewer, mission-focused speaking or volunteerism in the community, consulting service, etc.)	(0-70%)	C% = 70%	x	7.50 = 5.25
D. Other (ex. Mentor for teaching initiative, special projects, etc).	(0-70%)	D% = 0%	x	0.00
Specify:				
			TOTAL A+B+C+D+E must equal 100% 100%	
			S = TOTAL Score Points for Teaching (A+B+C+D scores)	S = 7.70
			S SCORE = (Service Merit Score) S% 10% x S	S SCORE = 7.70 = 0.77
			TOTAL A+B+C+D+E must equal 100% 100%	

*Calculate scores to the 2nd decimal point.

TOTAL FACULTY MERIT SCORE

Ex: T-SCORE + R-SCORE + S-SCORE = (0-9)

T - SCORE	3.89
R - SCORE	3.55
R - SCORE	0.00
S SCORE	<u>0.77</u>
	8.21

Only One Score for either Research/Creative OR Professional Practitioner Activities

***Evaluator's rating based on a 0-9 scale where:**

- 8.5 - 9.00 = Exemplary Performance (documented evidence required)
- 7.00 - 8.49 = High Performance
- 5.00 - 6.99 = Adequate/Satisfactory Performance
- 3.00-4.99 = Inadequate/Needs Improvement on Performance
- 0-2.99 = Unsatisfactory/Poor Performance (documented evidence required)

SIGNATURES:

Faculty

Date

Department Head

Date

NOTE:

While the intent of this evaluation instrument is to be comprehensive, it is acknowledged that it is not all inclusive. Therefore, it is expected that all faculty will comply with basic responsibilities of employment in accordance with standards for professional ethics and collegiality (*as per Section 2.7 in the University Policy and Procedure Manual*).

Supervisors shall document such non-compliance as part of the annual performance evaluation. However, this non-compliance will not factor into the computation for merit rather will become part of the permanent personnel record.

PROVIDE COMMENTS BELOW OR ATTACH DOCUMENTATION (double click in cell below to edit comments):

DEPARTMENT HEAD ANNUAL PERFORMANCE EVALUATION OF FACULTY FORM
COLLEGE OF BUSINESS ADMINISTRATION

FACULTY MEMBER: Chris Castille

EVALUATION PERIOD: 2018

Instructions: Transfer percentage for "% Allocation Selected" from the Faculty Evaluation Agreement.

TEACHING/LIBRARIANSHIP	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
Percentage Allocation to Teaching	50-60%	T% = 50%		
A. Delivery of Instruction	(50-80%)	A% = 50% x	7.64	
a. Student Evaluation (25-75%)	a% 50%		7.64	
b. Administrative Evaluation (25-75%)	b% 50%		7.64	= 3.82
Total of a + b must equal 100%	100%			
B. Professional Development	(0-30%)	B% = 0% x		= 0.00
C. Innovation Teaching*	(0-30%)	C% = 30% x	7.75	= 2.33
D. Accessibility/Interaction with Students	(20-40%)	D% = 20% x	8.14	= 1.63
E. Other (ex. Service learning opportunities; QEP initiatives; etc.).	(0-30%)	E% = 0% x		= 0.00
<i>Specify:</i>				
TOTAL % for A+B+C+D+E must equal 100% 100%				
T = TOTAL Score Points for Teaching (A+B+C+D+E scores)				
T SCORE = Teaching/Librarianship Performance Merit Score T% 50% x T 7.77 = 3.89				

*For the purposes of supporting our premier teaching institution goal, C. Innovation in Teaching will be used to evaluate innovation, engagement and impact in the classroom through new techniques implementation, and presenting new teaching innovations to the CBA faculty.

RESEARCH/CREATIVE WORK	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
Specified by College/Department/Discipline)*				
Percentage Allocation to Research	30-40%	R% = 30%		
A. Peer-Reviewed Publications (accepted or in press)	50%	A% = 50% x	8.50	= 4.25
B. Other intellectual contributions	50%	B% = 50% x	8.00	= 4.00
TOTAL A+B must equal 100% 100%				
R = TOTAL Score Points for Research (A+B scores)				
R SCORE = Teaching/Librarianship Performance Merit Score R% 30% x R 8.25 = 2.48				
*For SA, SP - Publications may only count once – either upon acceptance or at time of publication and must be from the CBA journal list or have an approved exception application.				
— OR —				
PROFESSIONAL/PRACTITIONER ACTIVITIES	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
(As Specified by College/Department/Discipline)**				
Percentage Allocation to Professional/Practitioner Activities	30-40%	R% = 0%		
A. Licensure/Certification maintenance and/or 10 hrs. for PA or 20 hrs. for IP in Cont. Ed./year	50%	A% = 50% x		= 0.00
B. Other professional contributions	50%	B% = 50% x		= 0.00
TOTAL A+B must equal 100% 100%				
R = TOTAL Score Points for Research (A+B scores)				
R SCORE = Teaching/Librarianship Performance Merit Score R% 0% x P 0.00 = 0.00				
**For PA, IP – Professional/practitioner activities may only count once, either in this section or under Professional/Community Service.				

SERVICE	% ALLOCATION ALLOWED	% ALLOCATION SELECTED	RATING* (0-9)	SCORE*
Percentage Allocation to Teaching	10-30%	S% = 20%		
A. Student services (Ex: advising, mentoring, student organization advisor, student competitions, student research, etc.)	(10-70%)	A% = 20%	x	8.25 = 1.65
B. Department, College or University services (Administrative roles without additional remuneration or committee service)	(0-70%)	B% = 40%	x	8.00 = 3.20
C. Professional & Community service (Ex: Professional, governmental or foundation volunteerism, Educational workshops, conference speaker or reviewer, mission-focused speaking or volunteerism in the community, consulting service, etc.)	(0-70%)	C% = 40%	x	8.50 = 3.40
D. Other (ex. Mentor for teaching initiative, special projects, etc).	(0-70%)	D% = 0%	x	= 0.00
Specify:				
TOTAL A+B+C+D must equal 100% 100%				
S = TOTAL Score Points for Teaching (A+B+C+D scores)				
S SCORE = (Service Merit Score) S% 20% x S 8.25 = 1.65				
TOTAL T+R+S must equal 100% 100%				

*Calculate scores to the 2nd decimal point.

TOTAL FACULTY MERIT SCORE Ex: T-SCORE + R-SCORE + S-SCORE = (0-9)

T - SCORE	3.89
R - SCORE	2.48
R - SCORE	0.00
S SCORE	<u>1.65</u>
	8.01

Only One Score for either Research/Creative OR Professional Practitioner Activities

*Evaluator's rating based on a 0-9 scale where:

- 8.5 - 9.00 = Exemplary Performance (documented evidence required)
- 7.00 - 8.49 = High Performance
- 5.00 - 6.99 = Adequate/Satisfactory Performance
- 3.00-4.99 = Inadequate/Needs Improvement on Performance
- 0-2.99 = Unsatisfactory/Poor Performance (documented evidence required)

SIGNATURES:

Faculty

Department Head

4-2-19
Date

4/2/19
Date

NOTE:

While the intent of this evaluation instrument is to be comprehensive, it is acknowledged that it is not all inclusive. Therefore, it is expected that all faculty will comply with basic responsibilities of employment in accordance with standards for professional ethics and collegiality (as per Section 2.7 in the University Policy and Procedure Manual).

Supervisors shall document such non-compliance as part of the annual performance evaluation. However, this non-compliance will not factor into the computation for merit rather will become part of the permanent personnel record.

PROVIDE COMMENTS BELOW OR ATTACH DOCUMENTATION (double click in cell below to edit comments):

SECTION 2

VITA

CHRISTOPHER M. CASTILLE, PH.D.

Gerald Gaston Assistant Professor of Management

Department of Management & Marketing

Nicholls State University

College of Business Administration

Phone: (337) 256-0664

[Email](#)

[ResearchGate](#) R^o

[ORCID](#) ID

[Web of Science](#)

[Google Scholar](#)

EDUCATION

LOUISIANA TECH UNIVERSITY

Ph.D., Industrial/Organizational Psychology (2015)

Concentration: Organizational Leadership

M.A., Industrial/Organizational Psychology (2012)

Dissertation: Castille, C. M. (2015). *Bright or dark, or virtues and vices? A reexamination of the big five and job performance*. Louisiana Tech University.

LOUISIANA STATE UNIVERSITY

B.S., Psychology (2008)

Minor: Business Administration

ACADEMIC POSITIONS

NICHOLLS STATE UNIVERSITY (Thibodaux, LA)

Assistant Professor of Management, Department of Management & Marketing (Fall 2017–present)

RUTGERS UNIVERSITY (New Brunswick, NJ)

Assistant Professor of Practice, Department of Management & Global Business, Rutgers Business School (Fall 2016–present)

VILLANOVA UNIVERSITY (Philadelphia, PA)

Visiting Assistant Professor of Human Resource Development, Department of Psychology (Fall 2014–Spring 2016)

LOUISIANA TECH UNIVERSITY (Ruston, LA)

Adjunct Assistant Professor of Psychology, Department of Psychology and Behavioral Sciences (2013–Spring 2014)

TEACHING INTERESTS

- Managing Human Capital
- Human Relations and Interpersonal Skills
- Human Resource Analytics

TEACHING

NICHOLLS STATE UNIVERSITY

INSTRUCTOR RATINGS

- | | | |
|---|--|--------|
| • <i>Managing Human Capital (Management 502, multiple sessions Fall 2017–present)</i> | Taught 149 students in a required MBA course (section ratings: 4.42, 4.57, 4.08, 4.33, 4.25, 4.33, 4.33, 4.39, 3.99, 4.39) | 4.31/5 |
| • <i>Human Resource Analytics (Management 425 & 486, multiple sessions Spring 2018–present)</i> | Taught 95 students in an elective and eventually core Human Resource Management course (section ratings: 4.01, 4.61, 4.94, 4.37, 4.61) | 4.51/5 |
| • <i>Performance and Compensation Management (Management 475, multiple sessions Fall 2017–present)</i> | Taught 151 students in a core Human Resource Management course (section ratings: 4.30, 4.36, 4.64, 4.48, 4.11) | 4.38/5 |
| • <i>Human Relations and Interpersonal Skills (Management 370, multiple sessions Fall 2017–present)</i> | Teaching 291 students in an elective Management course (section ratings: 3.72, 4.11, 4.53, 3.33, 4.68, 4.78, 4.08, 4.72, 4.76, 4.67) | 4.34/5 |

RUTGERS UNIVERSITY

- | | | |
|---|--|--------|
| • <i>Management Skills (Management 302)</i> | Taught over 250 students in core a Management and Global Business course. Average rating is across all eight sections. | 4.51/5 |
|---|--|--------|

VILLANOVA UNIVERSITY

- | | | |
|--|---|--------|
| • <i>Organizational Development and Change Management (Human Resource Development 8875, multiple sessions 2014–2016)</i> | Taught 46 students in core HRD course for both the online (section ratings: 4.46, 4.24) and on-campus (section ratings: 4.59, 3.93, 4.34) degree programs | 4.31/5 |
| • <i>Human Resource Metrics and Statistical Research (Human Resource Development 8006, multiple sessions 2014–2016)</i> | Taught 85 students in core HRD course for both the online (section ratings: 4.23, 4.07) and on-campus (section ratings: 3.65, 4.13, 4.37, 4.16) | 4.10/5 |
| • <i>Leadership in Work Settings (Human Resource Development 8499, Spring 2015)</i> | Taught 4 students in an elective on-campus HRD course | 4.62/5 |
| • <i>Organizational Psychology (Human Resource Development 8425, Fall 2014)</i> | Taught 9 students in an elective HRD course | 4.14/5 |

LOUISIANA TECH UNIVERSITY

- *Introduction to Psychology (Psychology 102, multiple sessions 2012–2013)* 3.70/4
Taught 75 students in core Psychology (section ratings: 3.83, 3.56)
 - *Statistics for the Social Sciences (Psychology 300, multiple sessions 2012–2013)* 3.58/4
Taught 50 students in core Psychology (section ratings: 3.64, 3.51)
 - *Industrial Psychology (Psychology 465, Fall 2013)* 2.15/4
Taught 10 students in an elective online Psychology course
 - *Psychology Applied to Life (Psychology 305, Fall 2013)* 2.74/4
Taught 10 students in an elective online Psychology course
-

RESEARCH INTERESTS

- Open Science and Practice in IO Psychology
 - Method Variance
 - Personality at Work
-

PEER-REVIEWED ARTICLES

11. **Castille, C.M.**, Köhler, T., & O’Boyle, E. (2022, in press). A brighter vision of the potential of open science for benefitting practice: A ManyOrgs proposal. *Industrial and Organizational Psychology: Perspectives on Science and Practice*.
10. **Castille, C. M.**, Kreamer, L. M., Albritton, B. H., Banks, G. C., & Rogelberg, S. G. (2022). The open science challenge: Adopt one practice that enacts widely shared values. *Journal of Business and Psychology*, s10869-022-09806-2. <https://doi.org/10.1007/s10869-022-09806-2>
9. Simonet, D. V., & **Castille, C. M.** (2020). The search for meaningful work: A network analysis of personality and the job characteristics model. *Personality and Individual Differences*, 152, 109569. <https://doi.org/10.1016/j.paid.2019.109569>
8. **Castille, C. M.**, & Castille, A.-M. R. (2019). Disparate treatment and adverse impact in applied attrition modeling. *Industrial and Organizational Psychology*, 12(3), 310–313. <https://doi.org/10.1017/iop.2019.53>
7. **Castille, C. M.**, Castille, A.-M. R., & Williamson Smith, R. (2019). Assessing ideal personalities at work: Is it all just a little bit of history repeating? *Industrial and Organizational Psychology*, 12(2), 133–137. <https://doi.org/10.1017/iop.2019.25>
6. Moshontz, H., Campbell, L., Ebersole, C. R., IJzerman, H., Urry, H. L., Forscher, P. S., Grahe, J. E., McCarthy, R. J., Musser, E. D., Antfolk, J., **Castille, C. M.**, Evans, T. R., Fiedler, S., Flake, J. K., Forero, D. A., Janssen, S. M. J., Keene, J. R., Protzko, J., Aczel, B., ... Chartier, C. R. (2018). The Psychological Science Accelerator: Advancing psychology through a distributed collaborative network. *Advances in Methods and Practices in Psychological Science*, 1(4), 501–515. <https://doi.org/10.1177/2515245918797607>

5. **Castille, C. M.**, Buckner, J. E., V, & Thoroughgood, C. (2018). Prosocial citizens without a moral compass: Examining the relationship between Machiavellianism and unethical pro-organizational behavior. *Journal of Business Ethics*. <https://doi.org/10.1007/s10551-016-3079-9>
4. **Castille, C. M.**, Kuyumcu, D., & Bennett, R. J. (2017). Prevailing to the peers' detriment: Organizational constraints motivate Machiavellians to undermine their peers. *Personality and Individual Differences*, 10429-36. <https://doi.org/10.1016/j.paid.2016.07.026>
3. **Castille, C. M.**, Sawyer, K., Thoroughgood, C., & Buckner V, J. (2015). Some key research questions for mindfulness interventions. *Industrial & Organizational Psychology: Perspectives on Science and Practice*, 8(4), 603-609. [doi:10.1017/iop.2015.86](https://doi.org/10.1017/iop.2015.86)
2. Buckner, J. E., V, **Castille, C. M.**, & Sheets, T. L. (2012). The five factor model of personality and employee' excessive use of technology. *Computers and Human Behavior*, 28(5), 1947-1953. <https://doi.org/10.1016/j.chb.2012.05.014>
1. Levy, J. J., **Castille, C. M.**, & Farley, J. A. (2011). An investigation of musical performance anxiety in the marching arts. *Medical Problems of Performing Artists*, 26(1), 30-34. [[link](#)]

BOOK CHAPTERS

1. **Castille, C. M.**, & Endress, T. (in press). New work and collaborative cheating: Lessons from the Volkswagen Emissions Scandal. In T. Endress's (Ed), *Decision-making under uncertainty and risk: Theory, technology, and applications*.

POPULAR PRESS/PRACTITIONER-FOCUSED CONTRIBUTIONS

11. **Castille, C. M.** (Fall, 2022, in press). Are large-scale open science collaborations a viable vehicle for building a more cumulative science in IO psychology? *The Industrial-Organizational Psychologist*, 60(2).
10. **Castille, C. M.**, Cobb, H. R., Siegel, J. A., & Thomas, C. L. (Summer, 2022). Opening up: Tips for fostering belongingness in our scholarly communities while encouraging open science. *The Industrial-Organizational Psychologist*, 60(1), <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/6857/preview/true>
9. **Castille, C. M.** (Fall, 2021). Opening up: Building on our success with the SIOP/CARMA open science summer series. *The Industrial-Organizational Psychologist*, 59(2), <https://www.siop.org/Research-Publications/Items-of-Interest/ArticleID/5393/ArtMID/19366/preview/true>
8. **Castille, C. M.** (Summer, 2021). Opening up: Success stories implementing open science

- practices into scholarly activities. *The Industrial-Organizational Psychologist*, 59(1) <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/5237/preview/true>
7. **Castille, C. M.**, & Grand, J. (Spring, 2021). Opening up: Sign up for the SIOP/CARMA Open Science virtual summer series!. *The Industrial-Organizational Psychologist*, 58(4) <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/5047/preview/true/Sign-Up-for-the-SIOPCARMA-Open-Science-Virtual-Summer-Series>
 6. **Castille, C. M.**, Oswald, F. L., Banks, G., & Williams, L. (Winter, 2021). Opening up: Small wins in open science: Things you can do today to improve research in I-O psychology. *The Industrial-Organizational Psychologist*, 58(3). <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/4890/preview/true>
 5. **Castille, C. M.**, Zhang, D., & Smith, R. W. (Fall, 2020). Opening up: How do I conduct peer review with open science in mind. *The Industrial-Organizational Psychologist*, 58(2). <https://www.siop.org/Research-Publications/Items-of-Interest/ArticleID/4750/ArtMID/19366>
 4. **Castille, C. M.**, Oswald, F., Marin, S., & Bipp, T. (Summer, 2020). Opening up: Credibility multipliers: Simple yet effective tactics for practicing open science principles. *The Industrial-Organizational Psychologist*, 58(1). <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/4596>
 3. **Castille, C. M.** (Spring, 2020). Opening up: Replication crisis...or opportunities and challenges? *The Industrial-Organizational Psychologist*, 57(4). <https://www.siop.org/Research-Publications/Items-of-Interest/ArticleID/3422/ArtMID/19366>
 2. **Castille, C. M.** (Winter, 2020). Opening up: A primer on open science for industrial-organizational psychologists. *The Industrial-Organizational Psychologist*, 57(3). <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/3293>
 1. **Castille, C. M.** (Fall, 2019). Opening up: Introducing “Opening Up”. *The Industrial-Organizational Psychologist*, 57(2). <https://www.siop.org/Research-Publications/Items-of-Interest/ArtMID/19366/ArticleID/3166>

CONFERENCE PRESENTATIONS AND PROCEEDINGS

* denotes a collaboration with a student.

40. **Castille, C. M.**, & Williams, L.R. (2022, August). *To partial or not? Re-examining the unmeasured latent method construct (ULMC) as a statistical remedy for method variance*

- [Paper]. Academy of Management 82nd Annual Meeting, Seattle, WA, United States. <https://aom.org/events/annual-meeting/annual-meeting-theme>
39. Billeaud, M. L., Burch K. A., **Castille, C. M.**, Cobb, H. R., Pearman, J., Rudolph, C. W., Thomas, C. L., & Zhang, D. C. (2022, April). *Keeping up with open science: Teaching, self-teaching, and training on open science* [Panel]. Society for Industrial and Organizational Psychology, Inc., 37th Annual Meeting, Seattle, WA, United States. <https://www.siop.org/annual-conference>
38. **Castille, C. M.**, Williams, L.R., Castille, A., & Cogswell, J. (2022, April). *You've gotta keep em' separated? Examining separation of measurement* [Paper]. Society for Industrial and Organizational Psychology, Inc., 37th Annual Meeting, Seattle, WA, United States. <https://www.siop.org/annual-conference>
[osf link]
37. Simonet, D., & **Castille, C. M.** (2021, April). *Psychometric network analysis of core self-evaluation as a reinforcing system* [Paper]. Society for Industrial and Organizational Psychology, Inc., 36th Annual Meeting (virtual). <https://www.siop.org/Annual-Conference/Conference-Schedule/Program-Search-21>
36. Castille, A., Sharma, S.*., & **Castille, C. M** (2021, April). *The incremental value of controlling for insufficient effort responding* [Paper]. Society for Industrial and Organizational Psychology, Inc., 36th Annual Meeting (virtual). <https://www.siop.org/Annual-Conference/Conference-Schedule/Program-Search-21>
35. Omori, C. Daigle, K.*., & **Castille, C. M.** (2020, April). *What do these people do? Demographics and occupational features of MTurk* [Paper]. Society for Industrial and Organizational Psychology, Inc., 35th Annual Meeting (virtual). <https://www.siop.org/Annual-Conference/Conference-Schedule/Virtual-Program> (conference canceled due to COVID 19)
34. **Castille, C. M.**, Bipp, T., Vantilborgh, Tl, Marin, S., Oswald, F., Buckner, J., & Belwalkar, B. (2020, April). *Kicking off open science collaborations in IO psych* [Panel]. Society for Industrial and Organizational Psychology, Inc., 35th Annual Meeting (virtual). <https://www.siop.org/Annual-Conference/Conference-Schedule/Virtual-Program> (conference canceled due to COVID 19)
33. Morrison, M., & **Castille, C.** (co-chair) (2019, April). *Open science, open practice: Future reality or pipedream?* [Panel] Society for Industrial and Organizational Psychology, Inc., 34th Annual Meeting, National Harbor, MD. <https://www.siop.org/Annual-Conference/Registration-and-Resources/Past-Conference-Programs/ProgramSearch19>
32. Simonet, D., & **Castille, C.** (2019, April). *Psychometric network analysis and ideal point assessment: Developing ideal employees* [Paper]. Society for Industrial and Organizational Psychology, Inc., 34th Annual Meeting, National Harbor, MD. <https://www.siop.org/Annual-Conference/Registration-and-Resources/Past-Conference-Programs/ProgramSearch19>

[Programs/ProgramSearch19](#)
[\[osf link\]](#)

31. D. S., Tarantino, D., **Castille, C.**, DeSanto, S., Cruz, A., Janeiro, A., & Angelbeck, A. (2019, April). *Dark triad unleashed: Examining trait activators linking dark traits to CWB* [Paper]. Society for Industrial and Organizational Psychology, Inc., 34th Annual Meeting, National Harbor, MD. <https://www.siop.org/Annual-Conference/Registration-and-Resources/Past-Conference-Programs/ProgramSearch19>
30. Elcott, M.D., Lambert, D., **Castille, C. M.**, Mead, A.D., & Saier, A., & Stilson, F.R. (2018, April). *Talk about convenient sampling! Crowdsourcing lessons and best practices* [Panel]. Society for Industrial and Organizational Psychology, Inc., 33rd Annual Meeting, Chicago, IL. <https://www.siop.org/Annual-Conference/Registration-and-Resources/Past-Conference-Programs/ProgramSearch18>
29. **Castille, C. M.**, & Fultz, A. (2018, January). *How does collaborative cheating emerge? A case study of the Volkswagen Emission Scandal* [Paper]. Hawaii International Conference for Systems Sciences, Waikoloa Village, HI, US. <https://researchr.org/publication/hicss-2018>
28. Avet, S.*, Daigle, K.*, Wezeman, B.*,& **Castille, C. M.** (2018, April). *Comparing MTurk and the US Population's Occupational Diversity: An Open Science replication of Mahmoud et al. (2017)* [Poster]. Scholars Expeaux hosted by Nicholls State University, Thibodaux, LA [\[osf link\]](#)
 - Winner of “Best Poster” offered by the College of Education
27. **Castille, C. M.**, Crawford, W., Simmering, M. (2017, October). *You gotta keep em' separated? Examining the efficacy of remedies for proximal causes of method variance* [Paper]. Annual meeting of the Southern Management Association, St. Pete Beach, FL. <https://smgmt.org/wp-content/uploads/2021/02/2017%20SMA%20Final%20Program.pdf?6bfec1&6bfec1>
 - Winner of “Best-in-Track” Human Resources/Research Methods
 - Winner of “Outstanding Conference Paper”
26. Williamson, R.*, **Castille, C. M. (co-chair)**, & Harris, A.* (2017, April). *Practical guidance for developing and implementing ideal point measurement models* [Panel]. Society for Industrial and Organizational Psychology, Inc., 32nd Annual Meeting, Orlando, FL. <https://www.siop.org/Annual-Conference/Registration-and-Resources/Past-Conference-Programs/ProgramSearch17>
25. **Castille, C. M.** (2017, April). *Cross-validation of an unfolding measurement model of the cybernetic big 5 theory traits* [Paper]. In R.L. Williams, **Castille, C. M.**, & Harris, A. (co-chairs), *Ideal-point IRT modeling: Advances in personality assessment* [Paper Symposium] Society for Industrial and Organizational Psychology, Inc., 32nd Annual Meeting, Orlando, FL. <https://www.siop.org/Annual-Conference/Registration-and-Resources/Past-Conference-Programs/ProgramSearch17>

24. Mahmoud, B.*, **Castille, C. M.**, & Williamson, R. (2017, April). *Comparing MTurk and the US populations' occupational diversity* [Paper]. Society for Industrial and Organizational Psychology, Inc., 32nd Annual Meeting, Orlando, FL. <https://www.siop.org/Annual-Conference/Registration-and-Resources/Past-Conference-Programs/ProgramSearch17>
23. Buckner, J. E. V. & **Castille, C. M.** (2016, May). *A revival and extension of a content validation technique* [Paper]. Annual meeting for the Association for Psychological Science, 28th Annual Meeting, Chicago, IL. <https://www.psychologicalscience.org/conventions/archive/2016-2>
22. **Castille, C. M.**, Kuyumcu, D., & Bennett, R. J. (2016, October). *Prevailing to their peers' detriment: Organizational constraints motivate Machiavellians to undermine their peers* [Paper]. Southern Management Association, Charlotte, NC. https://smgmt.org/wp-content/uploads/2021/02/sma2016program_compressed.pdf?6bfec1&6bfec1
21. **Castille, C. M.**, Theys, E. R.*, & Khan, S.* (2016, May). *Too much of a good thing? Nonlinear personality–performance relations* [Paper]. Society for Industrial and Organizational Psychology, Inc., 31st Annual Conference, Anaheim, CA. <https://www.siop.org/Portals/84/SIOP%20Docs/SIOP%20Conference%20Presentations/2016ACProgram.pdf>
20. **Castille, C. M.**, Theys, E. R.*, & Thompson, H.* (2016, May). *Preliminary development of hierarchical unfolding cybernetic Big 5 trait measures* [Paper]. Society for Industrial and Organizational Psychology, Inc., 31st Annual Conference, Anaheim, CA. <https://www.siop.org/Portals/84/SIOP%20Docs/SIOP%20Conference%20Presentations/2016ACProgram.pdf>
19. Castille, A. R., **Castille, C. M.**, & Vega, M.* (2015, May). *The effects of leader presentation style and gender on follower perceptions* [Paper]. Association for Psychological Science, 27th Annual Meeting, New York, NY. <https://www.psychologicalscience.org/conventions/archive/2015-2>
18. **Castille, C. M.**, & Buckner, J. E. V (2015, May). *Do bottom-line mentality climate perceptions activate Machiavellian unethical pro-organizational behavior* [Paper]? Society for Industrial and Organizational Psychology, Inc., 30th Annual Conference, Philadelphia, PA. <https://www.siop.org/Portals/84/SIOP%20Docs/SIOP%20Conference%20Presentations/2015SIOPAC.pdf>
17. **Castille, C. M.**, Theys, E.R., & Igou, F. (2014, July). *Synthetic validation with local Bayesian estimation: An illustration with realistic examples* [Paper]. International Personnel Assessment Council, Denver, CO. <https://www.ipacweb.org/page-1810062>
16. **Castille, C. M.**, & Brawley, A.* (2014, May). *The international culture & climate Item pool: Concerns and solutions* (Co-chair) [Panel] Society for Industrial and Organizational

Psychology, Inc., 29th Annual Conference, Honolulu, HI.
<https://www.siop.org/Portals/84/SIOP%20Docs/SIOP%20Conference%20Presentations/2014ACProgram.pdf>

15. **Castille, C. M.**, Kuyumcu, D., & Bennett, R. J. (2014, May). *Prevailing to their peers' detriment: A study in Machiavellian undermining* [Paper]. Society for Industrial and Organizational Psychology, Inc., 29th Annual Conference, Honolulu, HI.
<https://www.siop.org/Portals/84/SIOP%20Docs/SIOP%20Conference%20Presentations/2014ACProgram.pdf>
14. Ramsey, M. A., & **Castille, C. M.** (2014, May). *Engineering internships to enhance the reputation of the field* (Co-chair) [Panel]. Society for Industrial and Organizational Psychology, Inc., 29th Annual Conference, Honolulu, HI.
<https://www.siop.org/Portals/84/SIOP%20Docs/SIOP%20Conference%20Presentations/2014ACProgram.pdf>
13. Theys, E. R., Dennis, B. E., Patton, C. B., & **Castille, C. M.** (2014, May). *The viability of MTurk for testing applied psychological models* [Paper]. Society for Industrial and Organizational Psychology, Inc., 29th Annual Conference, Honolulu, HI.
<https://www.siop.org/Portals/84/SIOP%20Docs/SIOP%20Conference%20Presentations/2014ACProgram.pdf>
12. **Castille, C. M.**, & Simmering-Dickerson, M. (2013, November). *The effectiveness of temporal separation of measurement for avoiding common method variance: A Bayesian Approach* [Paper]. Southern Management Association, New Orleans, LA.
https://smgmt.org/wp-content/uploads/2021/02/sma2013program_compressed.pdf?6bfec1&6bfec1
11. **Castille, C. M.**, Plaisance, B., Chambers, R., De Leon, J., Huynh, C., Patton, C.... Sheets, T. (2013, July). *Content validation for higher order factors: A pretest procedure* [Paper]. International Personnel Assessment Council, Columbus, OH.
10. **Castille, C. M.**, Plaisance, B., & Sheets, T. L. (2012, July). *So you think you can fly? A differential investigation in the domain of visual perception* [Paper]. International Personnel Assessment Council, Las Vegas, NV.
9. Brawley, A., Chamber, R., **Castille, C. M.**, & Tubré, T. (2012, April). *Seeing it differently: An alternative perspective on resilience* [Paper]. Southwestern Psychological Association, Oklahoma City, OK.
8. **Castille, C. M.**, & Buckner, J. E., V. (2012, April). *A resource-based leadership model: A qualitative study using grounded theory* [Paper]. Southwestern Psychological Association, Oklahoma City, OK.

7. **Castille, C. M.**, Rabalais, A-M., & Brawley, A. (2012, April). *The calm, the cool, and the collected: A pilot study in resilience* [Paper]. Southwestern Psychological Association, Oklahoma City, OK.
6. **Castille, C. M.**, & Buckner, J. E., V. (2012, April). *p < .05 and social scientific epistemology: Why a change is in order* [Paper]. Louisiana Academy of Sciences, Alexandria, LA.
5. **Castille, C. M.**, Plaisance, B., McKnight, S., Lyons, J., Sheets, T. L. (2012, April). *Using mental rotation to predict pilot performance* [Paper]. Louisiana Academy of Sciences, Alexandria, LA.
4. Murphy, S., Rabalais, A., **Castille, C. M.**, Desselles, M. (2012, April). *A state-based conceptualization of team personality* [Paper]. Louisiana Academy of Sciences, Alexandria, LA.
3. Igou, F., Binder, J., & **Castille, C. M.** (2011, April). *An empirical examination of selection test score banding* [Paper]. Louisiana Academy of Sciences, Monroe, LA.
2. Brawley, A. M., Foster, B. M., & **Castille, C. M.** (2011, April). *Psyched! Methods for exploring the role of emotionality under stress* [Paper]. Louisiana Academy of Sciences, Monroe, LA
1. **Castille, C. M.**, Foley, C., Tassin, S., & Rizzuto, T. (2009, February). *The pursuit of happiness under the gun: An investigation into high stress jobs* [Paper]. Southeastern Psychological Association, New Orleans, LA.
 - Winner of a Regional Research Award

SERVICE, INVITATIONS, & HONORS

UNIVERSITY SERVICE

6. *People Analytics Lab Co-director* (Fall 2017–present)
 - Provide students with informal career mentoring opportunities via applied research in my areas of interest (serviced students in human resource management, psychology, and computer information systems)
 - *Internal Organizational Consulting, Nicholls State University* (Fall 2019 – 2020). Worked with Renee Hicks to build a model that identifies students who are at-risk of leaving Nicholls as well as identifying ways to intervene to boost retention.
5. *Faculty Senate Representative for the College of Business Administration* (Fall 2019–present)
 - Served as the Senate’s COVID 19 Task Force
4. *Research Council Member* (Spring 2019–present)
 - Reviewed over 20 proposals for seed funding purposes

3. *Representing the Nicholls CBA at the University of Louisiana Systems Conference* (Spring 2021, 2022)

2. *Academic Master Plan Teaching Excellence Subcommittee member* (Spring 2019)

1. *Courses and Curriculum Committee Member* (Fall 2018)

DEPARTMENT & COLLEGE SERVICE

9. *Nicholls State University SHRM Group Faculty Co-advisor* (Fall 2017–present)

- Supported Melanie Boudreau in advising the NSU SHRM chapter
- Supported students case competition efforts (November 2, 2017)
- Created a student mentoring program that helped select students receive development (2020)

8. *Academic Advising* (Spring 2018–present)

- Advised between 10-30 students each academic year

7. *Assurance of Learning Committee Member* (2018–present)

- Supported Dr. Shari Lawrence in executing our charge
- Created visualizations to illustrate how student evaluations of Nicholls have changed over time.

6. *Instructor of Record for Independent Studies, Internships, and Executive Education*

- MNGT 486 (*HR Analytics*) – 28 students total over three sections
- MNGT 469 (*Internships in HR*) – 14 students over 9 sections
- CIS 485 (*Independent Study in the People Analytics Lab*) – 2 students over 1 section
- CIS 490 (*Independent Study in HR Analytics*) – 1 student over 1 section
- MNGT 502 (*Managing Human Capital*) – 33 students over 3 sections

5. *Chair, Social Impact Committee* (Fall 2021–Spring 2022)

- Led the development of the College of Business Administration's Social Impact focus areas

4. *Faculty Supervisor for Travel Abroad* (Spring 2022)

- Helped Dr. Michael Chiasson with grading developing and grading the travel abroad assignment for one HR student

3. *Galfalon carrier for Graduate Studies* (Spring 2022)

2. *Thesis Advisor for Liam McCloy (HR undergraduate)* (Fall 2020–Spring 2021)

1. *Management Search Committee Member* (2018)

- Served on the committees that selected Drs. Josh Cogswell and Onome Igboavodha.

Faculty Advisor for Two Johnson & Johnson Business Case Competition Teams, Rutgers Business School (Spring, 2017)

Strategic Review of the Villanova University Graduate HRD Program, Villanova University (2015)

- Developed a report summarizing relevant changes in the HR field for structuring the graduate program offerings of the HRD program.

Process Consultant, the LA Tech Counseling and Guidance Program. Louisiana Tech University (2012)

- Trained an undergraduate student to enter data into SPSS.
- Wrote a technical report summarizing quantitative and qualitative information gathered from recent graduates (see section entitled “Technical Reports”).
*My report helped the counseling psychology doctoral program achieve [CACREP](#) accreditation.

Researcher, LA Tech Typing for Ten, Louisiana Tech University (Winter 2012)

- Served as a general research process consultant.

PROFESSIONAL SERVICES

5. *Member of SIOP’s Open Science and Practice Committee* (Fall 2019–present)

- Editor of *The Industrial-Organizational Psychologist*’s column titled *Opening Up*, which receives entries on open science and practice as is pertinent to the study of IO psychology

4. *Editorial Board Member*

- *Journal of Business & Psychology* (2020–present)
- *Journal of Managerial Psychology* (2022)

3. *Ad hoc Reviewing for Journals*

- *Journal of Applied Psychology* (2020–2021)
- *Journal of Business and Psychology* (2019–present)
- *Journal of Business Ethics* (2020–present)
- *Journal of Managerial Psychology* (2018–present)
- *Applied Psychological Measurement* (2017–2021)
- *Management Decision* (2018–present)
- *Current Psychology* (2020–2021)
- *Personality and Individual Differences* (2020–present)
- *Social Behavior and Personality: An International Review* (2020)
- *Applied Psychology: An International Review* (2021)
- *Journal of Organizational Effectiveness: People and Performance* (2017)
- *Sage OPEN* (2017)

2. *Reviewing/Assisting with a Professional Conference*

- Co-organized the first ever SIOP/CARMA Open Science Virtual Summer Series (2021)
- Academy of Management OB/HR and Research Methods Divisions (2015)
- Discussant, Academy of Management Session on Leadership and Personality Assessment (2015)

- Society for Industrial and Organizational Psychology, Inc. (2014–present)
- Southern Management Association (2013–present)

1. *Invited Talks*

- Napper, C., & Hines, S. (Hosts). (2022, June 25). *Directionally Correct – Interview with Dr. Chris Castille – The Reproducibility Crisis* [Audio podcast].
<https://soundcloud.com/directionallycorrect/directionally-correct-podcast-ep-4-june-24-2022-dr-chris-castille>
- *The Volkswagen Emissions Scandal: What can we learn from this case of corporate cheating behavior?*, Guest of Dr. Tobias Endress, Asian Institute of Technology (November 6, 2021).
- *Method Variance*, Guest of the Southern Management Association annual conference (co-presented with Dr. Larry Williams), New Orleans, LA. (November 4, 2021)
- *Open Science*, Guest of the Southern Management Association (co-presented with Dr. Larry Williams), New Orleans, LA. (November 4, 2021).
- *Turnover Analytics*, Guest of Bayou Society for Human Resource Management (October 14, 2021)
- Ledet, P., & Perque, J. (Hosts). (2021, August 27). *The Wasted Hour – Casting with Castille* [Audio podcast].
https://www.audible.com/pd/Podcast/B08TGSYYFC?ref=a_pd_Podcas_c3_1Asin_0_2&pf_rd_p=625c212d-b95a-47db-8d56-d35a359de6e9&pf_rd_r=5SH0F1A4BQMCAABT35TT
- *Advances in HR Analytics*, Guest of Imperial Calcasieu Society for Human Resource Management (May 12, 2021)
- *Baby steps to best practices: Strategy and tactics for putting open science into practice*. Invited to present to faculty and students at the University of Georgia (November 2020)
- *Evidence-based tips for making virtual teams work*. Invited to present to University of Louisiana system faculty in preparation for Fall 2020. (COVID-related) (Summer 2020)
- *Talk on Open Science*. Invited to present to faculty and student at Louisiana State University (Spring, 2020)
- *The State of Emotional Intelligence Research*, Guest of Bayou Society for Human Resource Management (October 10, 2019)
- *IO Psychology as a Career*; Guest of Dr. Gary Rosenthal, invited to present to students majoring in Psychology by the Department of Psychology, Counseling, and Family Studies (2018–2019)
- *Local Benchmarking Research for Bayou SHRM*, Guest of Bayou Society for Human Resource Management; co-presented with two MBA students (October 12, 2018)
- *Social Media in Employee Selection Settings*, Invited to speak to Bayou SHRM (2017)
- *Using Virtual Office Hours to Enhance Student Learning in a Satisfactory Manner*, Guest of Dr. Gabrielle Bauer, Director of Villanova Institute of Teaching and Learning – Villanova University (2015)
- *Career Paths in Industrial-Organizational Psychology*, Guest of Dr. Thomas Toppino, course instructor for Professional Development in Psychology – Villanova University (2014-2015)

COMMUNITY SERVICE, PROBONO CONSULTING

2. Krewe of Christopher Member (2022)

1. Assisted the Bayou SHRM Event, *Bayou SHRM HR Jeopardy Event*, co-hosted by Nicholls State University and Bayou SHRM, Thibodaux, LA, US (October 12, 2017)

Work Analysis Project. Subcontracted through *The Workforce Consultants*. Contact is Lynda Zugec, Managing Director (2016)

Leadership Development Projects for Drum Corps International. Contact is Gene Monterastelli (2011, 2013, 2015)

Leadership Development Projects for Youth Education in the Arts. (2016, 2017)

HONORS

4. *Gerald Gaston Assistant Professor of Management*, Nicholls State University (2022–present)
3. *Excellence in Research*, College of Business Administration, Nicholls State University (2019, 2022)
2. *Recipient of awards from the Dean Frey to travel to a conference in order to enhance teaching effectiveness* (2019, 2022)
 - Recipient of funds for traveling to the *Academy of Management Teaching and Learning Conference* (2022)
 - Recipient of funds for traveling to *The Teaching Professor Conference* (2019)
2. *Best paper in the HR/Research Methods Division and Outstanding Conference Paper*, Southern Management Association (2017)
1. *Reviewer of the Year* for the *Journal of Business and Psychology* (2020)

Awards and honors received prior to employment at Nicholls State University

- Recipient of the Lilly Teaching Conference Travel Fellowship for First Year Faculty (2015)
- Research Advisor for Applied Research for Organizational Solutions (2012-2014)
- President for the Industrial/Organizational Psychology Student Group (2011)
- Outstanding Graduate Service Award (2010)
- Regional Research Award for Excellence in Undergraduate Research; \$300 Small Grant for Undergraduate Research (Southeastern Psychological Association)
- Distinguished Service Award for unselfish devotion as a member of The Cadets (2008)
- Cadet of the Year (2007)
- Distinguished Service Award for unselfish devotion as a member of The Cadets (2006)
- Drum Corps International World Champion (2005)
- Drum Major/Mellophonist, The Cadets Drum & Bugle Corps (2004-2008)
- LSU Tiger Band member (2004-2005)
- TOPS Scholarship Recipient (2004)

MENTORING/PROTÉGÉS

FORMER MBA IN PRACTICE

- Marcos Devoto, MBA from Nicholls State University (Spring, 2022). Currently an Assistant General Manager at Fritz's Adventure.
- Ujjwal Dhakal, MBA from Nicholls State University (Fall, 2018). Currently a Senior Financial Analyst at Ochsner Health.
- Luis Hernandez, MBA from Nicholls State University (Spring, 2019). Currently an Analyst at Avid Realty Partners.

FORMER UNDERGRADUATE IN A FACULTY POSITION

- Dr. Alice Brawley, Ph.D. in Industrial-Organizational Psychology from Clemson University (August 2016). Currently an Assistant Professor at Gettysburg College.

FORMER UNDERGRADUATE IN PRACTICE

- Dixie Sevin, B.S. in Human Resource Management (minor in Business Analytics) from Nicholls State University (Fall, 2021). Currently a Human Resource Analyst at Cornerstone Chemical Company.
- Liam McCloy, B.S. in Business Administration and Management (General) from Nicholls State University (Spring, 2021). Currently an Administrative Assistant at Herbert Rentals.
 - I was Liam's Thesis advisor (Fall 2020–Spring 2021)
- Sandesh Sharma, B.S. in Computer Information Systems from Nicholls State University (Spring, 2021). Currently a Data Analyst for The Bernard Group, Inc.
- Bernard Wezeman, B.A. in Psychology and B.S. in Business Administration from Nicholls State University. Currently a Data Scientist at Quantile.
- Kathryn Daigle, B.S. in Business Administration and Management (General) from Nicholls State University (Spring, 2017). Currently an Information Systems Manager at Family Tree In-Home Care.
 - Student's work won "Best Poster" in a student competition held at Nicholls State University. Pre-print of her work is highly viewed and occasionally cited. [[preprint](#)]
- Michelle Wong, B.S. in Supply Chain Management and a B.S. in Political Science from Rutgers Business School. Currently a Manufacturing Supervisor of Robotics & Digital Solutions at Johnson & Johnson.
- Robert Leighton, B.S. in Logistics, Materials, and Supply Chain Management from Rutgers Business School.
- Johnny Villarini, B.S. in Marketing (minor in Psychology) from Rutgers Business School (Spring, 2019). Currently a Marketing Automation Specialist over at Nasdaq.
- Brett M. Foster, M.A. in I/O Psychology, Minnesota State University, Mankato (2010-2012). Independent Consultant.

PROFESSIONAL EXPERIENCE

CONSULTING ENGAGEMENTS

Project Manager/Associate, Applied Research for Organizational Solutions (AROS) (2010 - Summer 2013)

- Led a team of researchers in the development and validation study of a measure of general psychological climate. Measurement validation involved content, criterion, and construct validation strategies.
- Led a team of process consultants who provided research and statistical expertise.
- Conducted qualitative data analysis of an employee feedback survey for a Fortune 500 company. Generated themes and systematically coded individual responses. Provided comprehensive summary and actionable insights to inform leadership decision-making.

INTERNSHIPS

Research and Assessment Intern, Talent Acquisition, CenturyLink, Inc. (2014)

- Benchmarked CenturyLink's selection system against select telecommunications organizations and espoused best practices.
- Conducted adverse impact analyses to determine the fairness of a widely used selection assessment.
- Revised an assessment for evaluating candidates' writing quality.
- Advised managers and the VP of Talent Acquisition regarding selection practices.

Leadership Development Intern, Lean Department, Libby Glass, Inc. (Summer 2009)

- Developed a 360-degree feedback instrument of political skill to be used in a leadership development program.

TECHNICAL REPORTS

- **Castille, C. M.** (2013). *ProfilesXT content validity report for the Acquisition Executive Sales (AES) positions* (Report No. 1). For CenturyLink, Inc., internal purposes.
- **Castille, C. M.**, & Ramsey, M. (2013). *What have we learned? A benchmarking study on selection practices within the telecommunications industry* (Report No. 1). For CenturyLink, Inc., internal purposes.
- **Castille, C. M.** (2012). *Executive summary of the graduate exit, alumni, and employer surveys for the Louisiana Tech Counseling and Guidance Program* (Report No. 2). For Counseling and Guidance Program purposes.

LICENSURES AND CERTIFICATIONS

- Introductory Reviewer Training (SIOP/CARMA)
- Mandatory training completed (all Nicholls State University faculty are required to complete)
 - [annual] Ethics Training (2017–present)
 - [annual] CPTP, Preventing Sexual Harassment (2017–present)
 - Defensive Driving Course (2017)

PROFESSIONAL AFFILIATIONS

Society for Industrial and Organizational Psychology (2009–present)
Academy of Management (2015–present)
Southern Management Association (2013–present)

REFERENCES

Tilman L. Sheets, Ph.D.

Relationship: Advisor, Dissertation Chair, Co-Author
Professor of Psychology
Department of Psychology and Behavioral Sciences
College of Education
Louisiana Tech University
Email: Tilman@latech.edu

Katina Sawyer, Ph.D.

Relationship: Former Departmental Colleague, Co-Author
Associate Professor of Management and Organizations
Eller College of Management
University of Arizona
Email: katina.sawyer@villanova.edu

Rebecca J. Bennett, Ph.D.

Relationship: Dissertation Committee Member, Co-Author
Professor of Management
Management Department
College of Business Administration
University of Central Florida
Email: Rebecca.Bennett@ucf.edu

Gerard Brandon, Ph.D.

Relationship: Former Supervisor
Director, Graduate Programs in Human Resource Development
Department of Psychology
Villanova University
Email: gerard.brandon@villanova.edu

SECTION 3
TEACHING

TEACHING PERFORMANCE SUMMARY

A summary of my teaching assignments for the summative review period is shown in the table below. My primary teaching responsibilities include Human Relations and Interpersonal Skills (MNGT 370), Performance and Compensation Management (MNGT 475), Human Resource Analytics, and Managing Human Capital (MNGT 502). My specific teaching assignments, annual T SCORE Rating, and Classification are below. I have consistently performed at a high level.

Teaching Assignments, Annual T SCORE Rating, and Classification

Assignments	'17	'18	'19	'20	'21	'22
	F	S	F	S	F	S
MNGT 370: Human Relations	X	X	X	X	X	X
MNGT 475: Performance and Compensation Management	X		X	X	X	X
MNGT 425: Human Resource Analytics					X	X
MNGT 502: Managing Human Capital	X	X	X	X	X	X
T SCORE Perf. Rating	-	7.77	7.77	8.19	7.99	-
Classification	-	High	High	High	High	

As defined by Table 6 of the Faculty Development Plan, a classification for “High Performance” (High) requires a score of 7.75, which is applied to the T SCORE standing above.

PHILOSOPHY AND PEDAGOGY

My philosophy of as an instructor, which I include in all of my course syllabi and also discuss openly with my students starting from day one, is stated below:

I take it as my personal responsibility to expose you to [evidence-based management](#) (EBM) (see Barends & Rousseau, 2018¹) so that you might make wiser decisions as an employee, manager, and business leader. In our classes, we'll discuss the most credible science that I'm aware of on various topics. We'll weigh the scientific evidence against our own experiences, the views of professionals, and ultimately consider how best to act given this information. By the end of our time together, I hope that you will have cultivated an attitude of wisdom, which means acting with the best information on hand while doubting what you believe to be true.²

EBM is about making decisions through the conscientious, explicit, and judicious use of the best available evidence to increase the likelihood of a favorable outcome. Often, the best available information comes from the scientific literature, so I try to help my students see how we might acquire this information and use it to make decisions in organizational settings. In other words, strive to be a role model of evidence-based decision making.

Teaching Tactics Incorporated Following Mid-tenure Review (F19–S22), Students (via Open-Ended Comments), and the Peer-reviewed Literature

To illustrate how I use EBM as a teacher (for the interested reviewer), I will now call attention to how my pedagogy has been informed by integrating key sources of information on my practice of teaching: my colleagues at Nicholls, our students, and the peer-reviewed literature on effective teaching practices. Below are tactics that I have implemented, with a few exceptions, across all of my courses.

1. *Small tactics for signaling flexibility (e.g., calling attention to my out-of-class availability in ways that signal flexibility, setting my office hours according to times that are more convenient for my students).* Small ways of signaling flexibility is a commonly cited practice for enhancing evaluations (see McKeachie & Svinicki, 2014)³. Following the advice of my mentor and supervisor, **Dr. Ken Chadwick**, I now call attention to my availability consistently in class by (i) posting my cell phone number on intro and outro slides for ease of student access, (ii) end class by reminding students they can always see me if they have any questions, and (iii) keeping my door open when I am in office for office hours to signal to students that I am available. Additionally, **Dr. Ken Chadwick** encouraged me to use my pre-

¹ Barends, E., & Rousseau, D. M. (2018). *Evidence-based management: How to use evidence to make better organizational decisions*. Kogan Page.

² My philosophy was adapted from Grant and Erez (2014) but differs in one key respect. Whereas Grant and Erez (2014) emphasize interesting studies, I aim to prioritize credible studies of practical importance.

³ McKeachie, W., & Svinicki, M. D. (2014). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Wadsworth, Cengage Learning.

course survey (which I send out to my students before the beginning of each semester) to share my office hours and ask students (i) if these hours are helpful and, if not, (ii) when would they like me to hold hours that would better accommodate their needs. In class, I point out what I can do to be more available if needed (e.g., holding extra hours outside of my regularly scheduled hours, usually on a Monday, Wednesday, and Friday). In class, I remind students to arrange to meet with me separately if my schedule cannot meet their needs, pointing out that we can even meet virtually on an on-demand basis (e.g., FaceTime, Google Hangouts) as needed.

2. *Assigning weekly preparation participation assignments (PPAs) to help students focus on key questions covered each week.* This tactic has been in use by **Ms. Sherry Rodrigue**, who my students cited as helpful in part because of these assignments. Additionally, in speaking with **Sherry**, she pointed out how students consistently cite the assignment as helpful in their evaluations. PPAs help students to prepare adequately for class by pointing out (i) important materials to focus on and (ii) key questions to have thought about prior to class (McElwee, 2009)⁴. Students frequently remark on how helpful these assignments are for mastering the course content and working collaboratively. I assign the PPAs for bonus points towards my exams and allow students to complete them collaboratively in their assigned teams.
3. *Using team-based teaching (e.g., quizzes) to promote student collaborative problem solving* (only in-use in MNGT 370 and 475). Drawing on how **Dr. Ann-Marie R. Castille** has implemented the tactic, I will implement a two-step weekly quiz. First, students take a quiz on material to be discussed outside of class. Additionally, they take the same quiz as a team within the beginning of class. The average of the two attempts is taken for their quiz grades (*note*: quizzes represent 5% of their total grade, so they are low stakes). An innovation stemming from management, team-based grading has long been associated with desirable student outcomes (see Michaelsen et al., 2008)⁵. I should also note that I share insights on leveraging these tactics with my colleagues, most notably **Mr. Adrien Maught**, who now uses team-based pedagogy throughout his courses.
4. *Using team charters to promote healthy team processes.* All of my courses are team-based, which presents a key set of challenges for managing workloads and schedules. To help my students address these challenges, I've incorporated team contracts that specify key due dates, clarify what is an individual contribution vs. a team contribution, and help team members plan meetings (with the instructor or as a team). Such team charters, although they do not necessarily impact performance, can help teams to reduce and manage conflict more effectively (see Johnson et al., 2022)⁶.

⁴ McElwee, R. (2009). Facilitating students' preparation for class: Discussion of an evidence for effective participation preparation assignments. *Journal of Excellence in College Teaching*, 20(4), 105–120.

⁵ Michaelsen, L. K., Sweet, M., & Parmelee, D. (2008). Team-based learning: Small-group learning's next big step. In *New Directions for Teaching and Learning*. Jossey-Bass.

⁶ Johnson, W. H. A., Baker, D. S., Dong, L., Taras, V., & Wankel, C. (2022). Do team charters help team-based projects? The effects of team charters on performance and satisfaction in global virtual teams. *Academy of Management Learning & Education*, 21(2), 236–260. <https://doi.org/10.5465/amle.2020.0332>

5. *Leveraging my pre-course survey to identify students' interests and then connect their interests to the phenomena covered by the course.* Effectively engaging student interest should be a chief aim of every educator. I leverage mystery stories (i.e., puzzles or enigmas to be solved that require a deeper understanding of a phenomenon in order to resolve the story; see Cialdini, 2005). One way I do this is by encouraging my students to guess how strongly related some practice with a specific organizational outcome (e.g., structured selection processes and job performance) and discuss how we might measure these relationships. Further refining this tactic, drawing on advice from **Drs. Luke Cashen** and **Ken Chadwick**, I now also ask students to share a business context that they would like me to discuss during the course. **Dr. Chadwick** has found that it helps him signal to the students that he is paying attention to their interests, and I would agree. I use this as an opportunity to sample interesting moderating factors where applicable. When an opportunity presents itself to discuss a business context (e.g., small family-run enterprise, startup) that a student would like discussed, I present the context and challenge my students to consider what might impact the effectiveness of a practice (raising or lowering estimated effects). It is not enough to say “it depends” – we need to help students see why moderation might exist (and it is my job to say if evidence exists).
6. *Reaching out to struggling students directly to boost belongingness.* Helping struggling students feel like they belong is a powerful tool for boosting retention and performance in college students (Murphy et al., 2020⁷). To help my students feel like they belong, I draw on guidance from **Mr. Gene Gouaux**, who reaches out to students who are at risk of failing a course and encouraging a meeting. Done early in the semester, this can help a student decide to continue with the course and try harder.
7. *Clarifying why I use active learning while signaling that I'm willing to accommodate student learning needs.* As industry life will present our students with many problems where the answers are not readily clear, I’m using active learning tactics to make them more competitive for jobs and managing their career. Tharayil et al. (2018)⁸ provided evidence that connecting work to practice is a commonly used tactic among instructors who use active learning – otherwise the tactics could backfire (i.e., harm student evaluations). Additionally, to signal flexibility, active learning assignments that largely occur outside of class will have flexible deadlines where students can choose when they’d like to submit work for feedback or meet with me separately. This is handled via a team contracting assignment that is now standard across my courses (see point 4, team charters).
8. *Discussing how the feeling of learning can be misleading and reframing mistakes to represent accidents worth learning from.* In an active learning class such as the one I lead,

⁷ Murphy, M. C., Gopalan, M., Carter, E. R., Emerson, K. T. U., Bottoms, B. L., & Walton, G. M. (2020). A customized belonging intervention improves retention of socially disadvantaged students at a broad-access university. *Science Advances*, 6(29), eaba4677. <https://doi.org/10.1126/sciadv.aba4677>

⁸ Tharayil, S., Borrego, M., Prince, M., Nguyen, K. A., Shekhar, P., Finelli, C. J., & Waters, C. (2018). Strategies to mitigate student resistance to active learning. *International Journal of STEM Education*, 5(1), 7. <https://doi.org/10.1186/s40594-018-0102-y>

students may feel that they are not learning, prefer to be lectured to rather than experiment on their own, and, as such, their engagement may suffer (Deslauriers et al., 2019)⁹. Therefore, I share research on how the *feeling of learning* can be misleading. Deslauriers et al. (2019) provided data suggesting that students appreciate having this discussion early in the course. As my classes involve active learning and often reveal mistakes in students' understanding (publicly), I reframe mistakes as accidents worth learning from. Perhaps our personal feelings or experiences are biased. Although our feelings and experience are useful sources of knowledge, they are also limited. The classroom is where the mistakes need to be made. To point out that mistakes are not necessarily held against a student, I always offer students the option to have redo their work to demonstrate master over a concept.

9. *Enhancing student writing ability via assigning bonus points for receiving a consultation with the Writing Center or via peer review.* The quality of student writing is a persistent complaint in the academy. One small thing I've occasionally introduced involves incentivizing students (via bonus points) to use the writing center and receive peer assessments and feedback. Seeking out peer tutoring in order to enhance writing skills promotes student collaboration and learning (see Double et al., 2020; Richardson et al., 2012; Zeneli et al., 2016).¹⁰
10. *Enhancing friendly student competitions via business pitches.* Competition can facilitate performance, particularly when goals link to outcomes students desire (e.g., impressing other students, impressing the instructor, being on a high-performing team) (Murayama & Elliot, 2012¹¹). Drawing on the advice of a former executive MBA student (**Sandi Glover**), I have instituted a business pitch competition in my 425, 502, and (Fall 22) 370 and 475 courses. In this competition, students build a competitive proposal for investing in their people (e.g., enhancing compensation and benefits) to execute a business's strategy. In this pitch, students are encouraged to use strategy concepts (e.g., strategy mapping), financial analysis tools (net present value, internal rate of return), and human resource management tools (e.g., costing turnover, absenteeism, utility analysis) to connect the dots linking strategic human resource

⁹ Deslauriers, L., McCarty, L. S., Miller, K., Callaghan, K., & Kestin, G. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *Proceedings of the National Academy of Sciences*, 116(39), 19251–19257. <https://doi.org/10.1073/pnas.1821936116>

¹⁰ Richardson, M., Abraham, C., & Bond, R. (2012). Psychological correlates of university students' academic performance: A systematic review and meta-analysis. *Psychological Bulletin*, 138(2), 353–387. <https://doi.org/10.1037/a0026838>

Double, K. S., McGrane, J. A., & Hopfenbeck, T. N. (2020). The impact of peer assessment on academic performance: A meta-analysis of control group studies. *Educational Psychology Review*, 32(2), 481–509. <https://doi.org/10.1007/s10648-019-09510-3>

Zeneli, M., Thurston, A. and Roseth, C. (2016) The influence of experimental design on the magnitude of the effect size-peer tutoring for elementary, middle and high school settings: A meta-analysis. *International Journal of Educational Research*. Vol 76. pp211–23.

¹¹ Murayama, K., & Elliot, A. J. (2012). The competition–performance relation: A meta-analytic review and test of the opposing processes model of competition and performance. *Psychological Bulletin*, 138(6), 1035–1070. <https://doi.org/10.1037/a0028324>

management to sustainable competitive advantages and financial outcomes. Students vote on the most compelling pitch and the winners receive a certificate.

Plans Moving Toward Promotion to Full Professor

Post-tenure review, after the allotted time has passed, I plan on applying for promotion to Full Professor. In order to be promoted to Full Professor, I must be exceptional in at least two performance categories – teaching, research, and/or service. Having reached the exceptional standing in research, I will focus more on service and teaching. My goal will be to do more of what works and ignore what does not work for promoting student outcomes (e.g., evaluations, learning, career outcomes).

Additionally, as Nicholls is prioritizing revenue growth in the future, I have introduced a key change to my courses that align with this broader priority. Historically, I have taught MNGT 502 (Managing Human Capital) and MNGT 425 (HR Analytics) as courses that meet very similar learning objectives. Indeed, the syllabus for MNGT 502 that is provided in this tenure packet closely mirrors how MNGT 425 has been executed historically. The only difference concerns the extent to which students were exposed to data analytics tools such as R and Tableau. The syllabus that I have provided here has removed the use of R and Tableau. Indeed, students have requested that I create a class that is devoted toward using R for HR analytics. As such, I have created a new course structure for MNGT 425 that focuses on teaching R for executing HR analytics. Indeed, the syllabus I have provided in this documentation reveals how this course will be executed moving forward. I am currently piloting this course design via an independent study with two Computer Information Systems (CIS) students (Fall 2022). Correspondingly, I will make 502 a course dedicated to using the output from analytics tools in ways that facilitate business strategy execution (e.g., using pre-made dashboards, Excel to build cash flows). By effectively distinguishing these course learning objectives, undergraduates and MBA students can gain unique and complementary skillsets by taking each course, helping to grow revenues by capitalizing on student needs.

To a related point, I am creating an independent study in evidence-based management that students as well as human resource management professionals in the local community (members of Bayou SHRM) may complete for credit and certification via the Center for Evidence-Based Management (CEBMA). Not only might this change allow us to generate more revenue from our current students, but it may also help us to offer courses that are more relevant for practicing managers who already have their preferred degree but want to enhance their skillset under the guidance of a Nicholls faculty member. I am also currently marketing this student to our current MBAs and undergrads via my coursework.

Appendix for Teaching Statement

AIM2Flourish Student Stories

I'd like to briefly highlight an initiative that I'm proud of with MNGT 370. I've partnered with AIM2Flourish. AIM2Flourish is the world's first higher-education curriculum for the UN Sustainable Development Goals and "Business as an Agent of World Benefit". Using the UN SDGs as a lens, students research and identify a business innovation and interview a business leader to learn more about this innovation. Their stories (which are peer-reviewed) live on the AIM2Flourish.com platform to inspire others to make small positive changes to solve our problems. In collaboration with the AIM2Flourish initiative, students in my MNGT 370 course (*Human Relations and Interpersonal Skills*) as well as an early cohort of students from my MNGT 502 course (*Managing Human Capital*) have contributed over 50 articles highlighting positive business practices in our local community and beyond (see <https://aim2flourish.com/innovations>). Many of the businesses are local (e.g., ORA Estuaries, T. Baker Smith, Conrad Shipyard, Grand Isle Shipyard, Chris Ledet Homes). Two student teams wrote stories that were AIM2Flourish finalists, and one won the AIM2Flourish Prize, beating out over 500 other stories in a world-wide competition!

Vice President for Student Affairs

P.O. Box 2040
Thibodaux, LA 70310
985.448.4022
Fax: 448.4024



December 4, 2017

Mr. Christopher Castille
Management and Marketing
Business Administration
Nicholls State University
Thibodaux, LA 70310

Dear Mr. Castille:

You were cited by Bernard Wezeman as having significantly contributed to his success. Because there were no implied rewards for the student's efforts, this gesture must be considered as the sincerest of compliments.

Mr. Castille, you should feel an added sense of accomplishment in the knowledge that your concern and support have dramatically influenced the life of one of our students. Your dedication makes a great difference in our students' academic and personal development.

On behalf of those who have recognized your personal support, please accept thanks for your extra efforts in meeting the needs of our students. We in Student Affairs thank you for helping to make Nicholls "a better place to be!"

Sincerely,

A handwritten signature in blue ink that reads "Eugene A. Dial, Jr."

Eugene A. Dial, Jr., PhD.
Vice President for Student Affairs



Vice President for Student Affairs

P.O. Box 2040 | Thibodaux, LA 70310 | 985.448.4022 | 985.448.4024 [F]

November 29, 2018

Mr. Christopher Castille
Management and Marketing
Business Administration
Nicholls State University
Thibodaux, LA 70310

Dear Mr. Castille:

You were cited by D'Ambaranique Craig as having significantly contributed to her success. Because there were no implied rewards for the student's efforts, this gesture must be considered as the sincerest of compliments.

Mr. Castille, you should feel an added sense of accomplishment in the knowledge that your concern and support have dramatically influenced the life of one of our students. Your dedication makes a great difference in our students' academic and personal development.

On behalf of those who have recognized your personal support, please accept thanks for your extra efforts in meeting the needs of our students. We in Student Affairs thank you for helping to make Nicholls "a better place to be!"

Sincerely,

Eugene A. Dial Jr.

Eugene A. Dial, Jr., PhD.
Vice President for Student Affairs



Provost/Vice President for Academic Affairs
P.O. Box 2002 | Thibodaux, LA 70310 | 985.448.4011 | 985.448.4026 [F]

December 13, 2019

Mr. Christopher Castille
Management and Marketing
Business Administration
Nicholls State University
Thibodaux, LA 70310

Dear Mr. Christopher Castille:

You were cited by Holly Bourgeois as having significantly contributed to her success. Because there were no implied rewards for the student's efforts, this gesture must be considered as the sincerest of compliments.

Mr. Castille, you should feel an added sense of accomplishment in the knowledge that your concern and support have dramatically influenced the life of one of our students. Your dedication makes a great difference in our students' academic and personal development.

On behalf of those who have recognized your personal support, please accept thanks for your extra efforts in meeting the needs of our students. We in Student Affairs thank you for helping to make Nicholls "a better place to be!"

Sincerely,

Michele Caruso, Ph.D., LPC-S
Associate Vice President for Student Affairs &
Dean of Students



Vice President for Student Affairs

P.O. Box 2040 | Thibodaux, LA 70310 | 985.448.4022 | 985.448.4024 [F]

June 5, 2020

Mr. Christopher Castille
Management and Marketing
Business Administration
Nicholls State University
Thibodaux, LA 70310

Dear Mr. Castille:

You were cited by Eric Fedrowisch as having significantly contributed to his success. Because there were no implied rewards for the student's efforts, this gesture must be considered as the sincerest of compliments.

Mr. Castille, you should feel an added sense of accomplishment in the knowledge that your concern and support have dramatically influenced the life of one of our students. Your dedication makes a great difference in our students' academic and personal development.

On behalf of those who have recognized your personal support, please accept thanks for your extra efforts in meeting the needs of our students. We in Student Affairs thank you for helping to make Nicholls "a better place to be!"

Sincerely,

Michele Caruso, Ph.D., LPC-S
Interim Vice President for Student Affairs
Dean of Students



Nicholls State University
Vice President for Student Affairs
P.O. Box 2040 | Thibodaux, LA 70310 | 985.448.4022 | 985.448.4024 [F]

December 9, 2021

Dr. Christopher Castille
Management and Marketing
College of Business Administration

Dear Dr. Castille:

You were cited by Camryn Scheeler as having significantly contributed to their success. Because there were no implied rewards for the student's efforts, this gesture must be considered as the sincerest of compliments.

Dr. Castille, you should feel an added sense of accomplishment in the knowledge that your concern and support have influenced the life of one of our students. Your dedication makes a great difference in our students' academic and personal development.

On behalf of those who have recognized your personal support, please accept thanks for your extra efforts in meeting the needs of our students. Thank you for making Nicholls the special place it is.

Sincerely,

Dr. Michele Caruso
Vice President for Student Affairs



Nicholls State University
Vice President for Student Affairs
P.O. Box 2040 | Thibodaux, LA 70310 | 985.448.4022 | 985.448.4024 [F]

May 9, 2022

Dr. Christopher Castille
Management and Marketing
Business Administration

Dear Dr. Castille:

You were cited by Cody Plaisance as having significantly contributed to their success. Because there were no implied rewards for the student's efforts, this gesture must be considered as the sincerest of compliments.

Dr. Castille, you should feel an added sense of accomplishment in the knowledge that your concern and support have influenced the life of one of our students. Your dedication makes a great difference in our students' academic and personal development.

On behalf of those who have recognized your personal support, please accept thanks for your extra efforts in meeting the needs of our students. Thank you for making Nicholls the special place it is.

Sincerely,

Dr. Michele Caruso
Vice President for Student Affairs



Nicholls State University
Vice President for Student Affairs
P.O. Box 2040 | Thibodaux, LA 70310 | 985.448.4022 | 985.448.4024 [F]

May 9, 2022

Dr. Christopher Castille
Management and Marketing
Business Administration

Dear Dr. Castille:

You were cited by Kari Berard as having significantly contributed to their success. Because there were no implied rewards for the student's efforts, this gesture must be considered as the sincerest of compliments.

Dr. Castille, you should feel an added sense of accomplishment in the knowledge that your concern and support have influenced the life of one of our students. Your dedication makes a great difference in our students' academic and personal development.

On behalf of those who have recognized your personal support, please accept thanks for your extra efforts in meeting the needs of our students. Thank you for making Nicholls the special place it is.

Sincerely,

Dr. Michele Caruso
Vice President for Student Affairs

MNGT 370 – Human Relations and Interpersonal Skills

Performance Summary

Semester	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22	SUM
Course Enrollment	34	34	22	20	25	29	33	40	28	26	291
# of Students Responding	28	29	17	20	20	18	9	28	10	24	203
Questions											
Q1 Ex. Of Requirements	3.11	3.45	4.47	2.70	4.60	4.89	3.33	4.57	4.70	4.67	
Q2 Prep for Class	3.54	4.31	4.47	3.90	4.70	4.89	3.67	4.75	4.70	4.75	
Q3 Command of Subj.	3.54	4.14	4.65	3.30	4.80	4.89	3.78	4.79	4.60	4.67	
Q4 Use of Class Time	3.43	3.96	4.65	3.50	4.70	4.72	3.56	4.64	4.70	4.63	
Q5 Instructor's Way of Summarizing	3.43	3.86	4.18	3.32	4.60	4.72	3.78	4.75	4.90	4.67	
Q6 Presentations	3.11	4.14	4.65	3.32	4.65	4.78	3.67	4.79	4.70	4.63	
Q7 Command of Lang	3.54	4.76	4.88	4.47	4.85	4.94	4.78	4.86	4.90	4.75	
Q8 Use of Examples	3.54	4.14	4.65	3.70	4.70	4.83	3.89	4.86	4.80	4.67	
Q9 Challenging Questions	3.43	4.00	4.76	4.05	4.45	4.78	3.44	4.70	4.70	4.58	
Q10 Enthusiasm	3.43	4.36	4.82	4.30	4.80	4.89	4.11	4.86	4.80	4.71	
Q16 Grading Information	3.61	3.86	4.35	3.10	4.75	4.78	4.22	4.71	4.60	4.58	
Q17 Clarity of Exam Questions	2.86	3.59	4.35	2.10	4.45	4.22	2.89	4.69	4.50	4.57	
Q18 Exam Coverage of Import Mat.	3.07	3.97	3.47	2.95	4.75	4.56	3.00	4.69	4.90	4.70	
Q19 Instructor Comments	3.21	3.90	4.18	3.11	4.60	4.72	3.78	4.59	4.80	4.59	
Q20 Overall Quality of Textbook	3.23	3.86	4.35	2.94	4.45	4.44	3.67	4.45	4.75	4.42	
Q21 Helpfullness of Assignments	3.14	3.48	4.00	2.70	4.50	4.44	3.44	4.54	4.60	4.54	
DELIVERY OF INSTRUCTION	3.33	3.99	4.43	3.34	4.65	4.72	3.69	4.70	4.73	4.63	
Q11 Helpfulness	4.29	4.21	4.71	3.20	4.75	4.78	4.33	4.79	4.90	4.71	
Q12 Respect for Students	4.25	4.48	4.82	3.55	4.70	5.00	4.56	4.81	4.90	4.75	
Q13 Concern for Students	4.19	4.24	4.53	3.60	4.75	4.94	4.89	4.71	4.70	4.71	
Q14 Avail for Extra Help	4.18	4.28	4.76	3.45	4.70	4.94	4.78	4.68	4.60	4.74	
Q15 Listen to Std. Ideas	4.57	4.46	4.82	3.35	4.75	4.94	4.89	4.82	4.90	4.79	
Q16 Inform How Graded	3.19	3.78	4.10	2.81	4.58	4.48	3.36	4.59	4.71	4.56	
INTERACTION	4.11	4.24	4.62	3.33	4.71	4.85	4.47	4.73	4.79	4.71	
OVERALL	3.72	4.11	4.53	3.33	4.68	4.78	4.08	4.72	4.76	4.67	4.34

Management 370-4T
Human Relations and Interpersonal Skills

INSTRUCTOR NAME:	Christopher M. Castille
OFFICE LOCATION:	150 Powell Hall
PHONE NUMBER:	[office] (985) 449-7015 [cell] (337) 256-0664
EMAIL:	christopher.castille@nicholls.edu
OFFICE HOURS:	Tuesday & Thursday: 8:30AM–9:00AM, 10:20AM–12:00PM; 1:20PM–4:00PM Friday: 9:00–9:20AM

DEPARTMENT HEAD:	Dr. Ken Chadwick
OFFICE LOCATION:	146 Powell
PHONE NUMBER:	985-448-4175
EMAIL:	ken.chadwick@nicholls.edu
DEPARTMENT OFFICE HOURS:	Monday-Friday 8:00 am – 4:30 pm

Syllabus Revision Statement:

This syllabus is subject to revision, but not without prior notice by the instructor. (*Must be documented with revision date.*)

Catalog Description:

Dynamics of human skills and interpersonal relationships in the work environment. Case studies, role-playing, and experiential learning exercises.

Prerequisites for Course:

Completion of 54 hours of non-developmental coursework. Dynamics of human skills and interpersonal relationships in the work environment. Case studies, role-playing, and experiential learning exercises.

AoL Puzzle Insert: NA

Required Text and Other Materials:

Whetten, D. A. & Cameron, K. S. (2016). *Developing management skills* (8th edition or more recent). Upper Saddle River, NJ: Prentice Hall.

Student Learning Outcomes:

The purposes of this course are twofold: (1) to cultivate a heightened sense of self-awareness regarding students' skills in managing themselves and others and (2) to cultivate skills in working in team settings. Students will be exposed to the study of human behavior, personality, self-management, self-development, and elementary business psychology as an aid to furthering the student's success in team environments inside business settings. Students will gain insight into their own human relations and interpersonal skills. The classroom focus is on cultivating students' understanding of factors that influence outcomes such as leadership, communication, and self-awareness of intrapersonal and interpersonal effectiveness. Specific objectives are:

- To increase awareness of your strengths and growth opportunities in interpersonal relationships.
- To build on strengths in interpersonal skills through practice, role-playing, and case studies.
- To understand the importance of interpersonal skills in effective leadership, communication, conflict management, career management, and motivating others.
- To understand the importance of personal strengths and intrapersonal characteristics to effectively manage your time, stress, and career.

Course Content:

SAMPLE COURSE SCHEDULE

Wk	Day	Topic	Readings	Assignments Due
1	A	Introduction	1. Introduction 2. Google's Quest (see Moodle) 3. Team Contracting Exercise 4. Individual Development Plan	Complete the “ Getting to Know You ” Survey
	B			
2	A	Building Effective Teams & Teamwork	Team Project Description , Ch. 9	1. Ch. 9 Quiz 2. Parts 1 and 2 of the Individual Development Plan
	B			
3	A	Developing Self-Awareness and Appreciating Diversity	1. Ch. 1 2. Wiki on the Big Five 3. Open materials on surface and deep diversity (Optional) When Strengths Become Weaknesses	1. Ch. 1 Quiz 2. Self-Assessments Answer these questions on your own: 1. When is a strength actually a weakness? 2. Which of your strengths could become weaknesses (and when)?
	B			
4	A	Conducting Effective Meetings & Conducting Effective Interviews	1. Module B – Interview 2. Module C – Conducting Meetings	1. Norms Contract (T1) – I'll start grading early submissions. 2. Module Quiz
	B		Prepare for interviewing a team-mate by	1. Come to class with a rough draft of your AIM2Flourish interview questions as well as a template email to use

			reading this article ; select 3-5 questions to identify key strengths.	(templates available in Team Project Description document). 2. Come to class ready to interview a teammate.
5	A	Building Relationships by Communicating Supportively	Ch. 4, “ Stop Serving the Feedback Sandwich ”, and “ Try Feedforward Instead of Feedback ” (Optional) “The Secrets of Successful Listening” (see Moodle)	1. Ch. 4 Quiz 2. Norms Contract (T1) Due 3. The Missed Promotion Role Play (potentially a warm-up exercise)
	B		Fall Break #1	
6	A	Managing Conflict	Ch. 7	1. Ch. 7 Quiz 2. Conflict Style Self Assessment
	B		“The Player” (see Moodle)	Prepare for the “The Player” role play (turn in materials)
7	A	Managing Stress	Ch. 2 and this article on Goal Setting provided by RescueTime	Ch. 2 Quiz Company Access, Possible Innovation, and Data Collection Plans Due (end of week)
	B			
8	A	Exam 1		
	B	Course Midpoint Review		1. Part 3 of the Individual Development Plan 2. Team Midpoint Evaluation (T3 parts 1a and 1b are due)
9	A	Motivating Others	Ch. 6 and the Michael Simpson Case (see Moodle)	Ch. 6 Quiz
	B			AIM2Flourish Manuscript Submitted (T4) – I’ll start grading early submissions
10	A	Fall Break #2		
	B	Gaining Power and Influence	Ch. 5 & Vanatin Case Material	Come prepared to participate in the Vanatin Case. 1. Ch. 5 Quiz 2. Take the mini-derailer assessment and find out if you have any derailers. Does

				this reveal something about your propensity for misusing or abusing power (and if so, how might you guard yourself against misusing power)? 3. Watch this TED Talk on “ Give and Take ”. Afterward, complete this Reciprocity Styles Assessment . Note: Chrome gave me issues with the Reciprocity Styles Assessment (Safari was just fine). What is your reciprocity style and how might this relate to the three strategies for transforming power into influence?
11	A	Decision-making and Creative Thinking	Ch. 3	1. Ch. 3 Quiz 2. Complete the Innovative Attitude Scale and the Creative Style Assessment . Report your scores and how you compare to others (i.e., which quartile do you fall into).
	B			Possible guest speaker
12	A	Leading Positive Change	Ch. 10	1. Ch. 10 Quiz 2. Servant Leadership Assessment
	B			
13	A	Engaging and Empowering Others	Ch. 8	1. Ch. 8 Quiz 2. AIM2Flourish Manuscript Submitted (T4)
	B			Exam 2
14	A	Team coaching sessions for presentation		Have a draft of your presentation ready for review.
	B			
15	A	Thanksgiving Holiday!		
	B			
16	A	Presenting AIM2Flourish Projects		1. Reflection on Team Project (T5) 2. Final Analysis of Team Performance (T6 part 1). 3. Peer Evaluations (T7). 4. Part 4 of the Individual Development Plan
17	B	Final Exam (1:00–3:00PM)		

Course Requirements:

Your course grade will be comprised of three elements, each of which is described in greater detail below:

Note: when submitting assignments, I prefer a Google Doc link that I can access. This allows us to have a virtual conversation about your submission. Also, please do not try to upload a link *and then* do the work. I can tell (Google Tracks this) and you will be penalized for a late submission.

PREPARATION AND PARTICIPATION (15%):

In-class Participation (15%): measured each day we hold class using the following behavioral checklist:

- Was the student present in class and on time (considered equivalent to an excused absence)? Unexcused absences are not given any credit? Lateness is penalized.
- Either of the following: (i) Was the student prepared for class this day or (ii) was the student contributing to class (enhancing another's experience of the class in some form or fashion)? Students who either (i) do not do what was asked or (ii) are not actively participating (e.g., on a cell phone during exercises or discussions) will not receive full credit.

Typically, points are awarded each class as follows:

- 0 – Absent without excuse
- 1 – Late to class and neither prepared nor contributing
- 2 – Showed up to class on time but not prepared or contributing
- 3 – Showed up to class on time and either prepared or contributing

Occasionally, I will assign various assignments that are required for contributing to class on a given day. These will fall under the “Preparation and Participation” grading segment.

Note for athletes: I am supportive of your contributions to the school outside of class and will not penalize you if you miss class for school-related events. **However**, if (i) your teammates needed work from you for a day in class and (ii) you did not deliver a meaningful heads up that you would be absent or did not send in your work to your team, I will penalize you accordingly. I think you will find that this is fair, but I’m willing to discuss any misperception on my part. All I ask is that you uphold your responsibility to your team in my class.

QUIZZES & EXAMS (55%): I give two chances with each quiz and will take the average of the two attempts. Quizzes are mastered well if you complete any *Participation Preparation Assignments* (which I will explain shortly). You should expect the quizzes to assess your understanding of the content (e.g., “in this situation, what is most likely to happen if you do x?”), not whether you can regurgitate material. Exams are similar to quizzes but longer and will involve essays.

Advice for performing well on these assessments: My assessments are less about “learning facts” and more about applying knowledge to novel situations. You should always pick the best answer that you can reasonably defend – guess as a last resort. In fact, there is an open-ended question in each test where you can explain your rationale for picking an answer for any question. If the rationale is sensible, you may get credit. If you hit a snag though, try this: go through the test answering all the questions you can. This might trigger a thought that’s helpful. After you are done, go through once more and answer any remaining questions – the answers may now be a bit more obvious. Still stuck? Eliminate answer choices for a question that seems

incorrect. Then, go through the test one more time to see if your other answers seem plausible (some may not be).¹

Specific percentages are below:

1. Exams one and two (in class, closed book): 50%
 - Exams are in multiple-choice, multiple answers, matching, and essay questions.
 - *Phone-a-friends.* Occasionally, I will allow students to “phone-a-friend” for answering a question. The way this works is that if you do not know the answer to an exam question, then you can (i) provide the best guess for answering a question and then (ii) write in the name of a friend you think would answer the question correctly. If your friend answers the question correctly but you don’t, I give you points. Additionally, because your phoned friend is a credible source, I give the friend bonus points equal to the number of points that were given out to others. I do this to promote collaborative behavior in my class. Note: Essay questions are not eligible. Only small stakes (e.g., multiple choice) questions can be used for phone-a-friend purposes.
2. Comprehensive Final Exam
 - I will drop your final exam under the following conditions: (i) you’ve taken all other exams, (ii) you have passed all exams with a C or better, and (iii) you are satisfied with your grade. Additionally, if your performance on the final exceeds a prior exam, then I will drop that exam in favor of the comprehensive final exam score (so the final essentially counts twice), which could dramatically improve your standing in the course.
3. Quizzes: 5%

AIM2Flourish TEAM PROJECT (30%): This project is designed to promote your analytical and critical thinking skills; to encourage the application of our course concepts to real-world organizations, and to develop your interpersonal abilities to work in a team. To accomplish the deliverables comprising this project, you will be randomly assigned to work in a project team of 4-5 students. **Note: Failure to contribute significantly to the team project as determined by the course instructor (with consideration of input provided by team members) will result in a full one grade deduction to your final course grade.**

Detailed instructions for the team project, including a description of all deliverables and their respective due dates are included as an attachment to this syllabus (see “Team Project Instructions”). Nevertheless, I’ve included a few details below. This is an experiential learning project where you will learn skills related to appreciative inquiry, or a method of organizational development that focuses on positive and meaningful characteristics of organizations that should be celebrated:

1. AIM2Flourish is an initiative that seeks to identify businesses that are both profitable and achieve (either by intention or not) sustainability goals established the United Nations. More details will be delivered after the class is fully formed.

¹ Switching answers generally works. Research by Mueller and Wasser (1977) found that students often – note, *often* – gain more than they lose when they change answers.

Mueller, D. J., & Wasser, V. (1977). Implications of changing answers on objective test items. *Journal of Educational Measurement*, 14(1), 9–13.

2. Your project is going to be submitted to AIM2Flourish for selection and to be featured on their website <http://www.AIM2Flourish.com>. Please visit their website and become familiar with what they do.
 - a. Find an innovative organization in the tourism industry, it can be outside the USA that is (1) profitable and (2) conducts business doing good in the world. Check AIM2Flourish website for stories that have been selected so you know what we are looking for; innovation is key
 - b. This organization must apply, in their daily operations, a minimum of one and a maximum of **five UN Sustainable Development Goals** – familiarize yourself with **Transforming our World – the 2030 Agenda for Sustainable Development**
 - c. Identify founder(s) or somebody in senior management who can provide you with information about the organization and how they have achieved their sustainability goals.
 - d. Contact the person and request an interview.
 - e. Submit your story to the instructor for review and after approval submit to AIM2Flourish. All students will be asked to submit to AIM2Flourish before the Final for publication purposes.

Peer Evaluations: Peer evaluations will be collected from team members at the end of the semester and used to inform my judgment regarding the final grade you will be assigned regarding teamwork. Additionally, because the possibility of social loafing exists with team projects, groups have the right to **FIRE a team member** for not participating in the team assignments. If a team **decides to FIRE a member**, they must provide some proof (e.g., repeated email contacts) that the team member truly has not performed his/her part in the teamwork. At that time, the team member will receive a **ZERO** for any graded teamwork up to that point in the semester. From that time forward, this individual will be required to perform all future team assignments by his/herself. Failure to complete these future assignments will also result in a **ZERO**.

Note: There are sample report materials posted to Moodle. Additionally, I strongly advise students to have their writing checked before submission. The writing center is a valuable resource that I highly recommend exploiting (I will offer 1 bonus point for using the writing center). To help you out, consider using free resources from [Grammarly](#) (which checks for grammatical issues) and [Hemingway](#) (which checks for readability).

Methods of Evaluation:

In this class, we focus on the mastery of the topics and concepts we are covering. I use criterion-referenced grading rather than normative grading. Criterion-referenced grading means that the grade you are assigned reflects how well you have met particular learning goals and objectives. Normative grading means – essentially – that you are competing against your peers for a given grade. I want our climate to be a supportive one where you feel safe taking intellectual risks, which is why **I do not grade on a curve**. Therefore, it is advantageous for you to form study groups and support one another's learning. I will provide opportunities to demonstrate improvement – even when you have not demonstrated mastery over a learning objective. For instance, if you bomb a quiz or an exam, I'll allow you to do a correction.

1. Preparation and Participation: 15%
2. Quizzes & Exams: 55%
3. [AIM2Flourish](#) Team Project and Presentation: 30%

Final grades will be determined on the following basis:²

- A = 90.00% or better (All major and minor goals achieved)
B = 80.00 – 89.99% (All major goals achieved; some minor ones not)
C = 70.00 – 79.99% (All major goals achieved; many minor ones not)
D = 60.00 – 69.99% (A few major goals achieved, but the student is not prepared for advanced work)
F = 59.99% or less (None of the major goals achieved)

Note: While I do not round up, I will change your grade manually upon request if I see that you have developed a lot over our time together. This means consistently showing up to class consistently, participating actively in discussions, and showing evidence of growth in the course.

Make-up Procedure:

If you miss an exam, you must make every effort to contact me **before** the exam. I also require a valid, written excuse indicating the reason for your absence. For example, in the event of illness, you must present a medical note signed by a doctor or nurse. Failure to contact me within 24 hours of the exam will result in an automatic **zero**. In the event of a make-up, the professor reserves the right to alter the format (e.g., multiple choice to essay format) of the exam.

College of Business Testing Policy: In an effort to maintain the highest standard of academic integrity, the College of Business has adopted a testing policy to which this class will adhere. It addresses behavior before, during and after testing. This policy is posted on the College's website:

<https://www.nicholls.edu/business/wp-content/uploads/sites/20/2019/10/CBA-testing-policy-fall-18.pdf>

Attendance / Punctuality Policy:

Attendance (and correspondingly the quality of your participation) is a substantial percentage of your overall grade in this course. To receive this credit, you must arrive at class and participate in discussions or activities. Additionally, you must make meaningful contributions to the class consistently to receive full credit at the end of the semester. Those individuals not participating in the discussion and providing thoughtful and insightful questions may be asked to leave and will not receive credit for that day. Missed classes will count against you.

NOTE: YOU MUST TURN IN YOUR EXCUSED ABSENCE WITHIN 48 HOURS FOLLOWING THE MISSED CLASS. AFTER 48 HOURS HAVE PASSED, YOUR EXCUSE IS NO LONGER VALID.

Late Assignments:

Late assignments will be penalized by 20% of full credit.

² Adapted from Travers (1950).

DROP DATE: The last day to drop a course with a “W” is:

Academic Dishonesty Policy / Cheating / Disruptive Behavior: (*use of cell phones, distracting behavior, sleeping, use of computers for purposes other than class related, etc.*)

Any student(s) caught violating the University Academic Dishonesty Policy (cheating, plagiarism, etc.) on ANY graded assignment will receive a grade of “0” on the assignment. Depending upon the severity of the infraction, this instructor reserves the right to assign a semester grade of “F” in the course. All issues of Academic Dishonesty will be reported to the Dean of the College of Business Administration and/or Dean of Student Life for further actions. Students should familiarize themselves with the terms of dishonesty, cheating/plagiarism, and disruptive behavior in the Student Policy and Procedure Manual.

Cell Phone & Other Classroom Behavior Policy:

I will ask that you keep your phones, tablets, and computers inaccessible unless necessary for class. I have two principles that govern decisions to use technology in the classroom: (1) electronic devices (e.g., computers, tablets, cell phones) can be used if doing so facilitates student and peer productivity; (2) any forms of counterproductive technology use (e.g., looking at Facebook during a group activity) will be punished by a loss of participation credit for that day. Students who are using technology in a way that distracts from other’s classroom experiences will be removed from class. Students who wonder whether or not they should use an electronic device should ask for my permission (though, they will find that I provide guidance on when to use technology).

Multiple Cheating Offenses:

The Academic Integrity Section of the Student Policy and Procedure Manual includes a requirement that faculty file a charge complaint statement with their respective dean whenever a student is confronted or disciplined for cheating. The Office of Academic Affairs will maintain these records, and any student confronted and/or disciplined for multiple offenses of academic dishonesty will be brought before the Academic Affairs Integrity Committee for further review and potential sanctions **that may include dismissal from the University up to one academic year.** Please read the Student Policy and Procedure Manual for further details regarding this policy.

Academic Grievances:

The proper procedure for filing grade appeals or grievances related to academic matters is listed in the Academic Integrity Section of the Student Policy and Procedure Manual at the following link: <https://www.nicholls.edu/student-policy/academic-integrity/>

Chain of Command

Nicholls is committed to providing the best class experience possible. If you have any concerns about this course outside of what your instructor or professor can address, please follow the chain of command that has been established as part of university protocol:

1. Contact your professor or advisor, again, to find a potential solution.

If your concern was not resolved, then:

2. Contact your Department Head of Management & Marketing
 - o Dr. Ken Chadwick
 - o Email: ken.chadwick@nicholls.edu
 - o Office 146 Powell
 - o Phone: 985-448-4175

If your concern was still not resolved, then:

3. Contact the Dean of the College of Business Administration:
 - o Dr. Marilyn Macik-Frey
 - o Email: marilyn.macik-frey@nicholls.edu
 - o Office: 106 White Hall
 - o Phone: 985-448-4171

If your concern warrants further consideration by university administration, the Dean will contact the appropriate person.

Classwork During Extreme Emergencies

During extreme weather or other emergency situations, the President of the university may declare either **Closure Status** or **Remote Learning Status** for a period of one or more days. During these times, students and faculty are responsible for reading and remaining familiar with (1) official emergency notifications through the Nicholls website and (2) all emergency guidelines of the university.

CLOSURE STATUS. When the university is officially closed, all teaching operations are suspended. During these days, there will be neither classroom nor online teaching, no expectation of class participation, no assignments due, and no tests or quizzes administered.

REMOTE LEARNING STATUS. When the university is open but it is unsafe to travel to or work on campus, students and faculty are responsible for continued learning through remote (online) means. During these days, teaching will occur and class participation is expected. Assignments, tests, and quizzes will be administered as planned unless otherwise directed by the faculty instructor. Under this status, for learning to continue:

- Students must (1) maintain access to Moodle, Nicholls email, phone, and textbooks and other course materials and (2) remain in contact with their course instructors.
- Students are required to have access to the following to participate in remote learning: 1) A computer with broadband internet access. As courses may require the watching of video lessons and the completion of online lessons, an internet connection of 5mbps is a minimum requirement. 2) Access to a webcam and microphone. These will be needed for class discussions, as well as for taking exams. 3) The ability to download the following software which may differ for each faculty member but could be Zoom, ProctorU, Respondus, Skype, Discord, etc.
- Faculty will (1) conduct teaching through online means, (2) ensure opportunities for student progress and completion, and (3) adjust course requirements as necessary to accommodate special courses like labs, studios, and clinics.

Student Portfolio – Watermark Student Learning and Licensure (SLL)

Nicholls State University has adopted Watermark's Student Learning and Licensure (SLL) and Outcomes Assessment Projects (OAP) as its Assessment System. SLL allows you to set up a

personal portfolio highlighting the skills you acquire in your time at Nicholls, including activities outside of the classroom. This class is using this system to assess learning outcomes of your academic program or of the university. All students are assessed a fee called Electronic Assessment Fee in their first semester at Nicholls. SLL and OAP assignments will be loaded through Moodle. You will be sent an invitation from Watermark in the second week of the semester. Inquiries about any Watermark product can be sent to watermark@nicholls.edu.

University Title IX Statement

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the University's Title IX Coordinator (titleix@nicholls.edu) or visit <http://nicholls.edu/titleix>. This link does not work, for information about campus resources and confidential support services, including confidential counseling services.

Americans With Disabilities Act: If you have a documented disability that requires assistance, you will need to register with the Student Access Center for coordination of your academic accommodations. The Student Access Center is located in 158A Shaver Gym. The phone number is (985) 448-4430 or (TTY 449-0002). Additional information can be found at <https://www.nicholls.edu/student-access-center/>

Assisting with Studying and Assignments:

- **The Tutoring Center** at 143 Peltier Hall. Call [985-448-4100](tel:985-448-4100), email: tutoring@nicholls.edu, or visit <https://www.nicholls.edu/academic-services-center/tutorial-and-academic-enhancement-center/> **The**
- **Writing Center** at 144 Peltier Hall. Call [985-448-4100](tel:985-448-4100), email: tutoring@nicholls.edu, or visit <https://www.nicholls.edu/academic-services-centewhilr/tutorial-and-academic-enhancement-center/>
- **Online Tutoring through Moodle.** Look for the Brainfuse login link on the home page, <https://www.nicholls.edu/academic-services-center/tutorial-and-academic-enhancement-center/>

Nicholls State University

Fall 2017 Student Instructional Report

Faculty: Castille/Christopher

College: BA Department: MNMK

Course: MNGT 370 4T (81379)

Course Enrollment:

34

Evaluations Processed:

28

Num	Rank										No Resp	Mean				Standard Deviation				QuestionDescription						
	5-Very Effect	4-Effective	3-Moderately Effective	2-Some Ineff	1-Ineffective	0-N/A						Class	Dept	Col	Univ	Class	Dept	Col	Univ							
A. Course Organization and Planning																										
1	2	7%	8	29%	12	43%	3	11%	3	11%	0	0%			0	0%	3.11	4.31	4.30	4.39	1.07	0.90	0.91	0.89	2	Expl of Requirements
2	6	21%	11	39%	5	18%	4	14%	2	7%	0	0%			0	0%	3.54	4.45	4.40	4.43	1.20	0.79	0.83	0.86	6	Prep for Class
3	4	14%	11	39%	10	36%	2	7%	1	4%	0	0%			0	0%	3.54	4.44	4.40	4.45	0.96	0.83	0.88	0.87	5	Command of Subj
4	5	18%	10	36%	8	29%	2	7%	3	11%	0	0%			0	0%	3.43	4.27	4.30	4.40	1.20	0.98	0.97	0.92	6	Use of Class Time
5	6	21%	6	21%	11	39%	4	14%	1	4%	0	0%			0	0%	3.43	4.29	4.25	4.33	1.10	0.97	1.01	0.99	8	Sum Important Pts
Weighted Average for A. Course Organization and Planning										3.41																
B. Communication																										
6	7	25%	12	43%	7	25%	1	4%	1	4%	0	0%			0	0%	3.82	4.38	4.30	4.36	0.98	0.91	0.97	0.96	15	Presentations
7	18	64%	5	18%	4	14%	0	0%	0	0%	1	4%			0	0%	4.52	4.60	4.57	4.66	0.75	0.74	0.80	0.67	18	Command of Lang
8	6	21%	8	29%	9	32%	4	14%	1	4%	0	0%			0	0%	3.50	4.43	4.36	4.43	1.11	0.83	0.90	0.89	6	Use of Examples
9	8	29%	6	21%	10	36%	3	11%	1	4%	0	0%			0	0%	3.61	4.36	4.29	4.34	1.13	0.85	0.93	0.93	8	Challenging Probs
10	12	43%	8	29%	5	18%	3	11%	0	0%	0	0%			0	0%	4.04	4.49	4.46	4.51	1.04	0.81	0.88	0.84	13	Enthusiasm
Weighted Average for B. Communication										3.89																
C. Faculty/Student Interaction																										
11	15	54%	8	29%	3	11%	2	7%	0	0%	0	0%			0	0%	4.29	4.51	4.47	4.48	0.94	0.81	0.86	0.90	24	Helpfulness
12	14	50%	9	32%	3	11%	2	7%	0	0%	0	0%			0	0%	4.25	4.61	4.60	4.61	0.93	0.76	0.76	0.78	13	Respect for Stds
13	13	48%	7	26%	6	22%	1	4%	0	0%	0	0%			1	4%	4.19	4.51	4.47	4.46	0.92	0.79	0.84	0.89	18	Concern-Progress
14	13	46%	8	29%	6	21%	1	4%	0	0%	0	0%			0	0%	4.18	4.48	4.43	4.42	0.90	0.82	0.87	0.92	19	Avail for Extra Help
15	19	68%	6	21%	3	11%	0	0%	0	0%	0	0%			0	0%	4.57	4.57	4.55	4.55	0.69	0.76	0.78	0.82	34	Listen to Std Ideas
Weighted Average for C. Faculty/Student Interaction										4.29																
D. Assignment, Exams and Grading																										
16	4	14%	14	50%	6	21%	3	11%	1	4%	0	0%			0	0%	3.61	4.38	4.41	4.44	0.99	0.92	0.89	0.90	7	Inform How Graded
17	3	11%	6	21%	9	32%	4	14%	6	21%	0	0%			0	0%	2.86	4.18	4.22	4.30	1.30	1.05	1.00	0.99	2	Clarity of Exam
18	4	14%	8	29%	6	21%	6	21%	4	14%	0	0%			0	0%	3.07	4.37	4.38	4.43	1.30	0.88	0.89	0.90	3	Exam Coverage
19	4	14%	7	25%	11	39%	3	11%	3	11%	0	0%			0	0%	3.21	4.25	4.24	4.31	1.17	0.96	1.00	0.99	4	Comments on Work
20	4	14%	6	21%	10	36%	4	14%	2	7%	2	7%			0	0%	3.23	4.19	4.15	4.29	1.14	1.01	1.05	1.02	5	Quality of Text
21	5	18%	6	21%	8	29%	6	21%	3	11%	0	0%			0	0%	3.14	4.21	4.25	4.32	1.27	0.98	1.00	0.99	3	Assignment Helpful
Weighted Average for D. Assignment, Exams and Grading										3.19																
E. Supplementary Instruction Methods																										
22	5	18%	8	29%	10	36%	4	14%	1	4%	0	0%			0	0%	3.43	4.15	4.18	4.30	1.07	0.94	0.95	0.93	8	Small Group Discuss
23	0	0%	8	29%	12	43%	3	11%	5	18%	0	0%			0	0%	2.82	4.02	4.07	4.26	1.06	1.02	1.01	0.97	3	Term Paper/Project
24	0	0%	6	21%	3	11%	4	14%	1	4%	14	50%			0	0%	3.00	4.16	4.22	4.36	1.04	0.97	0.97	0.94	5	Lab Exercises
25	2	7%	11	39%	8	29%	4	14%	3	11%	0	0%			0	0%	3.18	4.08	4.11	4.26	1.12	1.03	1.04	1.00	8	Group Projects
26	2	7%	10	36%	7	25%	8	29%	1	4%	0	0%			0	0%	3.14	4.04	4.17	4.31	1.04	1.05	1.00	0.98	9	Case Studies, ...
27	1	4%	10	36%	5	18%	7	25%	5	18%	0	0%			0	0%	2.82	4.06	4.18	4.32	1.22	1.11	1.03	0.98	7	Course Journals
28	7	25%	6	21%	9	32%	1	4%	1	4%	4	14%			0	0%	3.71	4.33	4.38	4.39	1.08	0.89	0.86	0.90	11	Use of Computers
Weighted Average for E. Supplementary Instruction Methods										3.16																

Nicholls State University

Fall 2017 Student Instructional Report

Faculty: Castille/Christopher

College: BA Department: MNMK

Course: MNGT 370 4T (81379)

Course Enrollment:

34

Evaluations Processed:

28

Num	Rank							No Resp	Mean				Standard Deviation				%ile	QuestionDescription								
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A			Class	Dept	Col	Univ	Class	Dept	Col	Univ										
F. Course Outcomes																										
29	3	11%	6	21%	8	29%	8	29%	3	11%	0	0%	0	0%	2.93	3.69	3.69	3.85	1.18	0.96	1.04	1.05	6	Learning Increased		
30	3	11%	6	21%	9	32%	7	25%	3	11%	0	0%	0	0%	2.96	3.69	3.68	3.87	1.17	0.94	0.99	1.01	3	Achieved Objectives		
31	3	11%	8	29%	6	21%	6	21%	5	18%	0	0%	0	0%	2.93	3.64	3.58	3.78	1.30	1.05	1.13	1.15	7	Interest in Subject		
32	3	11%	7	25%	12	43%	5	18%	1	4%	0	0%	0	0%	3.21	3.72	3.70	3.89	0.99	0.99	1.03	1.05	11	Think Independently		
33	8	29%	4	14%	9	32%	6	21%	1	4%	0	0%	0	0%	3.43	3.79	3.74	3.92	1.23	0.99	1.05	1.06	15	Actively Involved		
Weighted Average for F. Course Outcomes																		3.09								
34	5	19%	9	35%	9	35%	2	8%	1	4%	0	0%	2	7%	3.58	3.76	3.74	3.91	1.03	0.92	0.99	1.02	22	Effort Put In		
35	5	19%	7	26%	13	48%	1	4%	1	4%	0	0%	1	4%	3.52	3.64	3.69	3.86	0.98	0.89	0.93	0.98	19	Prepared for Class		
36	6	22%	9	33%	8	30%	2	7%	2	7%	0	0%	1	4%	3.56	3.69	3.70	3.87	1.15	0.98	1.05	1.08	26	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	1	4%	12	43%	13	46%	2	7%	0	0%			0	0%	3.43	3.30	3.36	3.40	0.69	0.62	0.72	0.76		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	9	32%	11	39%	8	29%	0	0%	0	0%			0	0%	4.04	3.20	3.10	3.21	0.79	0.75	0.78	0.84		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	0	0%	4	15%	20	74%	3	11%	0	0%			1	4%	3.04	3.12	3.19	3.27	0.52	0.53	0.60	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	2	7%	5	18%	16	57%	4	14%	1	4%	0	0%	0	0%	3.11	3.98	3.97	4.06	0.88	0.90	0.95	0.95	5	Quality of Instruct		
Num	1-Maj/Minor	2-College Rea	3-Elective	4-Other				No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription								
41	18	64%	4	14%	6	21%	0	0%					0	0%	1.57	1.31	1.29	1.40	0.84	0.65	0.62	0.68		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%	1	4%	27	96%	0	0%	0	0%	0	0%	3.96	3.84	3.13	2.50	0.19	0.67	1.16	1.25		Class Level		
Num	1-Better Engl	2-Better Other	3-Fault					No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription								
43	28	100%	0	0%	0	0%							0	0%	1.00	1.11	1.08	1.05	0.00	0.40	0.35	0.30		Comm in English		
Num	1-Female	2-Male						No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription								
44	10	36%	18	64%									0	0%	1.64	1.50	1.52	1.33	0.49	0.50	0.50	0.47		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%	3	12%	3	12%	4	15%	6	23%	9	35%	1	4%	2	7%	4.69	3.00	3.00	2.93	1.46	1.60	1.73	1.73		Grade Expected

Footnotes

- 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.
- 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.
- N/A and missing responses were not included in the computation of means or percentiles.

OPEN COMMENTS:

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

- Team building.
- Self-assessments
- quizzes.
- Warm-up exercises

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

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

When you have a plan already coming into the semester, stick to it. You can't please everyone. You were prepared for that style of teaching, you should stay w/ it. Wait until the end to do the survey. But you're a great professor!

OPEN COMMENTS:

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

- The most effective part about the class was how the class was at the beginning before all of these changes. Changes such as more lecture and less group work in the class
- Quizzes were good and self-assessments

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

- Do more groupwork in the class
- For Aim2Flourish projects it would have been easier to have contacted business for us rather than us as students contacting them, which took longer for the project to get completed. Having the 6 or 7 business ready for us to choose from would have been quicker.
- With this course or any course you cannot please everyone so with that being said you should know how you want your class to go.
 - The workload should be balanced.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

- You are a good teacher but you can not please everyone in your class and it will go however you want it to be structured.
- Stick to one way of how you think would work for the class

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS

COURSE WAS: The interaction with the class.

The role-playing was effective and added a small dose of the real world to the course.

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR: Should implement more interactive exercises with the class to help apply the lesson the life after college.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I appreciate his help and his passion for the material.

OPEN COMMENTS:

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

The warm ups

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

Should keep
the same outline of the course throughout
the semester.

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

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

APF was great

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

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

The assessment was pointless

OPEN COMMENTS:

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

The quizzes and the in-class discussion

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

The AP+E's seemed irrelevant at times.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

You are very ambitious and you have motivated me to be a better manager.

OPEN COMMENTS:

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

The project + the quizzes

Discussions!

they were very
helpful.

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

maybe test more on the subject matter
+ exclude AP + E + Journals.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I did enjoy your class. There just seemed to be too much input from students (there just needs to be a balance).

11

OPEN COMMENTS:

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

ALWAYS BEING WRONG!!!

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

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

The gal is working

OPEN COMMENTS:

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

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

More structured from the beginning. Focus the course on what's most important for us to learn.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

- Great guy
- Good teacher
- Tough class

OPEN COMMENTS:

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

* Quizzes

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

* Stick with one course outline
and stay to it.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

* I didn't really know what this class is about,

OPEN COMMENTS:

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

class discussions

Ar&E

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

make smaller groups

mix groups up during semester
for discussions

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

one of the best classes
ever! I think you are going
to be great for Nicholls.

OPEN COMMENTS:

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

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

- * cut your workload, a lot of these assignments were made up just to get credit.
- * AP₃E's were pointless

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

- * Good Job, but I felt as if the class was played by ear. Really got nothing from this.

OPEN COMMENTS:

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

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

Enjoyed you trying to satisfy us most of the time, but doesn't always work out. It may be best for you to make decisions ahead of time and just tell us what to do.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Great Teacher. Cool guy.

• Maybe just more structure in the class overall.

OPEN COMMENTS:

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

The quizzes

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

get rid of the temble AP & E's

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I did not enjoy this class

OPEN COMMENTS:

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

The quizzes helped out a lot.

and study guide

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR: He should make a structure on the first day so students know what to expect and can't complain. Like how it got at the end. Tuesday Journals, QM12, and Self Assessments and Case Studies Thursdays.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

The work load wasn't bad as people complained about and I enjoyed this class and Dr. Castillo as a teacher -

OPEN COMMENTS:

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

Quizzes and class discussions

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

Go over more textbook information and keep class discussions.

Get rid of APE's, it's busy work

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I felt like I was taking two separate courses.

OPEN COMMENTS:

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

The quizzes helped me learn the info. better.

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

- Look into a different textbook.
- start quizzes from the beginning.
- Have more than just a midterm & final.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I felt like the journals, self-assessments, and case studies were more of busy work and didn't really test/contribute to my learning.

OPEN COMMENTS:

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

Absolutely Nothing!

This class sucked. I did not learn anything due to the unorganized way of class.

I was bored the entire class and dreaded coming every class.

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

Actually teach!

Cut Ainz flourish

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

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

your availability and enthusiasm for the material

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

Be clear on detailed assignments
and make AinzFlourish groups smaller

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:**

OPEN COMMENTS:

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

Warm-up exercises

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

Should improve on focusing on the material needed for test.

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

He did ok, but needs improvement

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS: The most effective part of this class was the group discussions

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

To improve this course in the future Semesters, the professor should allow more time with the textbook information and cut down the work load of the class.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I would like my professor to know that he is a really inspirational teacher and I enjoyed the time I got to evaluate different aspects of myself in the class.

OPEN COMMENTS:

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

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

journals all should be optional
smaller groups
less self assessments

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Nicholls State University

Spring 2018 Student Instructional Report

Faculty: Castille/Christopher

Course Enrollment:

34

College: BA Department: MNMK

Evaluations Processed:

29

Course: MNGT 370 4T (11103)

Num	Rank						No Resp	Mean				Standard Deviation				%ile	Question Description							
	5-Very Effect	4-Effective	3-Mod Effect	2-Some Ineff	1-Ineffective	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ									
A. Course Organization and Planning																								
1	4	14%	11	38%	9	31%	4	14%	1	3%	0	0%	0	0%	3.45	4.28	4.28	4.41	1.02	0.91	0.93	0.87	5	Expl of Requirements
2	15	52%	9	31%	4	14%	1	3%	0	0%	0	0%	0	0%	4.31	4.39	4.36	4.46	0.85	0.82	0.88	0.83	28	Prep for Class
3	12	41%	12	41%	2	7%	3	10%	0	0%	0	0%	0	0%	4.14	4.40	4.36	4.49	0.95	0.82	0.90	0.82	18	Command of Subj
4	13	46%	9	32%	1	4%	2	7%	3	11%	0	0%	1	3%	3.96	4.22	4.25	4.42	1.35	1.02	1.02	0.92	16	Use of Class Time
5	9	31%	12	41%	5	17%	1	3%	2	7%	0	0%	0	0%	3.86	4.24	4.20	4.37	1.13	0.95	1.02	0.95	13	Sum Important Pts
Weighted Average for A. Course Organization and Planning																		3.94						
B. Communication																								
6	14	48%	8	28%	4	14%	3	10%	0	0%	0	0%	0	0%	4.14	4.27	4.21	4.38	1.03	0.93	1.01	0.93	25	Presentations
7	24	83%	3	10%	2	7%	0	0%	0	0%	0	0%	0	0%	4.76	4.46	4.54	4.69	0.58	0.91	0.82	0.67	44	Command of Lang
8	12	41%	10	34%	6	21%	1	3%	0	0%	0	0%	0	0%	4.14	4.35	4.28	4.45	0.88	0.91	0.97	0.87	21	Use of Examples
9	11	38%	10	34%	5	17%	3	10%	0	0%	0	0%	0	0%	4.00	4.28	4.25	4.37	1.00	0.90	0.95	0.90	22	Challenging Probs
10	14	50%	11	39%	2	7%	1	4%	0	0%	0	0%	1	3%	4.36	4.43	4.40	4.53	0.78	0.82	0.90	0.82	26	Enthusiasm
Weighted Average for B. Communication																		4.28						
C. Faculty/Student Interaction																								
11	13	45%	10	34%	5	17%	1	3%	0	0%	0	0%	0	0%	4.21	4.42	4.38	4.48	0.86	0.87	0.94	0.88	21	Helpfulness
12	18	62%	8	28%	2	7%	1	3%	0	0%	0	0%	0	0%	4.48	4.56	4.52	4.60	0.78	0.77	0.83	0.78	26	Respect for Stds
13	14	48%	10	34%	3	10%	2	7%	0	0%	0	0%	0	0%	4.24	4.43	4.36	4.48	0.91	0.82	0.93	0.87	23	Concern-Progress
14	13	45%	12	41%	3	10%	1	3%	0	0%	0	0%	0	0%	4.28	4.42	4.33	4.42	0.80	0.80	0.93	0.91	29	Avail for Extra Help
15	18	64%	7	25%	1	4%	2	7%	0	0%	0	0%	1	3%	4.46	4.52	4.46	4.54	0.88	0.80	0.87	0.83	30	Listen to Std Ideas
Weighted Average for C. Faculty/Student Interaction																		4.33						
D. Assignment, Exams and Grading																								
16	9	31%	9	31%	9	31%	2	7%	0	0%	0	0%	0	0%	3.86	4.36	4.37	4.45	0.95	0.87	0.91	0.89	11	Inform How Graded
17	8	28%	8	28%	8	28%	3	10%	2	7%	0	0%	0	0%	3.59	4.15	4.15	4.32	1.21	1.02	1.02	0.96	9	Clarity of Exam
18	13	45%	9	31%	3	10%	1	3%	3	10%	0	0%	0	0%	3.97	4.32	4.31	4.44	1.30	0.91	0.91	0.87	15	Exam Coverage
19	10	34%	10	34%	5	17%	4	14%	0	0%	0	0%	0	0%	3.90	4.19	4.16	4.33	1.05	0.98	1.03	0.97	17	Comments on Work
20	8	28%	11	38%	8	28%	2	7%	0	0%	0	0%	0	0%	3.86	4.19	4.15	4.27	0.92	1.02	1.04	1.02	19	Quality of Text
21	6	21%	11	38%	7	24%	1	3%	4	14%	0	0%	0	0%	3.48	4.16	4.21	4.34	1.27	1.00	1.01	0.97	6	Assignment Helpful
Weighted Average for D. Assignment, Exams and Grading																		3.78						
E. Supplementary Instruction Methods																								
22	9	31%	10	34%	6	21%	3	10%	1	3%	0	0%	0	0%	3.79	4.16	4.12	4.32	1.11	0.91	1.01	0.92	15	Small Group Discuss
23	5	17%	9	31%	9	31%	5	17%	1	3%	0	0%	0	0%	3.41	4.03	4.04	4.24	1.09	1.03	1.07	0.98	9	Term Paper/Project
24	2	7%	3	10%	5	17%	2	7%	0	0%	17	59%	0	0%	3.42	4.17	4.22	4.39	1.00	1.01	1.02	0.91	8	Lab Exercises
25	8	29%	9	32%	6	21%	4	14%	0	0%	1	4%	1	3%	3.78	4.07	4.04	4.29	1.05	1.03	1.09	0.98	16	Group Projects
26	10	34%	10	34%	4	14%	2	7%	1	3%	2	7%	0	0%	3.96	4.23	4.23	4.36	1.09	1.01	1.01	0.94	22	Case Studies, ...
27	3	10%	4	14%	4	14%	2	7%	0	0%	16	55%	0	0%	3.62	4.20	4.21	4.35	1.04	0.99	1.02	0.96	17	Course Journals
28	9	31%	9	31%	5	17%	1	3%	0	0%	5	17%	0	0%	4.08	4.26	4.29	4.41	0.88	0.88	0.94	0.89	21	Use of Computers
Weighted Average for E. Supplementary Instruction Methods																		3.75						

Nicholls State University

Spring 2018 Student Instructional Report

Faculty: Castille/Christopher

College: BA Department: MNMK

Course: MNGT 370 4T (11103)

Course Enrollment:

34

Evaluations Processed:

29

Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription									
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ									
F. Course Outcomes																								
29	3	10%	9	31%	11	38%	4	14%	2	7%	0	0%	0	0%	3.24	3.59	3.60	3.84	1.06	0.98	1.05	1.03	12	Learning Increased
30	0	0%	10	34%	16	55%	2	7%	1	3%	0	0%	0	0%	3.21	3.59	3.62	3.84	0.73	0.92	0.99	1.00	9	Achieved Objectives
31	4	14%	5	17%	15	52%	3	10%	2	7%	0	0%	0	0%	3.21	3.53	3.50	3.77	1.05	1.06	1.14	1.12	15	Interest in Subject
32	7	24%	7	24%	11	38%	2	7%	2	7%	0	0%	0	0%	3.52	3.67	3.63	3.88	1.15	1.01	1.06	1.04	23	Think Independently
33	5	17%	10	34%	12	41%	1	3%	1	3%	0	0%	0	0%	3.59	3.67	3.66	3.90	0.95	1.03	1.08	1.05	23	Actively Involved
Weighted Average for F. Course Outcomes																3.35								
34	3	10%	17	59%	9	31%	0	0%	0	0%	0	0%	0	0%	3.79	3.69	3.73	3.88	0.62	0.88	0.94	0.99	42	Effort Put In
35	6	21%	11	38%	12	41%	0	0%	0	0%	0	0%	0	0%	3.79	3.56	3.63	3.81	0.77	0.89	0.91	0.96	51	Prepared for Class
36	7	24%	9	31%	13	45%	0	0%	0	0%	0	0%	0	0%	3.79	3.63	3.73	3.85	0.82	0.96	0.99	1.03	47	Challenged by Crs
G. Instructors																QuestionDescription								
37	2	7%	12	41%	15	52%	0	0%	0	0%	0	0%	0	0%	3.55	3.34	3.41	3.40	0.63	0.64	0.71	0.73		Level of Difficulty
H. Work Load																QuestionDescription								
38	6	21%	15	52%	8	28%	0	0%	0	0%	0	0%	0	0%	3.93	3.24	3.19	3.24	0.70	0.74	0.76	0.83		Work Load
I. Pace of Course																QuestionDescription								
39	1	3%	9	31%	19	66%	0	0%	0	0%	0	0%	0	0%	3.38	3.16	3.27	3.25	0.56	0.59	0.65	0.64		Pace of Course
J. Quality of Instruct																QuestionDescription								
40	6	21%	14	48%	6	21%	2	7%	1	3%	0	0%	0	0%	3.76	3.92	3.90	4.09	0.99	0.92	0.98	0.93	23	Quality of Instruct
K. Description of Crs																QuestionDescription								
41	20	69%	1	3%	8	28%	0	0%	0	0%	0	0%	0	0%	1.59	1.31	1.27	1.37	0.91	0.68	0.62	0.69		Description of Crs
L. Class Level																QuestionDescription								
42	0	0%	0	0%	8	28%	21	72%	0	0%	0	0%	0	0%	3.72	3.74	3.16	2.61	0.45	0.69	1.07	1.22		Class Level
M. Comm in English																QuestionDescription								
43	26	90%	2	7%	1	3%	0	0%	0	0%	0	0%	0	0%	1.14	1.10	1.09	1.06	0.44	0.40	0.37	0.31		Comm in English
N. Gender																QuestionDescription								
44	10	36%	18	64%	0	0%	0	0%	0	0%	1	3%	1.64	1.50	1.50	1.34	0.49	0.50	0.50	0.48		Gender		
O. Grade Expected																QuestionDescription								
45	4	14%	6	21%	6	21%	10	34%	2	7%	1	3%	0	0%	3.10	2.95	3.04	2.94	1.32	1.56	1.74	1.74		Grade Expected

Footnotes

- 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.
- 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.
- N/A and missing responses were not included in the computation of means or percentiles.

OPEN COMMENTS:

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

How well he conveyed the material in an effective manor.

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

Would need to make directions on the team project more concise
~~Done~~ Considering

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I would take you for another class in
the future

OPEN COMMENTS:

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

In class discussions

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

Lighten the workload, If I was just in this class by itself it would be no big deal but combined with 4 other classes, the workload can be overwhelming

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I felt like this was an MBA course not an Undergraduate course, which has pros and cons.

OPEN COMMENTS:

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

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

Too many assessments and case questions

↳ Cases to be eliminated

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

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

Class discussions about a certain topic. It was nice to have the research to back it up in some cases.

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

Could translate his slides better for better understanding for exams. It is a little tough to keep up with how discussions relate to the material.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I enjoyed this course because of the interesting psychological view we had for class discussions.

OPEN COMMENTS:

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

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

Reduce the amount of work required for the tasks.
the AIM2 Fluvius project is heat enjoyable,
but i feel that the tasks sometimes are a wash.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

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

Nothing at all

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

USE of class time

Role plays and stuff don't work

- This class could be finished in 30 minutes
~~but we waste time talking about role plays and other~~
- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT: ~~stuff~~

OPEN COMMENTS:

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

I believe the most effective part of this class was the role playing that we did in class. It helped me work in a group to come to a decision

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

The professor could explain more of what the assessments actually mean

*Student could be offered one-on-one
tutor.*

A lot of the little assignments seem like busy work

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I did learn a lot that I didn't know before
And have a different perspective looking at it

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS: *The energy the teacher brings to class every day*

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

split the midterm and final into 4 test

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

very interesting class

OPEN COMMENTS:

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

Lecture, the way we worked in groups, role played and the assessments were effective

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

I think everythings good

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

His one of the few teachers who had me involved in class. In his I didn't feel like he was reading off slides and that that's all I had to do just to pass tests

OPEN COMMENTS:

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

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR: Cases dissolved.

Get rid of the Self Assessments (~~CASES~~). I do not believe it helped. We focused on that more than course material. I believe it was all too much busy work & not productive work.

I never had so many assignments/work for each class before.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

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

the textbook

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

- cover more exam material
- waste less time
- less repetitive project directions

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS

COURSE WAS: the aim to flourish project; is a lot of work but teaches you a lot about working as a team and doing research

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR:

make the course consist of more exams; not just a midterm and final (more opportunities)

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

this class has really challenged me
in a good way.

OPEN COMMENTS:

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

Warm-ups.

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

Maybe less Homework.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I valued the content and will use it in my job.

OPEN COMMENTS:

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

groupwork, case studies and self assessments

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

Require quizzes to ensure students grasp concepts prior to exams

make grading rubrics clear (as far as expectations go) and touch base on group assignments in class to make sure everyone is caught up

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

The course was challenging and the workload was heavy, but overall I enjoyed the course more than most and I think in-class discussions are very helpful.

OPEN COMMENTS:

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

working as a group.

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

Needs to be more clear with rubrics & project instructions.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I enjoyed this class.

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:

I think it's great how he gets everyone to do activities that involves moving around. These activities are mostly fun and keeps everyone up and participating

OPEN COMMENTS:

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

The warm up activities

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

should allow members to pick teams

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I gained a lot of knowledge
of teams & myself

OPEN COMMENTS:

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

The information for all assignments was available and easily accessible. The professor also was very insightful and helpful.

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

I think the course is well designed.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

He was very helpful and insightful to all questions and problems that we encountered.

OPEN COMMENTS:

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

The slides and team discussions

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

Revising of the team project-syllabus
Consider breaking the first midterm into two

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I really enjoyed and learned a lot in this course. my manager is seeing the differences in my work

OPEN COMMENTS:

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

The exams

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

Teach more and get rid of assessments

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Thanks for your knowledge

OPEN COMMENTS:

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

Learning to work in group!

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

More clear instructions for the project.

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:**

This class is great.

Nicholls State University

Fall 2018 Student Instructional Report

Faculty: Castille/Christopher

College: BA Department: MNMK

Course: MNGT 370 4T (80183)

Course Enrollment:

22

Evaluations Processed:

17

Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription							
	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ							
A. Course Organization and Planning																						
1	9	53%	7	41%	1	6%	0	0%	0	0%	0	0%	4.47	4.36	4.33	4.38	0.62	0.84	0.91	0.90	44	Expl of Requirements
2	12	71%	4	24%	1	6%	0	0%	0	0%	0	0%	4.65	4.51	4.45	4.44	0.61	0.73	0.83	0.86	56	Prep for Class
3	12	71%	4	24%	1	6%	0	0%	0	0%	0	0%	4.65	4.48	4.43	4.43	0.61	0.77	0.86	0.89	55	Command of Subj
4	6	35%	8	47%	3	18%	0	0%	0	0%	0	0%	4.18	4.31	4.33	4.40	0.73	0.95	0.97	0.93	23	Use of Class Time
5	9	53%	7	41%	0	0%	1	6%	0	0%	0	0%	4.41	4.34	4.29	4.32	0.80	0.88	0.99	1.00	39	Sum Important Pts
Weighted Average for A. Course Organization and Planning																4.47						
B. Communication																						
6	12	71%	4	24%	1	6%	0	0%	0	0%	0	0%	4.65	4.41	4.30	4.33	0.61	0.84	0.98	0.99	62	Presentations
7	15	88%	2	12%	0	0%	0	0%	0	0%	0	0%	4.88	4.58	4.61	4.67	0.33	0.72	0.75	0.72	71	Command of Lang
8	11	65%	6	35%	0	0%	0	0%	0	0%	0	0%	4.65	4.42	4.37	4.41	0.49	0.80	0.92	0.91	57	Use of Examples
9	14	82%	2	12%	1	6%	0	0%	0	0%	0	0%	4.76	4.30	4.28	4.31	0.56	0.86	0.93	0.95	84	Challenging Probs
10	14	82%	3	18%	0	0%	0	0%	0	0%	0	0%	4.82	4.54	4.46	4.48	0.39	0.77	0.87	0.88	74	Enthusiasm
Weighted Average for B. Communication																4.75						
C. Faculty/Student Interaction																						
11	13	76%	3	18%	1	6%	0	0%	0	0%	0	0%	4.71	4.46	4.41	4.44	0.59	0.88	0.93	0.93	57	Helpfulness
12	14	82%	3	18%	0	0%	0	0%	0	0%	0	0%	4.82	4.60	4.55	4.58	0.39	0.76	0.82	0.80	66	Respect for Stds
13	10	59%	6	35%	1	6%	0	0%	0	0%	0	0%	4.53	4.53	4.45	4.45	0.62	0.74	0.86	0.90	40	Concern-Progress
14	13	76%	4	24%	0	0%	0	0%	0	0%	0	0%	4.76	4.48	4.39	4.39	0.44	0.80	0.91	0.94	74	Avail for Extra Help
15	14	82%	3	18%	0	0%	0	0%	0	0%	0	0%	4.82	4.58	4.50	4.53	0.39	0.75	0.85	0.85	70	Listen to Std Ideas
Weighted Average for C. Faculty/Student Interaction																4.73						
D. Assignment, Exams and Grading																						
16	9	53%	5	29%	3	18%	0	0%	0	0%	0	0%	4.35	4.38	4.41	4.44	0.79	0.88	0.88	0.88	31	Inform How Graded
17	3	18%	6	35%	5	29%	2	12%	1	6%	0	0%	3.47	4.26	4.22	4.28	1.12	0.92	0.99	1.00	9	Clarity of Exam
18	7	41%	7	41%	2	12%	1	6%	0	0%	0	0%	4.18	4.35	4.38	4.39	0.88	0.84	0.87	0.93	24	Exam Coverage
19	9	53%	6	35%	1	6%	1	6%	0	0%	0	0%	4.35	4.22	4.22	4.29	0.86	0.95	1.00	1.01	42	Comments on Work
20	6	35%	5	29%	6	35%	0	0%	0	0%	0	0%	4.00	4.19	4.21	4.28	0.87	0.94	0.99	1.00	24	Quality of Text
21	8	47%	6	35%	2	12%	1	6%	0	0%	0	0%	4.24	4.19	4.25	4.31	0.90	0.95	1.01	1.00	32	Assignment Helpful
Weighted Average for D. Assignment, Exams and Grading																4.10						
E. Supplementary Instruction Methods																						
22	10	59%	4	24%	3	18%	0	0%	0	0%	0	0%	4.41	4.13	4.18	4.29	0.80	0.88	0.94	0.94	50	Small Group Discuss
23	4	24%	6	35%	4	24%	3	18%	0	0%	0	0%	3.65	3.91	4.13	4.26	1.06	1.01	0.95	0.95	12	Term Paper/Project
24	2	12%	2	12%	1	6%	0	0%	0	0%	0	0%	4.20	4.17	4.25	4.35	0.84	0.85	0.92	0.94	33	Lab Exercises
25	6	35%	5	29%	3	18%	3	18%	0	0%	0	0%	3.82	3.99	4.14	4.29	1.13	1.03	1.00	0.97	17	Group Projects
26	6	35%	6	35%	3	18%	1	6%	0	0%	1	6%	4.06	4.10	4.24	4.33	0.93	1.01	0.97	0.97	28	Case Studies, ...
27	3	18%	2	12%	1	6%	0	0%	0	0%	11	65%	4.33	4.22	4.27	4.32	0.82	0.93	0.96	0.99	45	Course Journals
28	8	47%	7	41%	0	0%	0	0%	0	0%	2	12%	4.53	4.25	4.36	4.39	0.52	0.88	0.88	0.91	56	Use of Computers
Weighted Average for E. Supplementary Instruction Methods																4.11						

Nicholls State University

Fall 2018 Student Instructional Report

Faculty: Castille/Christopher
College: BA **Department:** MNMK
Course: MNGT 370 4T (80183)

Course Enrollment: 22
Evaluations Processed: 17

Num	Rank							No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A			Class	Dept	Col	Univ	Class	Dept	Col	Univ	
F. Course Outcomes																	
29	3 18%	7 41%	6 35%	1 6%	0 0%	0 0%		0 0%	3.71	3.64	3.69	3.81	0.85	0.94	1.02	1.04	36 Learning Increased
30	2 12%	7 41%	7 41%	1 6%	0 0%	0 0%		0 0%	3.59	3.64	3.69	3.83	0.80	0.90	0.97	1.02	27 Achieved Objectives
31	2 12%	7 41%	7 41%	1 6%	0 0%	0 0%		0 0%	3.59	3.62	3.57	3.72	0.80	1.01	1.12	1.15	37 Interest in Subject
32	4 24%	6 35%	6 35%	1 6%	0 0%	0 0%		0 0%	3.76	3.66	3.70	3.85	0.90	0.95	1.03	1.06	38 Think Independently
33	5 29%	6 35%	5 29%	1 6%	0 0%	0 0%		0 0%	3.88	3.71	3.73	3.87	0.93	0.96	1.04	1.09	43 Actively Involved
<i>Weighted Average for F. Course Outcomes</i>																	3.71
34	3 18%	7 41%	7 41%	0 0%	0 0%	0 0%		0 0%	3.76	3.68	3.76	3.88	0.75	0.87	0.97	1.03	39 Effort Put In
35	2 12%	8 47%	7 41%	0 0%	0 0%	0 0%		0 0%	3.71	3.57	3.70	3.84	0.69	0.83	0.91	0.98	39 Prepared for Class
36	3 18%	9 53%	5 29%	0 0%	0 0%	0 0%		0 0%	3.88	3.57	3.73	3.84	0.70	0.93	1.03	1.10	53 Challenged by Crs
Num 5-Very Diff 4-Some Diff 3-About Right 2-Some Elem 1-Very Elem																	
37	0 0%	8 47%	9 53%	0 0%	0 0%			0 0%	3.47	3.28	3.38	3.39	0.51	0.61	0.73	0.77	Level of Difficulty
Num 5-Much Heav 4-Heavier 3-About Same 2-Lighter 1-Much Light																	
38	2 12%	7 41%	8 47%	0 0%	0 0%			0 0%	3.65	3.26	3.17	3.20	0.70	0.75	0.76	0.85	Work Load
Num 5-Very Fast 4-Some Fast 3-About Right 2-Some Slow 1-Very Slow																	
39	1 6%	3 18%	13 76%	0 0%	0 0%			0 0%	3.29	3.13	3.23	3.28	0.59	0.59	0.65	0.66	Pace of Course
Num 5-Very Effect 4-Effective 3-Mod Effect 2-Some Ineff 1-Ineffective																	
40	5 29%	7 41%	4 24%	1 6%	0 0%	0 0%		0 0%	3.94	3.99	3.97	4.04	0.90	0.90	0.96	0.96	33 Quality of Instruct
Num 1-Maj/Minor 2-College Rea 3-Elective 4-Other																	
41	11 65%	1 6%	5 29%	0 0%				0 0%	1.65	1.32	1.28	1.42	0.93	0.67	0.61	0.68	Description of Crs
Num 1-Freshman 2-Sophomore 3-Junior 4-Senior 5-Graduate 6-Other																	
42	0 0%	0 0%	1 6%	15 88%	1 6%	0 0%		0 0%	4.00	3.86	2.99	2.42	0.35	0.60	1.16	1.25	Class Level
Num 1-Better Engl 2-Better Other 3-Equal																	
43	17 100%	0 0%	0 0%					0 0%	1.00	1.08	1.08	1.06	0.00	0.35	0.36	0.32	Comm in English
Num 1-Female 2-Male																	
44	6 35%	11 65%						0 0%	1.65	1.55	1.53	1.35	0.49	0.50	0.50	0.48	Gender
Num 1-A 2-A- 3-B+ 4-B 5-B- 6-C 7-Below C																	
45	2 12%	4 24%	3 18%	7 41%	0 0%	1 6%	0 0%	0 0%	3.12	2.73	2.90	2.75	1.32	1.54	1.70	1.70	Grade Expected

Footnotes

- 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.
- 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.
- N/A and missing responses were not included in the computation of means or percentiles.

390

F18

OPEN COMMENTS:

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

The ~~good~~ class discussions and class exercises.

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

No complaints!

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

He is a interesting and effective teacher!

OPEN COMMENTS:

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

- Learning how to work with others with conflicts

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

Somewhat improve the format for the project.

- I found it to be stressful and unorganized with so much material that wasn't needed.

→ Redoing requirements
for 2 separate papers
down to only the
AIM2
Fluoride
paper

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

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

Lectures and team work

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

Focus more on the concepts. No AIM2 Flourish
Use other, smaller group projects.
New textbook.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Effective at teaching

OPEN COMMENTS:

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

Self assessments

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

let students know what is on exam or
what to pin point  Learning objectives

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Great teacher, great personality.

OPEN COMMENTS:

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

-The lectures are very effective with my learning. It helps give more insight on statistics about the concepts.

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

M/A

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Thank you!
I enjoyed your class!!!

OPEN COMMENTS:

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

In class discussions

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

Should let teams pick groups for the project due to having to rely on members

↳ introducing a "buddy up" with random assignment to teams.
Allows both randomness & friends

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

The project can be difficult to do and is stressful

OPEN COMMENTS:

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

Self assessments & discussion of them.

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

time management - sometimes we spent a lot of time in group discussions then would rush through the lecture.

This is often more important

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:**

My interest & knowledge greatly increased.

OPEN COMMENTS:

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

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

- Align the class more with the exams.
- Allow students to pick groups bc this was the worst. *Buddy up
would adores*
- Align the syllabus with other documents better. If it is like you are using a system only you understand.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I understand the point of the project but I feel like the work load could be lessened. It becomes a lot with the quizzes, assessments, and case studies.

Allow time for other things that were not planned to happen in class. I feel as if it is overly planned down to the minute and that gets ruined in class.

Don't keep students past the time. We have other classes to get to.

OPEN COMMENTS:

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

Team Building'

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

Should lecture more about things that appear on the exam & be less focused on correlations.

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

He is a very good professor but needs a few adjustments.

OPEN COMMENTS:

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

How well he covered material throughout the semester

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

n/a

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I enjoyed his enthusiasm with the course material, made class fun.

OPEN COMMENTS:

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

taking the personal assessments

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

make assignments readily available earlier

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

he provided an excellent course

OPEN COMMENTS:

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

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

I would recommend less assessments. We took so many we began to not care about the results.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

The group final project was very drag out and could be condensed.

OPEN COMMENTS:

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

Team Building, Warm Up Exercises

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

Difficulty of test questions are very difficult.

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

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

The assessments

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

have the assignments
on moodle

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I like this class

OPEN COMMENTS:

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

⌚ openings to lecture: quizzes, correlations, discussion, etc (my favorite part of class)

yay!

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR:

- Change structure of syllabus (its confusing)
 & add dates instead of "week 12" (I have no idea what week we are in)
- I get how the project relates to the relations aspect, but everyone hates it... any other option???
- Clarify the grading better.

↳ Not flat I'd

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT: aware of -

yay to no case studies

OPEN COMMENTS:

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

- The ice breakers helped a lot in introducing the chapter material

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

- The group project is a good tool, but either let students chose their groups, work independently, or change the project

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

- This has been one of the most insightful classes that I have participated in my college career.

Nicholls State University

Spring 2019 Student Instructional Report

Faculty: Castille/Christopher

Course Enrollment: 20

College: BA Department: MNMK

Evaluations Processed: 20

Course: MNGT 370 4T (10194)

Num	Rank							No Resp	Mean			Standard Deviation			%ile	QuestionDescription		
	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A			Class	Dept	Col	Univ	Class	Dept	Col	Univ		
A. Course Organization and Planning																		
1	3 15%	1 5%	7 35%	5 25%	4 20%	0 0%		0 0%	2.70	4.32	4.29	4.43	1.30	0.95	0.98	0.87	1	Expl of Requirements
2	9 45%	5 25%	3 15%	1 5%	2 10%	0 0%		0 0%	3.90	4.47	4.38	4.49	1.33	0.86	0.91	0.81	10	Prep for Class
3	6 30%	3 15%	5 25%	3 15%	3 15%	0 0%		0 0%	3.30	4.50	4.41	4.50	1.45	0.86	0.92	0.82	1	Command of Subj
4	5 25%	7 35%	4 20%	1 5%	3 15%	0 0%		0 0%	3.50	4.34	4.27	4.43	1.36	0.99	1.04	0.89	6	Use of Class Time
5	3 16%	6 32%	6 32%	2 11%	2 11%	0 0%		1 5%	3.32	4.36	4.26	4.38	1.20	0.94	1.02	0.94	4	Sum Important Pts
Weighted Average for A. Course Organization and Planning																		
B. Communication																		
6	5 25%	4 20%	5 25%	2 10%	3 15%	1 5%		0 0%	3.32	4.41	4.29	4.40	1.42	0.94	1.00	0.92	5	Presentations
7	15 75%	1 5%	1 5%	1 5%	1 5%	1 5%		0 0%	4.47	4.53	4.56	4.67	1.17	0.84	0.80	0.69	19	Command of Lang
8	8 40%	4 20%	3 15%	4 20%	1 5%	0 0%		0 0%	3.70	4.46	4.35	4.47	1.34	0.88	0.96	0.86	8	Use of Examples
9	9 45%	6 30%	3 15%	1 5%	1 5%	0 0%		0 0%	4.05	4.40	4.32	4.40	1.15	0.86	0.94	0.89	17	Challenging Probs
10	13 65%	3 15%	2 10%	1 5%	1 5%	0 0%		0 0%	4.30	4.58	4.48	4.54	1.17	0.79	0.87	0.82	21	Enthusiasm
Weighted Average for B. Communication																		
C. Faculty/Student Interaction																		
11	8 40%	2 10%	2 10%	2 10%	6 30%	0 0%		0 0%	3.20	4.42	4.41	4.50	1.77	0.99	0.96	0.87	2	Helpfulness
12	9 45%	2 10%	3 15%	3 15%	3 15%	0 0%		0 0%	3.55	4.57	4.53	4.60	1.57	0.84	0.85	0.78	3	Respect for Stds
13	8 40%	2 10%	6 30%	2 10%	2 10%	0 0%		0 0%	3.60	4.44	4.39	4.50	1.39	0.93	0.95	0.86	5	Concern-Progress
14	7 35%	1 5%	8 40%	2 10%	2 10%	0 0%		0 0%	3.45	4.42	4.35	4.45	1.36	0.91	0.97	0.90	4	Avail for Extra Help
15	7 35%	3 15%	3 15%	4 20%	3 15%	0 0%		0 0%	3.35	4.51	4.47	4.55	1.53	0.90	0.89	0.82	2	Listen to Std Ideas
Weighted Average for C. Faculty/Student Interaction																		
D. Assignment, Exams and Grading																		
16	3 15%	5 25%	5 25%	5 25%	2 10%	0 0%		0 0%	3.10	4.41	4.36	4.47	1.25	0.92	0.97	0.88	2	Inform How Graded
17	3 15%	1 5%	1 5%	5 25%	10 50%	0 0%		0 0%	2.10	4.17	4.16	4.33	1.48	1.09	1.06	0.98	1	Clarity of Exam
18	3 15%	2 10%	8 40%	5 25%	2 10%	0 0%		0 0%	2.95	4.35	4.32	4.44	1.19	0.93	0.95	0.90	2	Exam Coverage
19	3 15%	5 25%	5 25%	3 15%	3 15%	1 5%		0 0%	3.11	4.27	4.21	4.37	1.33	1.02	1.06	0.96	3	Comments on Work
20	2 10%	4 20%	6 30%	3 15%	3 15%	2 10%		0 0%	2.94	4.20	4.16	4.35	1.26	1.03	1.05	0.97	3	Quality of Text
21	2 10%	3 15%	6 30%	5 25%	4 20%	0 0%		0 0%	2.70	4.23	4.23	4.36	1.26	1.04	1.06	0.97	1	Assignment Helpful
Weighted Average for D. Assignment, Exams and Grading																		
E. Supplementary Instruction Methods																		
22	7 35%	5 25%	4 20%	3 15%	1 5%	0 0%		0 0%	3.70	4.30	4.23	4.37	1.26	0.91	0.97	0.88	10	Small Group Discuss
23	2 10%	2 10%	10 50%	5 25%	1 5%	0 0%		0 0%	2.95	4.16	4.11	4.30	1.00	1.01	1.06	0.95	3	Term Paper/Project
24	1 5%	0 0%	4 20%	1 5%	1 5%	13 65%		0 0%	2.86	4.26	4.20	4.42	1.21	0.97	1.03	0.90	4	Lab Exercises
25	6 30%	1 5%	8 40%	3 15%	2 10%	0 0%		0 0%	3.30	4.22	4.18	4.35	1.34	1.00	1.05	0.94	7	Group Projects
26	7 35%	2 10%	5 25%	5 25%	1 5%	0 0%		0 0%	3.45	4.23	4.24	4.41	1.36	0.99	1.00	0.91	10	Case Studies, ...
27	5 25%	1 5%	4 20%	1 5%	1 5%	8 40%		0 0%	3.67	4.21	4.22	4.39	1.37	1.01	1.02	0.92	14	Course Journals
28	9 45%	3 15%	3 15%	2 10%	1 5%	2 10%		0 0%	3.94	4.39	4.35	4.44	1.30	0.84	0.92	0.86	12	Use of Computers
Weighted Average for E. Supplementary Instruction Methods																		

Nicholls State University

Spring 2019 Student Instructional Report

Faculty: Castille/Christopher

College: BA Department: MNMK

Course: MNGT 370 4T (10194)

Course Enrollment:

20

Evaluations Processed:

20

Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription									
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ									
F. Course Outcomes																								
29	2	10%	0	0%	12	60%	5	25%	1	5%	0	0%	0	0%	2.85	3.78	3.67	3.87	0.93	1.04	1.09	1.04	4	Learning Increased
30	1	5%	1	5%	14	70%	4	20%	0	0%	0	0%	0	0%	2.95	3.81	3.69	3.88	0.69	0.95	1.03	1.01	4	Achieved Objectives
31	1	5%	1	5%	10	50%	6	30%	2	10%	0	0%	0	0%	2.65	3.77	3.59	3.79	0.93	1.09	1.15	1.13	3	Interest in Subject
32	1	5%	3	15%	12	60%	4	20%	0	0%	0	0%	0	0%	3.05	3.86	3.72	3.91	0.76	0.99	1.06	1.04	6	Think Independently
33	1	5%	5	25%	8	40%	6	30%	0	0%	0	0%	0	0%	3.05	3.91	3.75	3.93	0.89	1.00	1.07	1.05	6	Actively Involved
<i>Weighted Average for F. Course Outcomes</i>																2.91								
34	7	35%	8	40%	3	15%	2	10%	0	0%	0	0%	0	0%	4.00	3.85	3.78	3.94	0.97	0.90	0.98	1.00	61	Effort Put In
35	9	45%	3	15%	5	25%	3	15%	0	0%	0	0%	0	0%	3.90	3.74	3.68	3.86	1.17	0.91	0.94	0.97	60	Prepared for Class
36	10	53%	3	16%	4	21%	2	11%	0	0%	0	0%	1	5%	4.11	3.76	3.78	3.90	1.10	0.97	1.01	1.04	65	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	6	30%	7	35%	7	35%	0	0%	0	0%			0	0%	3.95	3.42	3.44	3.43	0.83	0.70	0.72	0.74		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	13	65%	4	20%	3	15%	0	0%	0	0%			0	0%	4.50	3.40	3.27	3.28	0.76	0.80	0.79	0.84		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	5	25%	8	40%	7	35%	0	0%	0	0%			0	0%	3.90	3.23	3.26	3.30	0.79	0.58	0.63	0.66		Pace of Course
Num	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A		No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription						
40	2	10%	1	5%	11	55%	4	20%	2	10%	0	0%	0	0%	2.85	4.09	3.95	4.09	1.04	0.98	1.01	0.93	2	Quality of Instruct
Num	1-Maj/Minor	2-College Rea	3-Elective	4-Other				No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription						
41	10	53%	2	11%	7	37%	0	0%					1	5%	1.84	1.30	1.30	1.36	0.96	0.65	0.64	0.68		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%	9	45%	11	55%	0	0%	0	0%	0	0%	3.55	3.73	3.05	2.57	0.51	0.67	1.08	1.20		Class Level
Num	1-Better Engl	2-Better Other	3-Equal					No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription						
43	20	100%	0	0%	0	0%							0	0%	1.00	1.08	1.08	1.06	0.00	0.35	0.35	0.31		Comm in English
Num	1-Female	2-Male						No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription						
44	8	42%	11	58%									1	5%	1.58	1.49	1.54	1.34	0.51	0.51	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	1	5%	1	5%	3	15%	5	25%	3	15%	7	35%	0	0%	4.45	3.08	3.14	2.91	1.50	1.71	1.80	1.77		Grade Expected

Footnotes

- 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.
- 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.
- N/A and missing responses were not included in the computation of means or percentiles.

OPEN COMMENTS:

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

Role Play

Some students don't like being held accountable for their work.

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR:

Attendance points need to be reevaluated. Quizzes and survey should be a separate grade

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Although the class wasn't extremely difficult in material. The workload was more than I have ever experienced. Did not achieve the goal I set to ⁱⁿ this course.

OPEN COMMENTS:

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

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

Clearly Explain what he wants from Students in the Project. Lighten the work load

If there is Team Project
Descriptive document that explains everything

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I found He didn't care about the Students very much. No reason I should be deducted participation for being sick or going on a school excused trip if I had an excuse. I did not enjoy this course.

* Students don't get full credit if an assignment was due at the beginning of class

I don't do this.

OPEN COMMENTS:

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

- support and help of Dr. Castille!

② Noted: Will you really care about our growth and try to be flexible with success.
you have to keep in mind that it is difficult to get a whole group together all the time and time constraints are hard! Deadlines.

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

- lessen the workload, I had a hard time keeping up with the amount of assignments on top of my other classes.
- explain the project, part by part, as we go along. Some of the directions are very confusing and some of the assignments expected seem a little extreme.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

This was one of my favorite classes so far.

I really appreciate all of your help and your concern for our growth. Your enthusiasm for the course is contagious!

Thank you for such a great semester! ☺

OPEN COMMENTS:

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

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

- Try going into more detail about team project and what is expected of each group. Explanation could sometimes be very confusing.
- Better way of explaining course content and exams.
- Change up how you approach different topics and how the class is ran.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

This class provided more stress and anxiety to my life.

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS

COURSE WAS: The professor's ability to
answer questions.

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR:

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

He was a good professor, very knowledgeable. Other
students and I felt lost throughout the course. The
Explanation of projects were not clear at all.

OPEN COMMENTS:

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

Was the quizzes and the assessments,
those were actually very
helpful

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

Stop being cocky. You assign way too much work and we don't know what the hell to do half the time. Make the test simpler

there are
a lot of
small
tests so
do... they
want less

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:**

You are very intelligent, and very smart. You know your shit. And you are very But your course load has to be assessed. You expect too much

OPEN COMMENTS:

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

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

The syllabus is not a crutch, and he should reevaluate the entire class. There was far too much work load.
This was the most unfulfilling class I have ever taken at Nicholls.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

He should know that he should have more respect for students, and actually clarify what he wants in assignments.

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS: Test corrections and quizzes

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

Should minimize assignments so the class isn't as stressful.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

As a professor, he is a great person, but some

of his teaching techniques are not beneficial

to students. Powerpoints should be more

directed toward the material that will be

on the exam. All exams focus from the learning objectives covered course

Techniques
shouldn't
be
from previous
course

OPEN COMMENTS:

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

utilizing role plays such as the negotiation one

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

- More clear in class instructions on team projects
- Continue to be clear on due dates
-

→ Note!
will walk
through project
with students.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I did not like splitting up the reading material

↳ this was surprising... ~~but~~ the students
may not understand that they ~~don't~~
~~have to~~ should delegate who takes
for a team study guide... not ready

OPEN COMMENTS:

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

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

Should issue less work

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I appreciate your outlook/ approach on the course material.

OPEN COMMENTS:

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

Daily lectures

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

No more Aim2Flourish projects, waste of time
and added stress.
↳ N.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

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

How he taught the course

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

Explain things a little better
Don't think we already know

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

enjoyed getting together in groups. Opened
me up to other people.



OPEN COMMENTS:

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

Learning about all the materials covered.

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

Try decreasing the workload by 7.5 or 10%.

↓
I could make quizzes optional.

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:**

You're a great professor, but the workload is fairly heavy.

OPEN COMMENTS:

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

The idea of the Aim2flourish project & test corrections

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

Not do the self-assessments →
do less for Aim2flourish and focus more
on what aim2 flourish expects.

Fix the exams!

↳ Not sure what the problem is...

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

The exams are very complex and hard to understand. The work load for this course was far too much for one class when I am also taking 7 other classes.

OPEN COMMENTS:

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

our group project.

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

Have a better understanding on the exams. Help us prepare better.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Great guy much respect for you.

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS: the teams I got put into

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

Should elaborate more with what we have to get done. Exams don't even go w/ what we learning.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Nicholls State University**Fall 2019 Student Instructional Report**

Faculty: Castille/Christopher
College: BA **Department:** MNMK
Course: MNGT 370 4T (82021)

Course Enrollment: 25
Evaluations Processed: 20

Num	Rank							No Resp	Mean			Standard Deviation			%ile	QuestionDescription								
	5-Very Effec	4-Effective	3-Mod Effec	2-Some Ineff	1-Ineffective	0-N/A			Class	Dept	Col	Univ	Class	Dept	Col	Univ								
A. Course Organization and Planning																								
1	13	65%	6	30%	1	5%	0	0%	0	0%	0	0%	0	0%	4.60	4.27	4.33	4.41	0.60	1.01	0.92	0.89	54	Expl of Requirements
2	14	70%	6	30%	0	0%	0	0%	0	0%	0	0%	0	0%	4.70	4.34	4.40	4.47	0.47	1.02	0.89	0.84	62	Prep for Class
3	16	80%	4	20%	0	0%	0	0%	0	0%	0	0%	0	0%	4.80	4.36	4.40	4.47	0.41	0.99	0.91	0.86	74	Command of Subj
4	14	70%	6	30%	0	0%	0	0%	0	0%	0	0%	0	0%	4.70	4.13	4.29	4.42	0.47	1.23	1.05	0.93	68	Use of Class Time
5	13	65%	6	30%	1	5%	0	0%	0	0%	0	0%	0	0%	4.60	4.16	4.23	4.35	0.60	1.18	1.07	1.00	57	Sum Important Pts
Weighted Average for A. Course Organization and Planning																	4.68							
B. Communication																								
6	13	65%	7	35%	0	0%	0	0%	0	0%	0	0%	0	0%	4.65	4.23	4.28	4.38	0.49	1.12	1.03	0.96	59	Presentations
7	17	85%	3	15%	0	0%	0	0%	0	0%	0	0%	0	0%	4.85	4.67	4.65	4.69	0.37	0.70	0.72	0.68	61	Command of Lang
8	15	75%	4	20%	1	5%	0	0%	0	0%	0	0%	0	0%	4.70	4.32	4.34	4.44	0.57	1.01	0.95	0.88	62	Use of Examples
9	11	55%	7	35%	2	10%	0	0%	0	0%	0	0%	0	0%	4.45	4.20	4.29	4.36	0.69	1.09	0.99	0.93	49	Challenging Probs
10	16	80%	4	20%	0	0%	0	0%	0	0%	0	0%	0	0%	4.80	4.47	4.47	4.53	0.41	0.92	0.86	0.84	66	Enthusiasm
Weighted Average for B. Communication																	4.69							
C. Faculty/Student Interaction																								
11	15	75%	5	25%	0	0%	0	0%	0	0%	0	0%	0	0%	4.75	4.32	4.42	4.48	0.44	1.12	0.95	0.91	61	Helpfulness
12	14	70%	6	30%	0	0%	0	0%	0	0%	0	0%	0	0%	4.70	4.48	4.54	4.59	0.47	0.93	0.83	0.80	44	Respect for Stds
13	15	75%	5	25%	0	0%	0	0%	0	0%	0	0%	0	0%	4.75	4.34	4.42	4.47	0.44	1.04	0.93	0.90	65	Concern-Progress
14	15	75%	4	20%	1	5%	0	0%	0	0%	0	0%	0	0%	4.70	4.27	4.37	4.44	0.57	1.07	0.96	0.93	63	Avail for Extra Help
15	15	75%	5	25%	0	0%	0	0%	0	0%	0	0%	0	0%	4.75	4.44	4.49	4.54	0.44	0.99	0.89	0.85	56	Listen to Std Ideas
Weighted Average for C. Faculty/Student Interaction																	4.73							
D. Assignment, Exams and Grading																								
16	15	75%	5	25%	0	0%	0	0%	0	0%	0	0%	0	0%	4.75	4.31	4.41	4.46	0.44	1.04	0.91	0.89	74	Inform How Graded
17	12	60%	5	25%	3	15%	0	0%	0	0%	0	0%	0	0%	4.45	4.10	4.19	4.31	0.76	1.20	1.06	1.00	48	Clarity of Exam
18	15	75%	5	25%	0	0%	0	0%	0	0%	0	0%	0	0%	4.75	4.20	4.33	4.43	0.44	1.15	0.98	0.92	68	Exam Coverage
19	14	70%	4	20%	2	10%	0	0%	0	0%	0	0%	0	0%	4.60	4.13	4.22	4.33	0.68	1.15	1.05	0.99	60	Comments on Work
20	12	60%	6	30%	1	5%	1	5%	0	0%	0	0%	0	0%	4.45	4.07	4.17	4.30	0.83	1.17	1.08	1.01	55	Quality of Text
21	13	65%	5	25%	1	5%	1	5%	0	0%	0	0%	0	0%	4.50	4.07	4.21	4.33	0.83	1.23	1.09	1.01	54	Assignment Helpful
Weighted Average for D. Assignment, Exams and Grading																	4.58							
E. Supplementary Instruction Methods																								
22	14	70%	4	20%	1	5%	0	0%	0	0%	1	5%	0	0%	4.68	4.21	4.25	4.35	0.58	1.06	0.98	0.92	73	Small Group Discuss
23	11	58%	6	32%	1	5%	1	5%	0	0%	0	0%	1	5%	4.42	4.13	4.16	4.29	0.84	1.04	1.00	0.96	51	Term Paper/Project
24	10	50%	4	20%	1	5%	1	5%	0	0%	4	20%	0	0%	4.44	4.17	4.23	4.37	0.89	1.10	1.01	0.95	49	Lab Exercises
25	15	75%	3	15%	1	5%	1	5%	0	0%	0	0%	0	0%	4.60	4.10	4.21	4.32	0.82	1.13	1.05	0.97	68	Group Projects
26	14	70%	5	25%	1	5%	0	0%	0	0%	0	0%	0	0%	4.65	4.11	4.22	4.34	0.59	1.17	1.06	0.98	69	Case Studies, ...
27	9	47%	4	21%	0	0%	0	0%	0	0%	6	32%	1	5%	4.69	4.23	4.28	4.36	0.48	1.04	0.99	0.97	71	Course Journals
28	12	63%	6	32%	1	5%	0	0%	0	0%	0	0%	1	5%	4.58	4.28	4.35	4.41	0.61	1.00	0.93	0.90	59	Use of Computers
Weighted Average for E. Supplementary Instruction Methods																	4.58							

Nicholls State University

Fall 2019 Student Instructional Report

Faculty: Castille/Christopher

College: BA Department: MNMK

Course: MNGT 370 4T (82021)

Course Enrollment:

25

Evaluations Processed:

20

Num	Rank						No Resp	Mean				Standard Deviation				%ile	QuestionDescription							
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ									
F. Course Outcomes																								
29	7	35%	5	25%	7	35%	1	5%	0	0%	0	0%	0	0%	3.90	3.61	3.69	3.84	0.97	1.11	1.06	1.08	50	Learning Increased
30	6	30%	4	20%	10	50%	0	0%	0	0%	0	0%	0	0%	3.80	3.64	3.71	3.86	0.89	1.05	1.02	1.04	41	Achieved Objectives
31	7	35%	6	30%	5	25%	1	5%	0	0%	1	5%	0	0%	4.00	3.59	3.56	3.74	0.94	1.17	1.17	1.18	64	Interest in Subject
32	8	40%	5	25%	6	30%	1	5%	0	0%	0	0%	0	0%	4.00	3.66	3.70	3.88	0.97	1.13	1.08	1.07	58	Think Independently
33	8	40%	5	25%	7	35%	0	0%	0	0%	0	0%	0	0%	4.05	3.68	3.74	3.90	0.89	1.11	1.08	1.09	55	Actively Involved
<i>Weighted Average for F. Course Outcomes</i>																		3.95						
34	5	26%	6	32%	8	42%	0	0%	0	0%	0	0%	1	5%	3.84	3.73	3.78	3.91	0.83	0.90	0.95	1.04	46	Effort Put In
35	5	26%	5	26%	9	47%	0	0%	0	0%	0	0%	1	5%	3.79	3.63	3.69	3.85	0.85	0.86	0.92	0.99	48	Prepared for Class
36	5	26%	5	26%	8	42%	1	5%	0	0%	0	0%	1	5%	3.74	3.67	3.77	3.86	0.93	0.95	1.01	1.12	43	Challenged by Crs
Num	5-Very Diff	4-Some Diff	3-About Right	2-Some Elem	1-Verv Elel							No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
37	2	10%	4	20%	13	65%	1	5%	0	0%			0	0%	3.35	3.40	3.43	3.39	0.75	0.66	0.72	0.79		Level of Difficulty
Num	5-Much Heav	4-Heavier	3-About Same	2-Liehter	1-Much Light							No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
38	2	10%	4	20%	12	60%	2	10%	0	0%			0	0%	3.30	3.25	3.24	3.20	0.80	0.73	0.75	0.87		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	1	5%	4	21%	14	74%	0	0%	0	0%			1	5%	3.32	3.21	3.27	3.29	0.58	0.66	0.63	0.67		Pace of Course
Num	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A						No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
40	10	50%	7	35%	3	15%	0	0%	0	0%	0	0%	0	0%	4.35	3.90	3.93	4.07	0.75	1.12	1.04	0.97	67	Quality of Instruct
Num	1-Mai/Minor	2-College Rea	3-Elective	4-Other								No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
41	12	60%	1	5%	7	35%	0	0%					0	0%	1.75	1.31	1.28	1.42	0.97	0.67	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%	7	37%	12	63%	0	0%	0	0%	1	5%	3.63	3.74	3.08	2.43	0.50	0.69	1.06	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	18	90%	2	10%	0	0%						0	0%	1.10	1.05	1.06	1.05	0.31	0.27	0.30	0.30		Comm in English	
Num	1-Female	2-Male										No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
44	6	30%	14	70%								0	0%	1.70	1.51	1.52	1.34	0.47	0.50	0.50	0.47		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	4	20%	5	25%	2	10%	6	30%	0	0%	3	15%	0	0%	3.10	3.28	3.20	2.89	1.68	1.71	1.78	1.78		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:

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:

While the self-assessments and reflections were many; It was interesting for some to learn where I fall on the spectrum.

OPEN COMMENTS:

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

The team project

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

Keep doing what you are doing! ☺

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I really enjoyed this class and learned a lot about myself and others that will benefit me in the future academically and professionally.

OPEN COMMENTS:

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

the in-class discussions and case studies

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

should meet with each group at least once per semester, about midway, to ensure everything is going well

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

he is the BEST professor I've had thus far at Nicholls.

OPEN COMMENTS:

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

lecture and discussion

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

should give less reflectives

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I enjoyed his class

OPEN COMMENTS:

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

Great Class

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

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:
Thanks for letting us drop
the final

OPEN COMMENTS:

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

Lecture

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

Keep dropping the Final/making it optional

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Great professor, could take again.

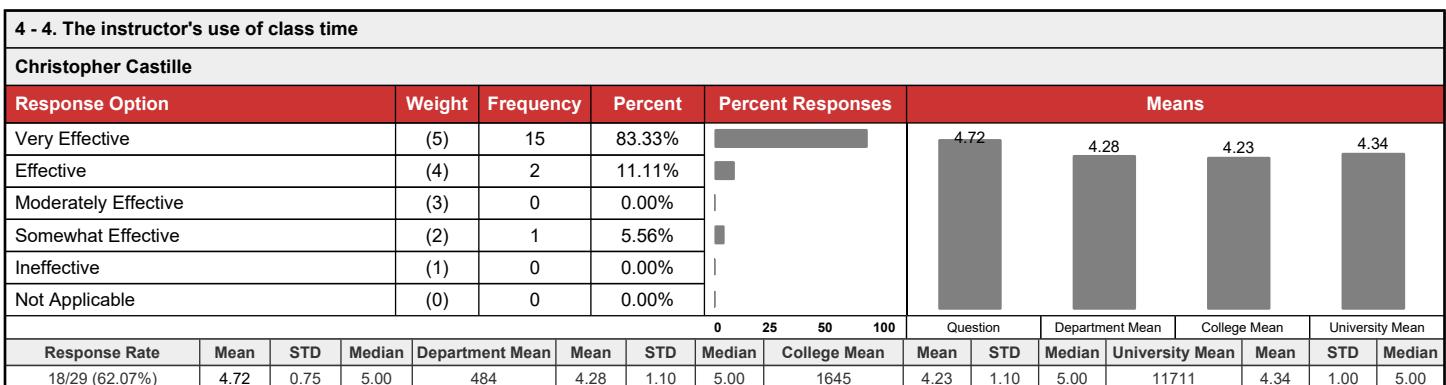
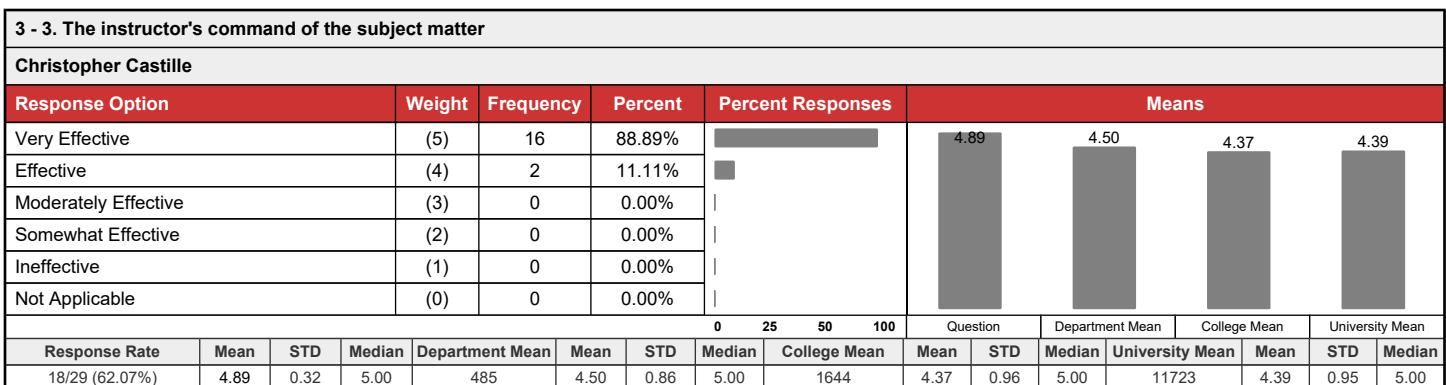
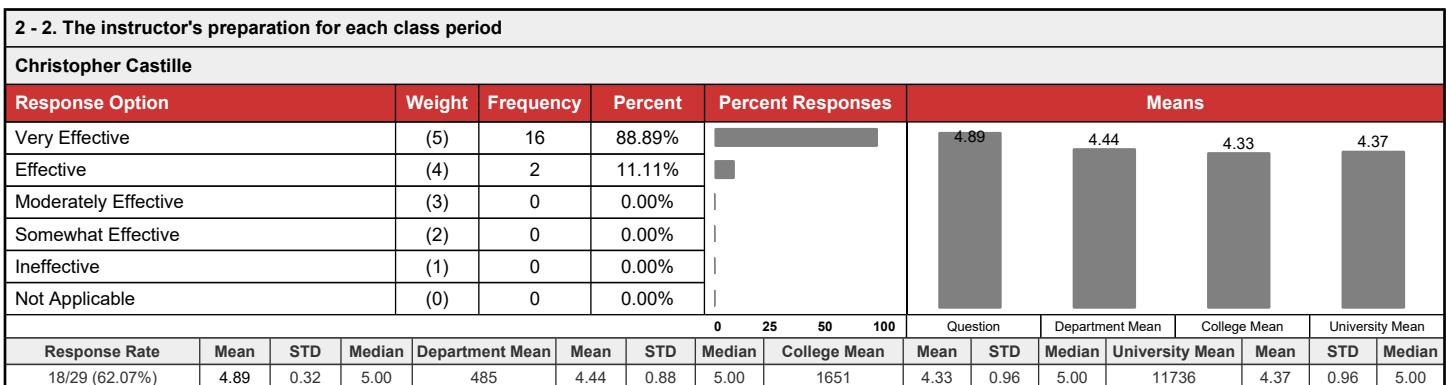
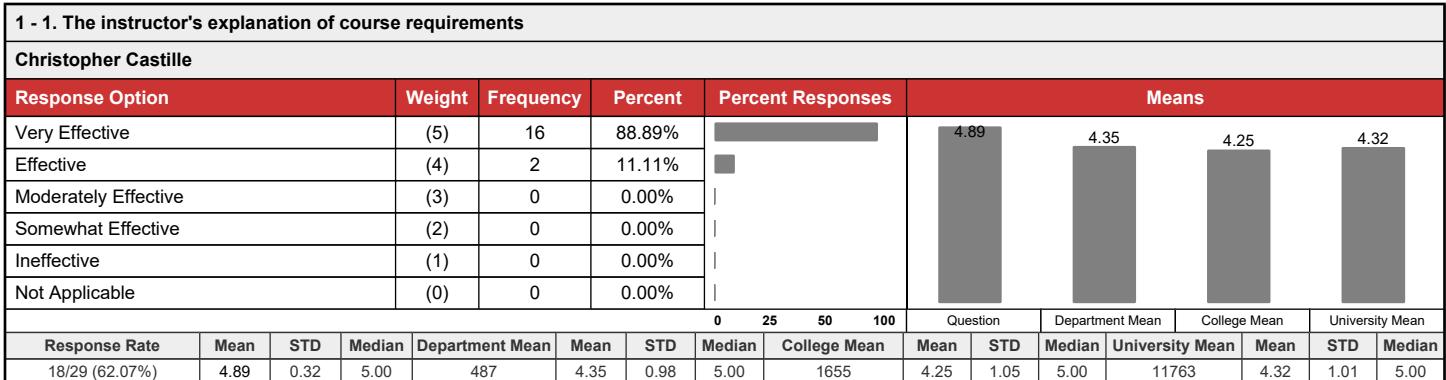
Please drop your 2T Final

Nicholls State University
Spring 2020 - Full Term Evaluations



Course: 20S_MNGT370_4T: 20S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 18/29 (62.07 %)



Nicholls State University
Spring 2020 - Full Term Evaluations

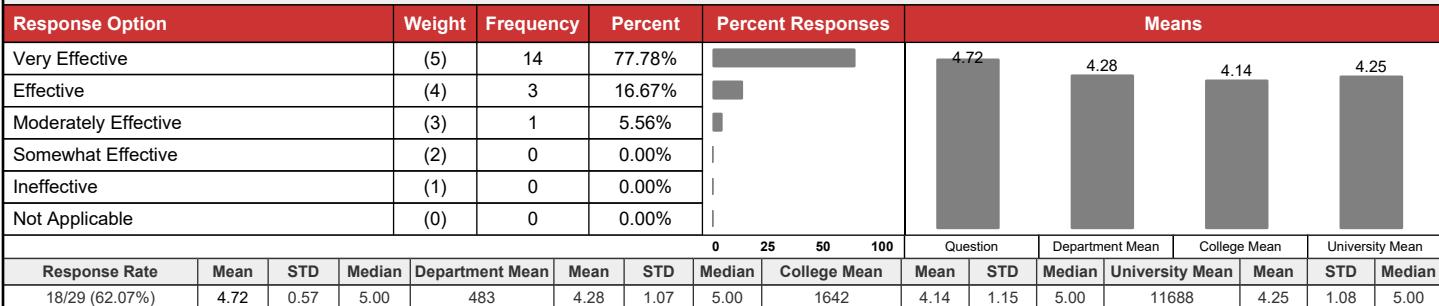


Course: 20S_MNGT370_4T: 20S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 18/29 (62.07 %)

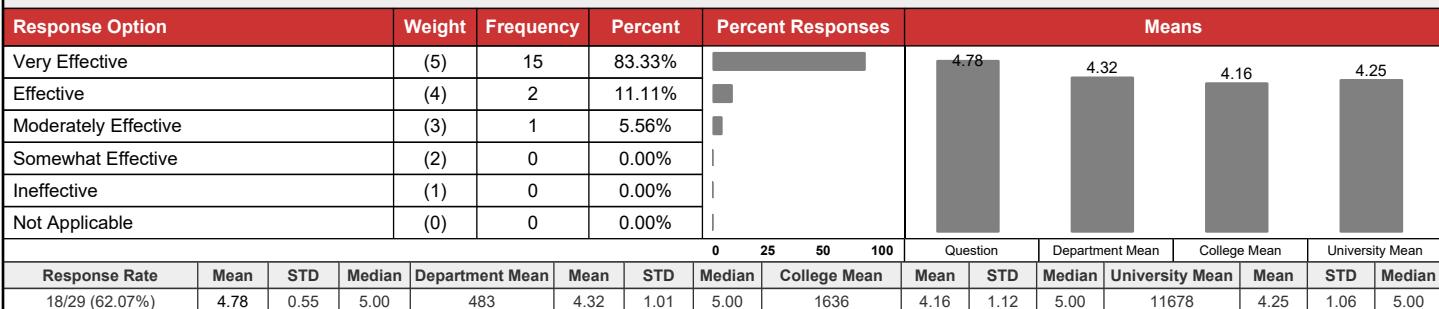
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



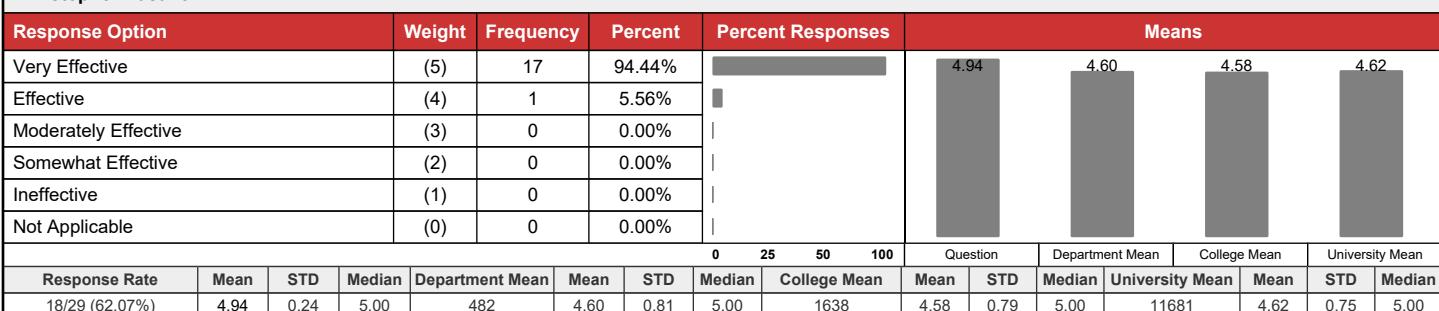
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



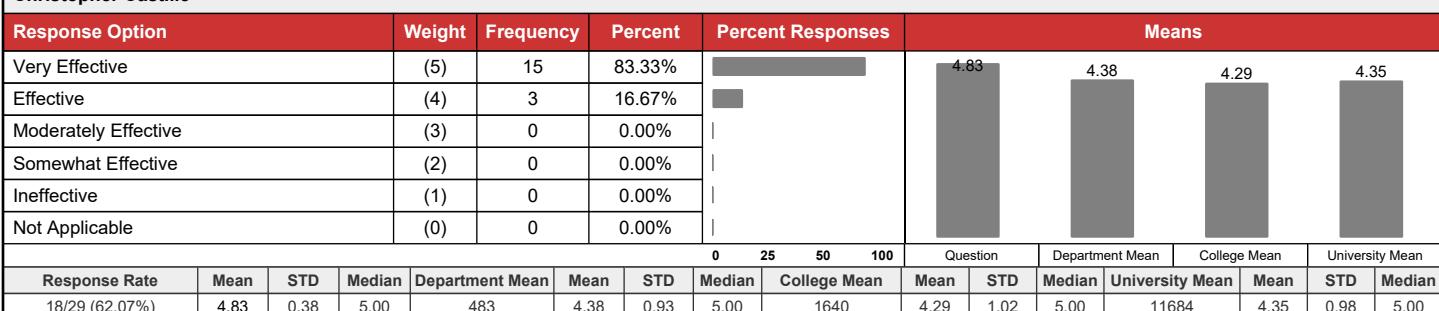
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



Nicholls State University
Spring 2020 - Full Term Evaluations

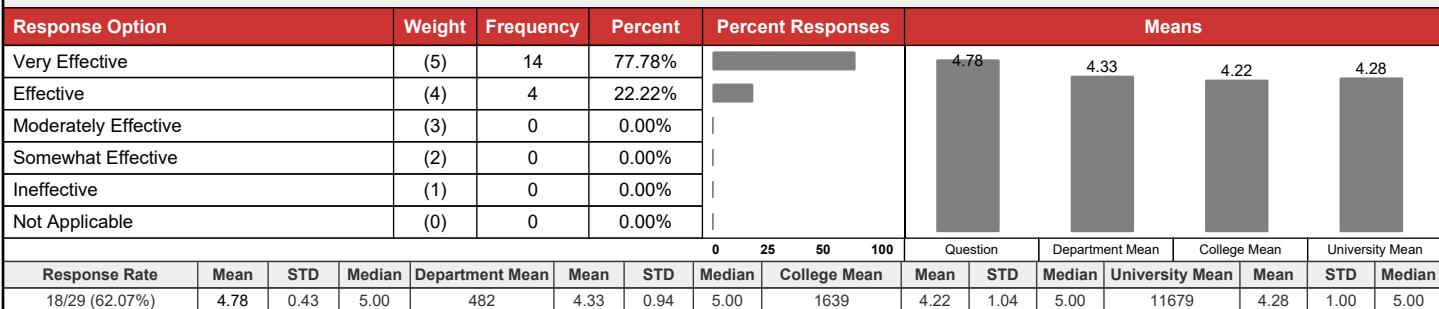


Course: 20S_MNGT370_4T: 20S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 18/29 (62.07 %)

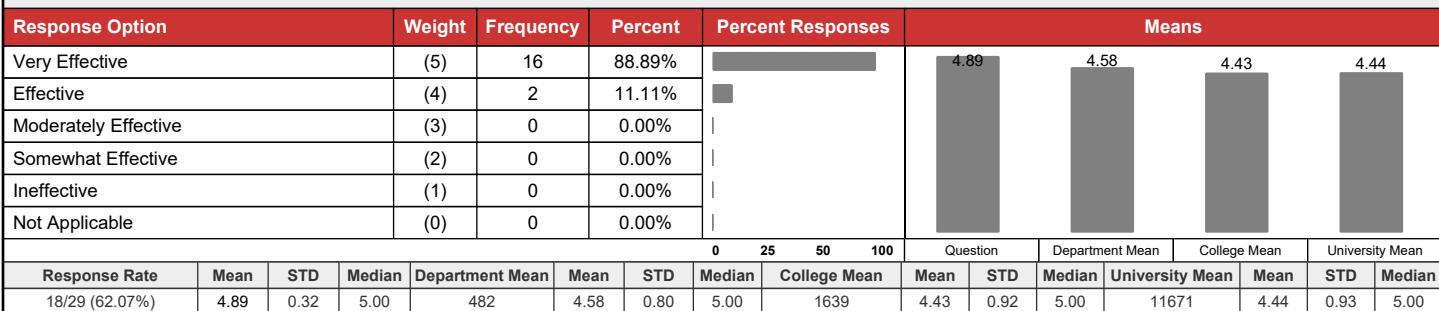
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



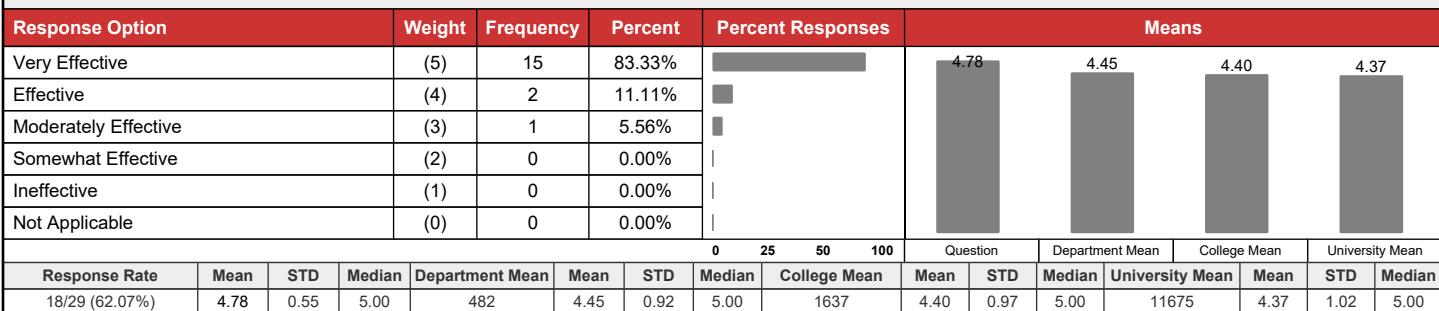
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



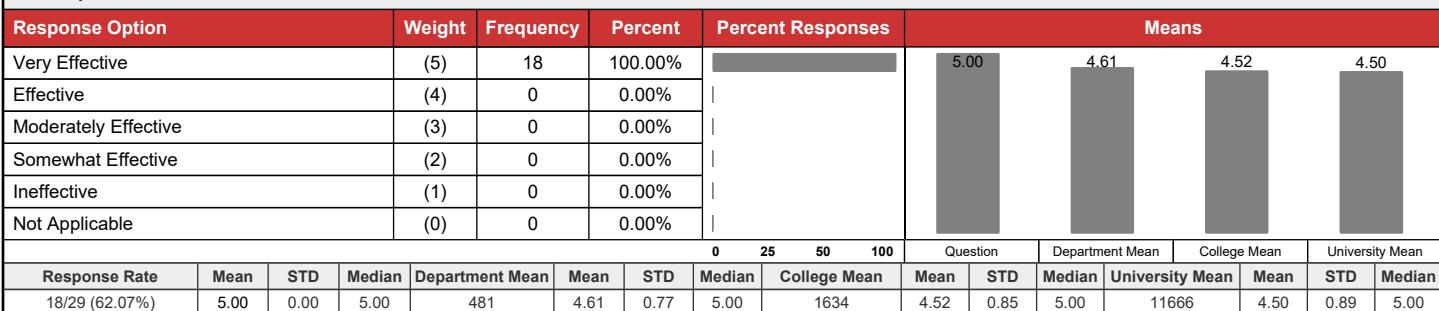
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille



Nicholls State University
Spring 2020 - Full Term Evaluations

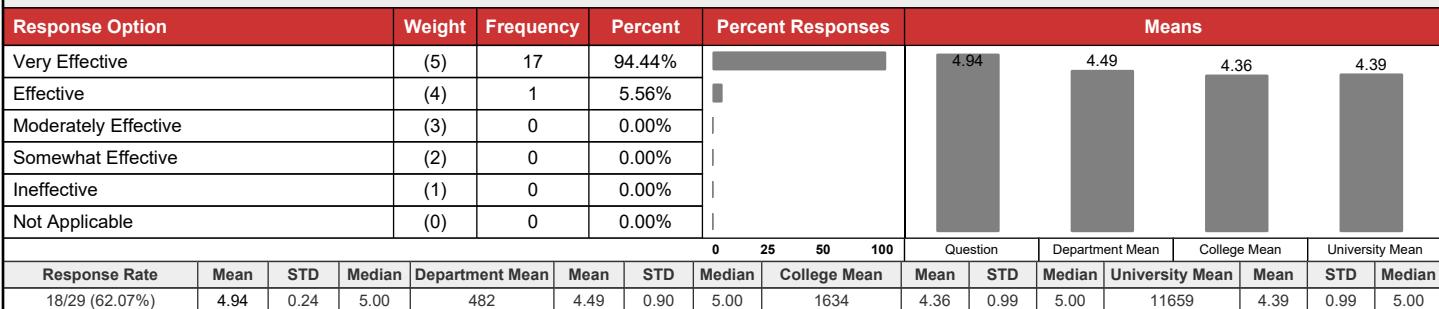


Course: 20S_MNGT370_4T: 20S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 18/29 (62.07 %)

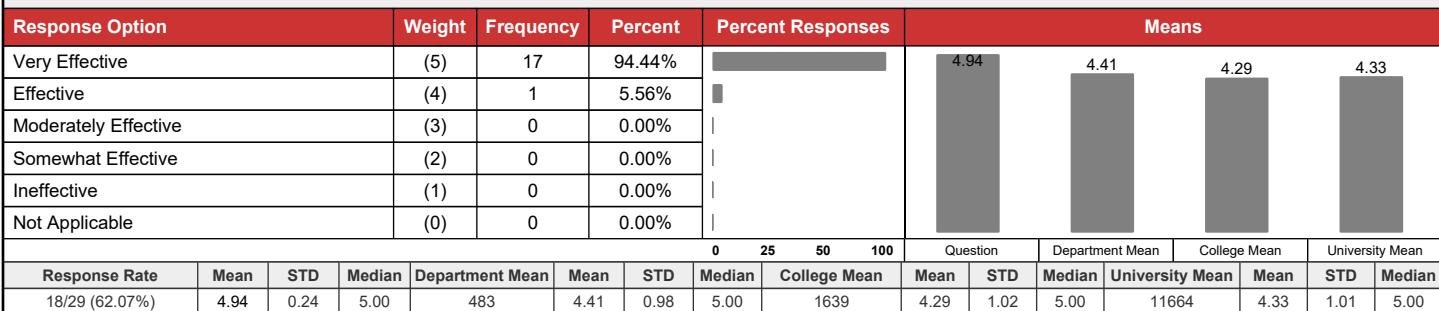
13 - 13. The instructor's concern for student progress

Christopher Castille



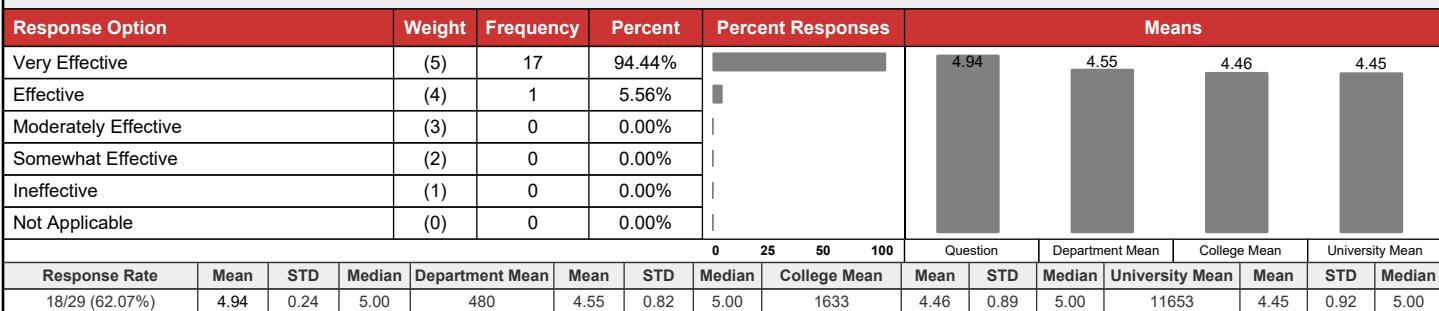
14 - 14. The availability of extra help for this class (taking into account the size of the class)

Christopher Castille

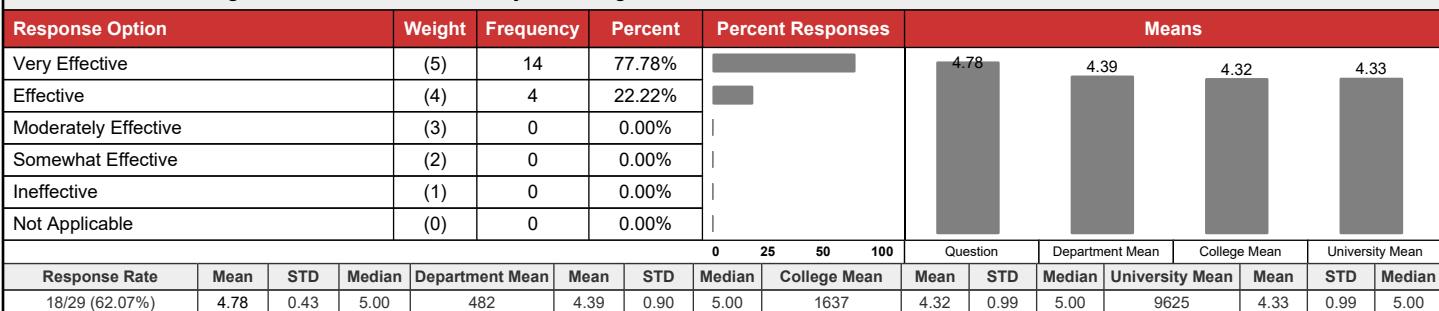


15 - 15. The instructor's willingness to listen to student questions and opinions

Christopher Castille



16 - 16. The information given to students about how they would be graded

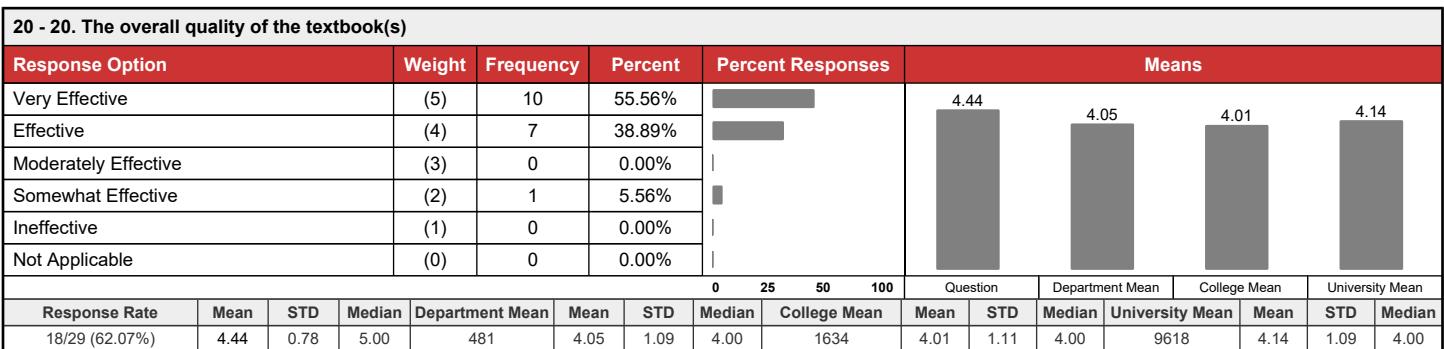
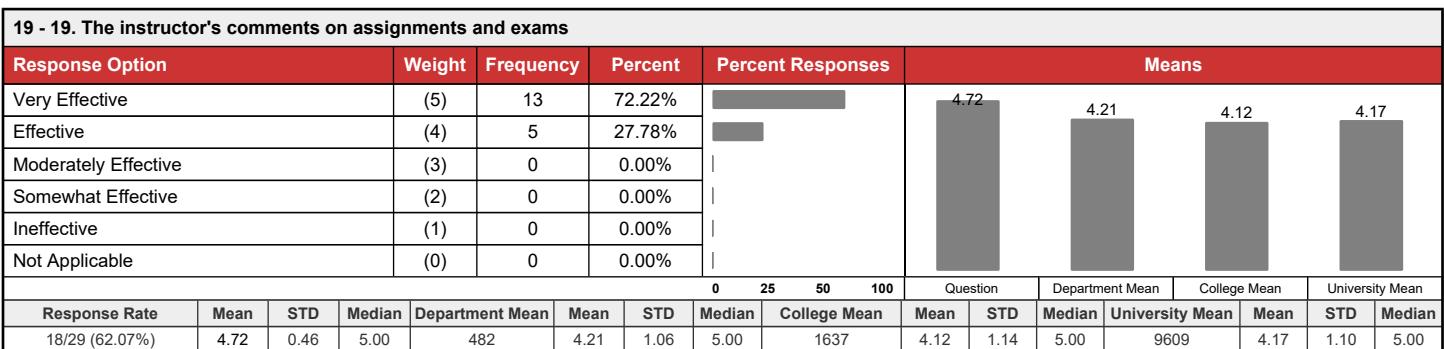
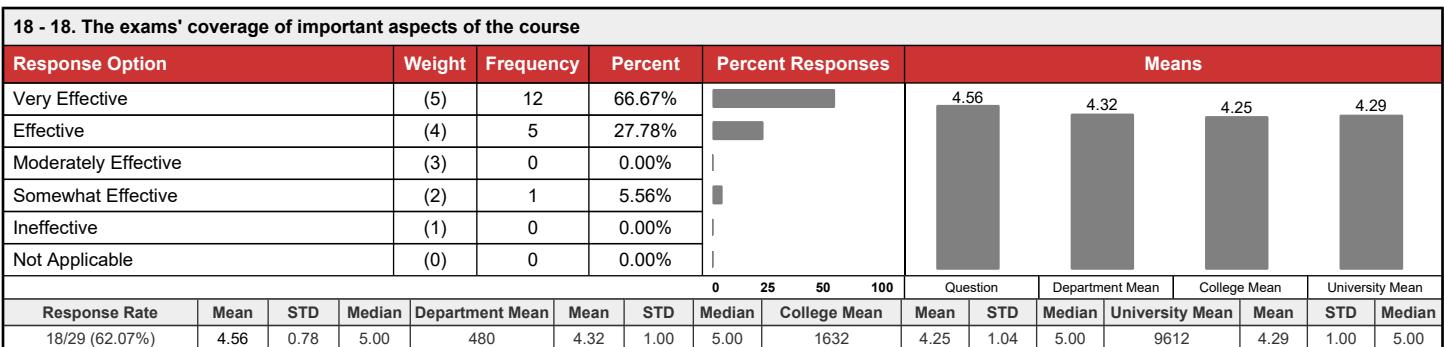
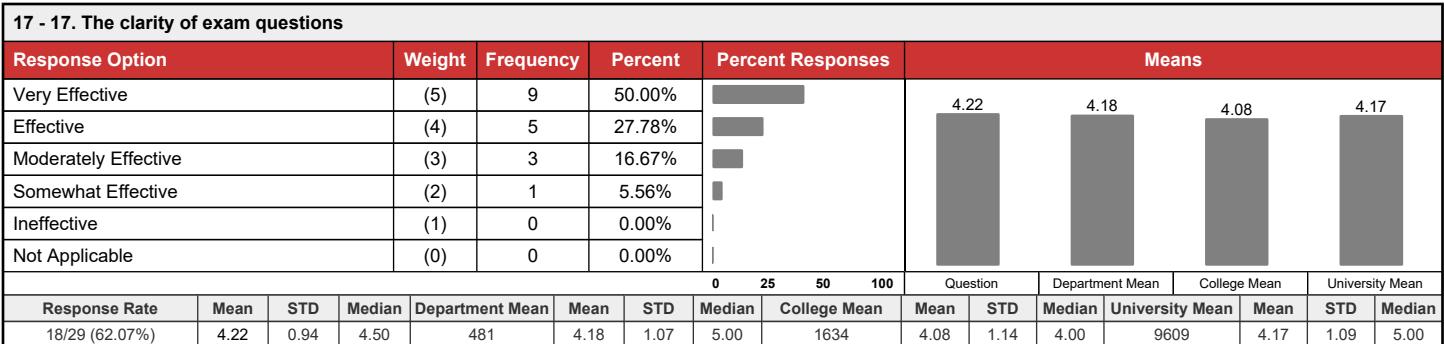


Nicholls State University
Spring 2020 - Full Term Evaluations



Course: 20S_MNGT370_4T: 20S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 18/29 (62.07 %)



Nicholls State University
Spring 2020 - Full Term Evaluations

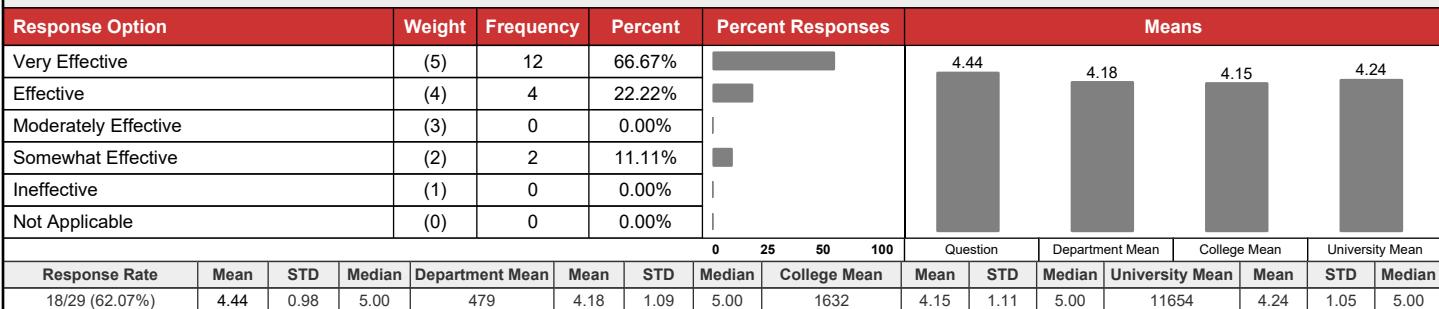


Course: 20S_MNGT370_4T: 20S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

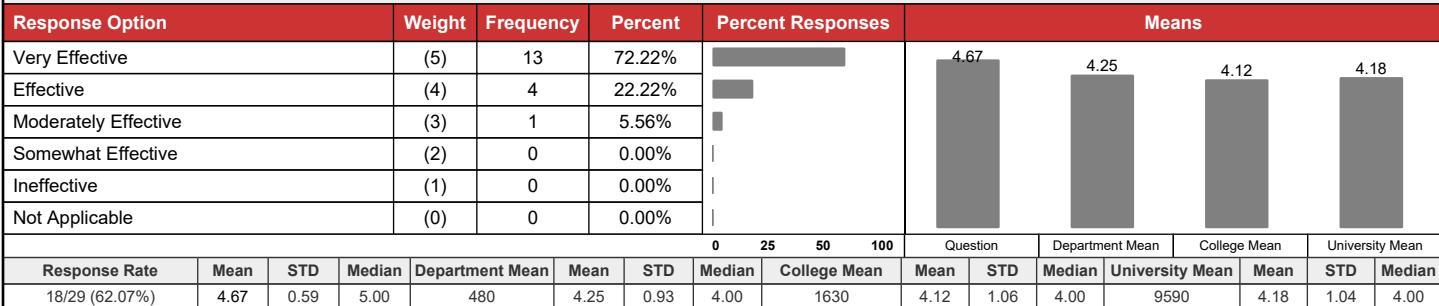
Response Rate: 18/29 (62.07 %)

21 - 21. The helpfulness of assignments in understanding course material

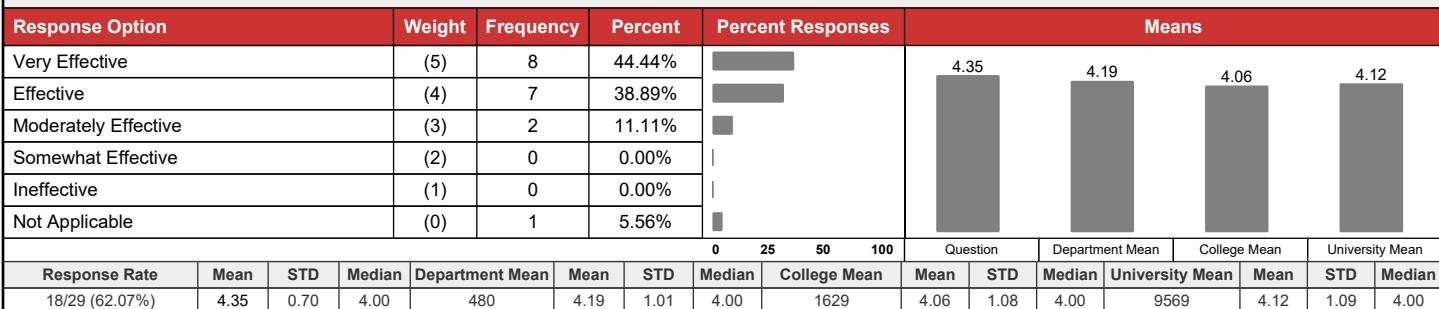
Christopher Castille



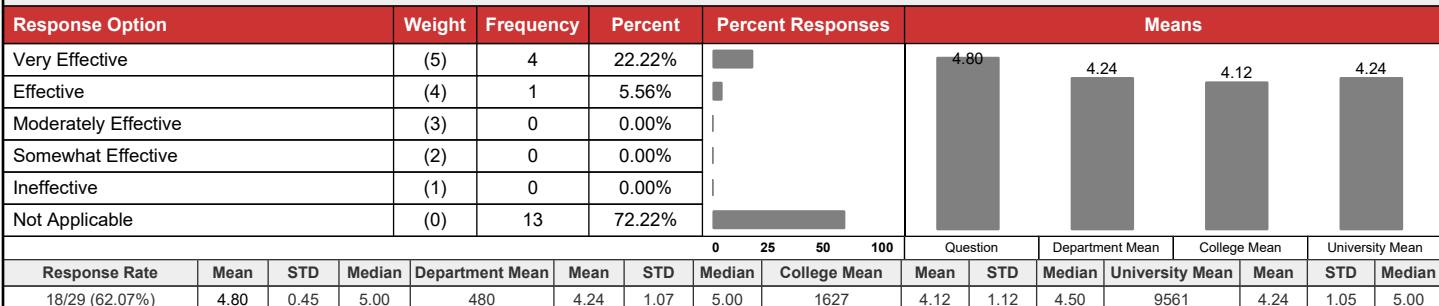
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)



24 - 24. Laboratory exercises for understanding important course concepts



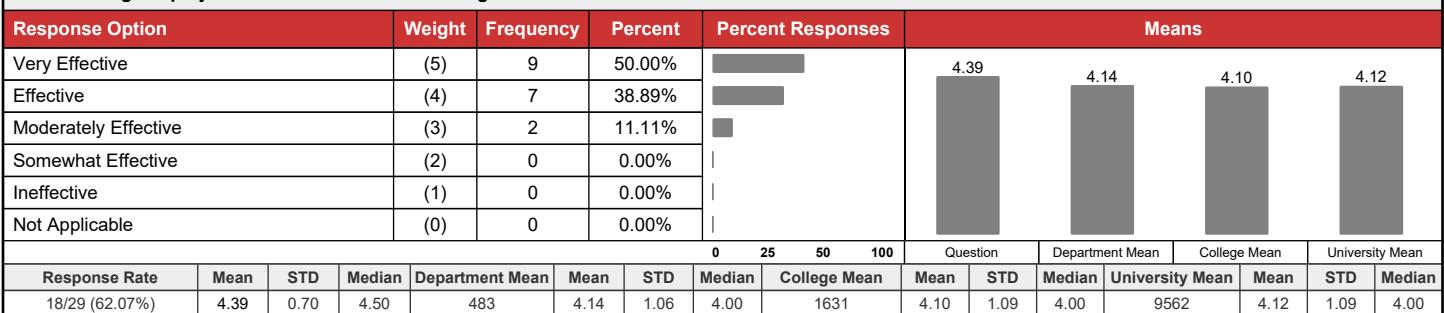
Nicholls State University
Spring 2020 - Full Term Evaluations



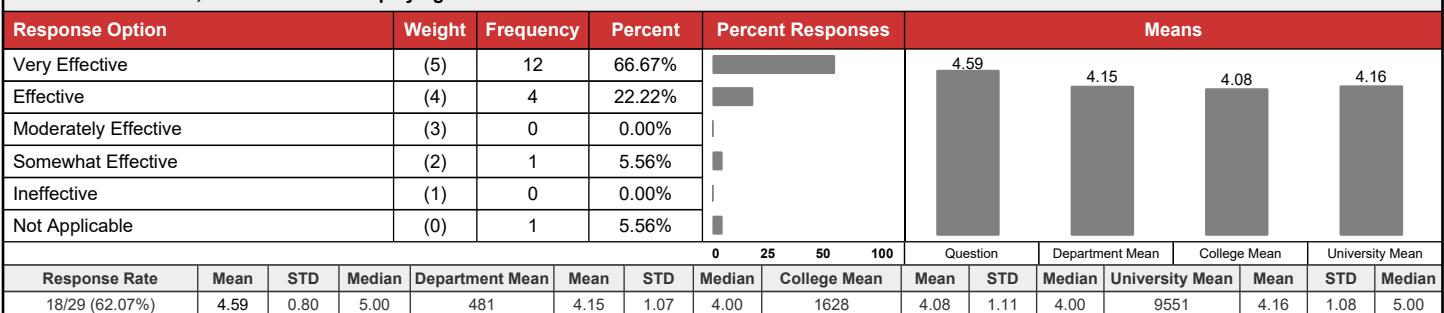
Course: 20S_MNGT370_4T: 20S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 18/29 (62.07 %)

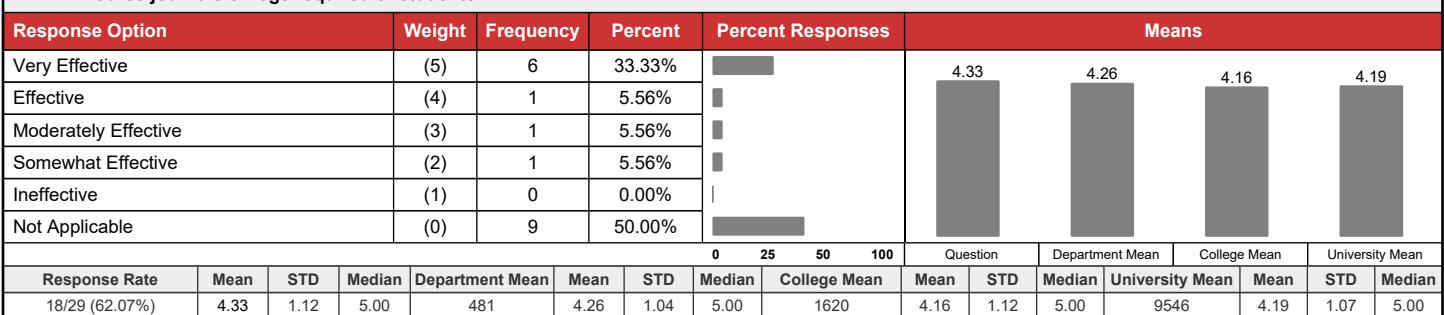
25 - 25. Assigned projects in which students work together



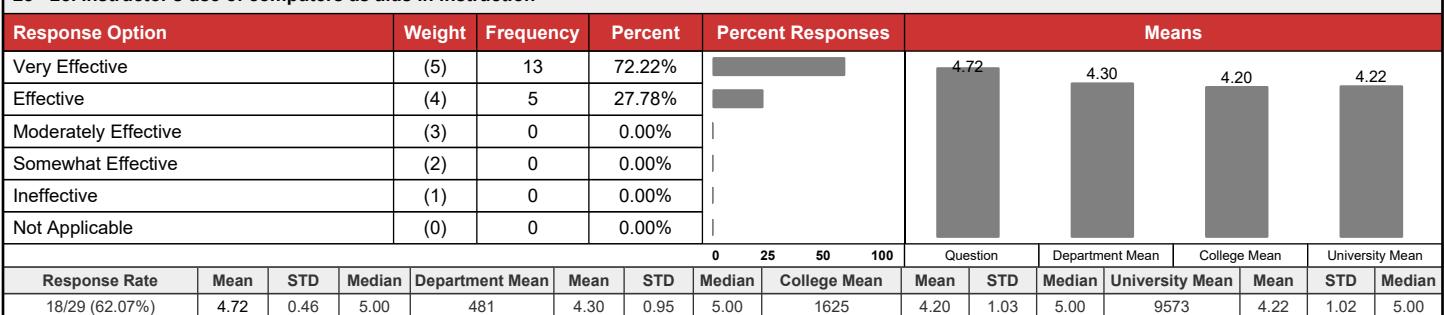
26 - 26. Case studies, simulations or role playing



27 - 27. Course journals or logs required of students



28 - 28. Instructor's use of computers as aids in instruction

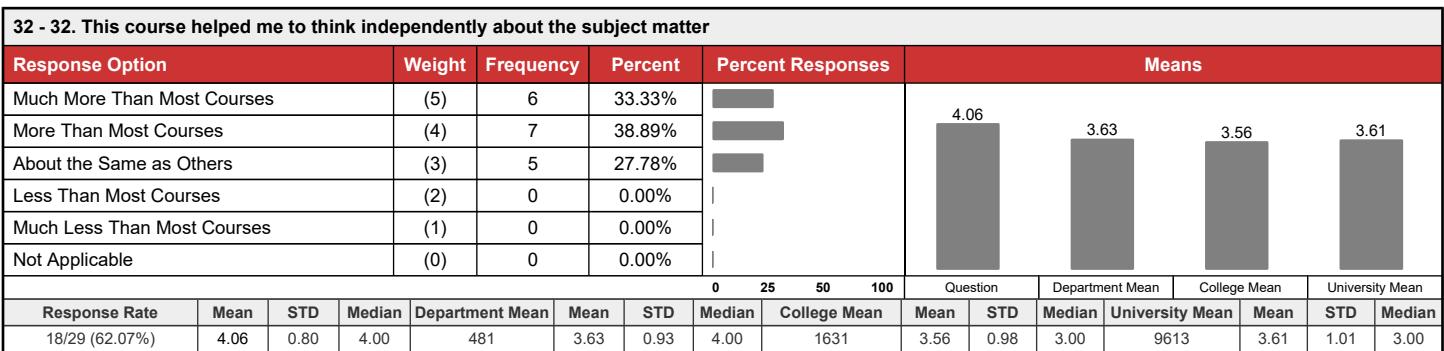
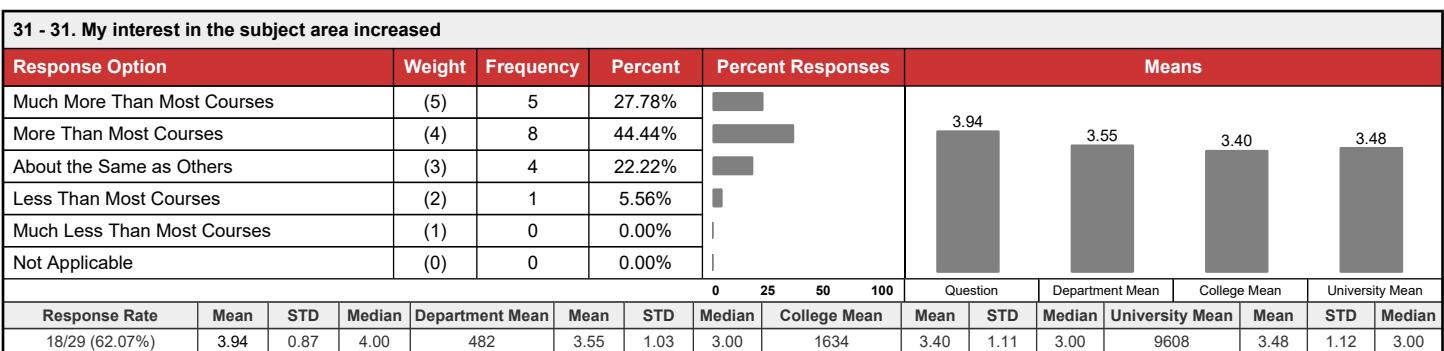
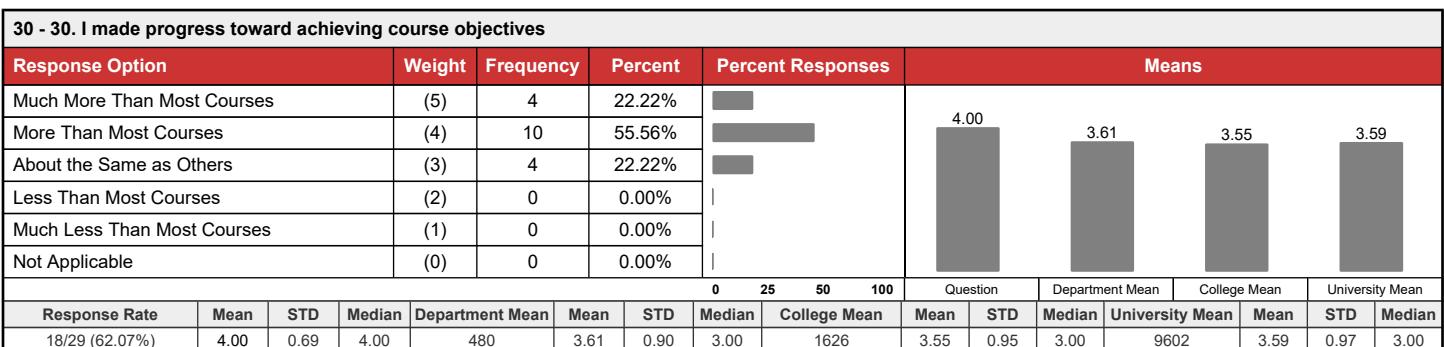
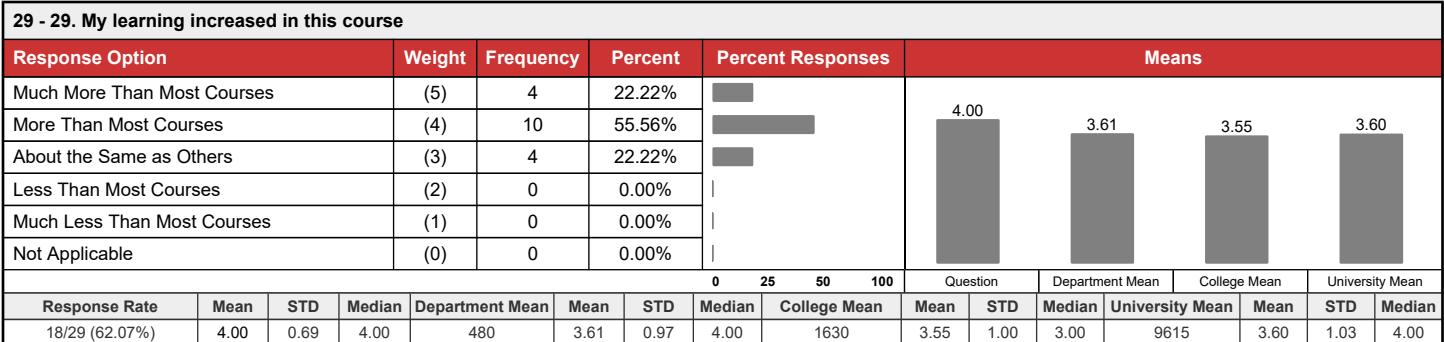


Nicholls State University
Spring 2020 - Full Term Evaluations



Course: 20S_MNGT370_4T: 20S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 18/29 (62.07 %)

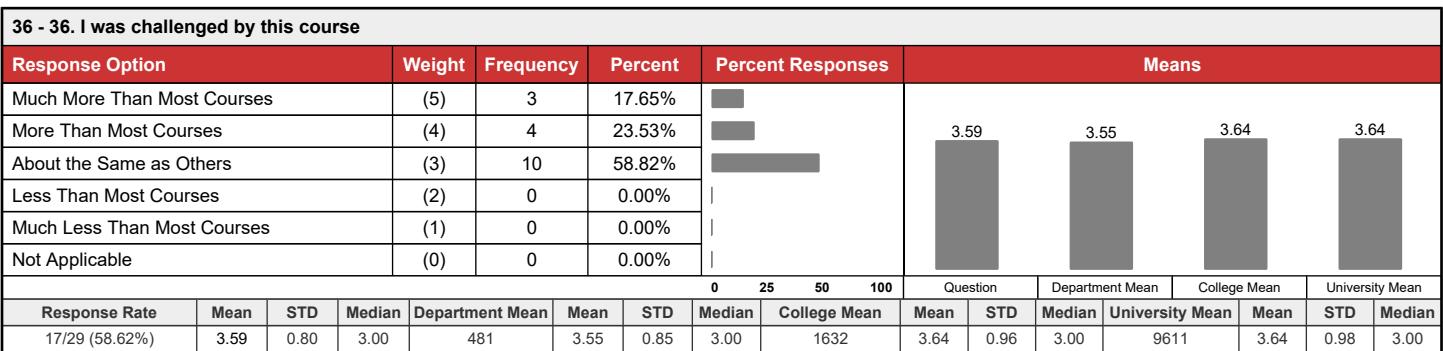
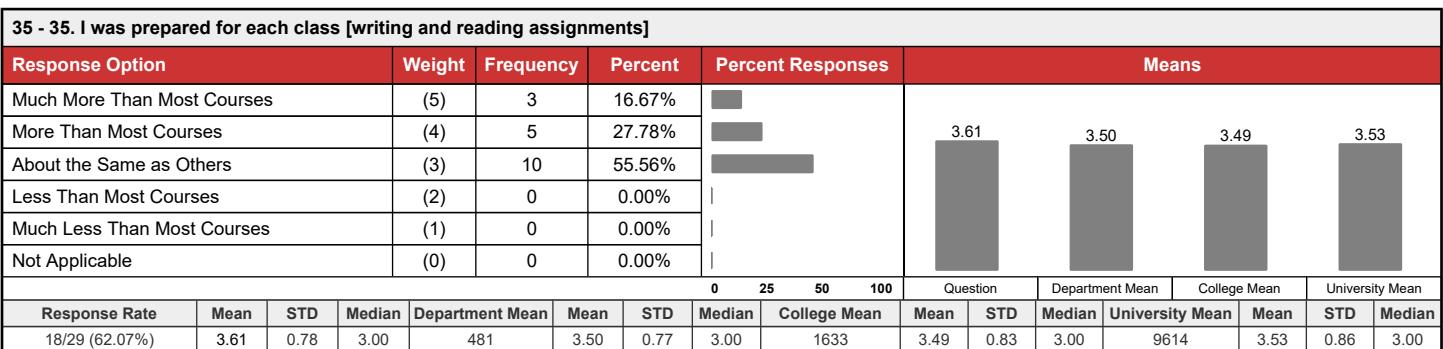
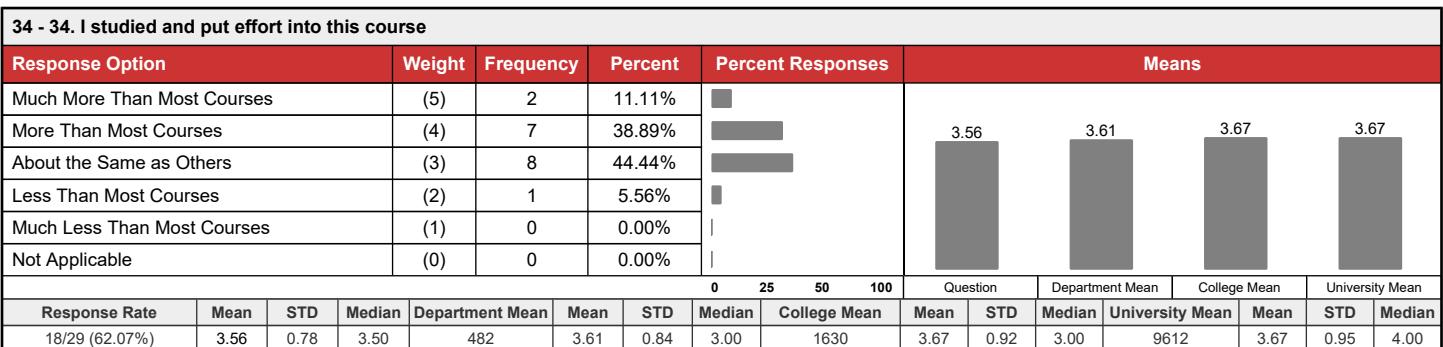
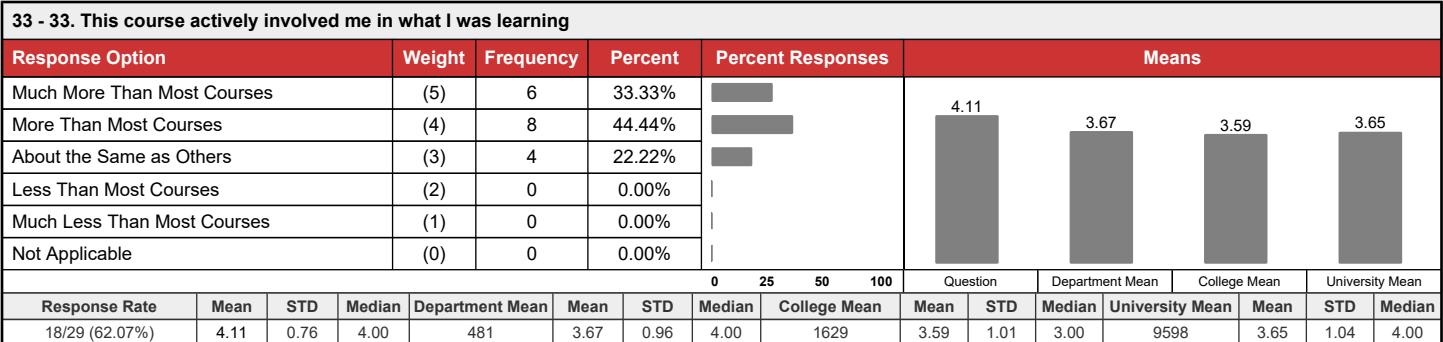


Nicholls State University
Spring 2020 - Full Term Evaluations



Course: 20S_MNGT370_4T: 20S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 18/29 (62.07 %)



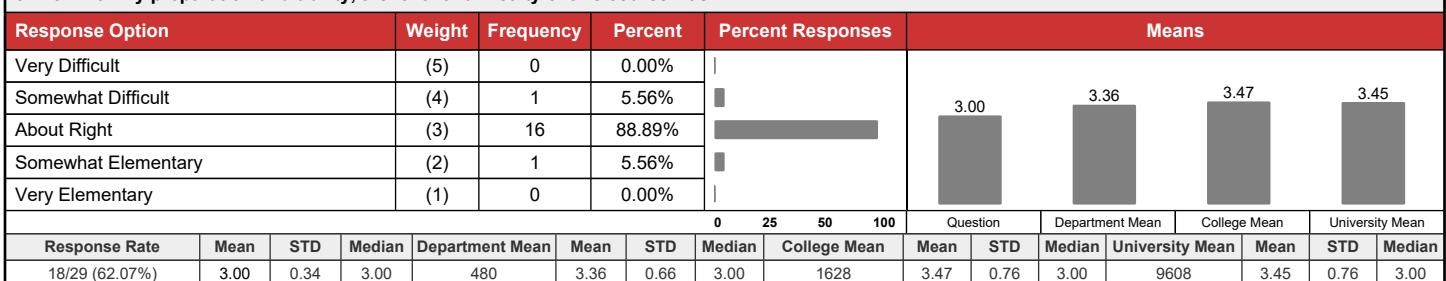
Nicholls State University
Spring 2020 - Full Term Evaluations



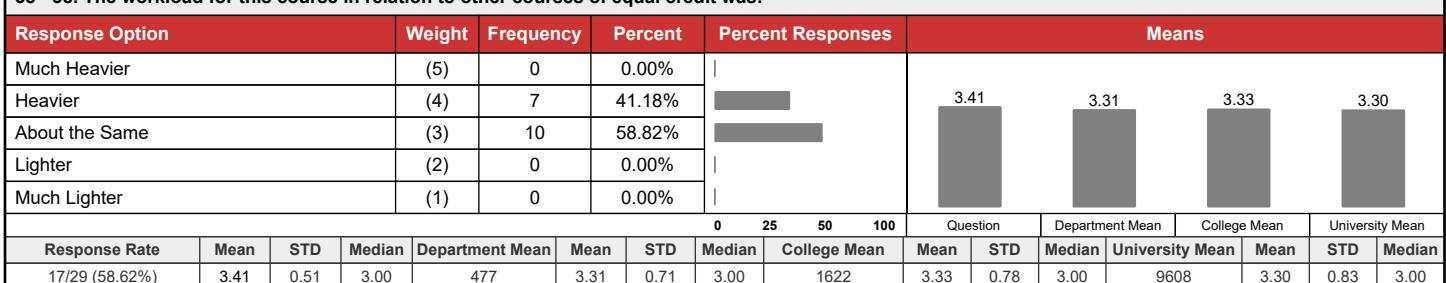
Course: 20S_MNGT370_4T: 20S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 18/29 (62.07 %)

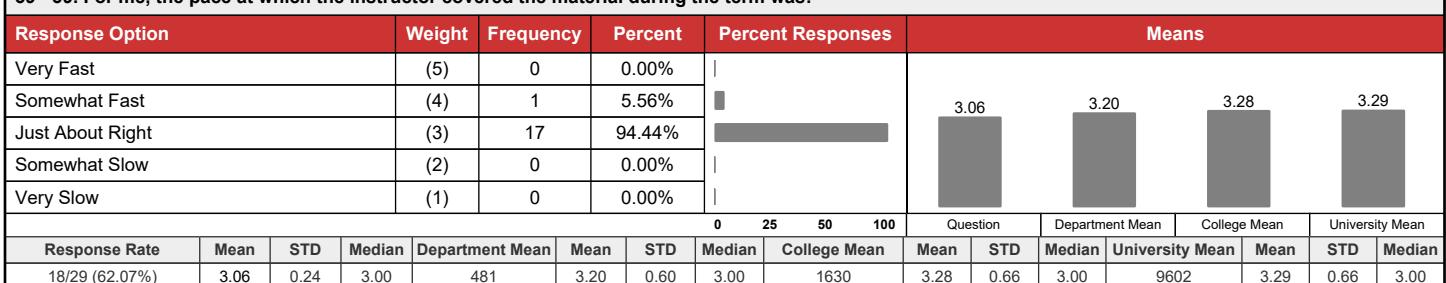
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

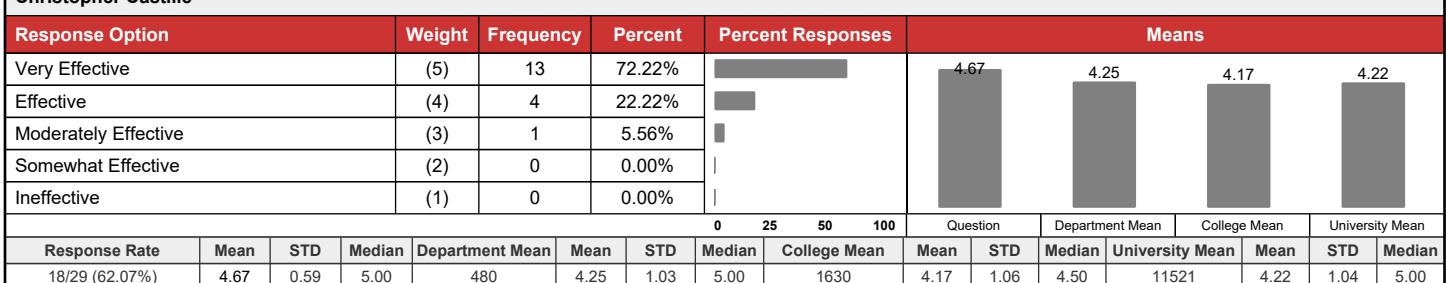


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille



Nicholls State University
Spring 2020 - Full Term Evaluations



Course: 20S_MNGT370_4T: 20S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 18/29 (62.07 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	11	61.11%	██████	
A College Requirement	(2)	0	0.00%	████	
An Elective	(3)	7	38.89%	████	
Other	(4)	0	0.00%	████	
0 25 50 100					
Response Rate					
18/29 (62.07%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%	████	
Sophomore/2nd Year	(2)	0	0.00%	████	
Junior/3rd Year	(3)	9	50.00%	██████	
Senior/4th Year	(4)	8	44.44%	████	
Graduate	(5)	1	5.56%	████	
Other	(6)	0	0.00%	████	
0 25 50 100					
Response Rate					
18/29 (62.07%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	17	94.44%	███████	
Better in another language	(2)	1	5.56%	████	
Equally well in English and another language	(3)	0	0.00%	████	
0 25 50 100					
Response Rate					
18/29 (62.07%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	9	50.00%	████	
Male	(2)	9	50.00%	████	
0 25 50 100					
Response Rate					
18/29 (62.07%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	6	33.33%	████	
A-	(2)	7	38.89%	████	
B+	(3)	1	5.56%	████	
B	(4)	3	16.67%	████	
B-	(5)	1	5.56%	████	
C	(6)	0	0.00%	████	
Below C	(7)	0	0.00%	████	
0 25 50 100					
Response Rate					
18/29 (62.07%)					

Nicholls State University
Spring 2020 - Full Term Evaluations



Course: 20S_MNGT370_4T: 20S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 18/29 (62.07 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?46. Please provide your feedback.

Response Rate	4/29 (13.79%)
----------------------	---------------

- Awesome prof. He is the best at listening to what every single student has to say. He remembers small details about students and calls everyone by name and respects them. My only wish is that there was more accountability held for group members who don't pull their weight (aside from the one team eval). It's very easy for a team member to slide by with good grades when the rest of the team does all the work for them. Overall, loved Castille. He made the class fun and interesting. I never once thought to myself "when am I ever going to use this?" 10/10 would take him and this course again.
- This was my first course with Dr. Castille and I have nothing but positive comments. He is a highly intelligent person who is more than willing to share any knowledge that can further help another person. This course was so helpful in understanding human relations. This semester, this is the course that I have taken the most from. These are skills that I feel are worth learning about in order to further a person in the business world as well as society. Having many different methods of application to the curriculum was very helpful. Doing class role plays always left me feeling surprised at what I thought I knew compared to how I performed. I found the most challenging part of this course to be understanding what questions given to us mean. Quiz and test questions were very challenging in means of understanding what the question is asking and then applying the curriculum to it. Sometimes I found was left very confused when there was an area in the curriculum that I didn't understand from every possible aspect. It made the course a little more challenging but in the end it allowed me to see things from many different ways.
- Dr. Castille did a great job. I've learned valuable skills from this course and I'm glad I had him as an instructor.
- I have really enjoyed my time in Dr. Castille's class. He is a great educator who is willing to help in any way that he can.

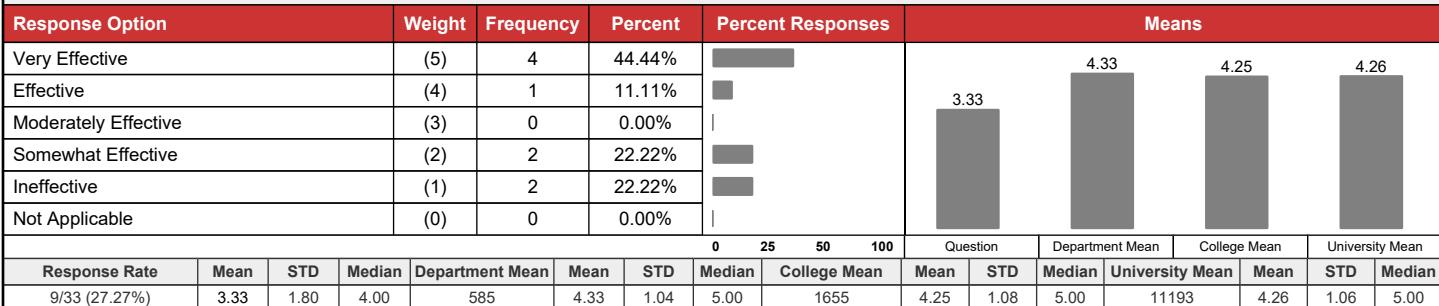
Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	4.82	4.37	4.26	4.33
B. Communication	4.83	4.44	4.35	4.38
C. Faculty/Student Interaction	4.92	4.49	4.39	4.40
D. Assignments, Exams, and Grading	4.48	4.19	4.12	4.20
E. Instructional Methods and Materials	4.48	4.14	4.05	4.10
F. Course Outcomes	3.93	3.61	3.55	3.60



Course: 20F_MNGT370_4T: 20F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *
Response Rate: 9/33 (27.27 %)

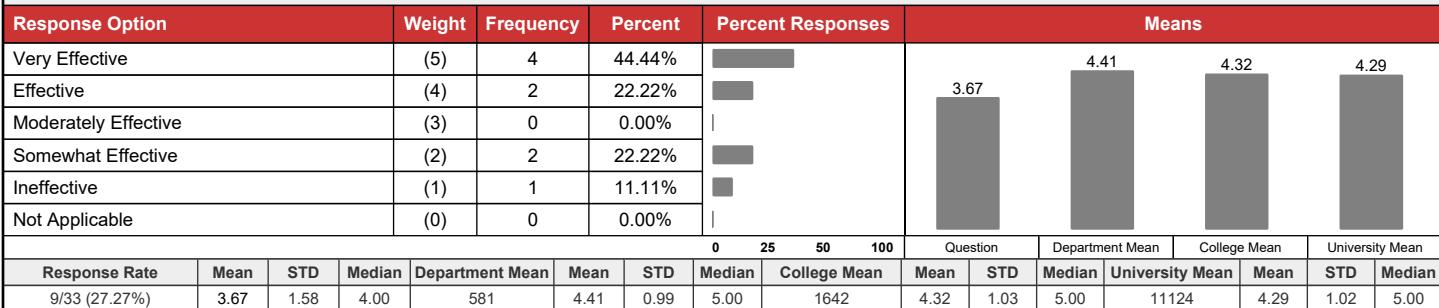
1 - 1. The instructor's explanation of course requirements

Christopher Castille



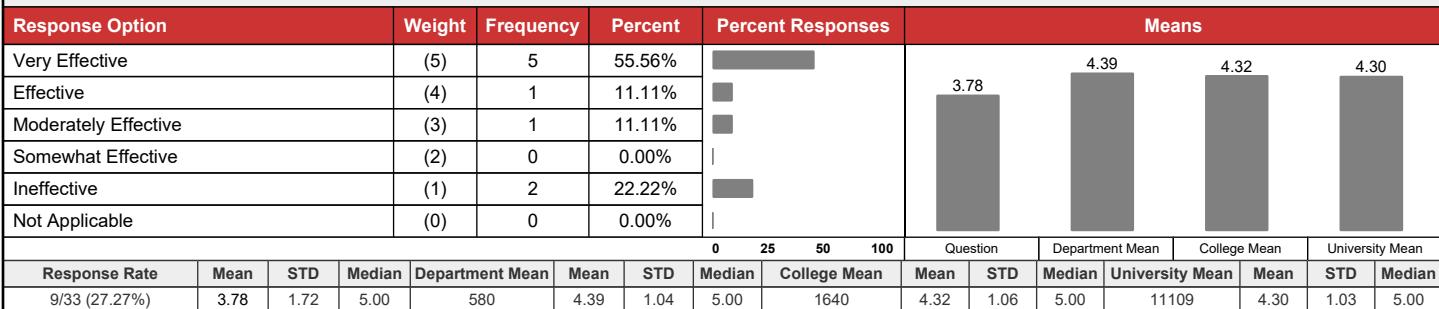
2 - 2. The instructor's preparation for each class period

Christopher Castille



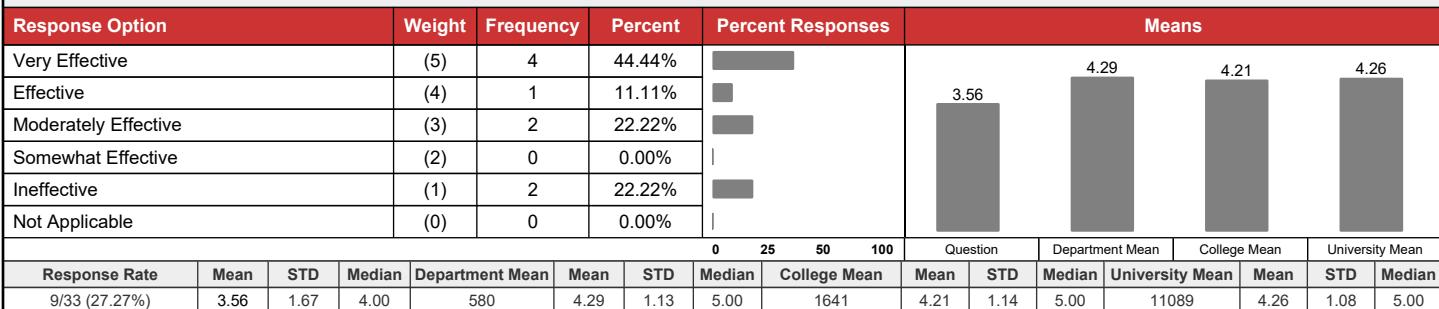
3 - 3. The instructor's command of the subject matter

Christopher Castille



4 - 4. The instructor's use of class time

Christopher Castille



Nicholls State University
Fall 2020 - Full Term Evaluations

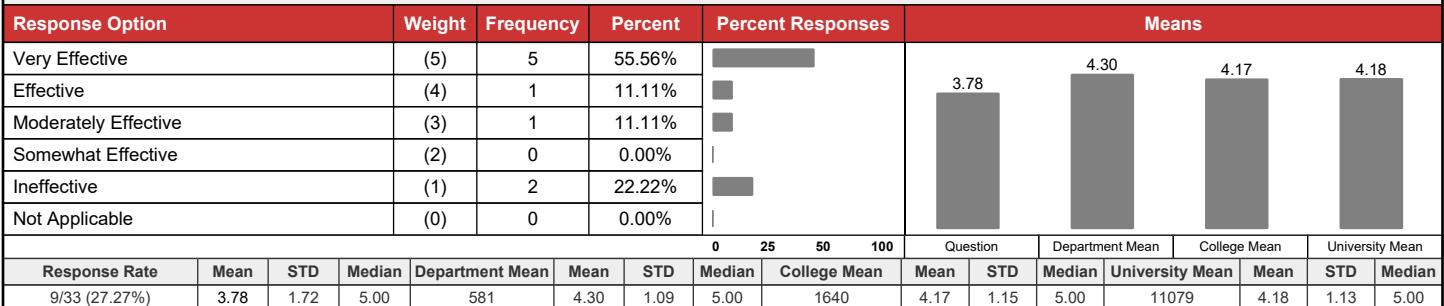


Course: 20F_MNGT370_4T: 20F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 9/33 (27.27 %)

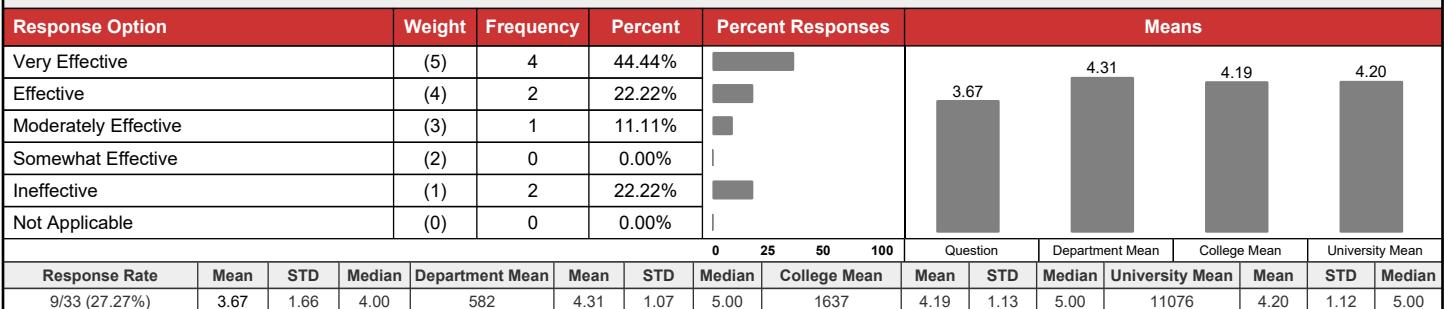
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



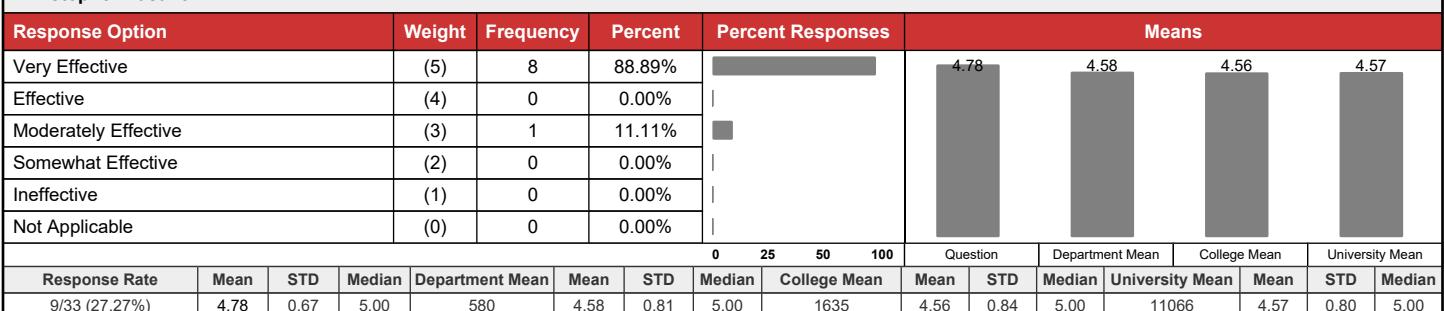
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



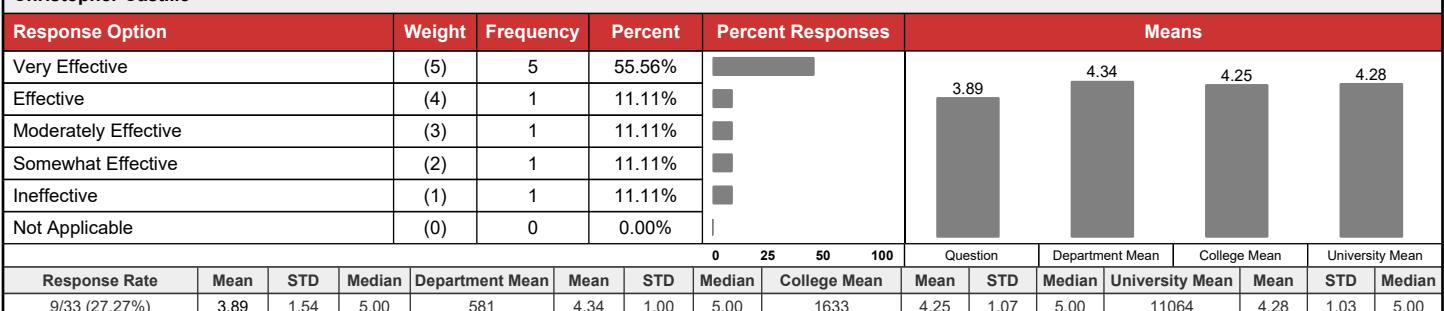
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



Nicholls State University
Fall 2020 - Full Term Evaluations

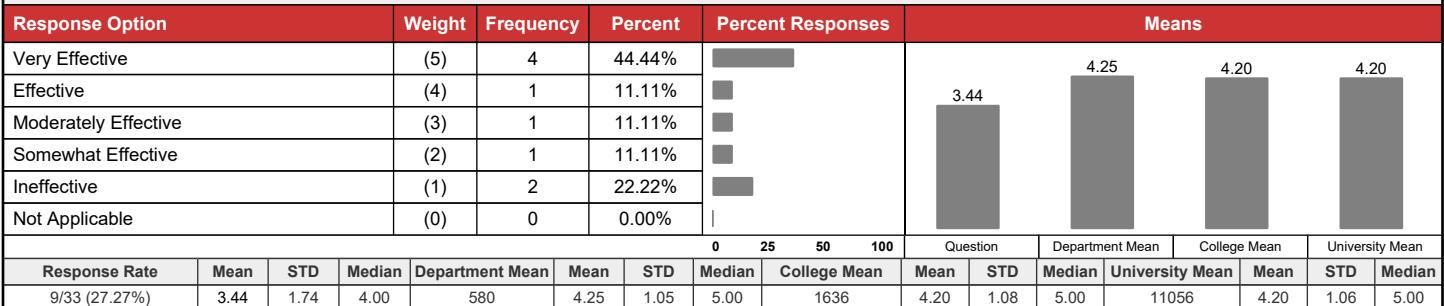


Course: 20F_MNGT370_4T: 20F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 9/33 (27.27 %)

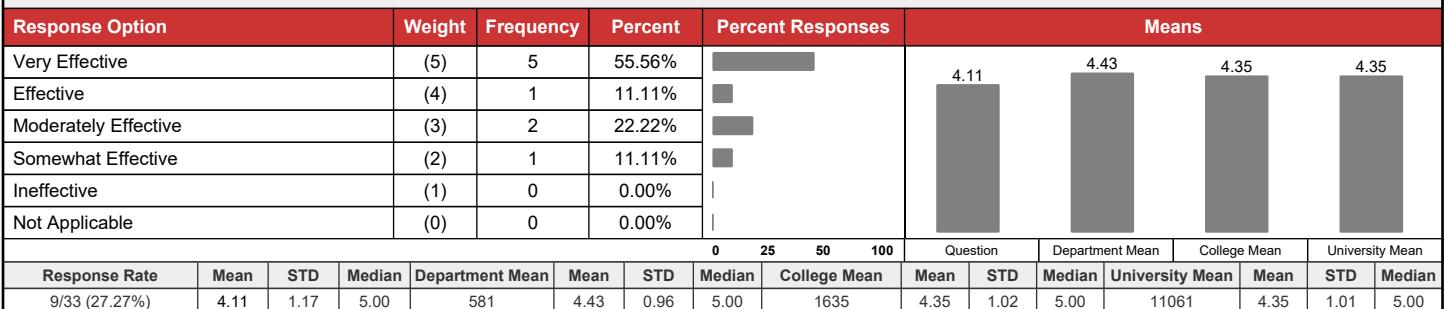
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



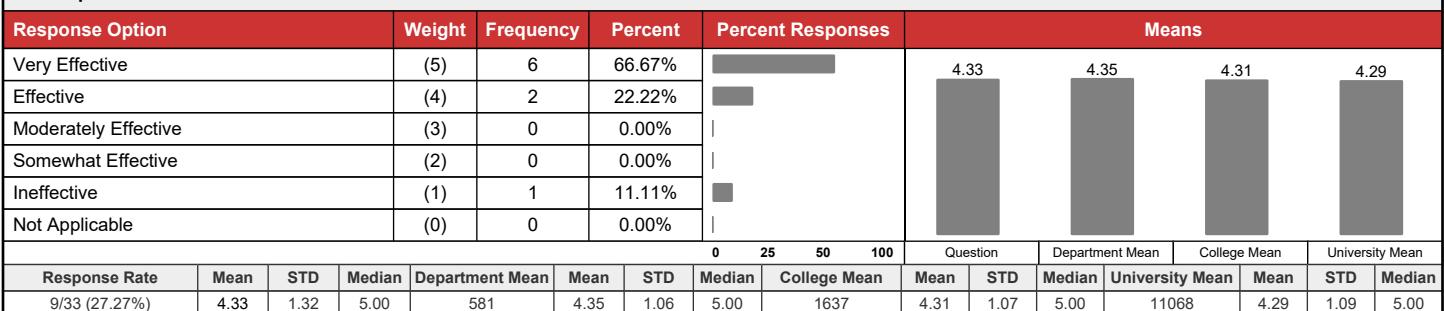
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



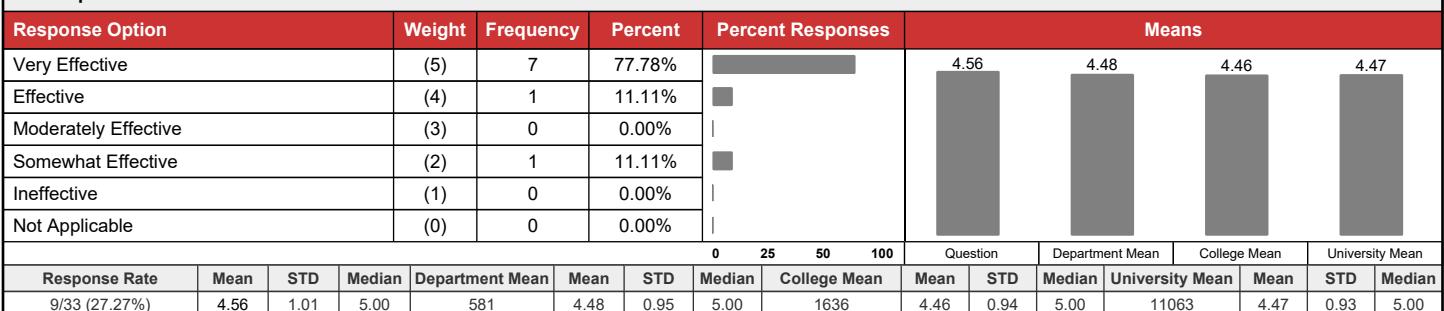
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille



Nicholls State University
Fall 2020 - Full Term Evaluations

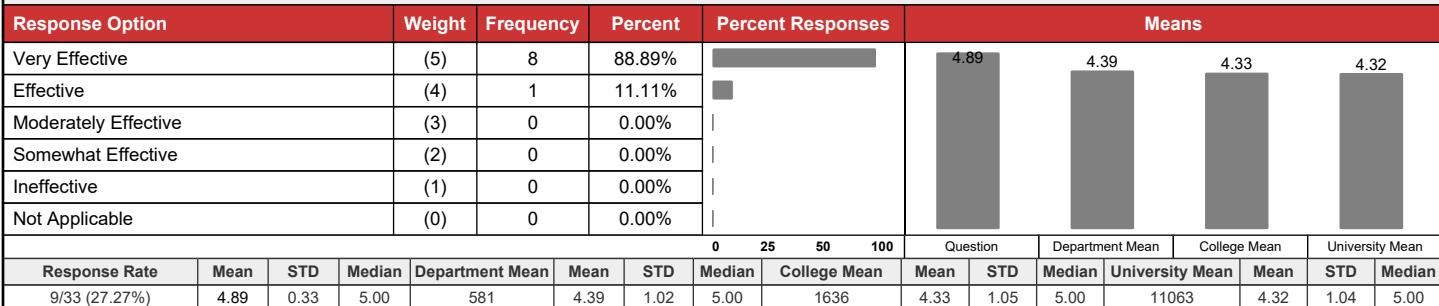


Course: 20F_MNGT370_4T: 20F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 9/33 (27.27 %)

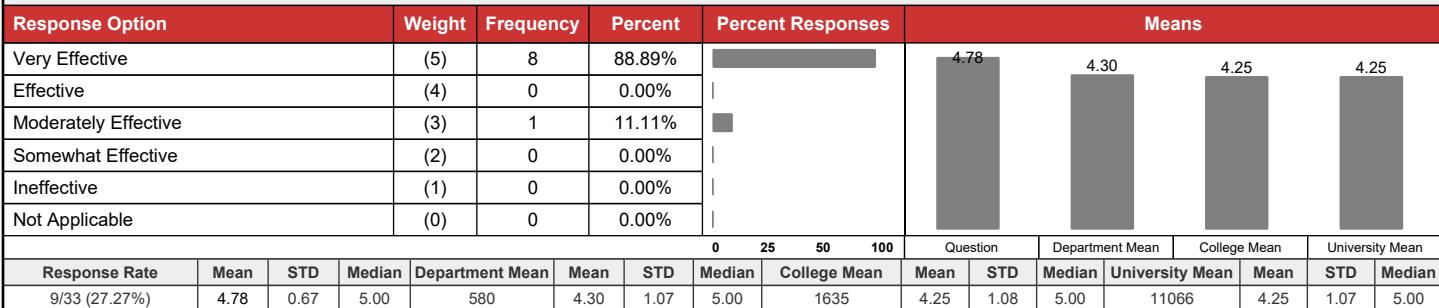
13 - 13. The instructor's concern for student progress

Christopher Castille



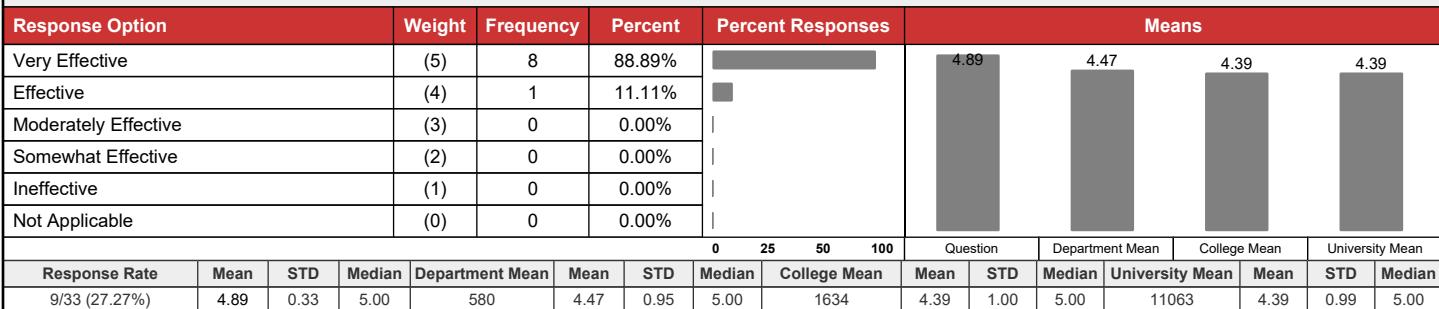
14 - 14. The availability of extra help for this class (taking into account the size of the class)

Christopher Castille

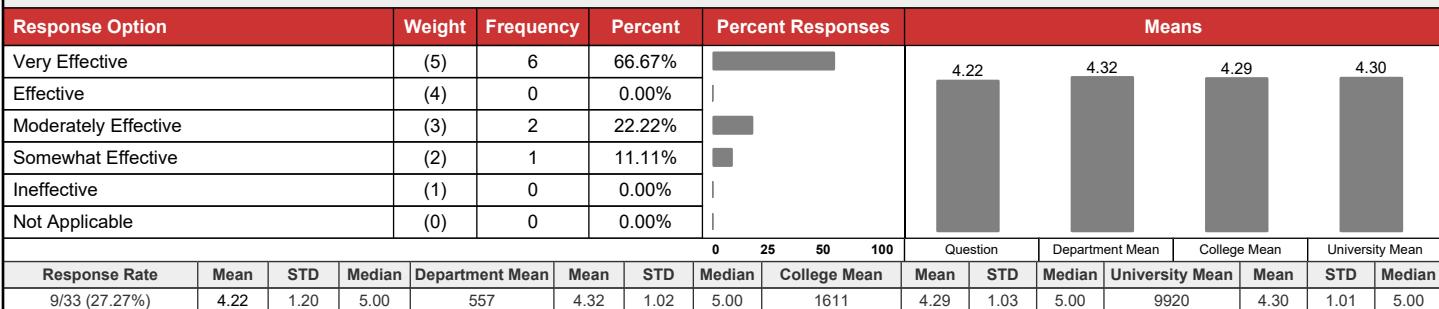


15 - 15. The instructor's willingness to listen to student questions and opinions

Christopher Castille



16 - 16. The information given to students about how they would be graded

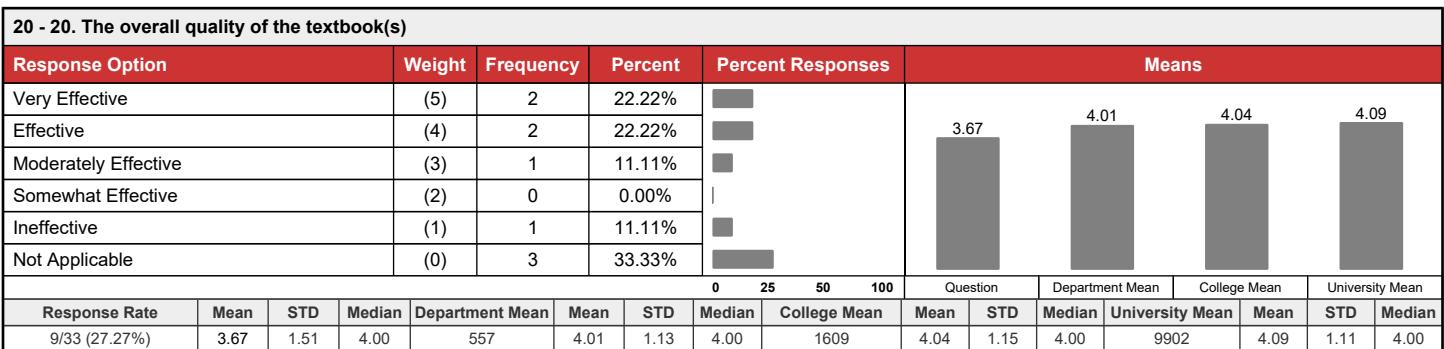
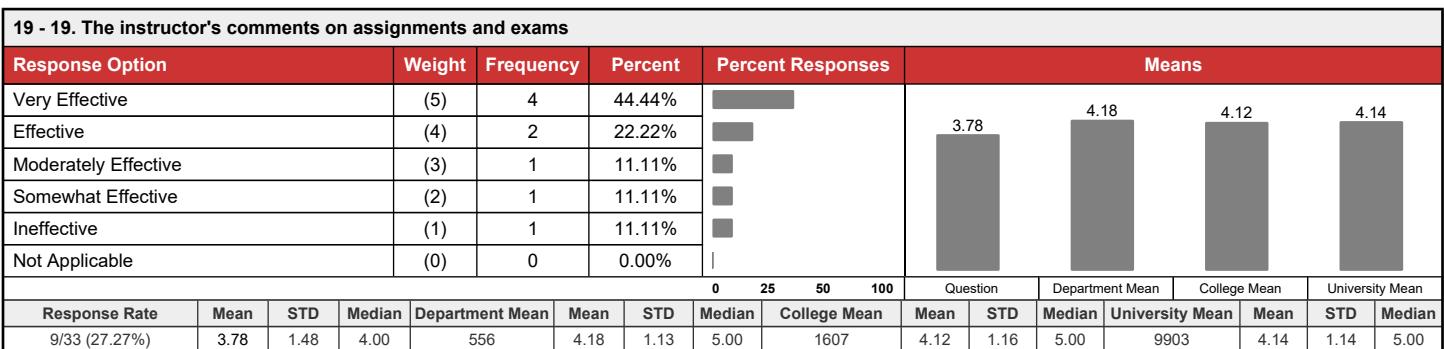
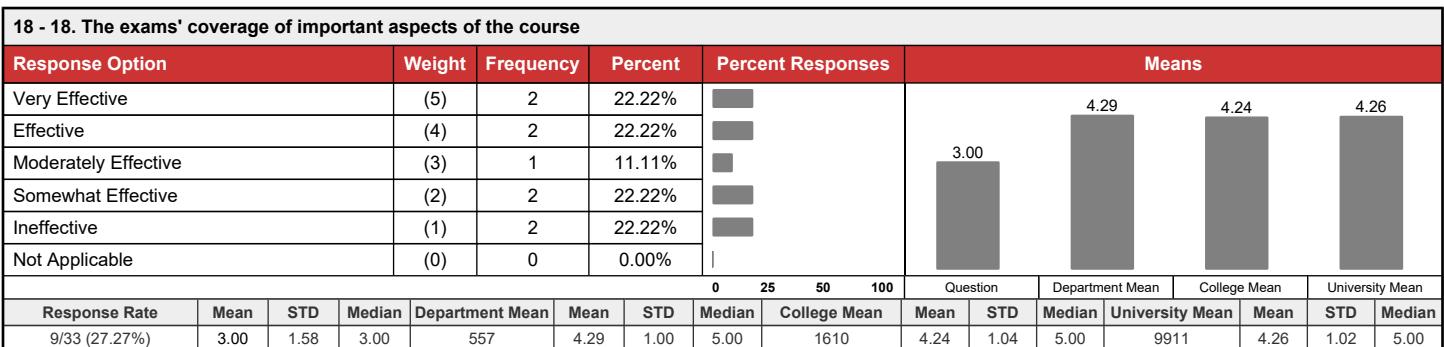
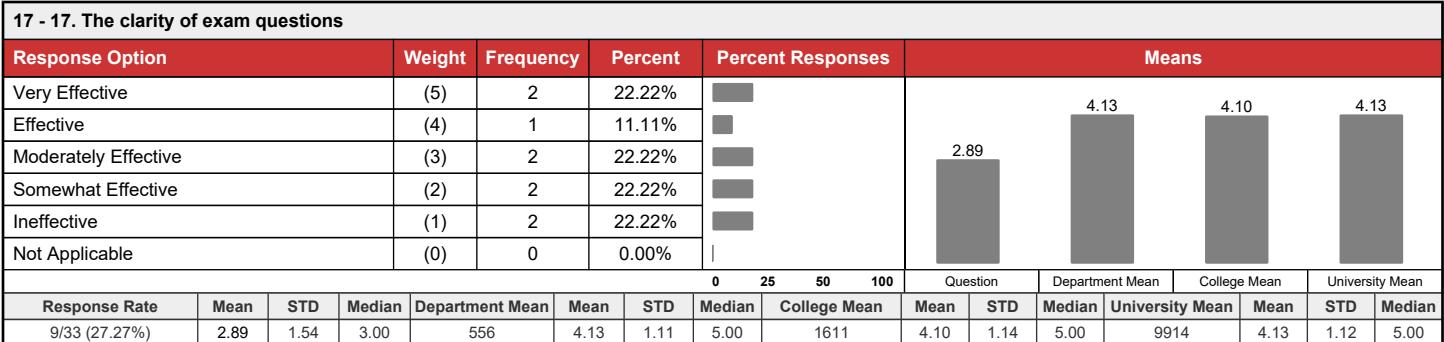


Nicholls State University
Fall 2020 - Full Term Evaluations



Course: 20F_MNGT370_4T: 20F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 9/33 (27.27 %)



Nicholls State University
Fall 2020 - Full Term Evaluations

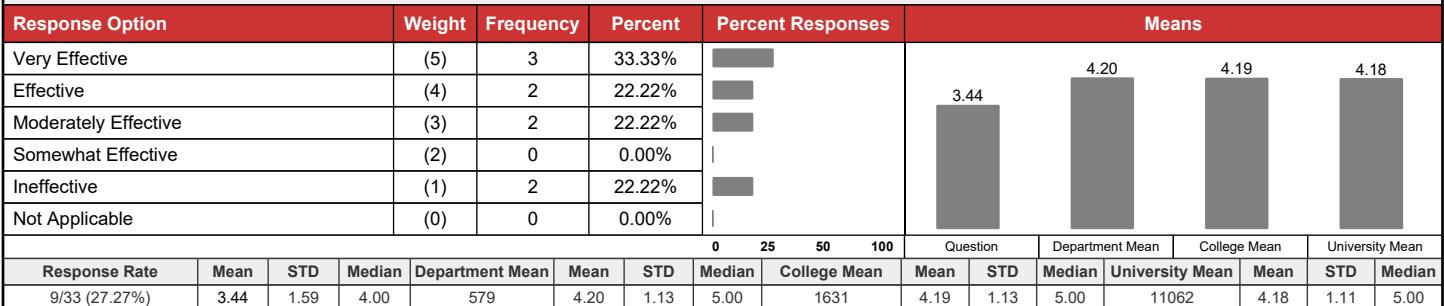


Course: 20F_MNGT370_4T: 20F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

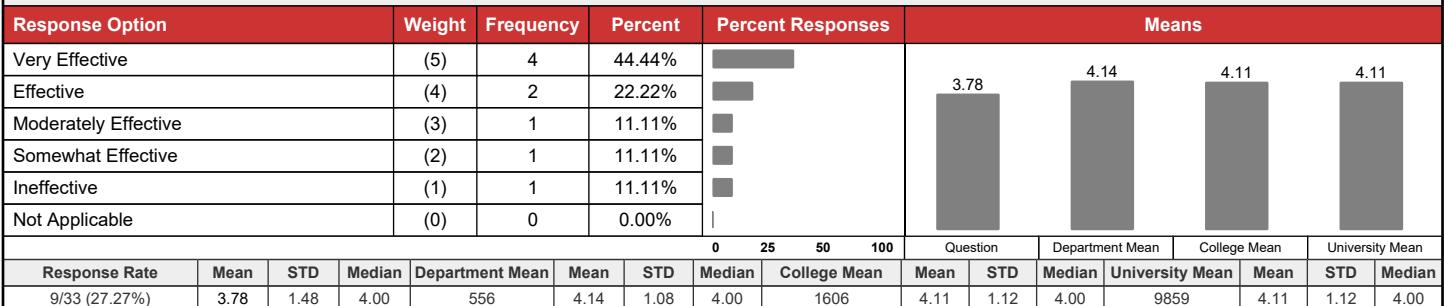
Response Rate: 9/33 (27.27 %)

21 - 21. The helpfulness of assignments in understanding course material

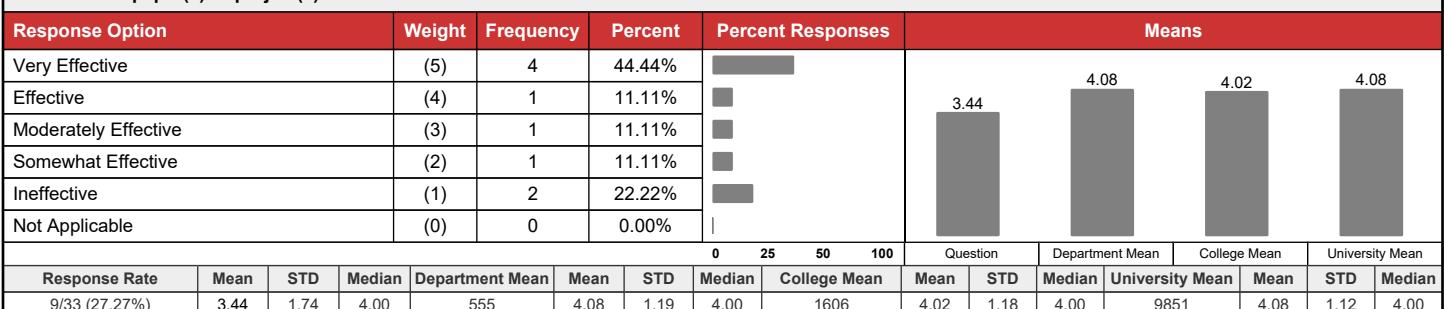
Christopher Castille



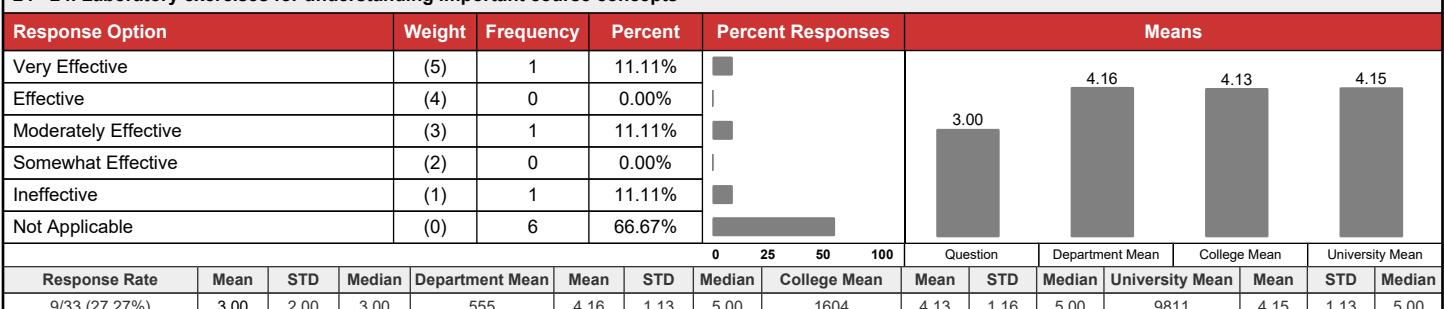
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)



24 - 24. Laboratory exercises for understanding important course concepts



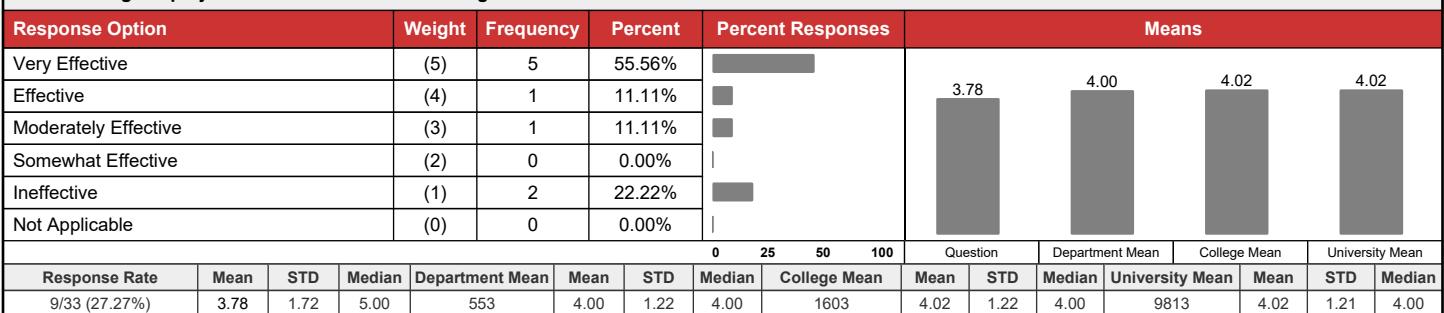
Nicholls State University
Fall 2020 - Full Term Evaluations



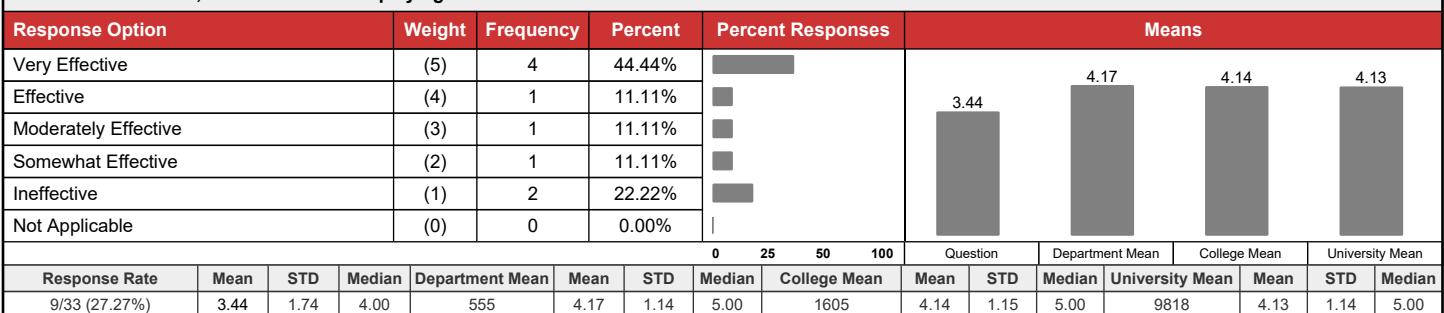
Course: 20F_MNGT370_4T: 20F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 9/33 (27.27 %)

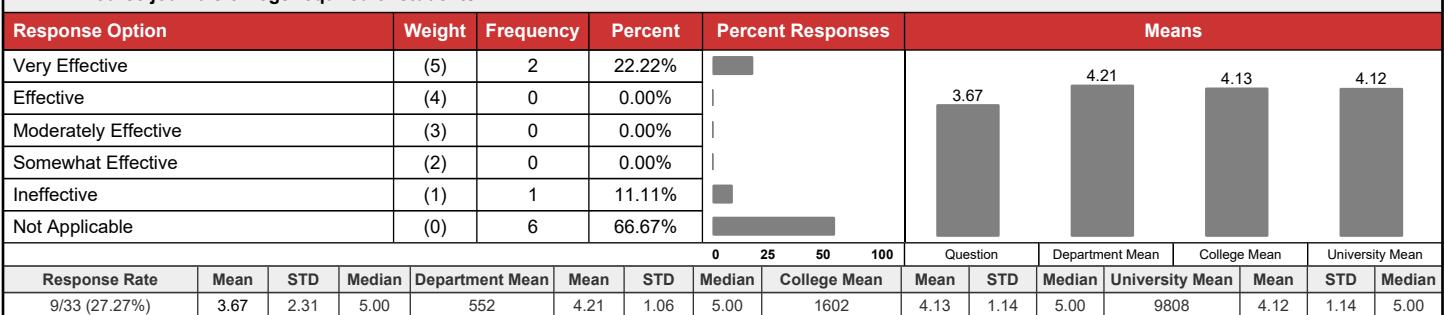
25 - 25. Assigned projects in which students work together



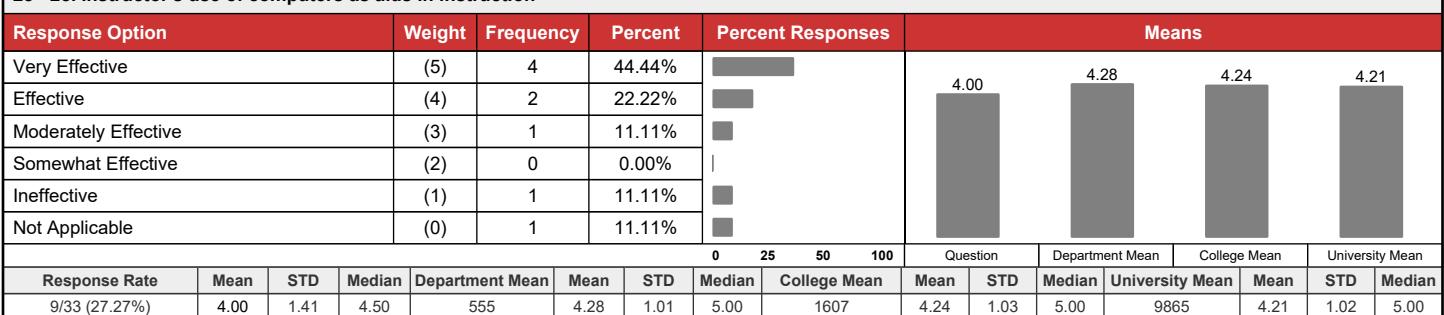
26 - 26. Case studies, simulations or role playing



27 - 27. Course journals or logs required of students

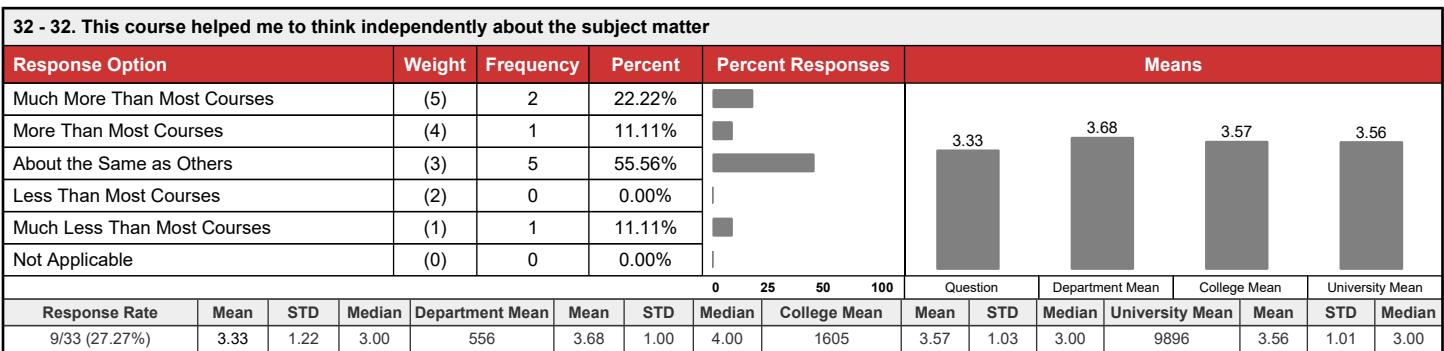
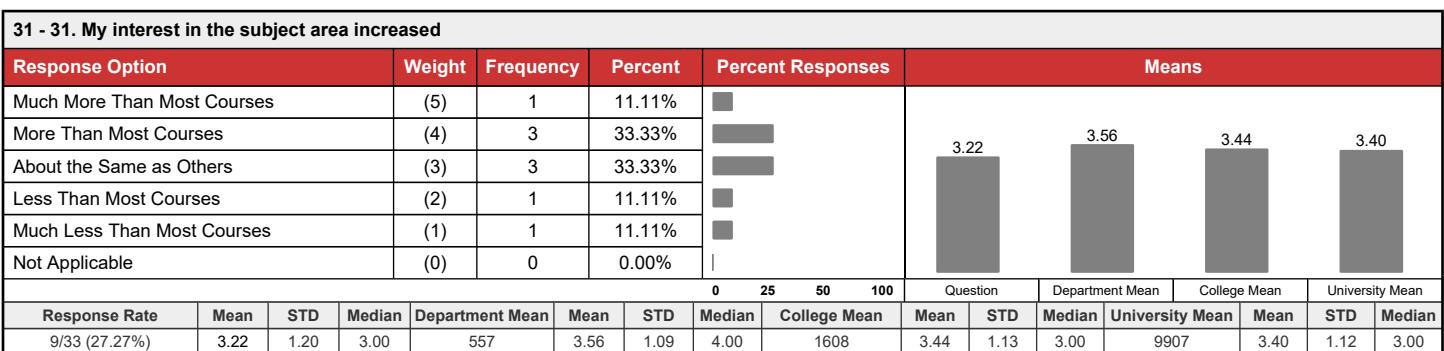
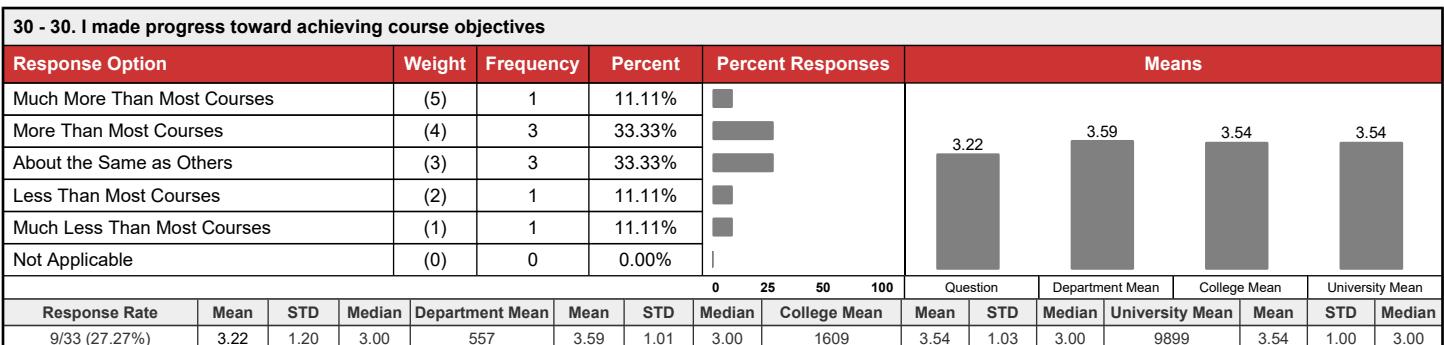
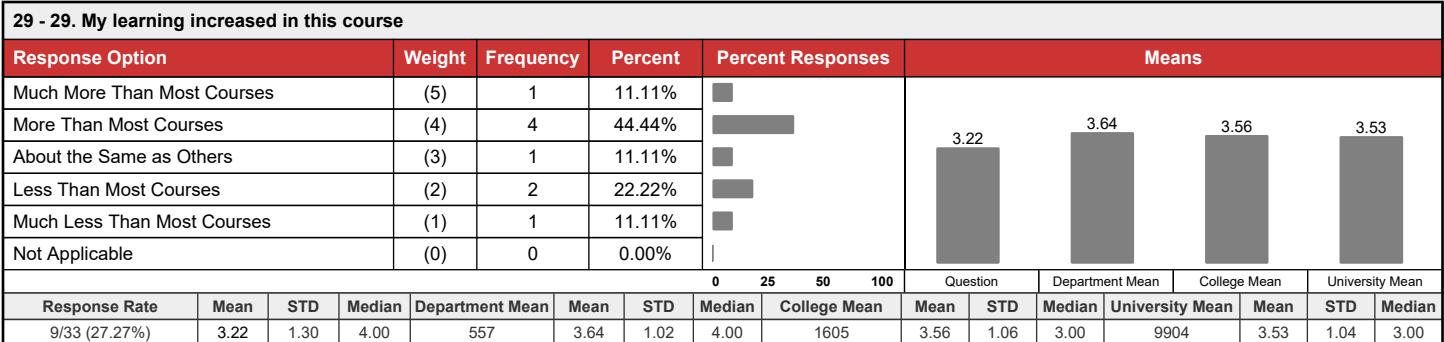


28 - 28. Instructor's use of computers as aids in instruction





Course: 20F_MNGT370_4T: 20F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *
Response Rate: 9/33 (27.27 %)

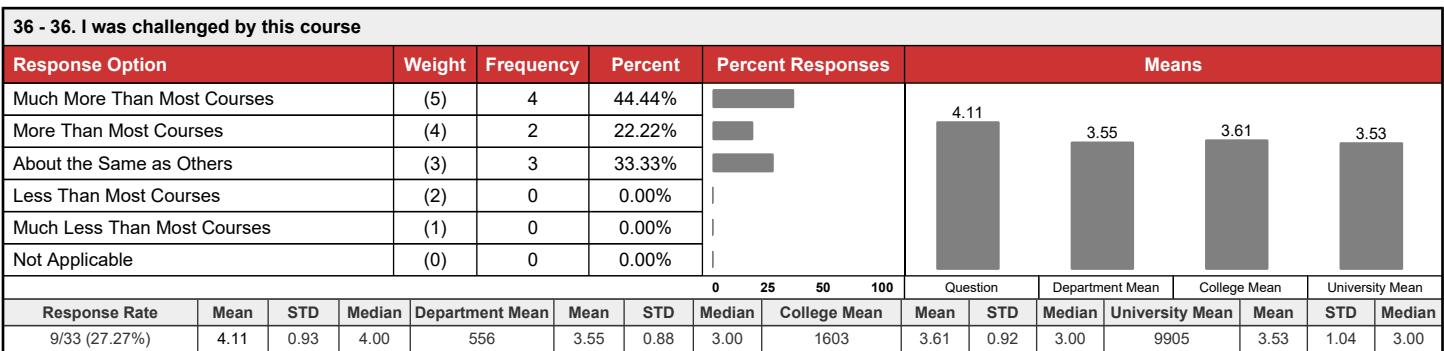
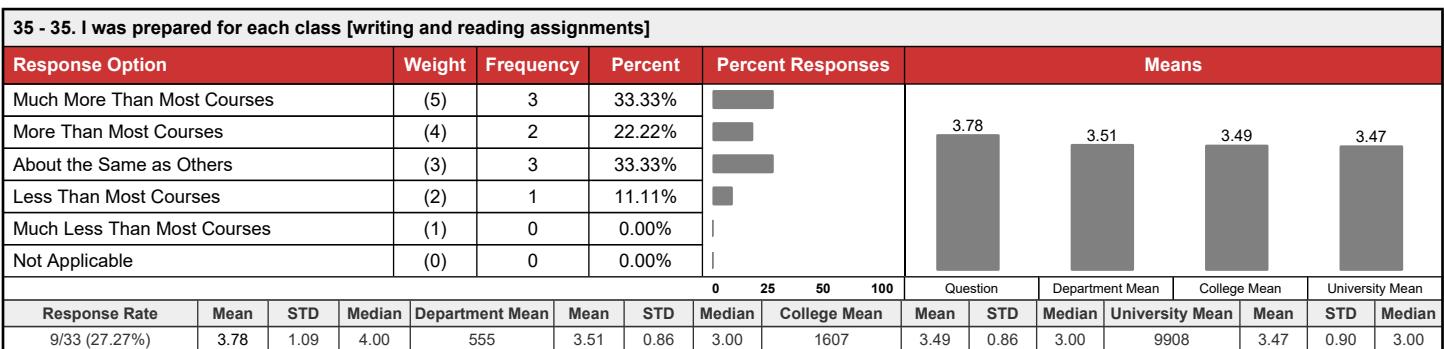
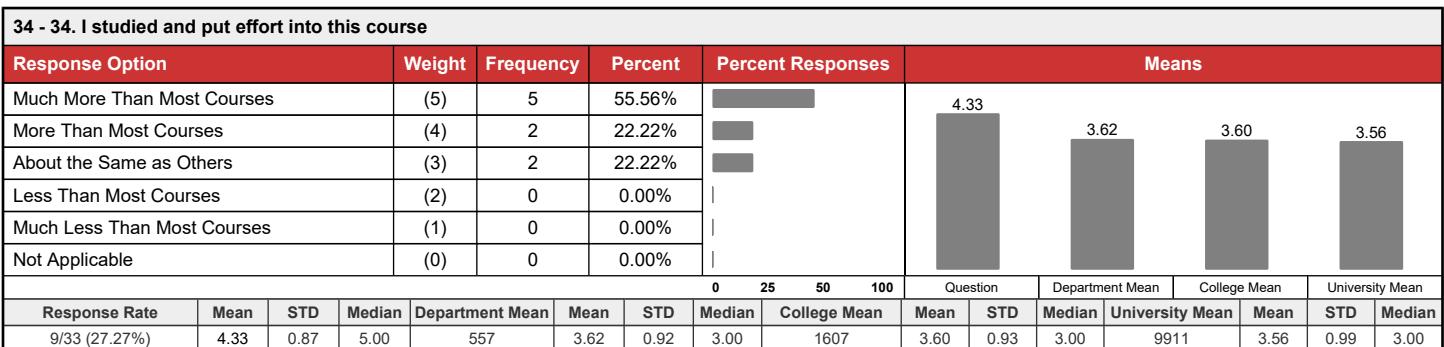
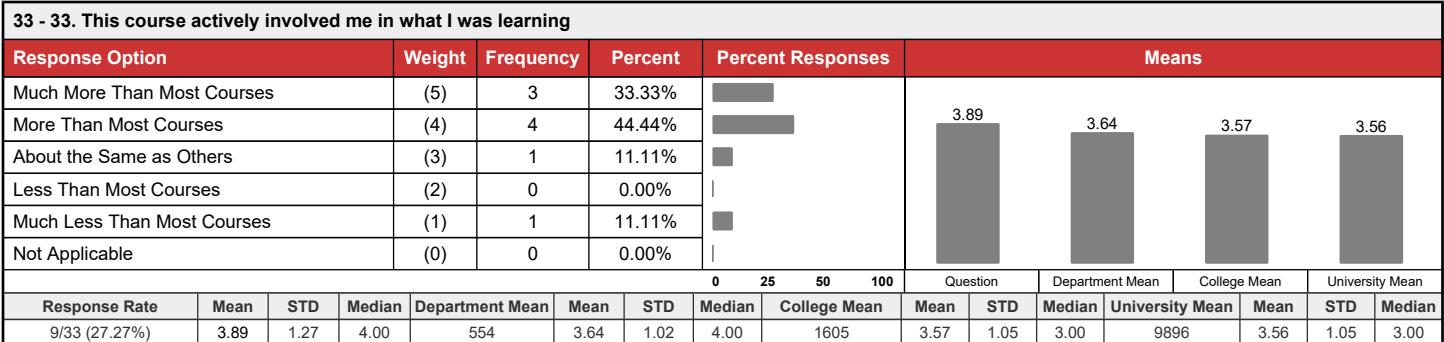


Nicholls State University
Fall 2020 - Full Term Evaluations



Course: 20F_MNGT370_4T: 20F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 9/33 (27.27 %)



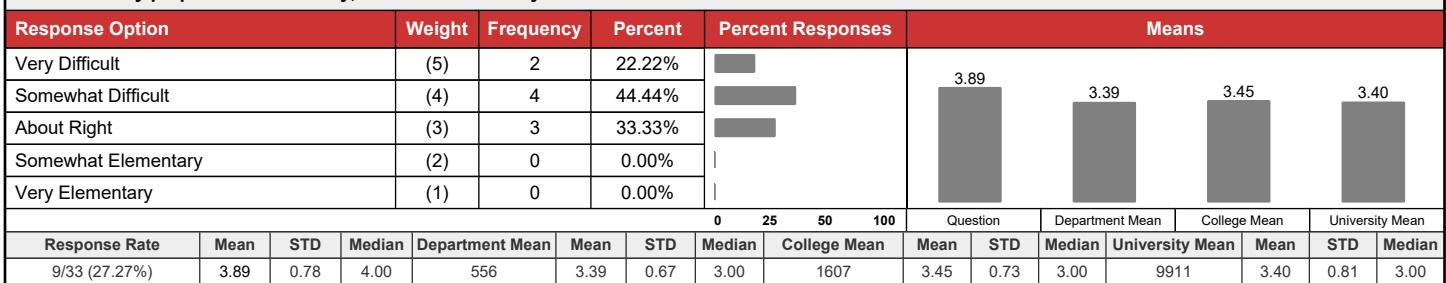
Nicholls State University
Fall 2020 - Full Term Evaluations



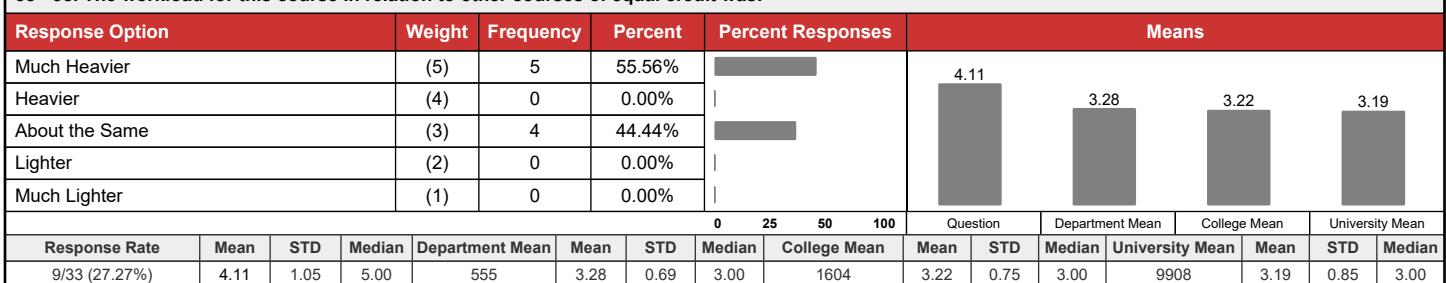
Course: 20F_MNGT370_4T: 20F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 9/33 (27.27 %)

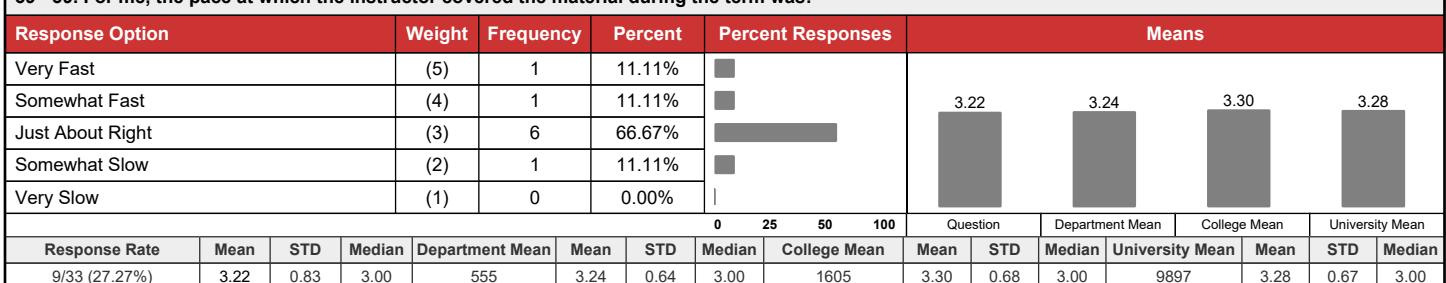
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

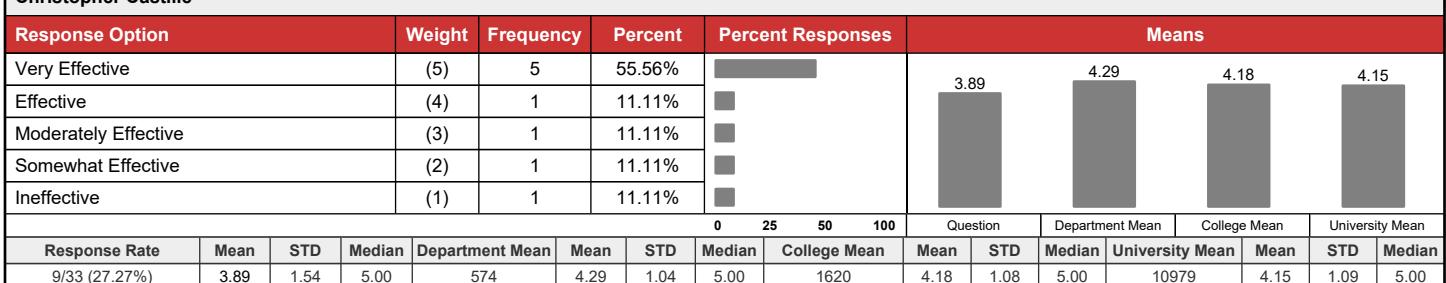


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille



Nicholls State University
Fall 2020 - Full Term Evaluations



Course: 20F_MNGT370_4T: 20F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 9/33 (27.27 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	5	55.56%	█████	
A College Requirement	(2)	1	11.11%	█	
An Elective	(3)	3	33.33%	███	
Other	(4)	0	0.00%	█	
0 25 50 100					
Response Rate					
9/33 (27.27%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%	█	
Sophomore/2nd Year	(2)	0	0.00%	█	
Junior/3rd Year	(3)	1	11.11%	█	
Senior/4th Year	(4)	8	88.89%	██████████	
Graduate	(5)	0	0.00%	█	
Other	(6)	0	0.00%	█	
0 25 50 100					
Response Rate					
9/33 (27.27%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	9	100.00%	██████████	
Better in another language	(2)	0	0.00%	█	
Equally well in English and another language	(3)	0	0.00%	█	
0 25 50 100					
Response Rate					
9/33 (27.27%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	6	66.67%	█████	
Male	(2)	3	33.33%	██	
0 25 50 100					
Response Rate					
9/33 (27.27%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	3	33.33%	███	
A-	(2)	1	11.11%	█	
B+	(3)	2	22.22%	██	
B	(4)	3	33.33%	███	
B-	(5)	0	0.00%	█	
C	(6)	0	0.00%	█	
Below C	(7)	0	0.00%	█	
0 25 50 100					
Response Rate					
9/33 (27.27%)					



Course: 20F_MNGT370_4T: 20F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 9/33 (27.27 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?46. Please provide your feedback.

Response Rate	5/33 (15.15%)
----------------------	---------------

- Dr. Castille definitely taught us well in this course. I appreciated his compassion and helpfulness with his students. I truly learned some great team skills.
- I wish this class had better structure. -The group work was horrible for me. -Why give an exam when the workload/project is big enough to count as our grade?
- was a great teacher! talked about a lot of important things, and helps you discover more about yourself.
- Professor Castille is a very nice and caring person. His class is very difficult and his teaching style is very confusing. He gets off topic a lot. I do not find that his teaching or the slides help much when it comes to the test. There is too much going on in his class. We have tests and a project that we work on for the whole semester. There are multiple things due each class period. The work load is too heavy to effectively learn the material for this course. I find myself just doing the work to get it done and not learning anything from it because there is so much work.
- Dr. Castille is one of the best professors I've had. He is awesome at what he does and he cares about his students much more than most professors. He takes his time when handling issues with students and I always felt like he actually made a difference when he helped me. He is a very genuine person overall. 10/10

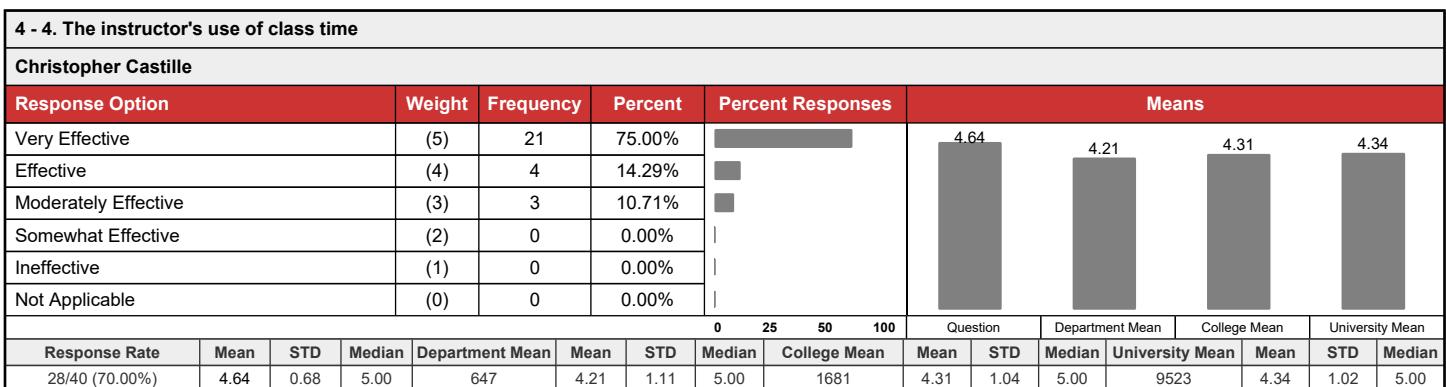
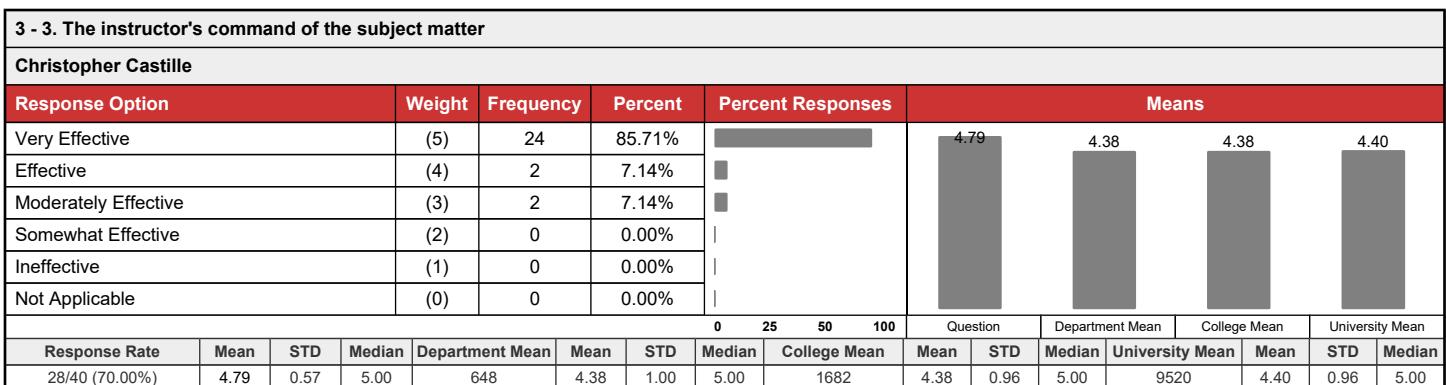
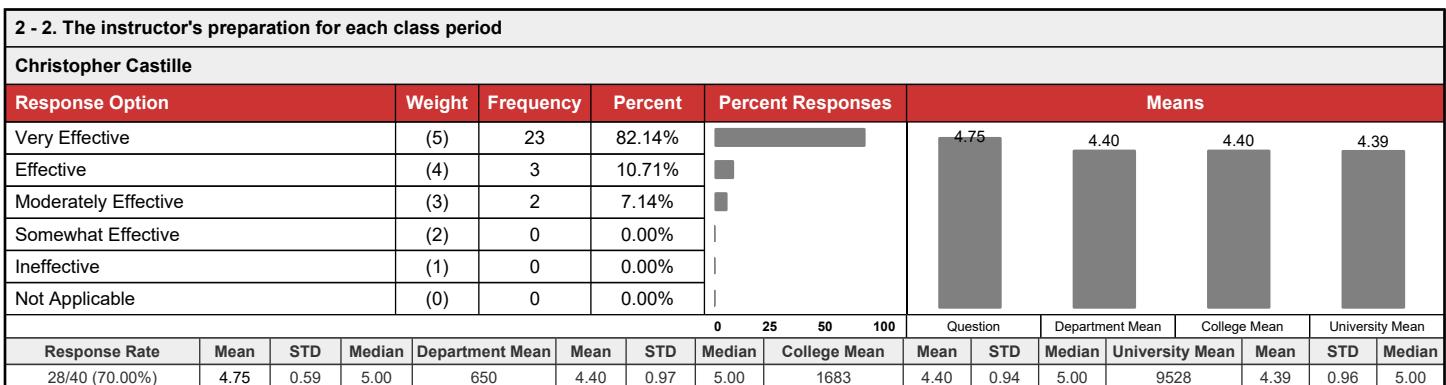
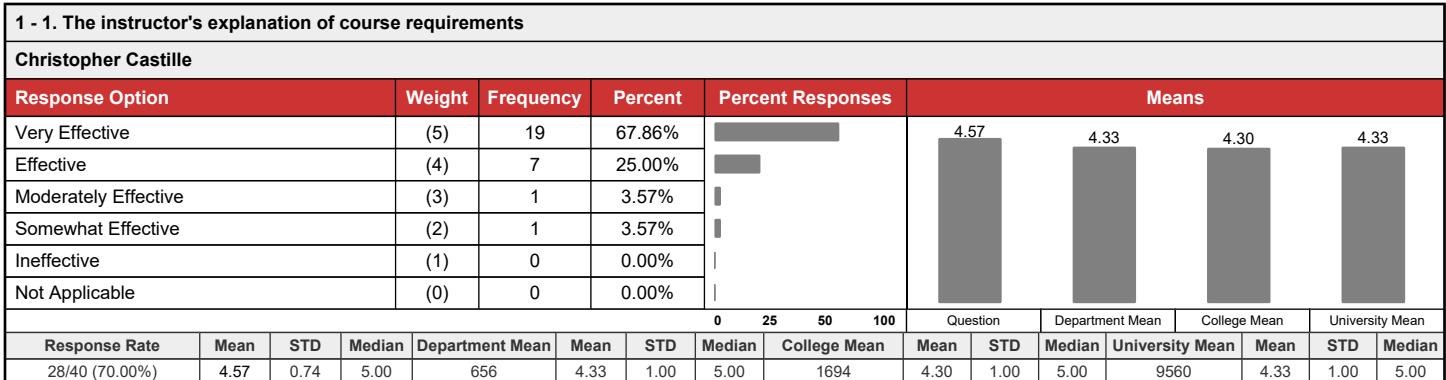
Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	3.62	4.34	4.25	4.26
B. Communication	4.04	4.38	4.31	4.31
C. Faculty/Staff Interaction	4.67	4.39	4.34	4.35
D. Assignments, Exams, and Grading	3.36	4.16	4.14	4.16
E. Instructional Methods and Materials	3.54	4.09	4.04	4.04
F. Course Outcomes	3.60	3.62	3.54	3.52

Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT370_4T: 21S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 28/40 (70.00 %)



Nicholls State University
Spring 2021 - Full Term Evaluations

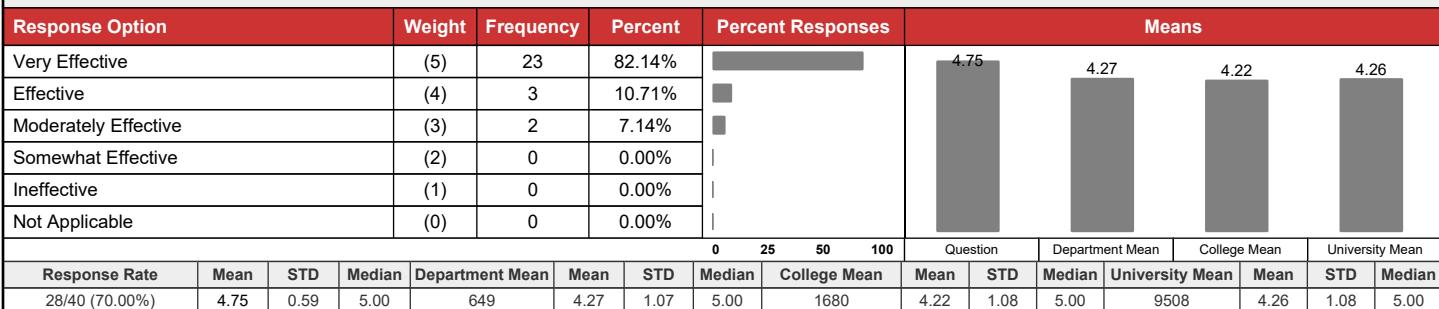


Course: 21S_MNGT370_4T: 21S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 28/40 (70.00 %)

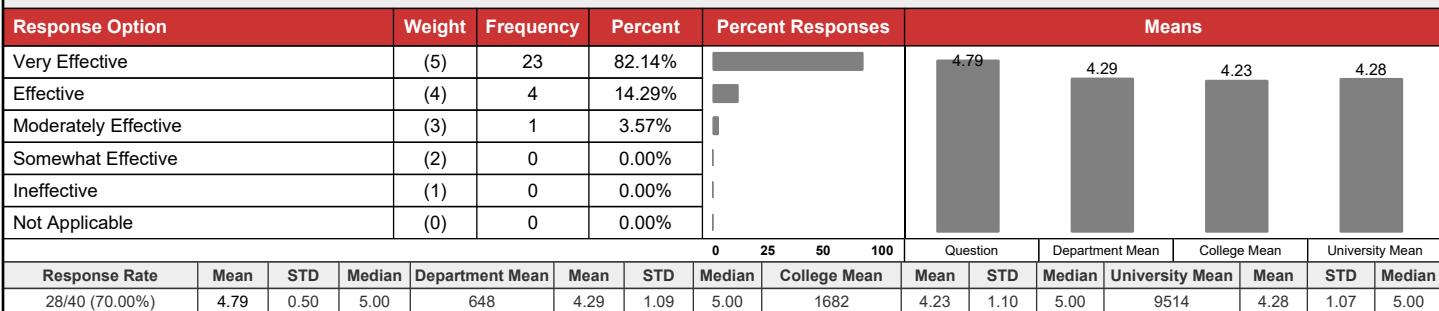
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



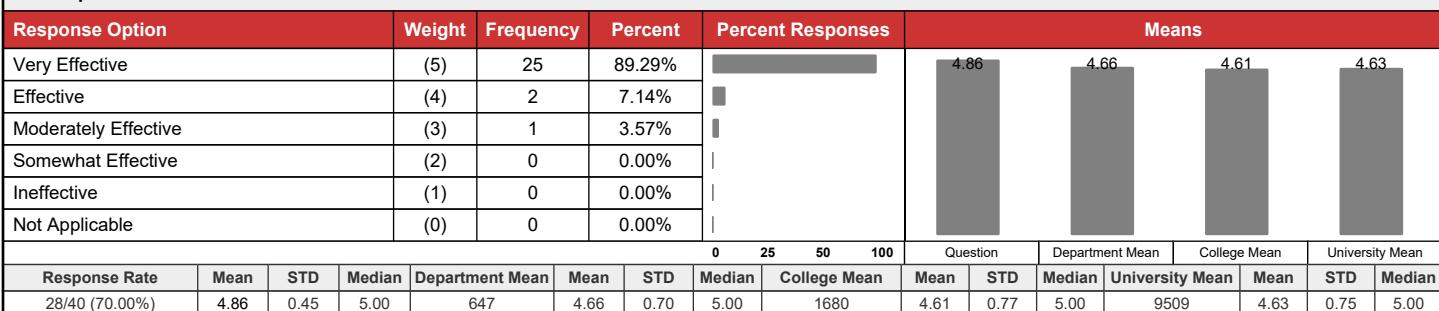
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



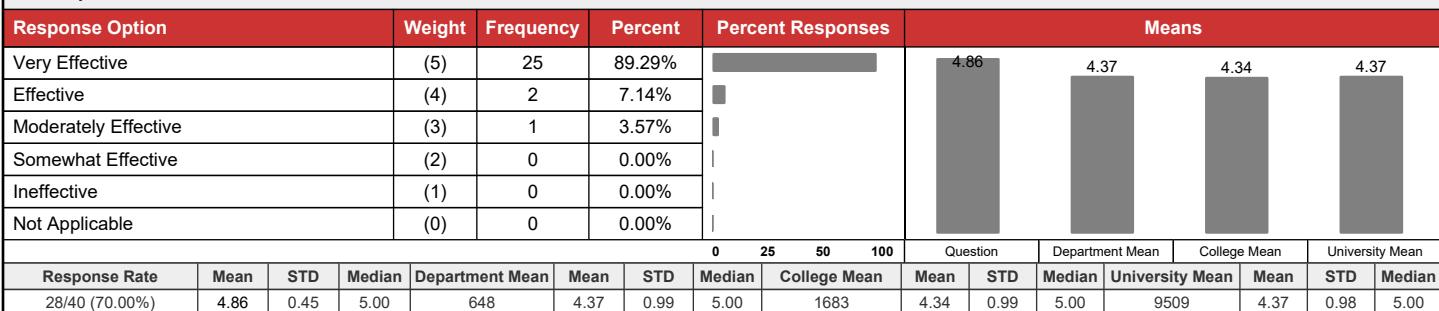
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



Nicholls State University
Spring 2021 - Full Term Evaluations

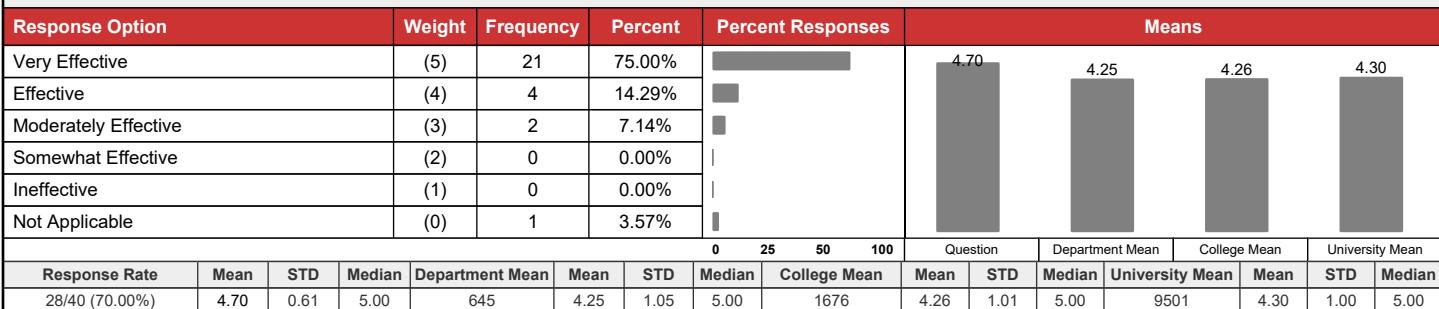


Course: 21S_MNGT370_4T: 21S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 28/40 (70.00 %)

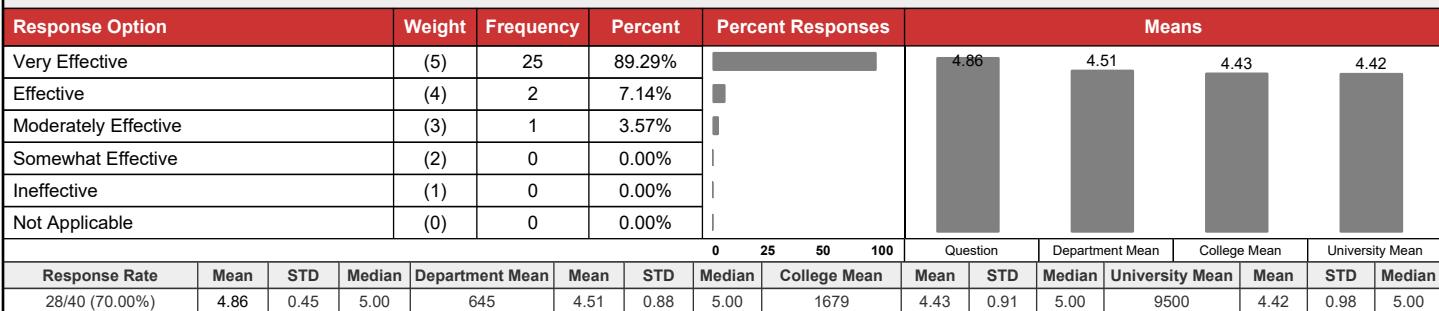
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



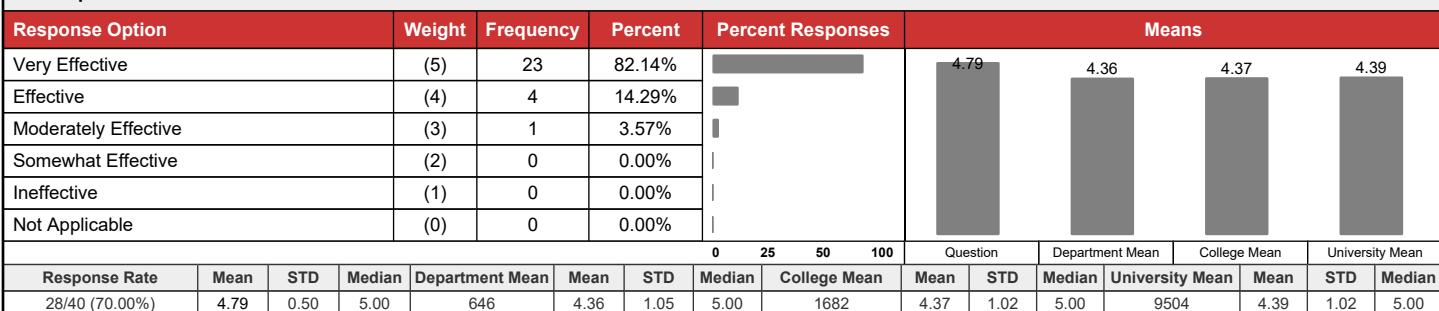
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



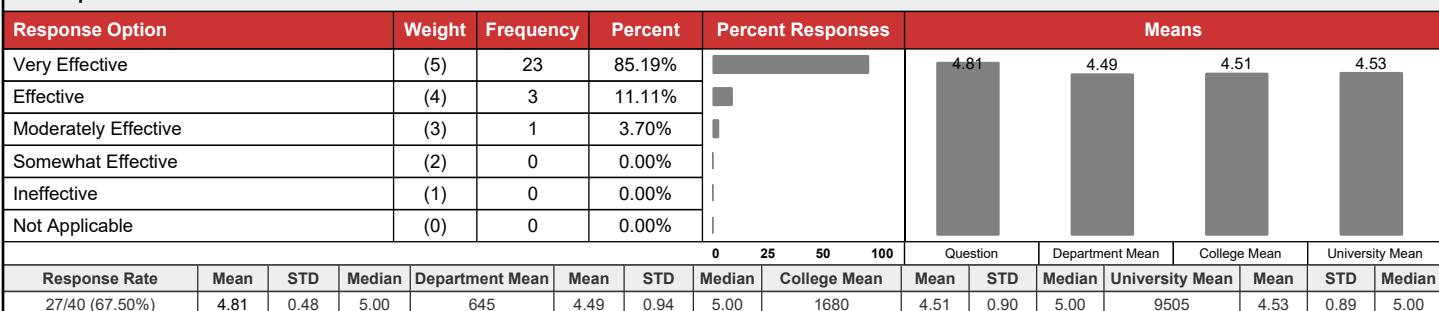
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille

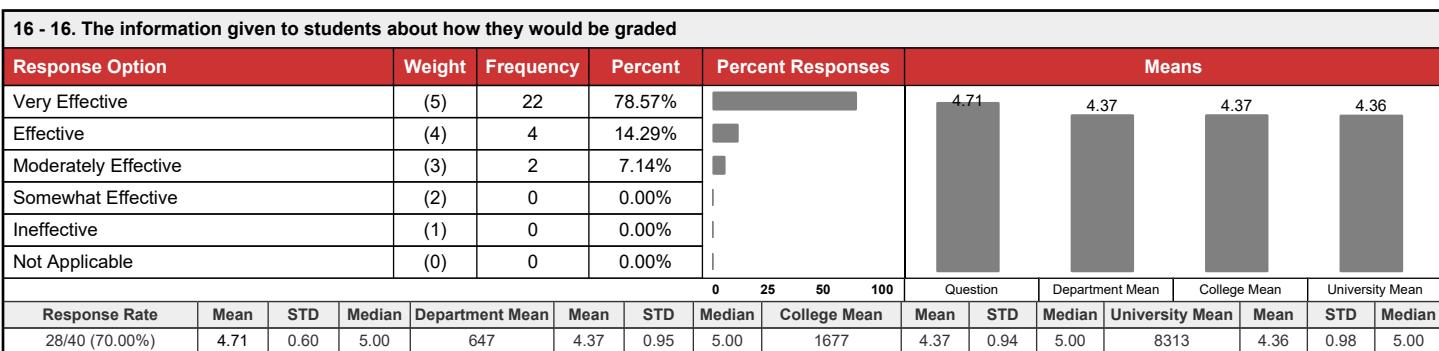
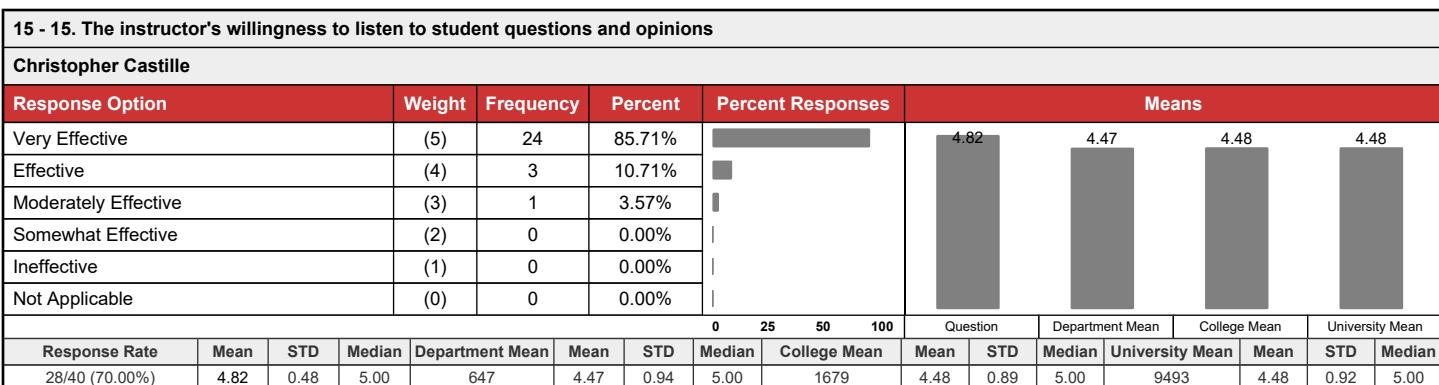
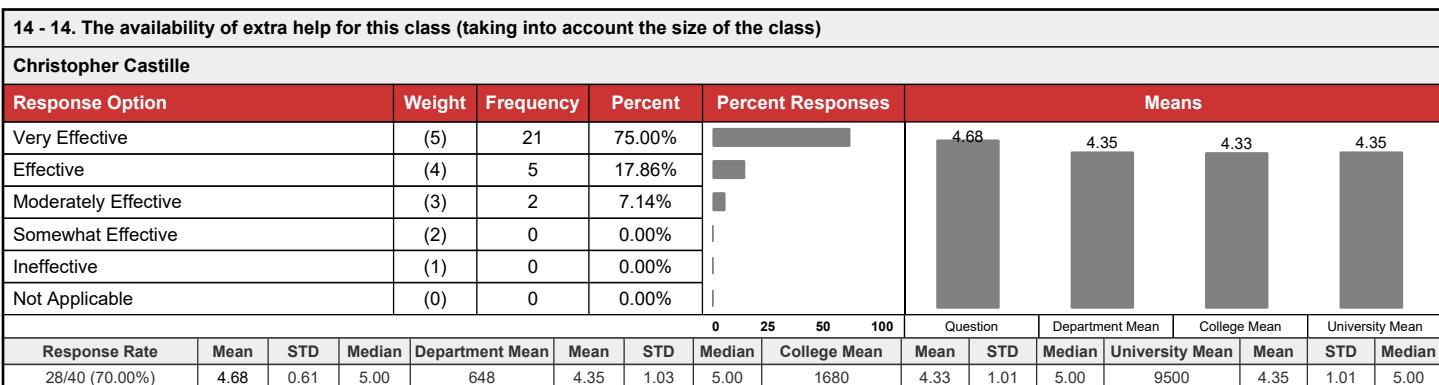
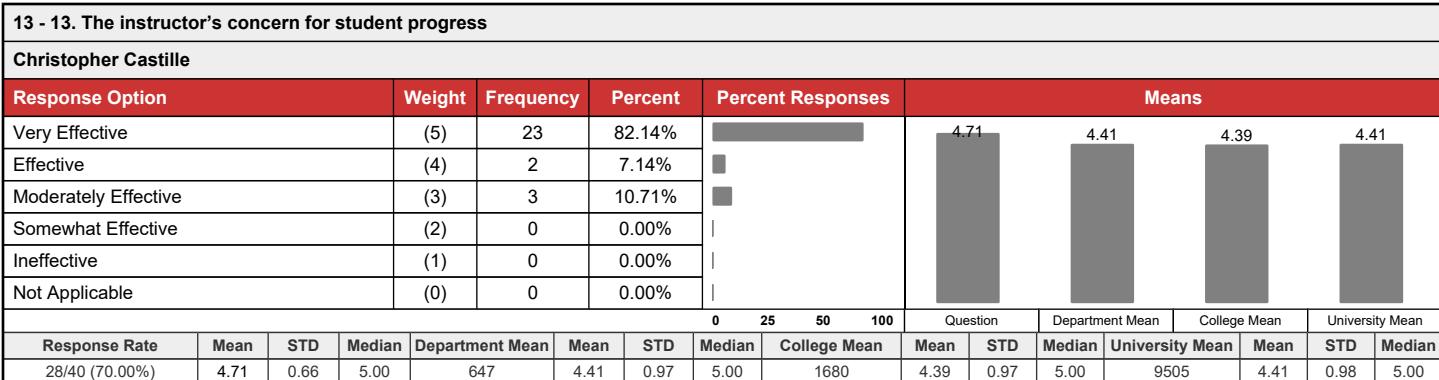


Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT370_4T: 21S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 28/40 (70.00 %)



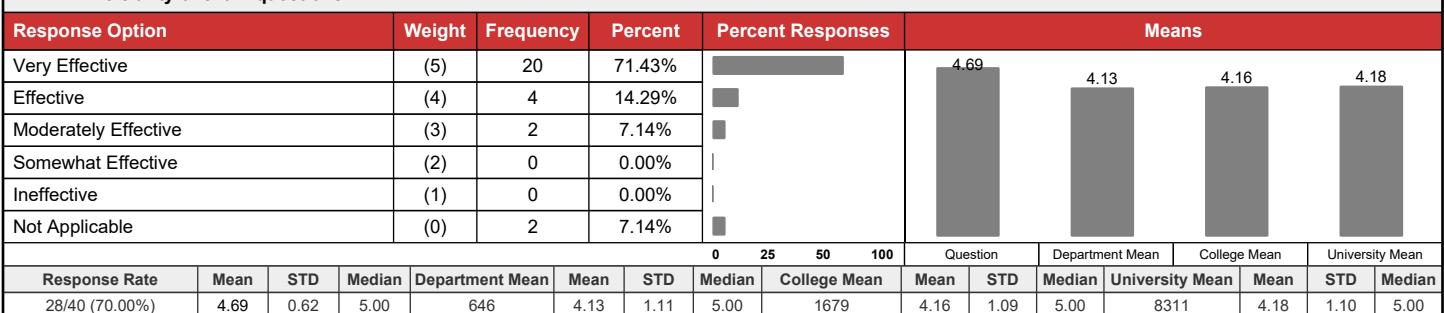
Nicholls State University
Spring 2021 - Full Term Evaluations



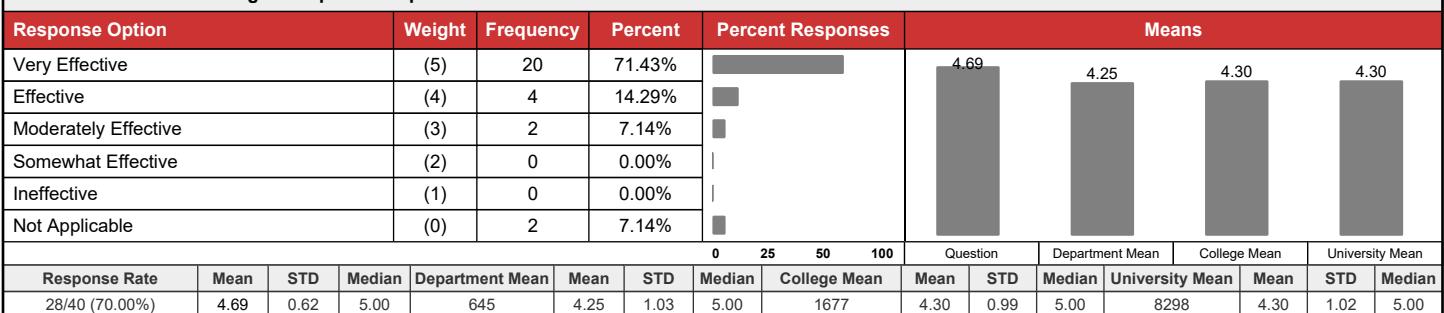
Course: 21S_MNGT370_4T: 21S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 28/40 (70.00 %)

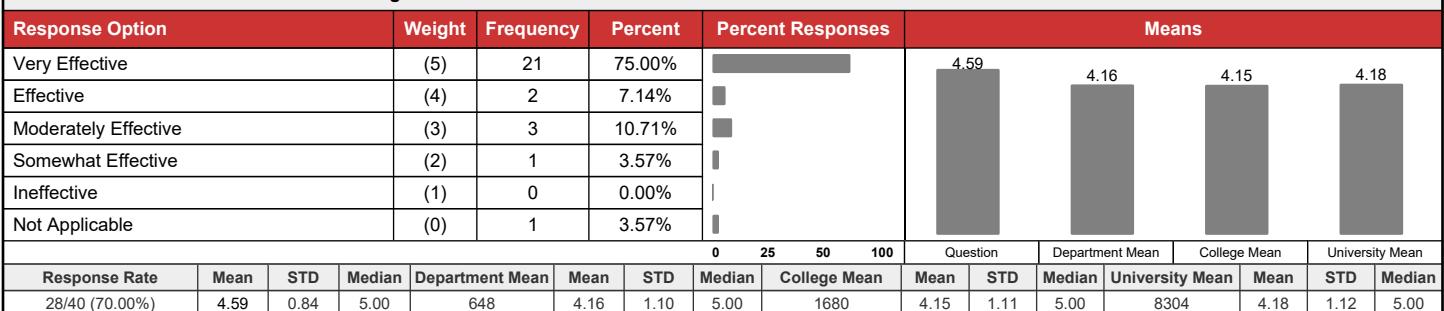
17 - 17. The clarity of exam questions



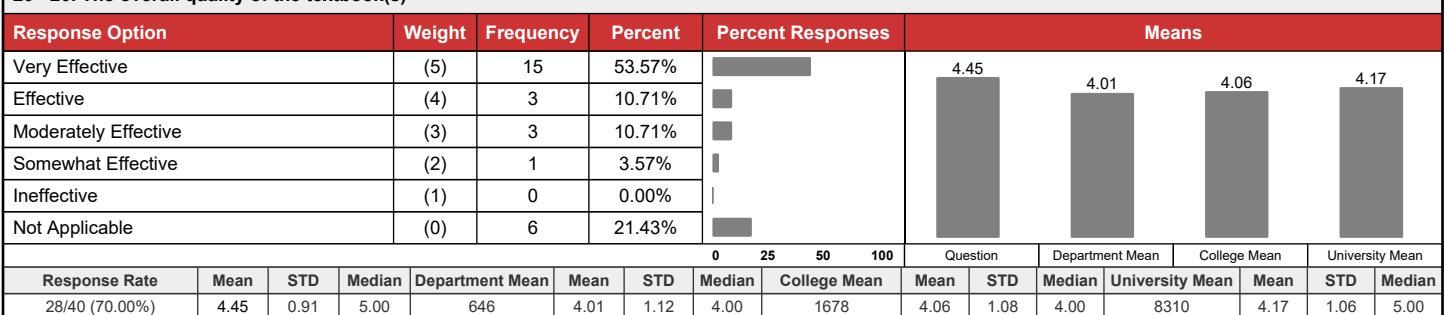
18 - 18. The exams' coverage of important aspects of the course



19 - 19. The instructor's comments on assignments and exams



20 - 20. The overall quality of the textbook(s)



Nicholls State University
Spring 2021 - Full Term Evaluations

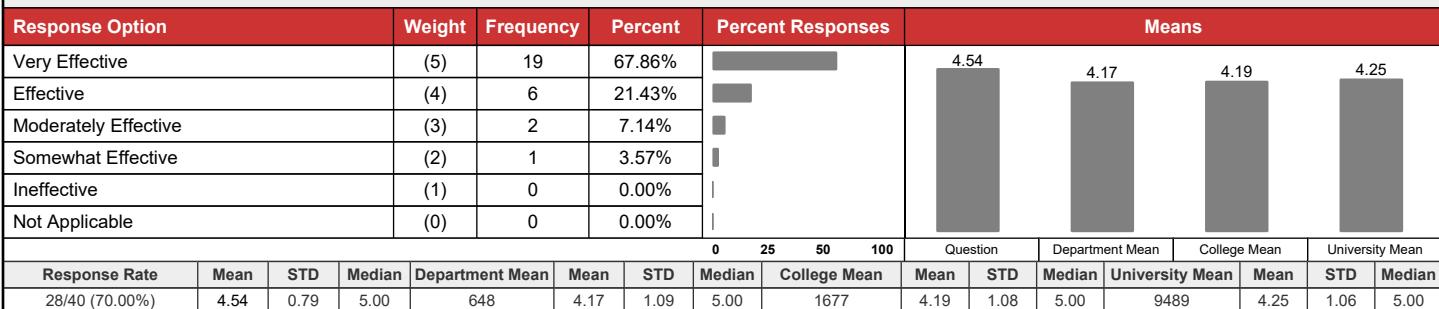


Course: 21S_MNGT370_4T: 21S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

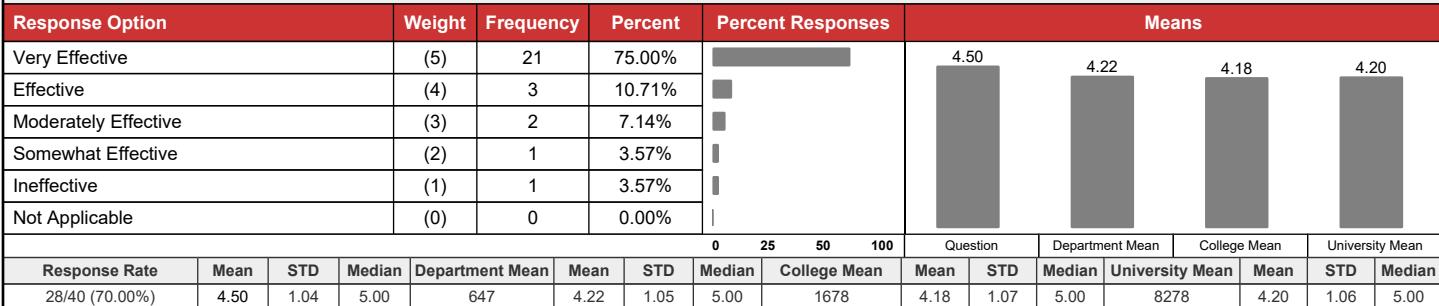
Response Rate: 28/40 (70.00 %)

21 - 21. The helpfulness of assignments in understanding course material

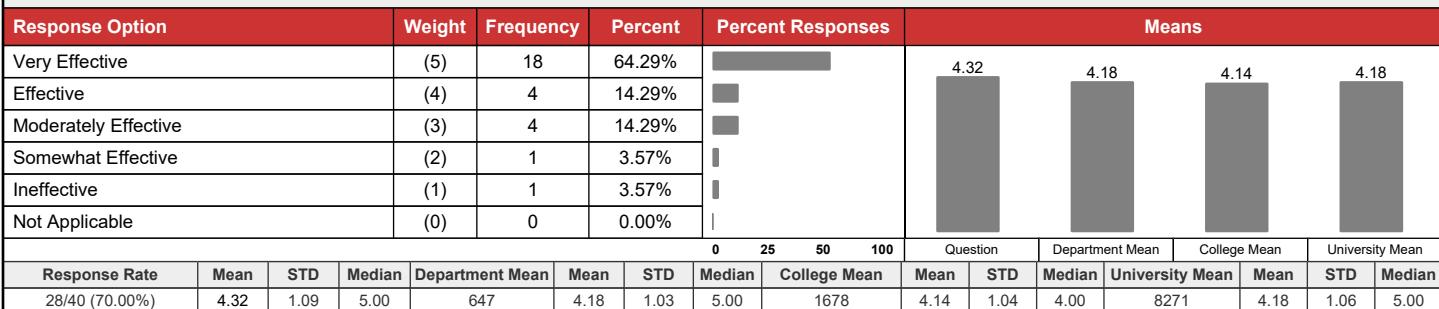
Christopher Castille



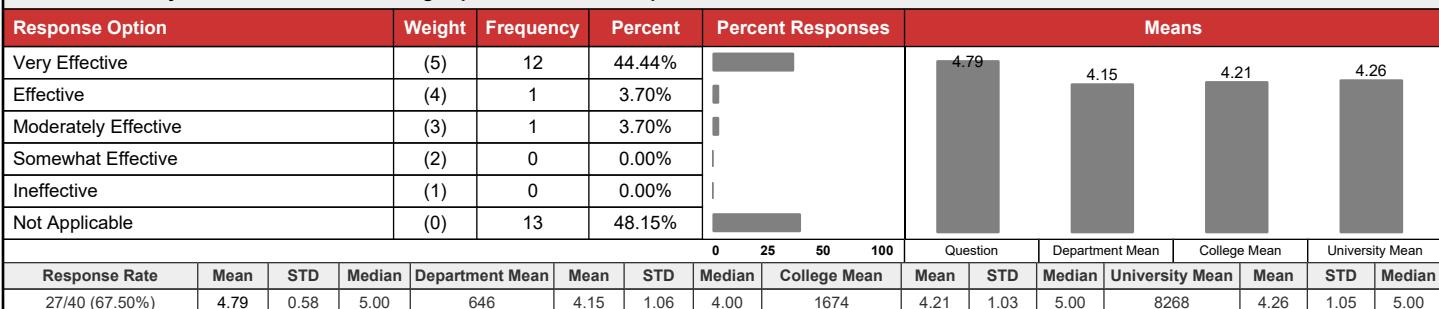
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)



24 - 24. Laboratory exercises for understanding important course concepts



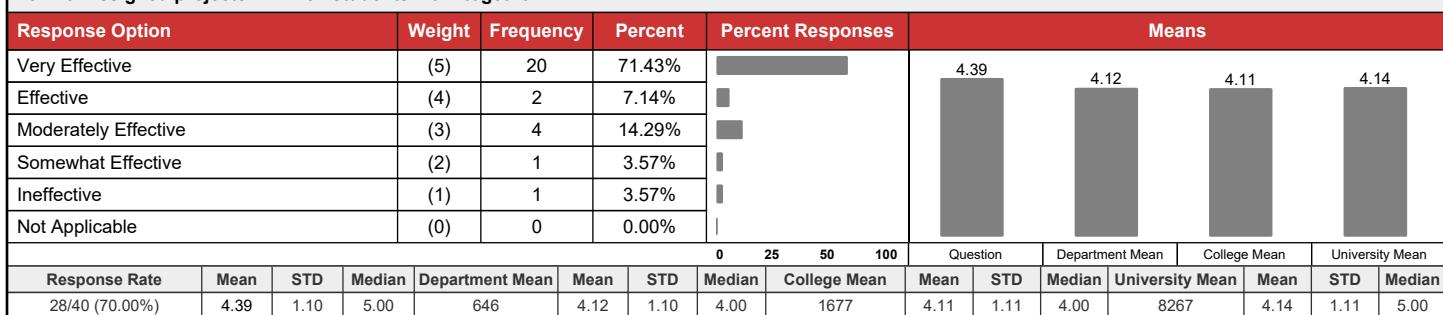
Nicholls State University
Spring 2021 - Full Term Evaluations



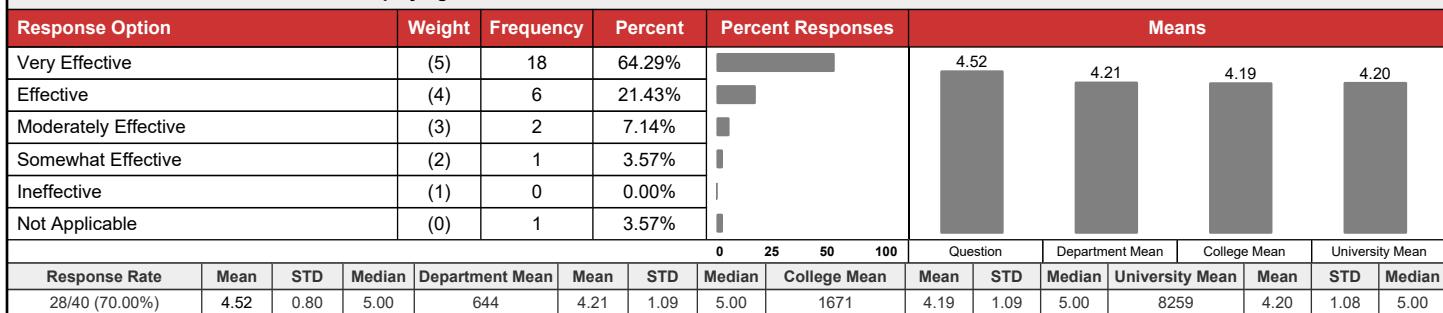
Course: 21S_MNGT370_4T: 21S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 28/40 (70.00 %)

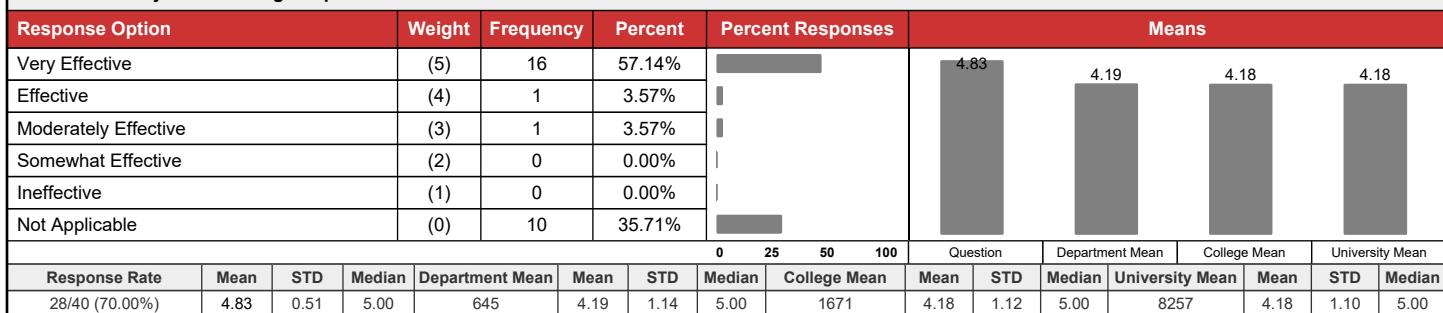
25 - 25. Assigned projects in which students work together



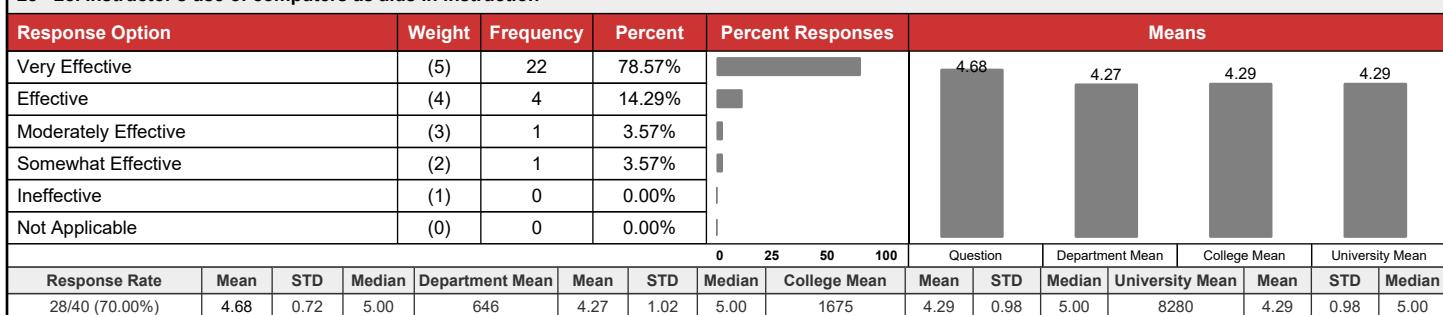
26 - 26. Case studies, simulations or role playing



27 - 27. Course journals or logs required of students



28 - 28. Instructor's use of computers as aids in instruction

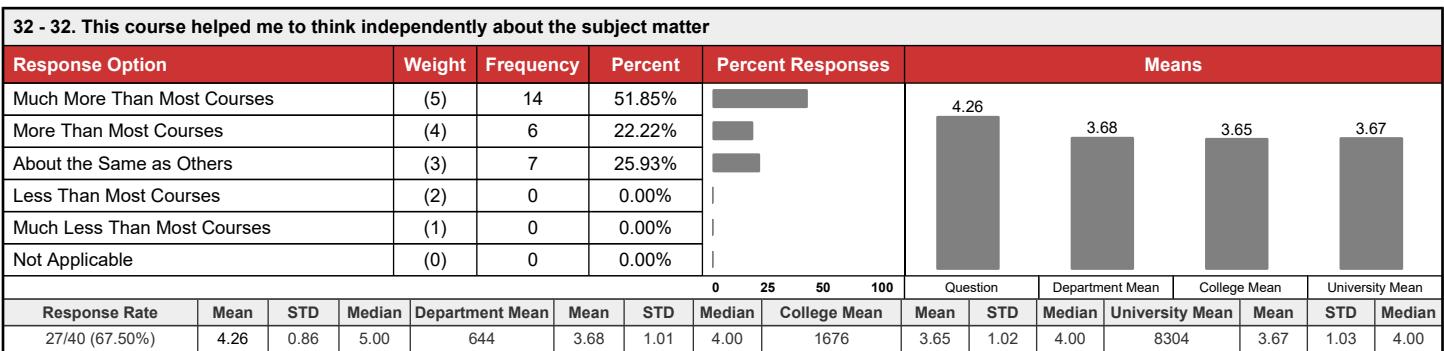
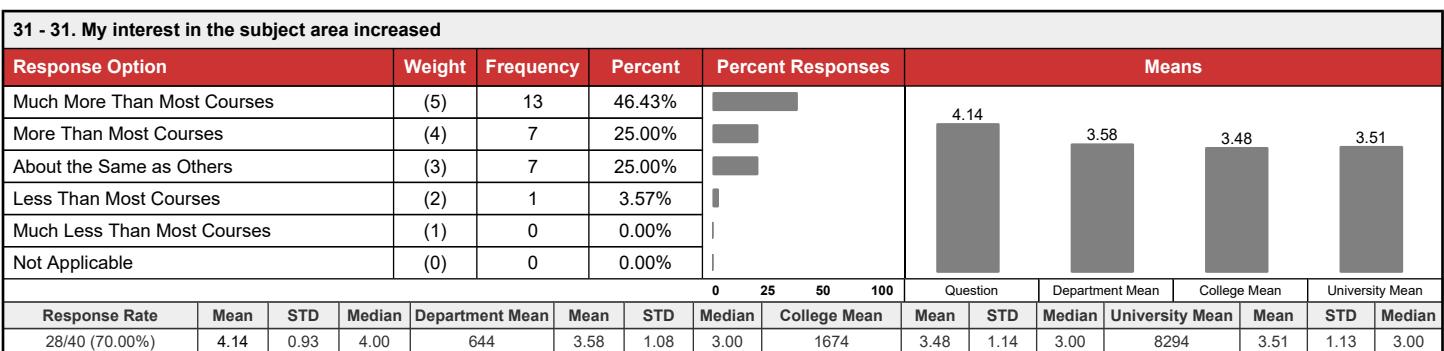
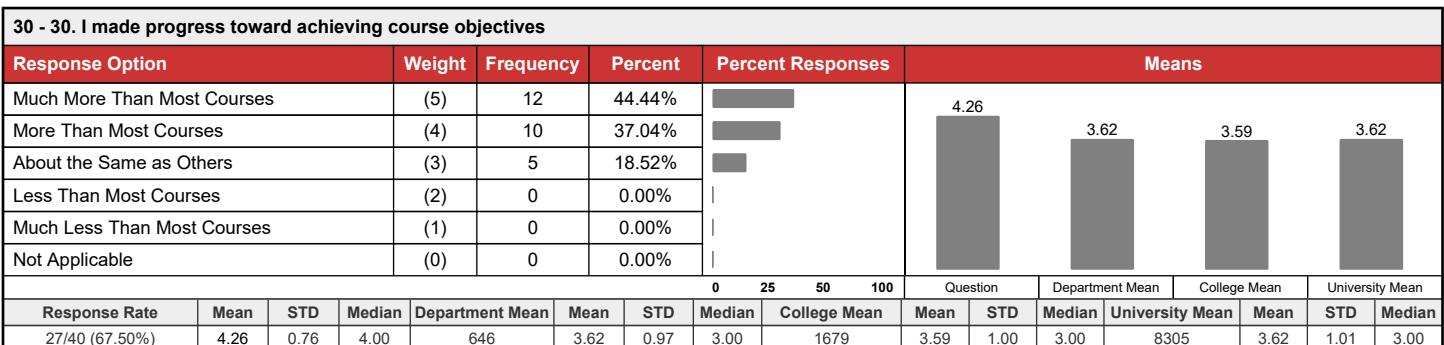
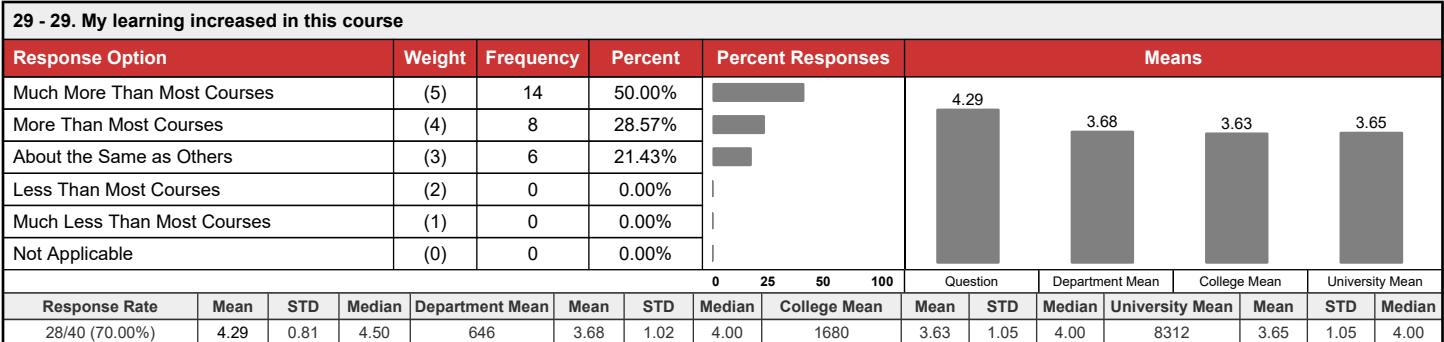


Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT370_4T: 21S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 28/40 (70.00 %)

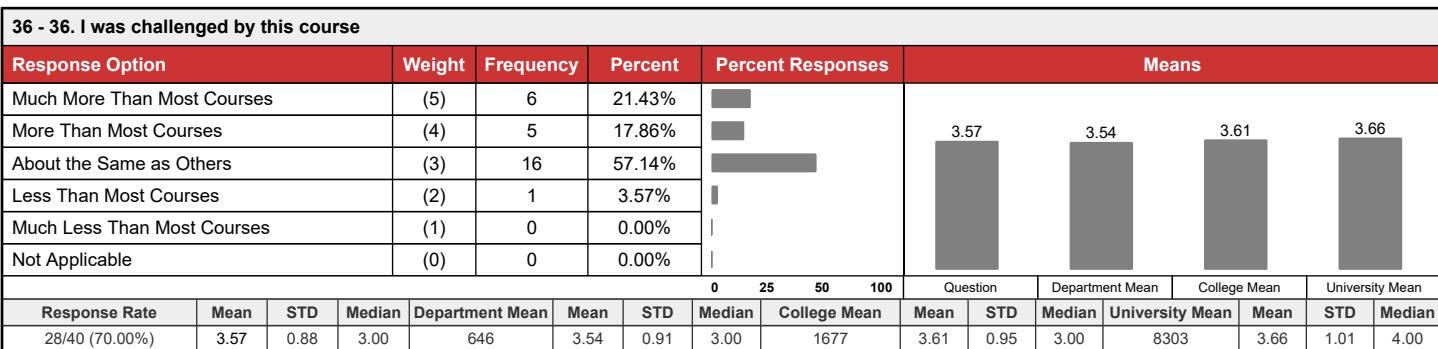
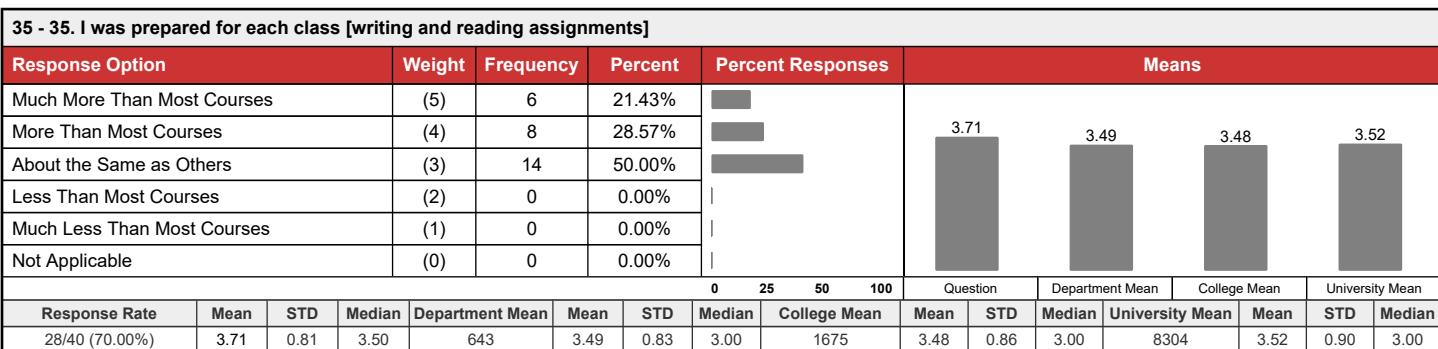
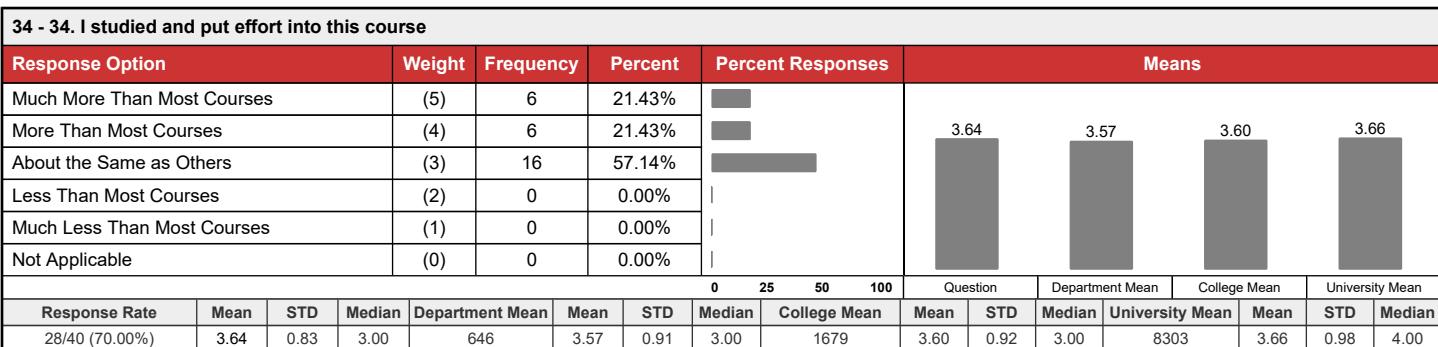
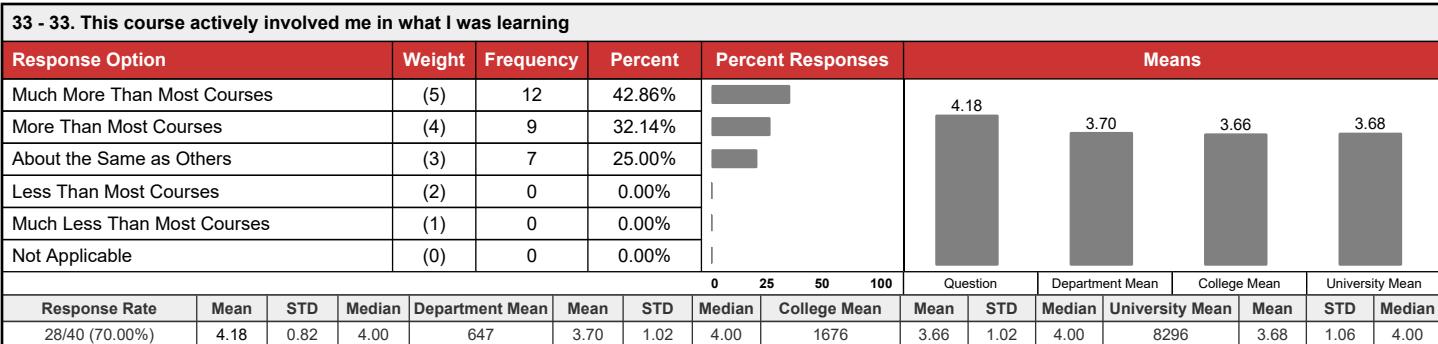


Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT370_4T: 21S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 28/40 (70.00 %)



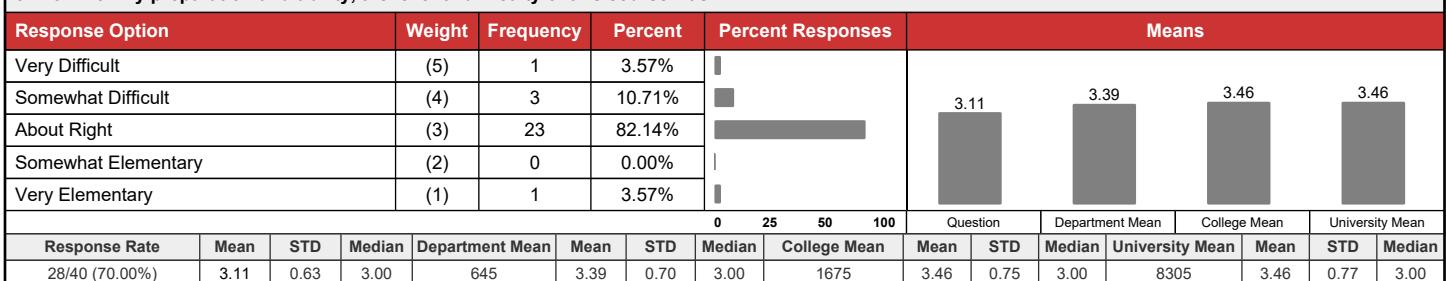
Nicholls State University
Spring 2021 - Full Term Evaluations



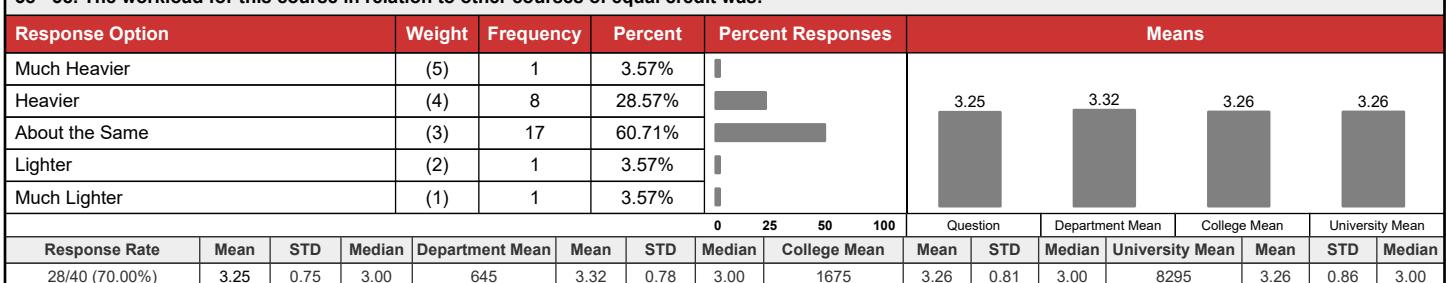
Course: 21S_MNGT370_4T: 21S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 28/40 (70.00 %)

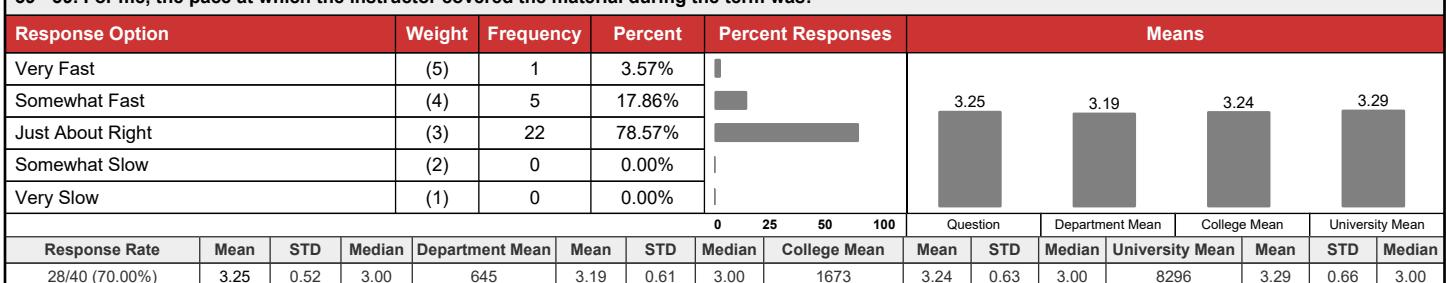
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

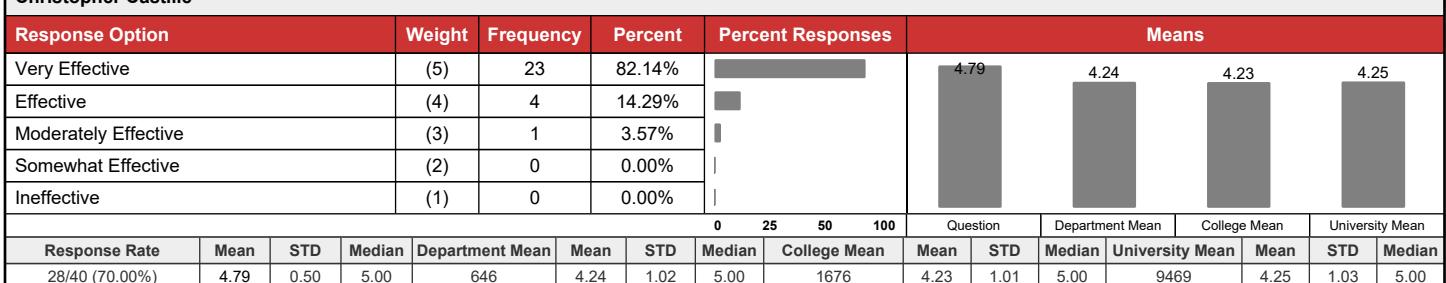


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille



Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT370_4T: 21S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 28/40 (70.00 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	21	75.00%	██████	
A College Requirement	(2)	2	7.14%	██	
An Elective	(3)	5	17.86%	███	
Other	(4)	0	0.00%		
0 25 50 100					
Response Rate					
28/40 (70.00%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%		
Sophomore/2nd Year	(2)	0	0.00%		
Junior/3rd Year	(3)	5	17.86%	███	
Senior/4th Year	(4)	23	82.14%	██████	
Graduate	(5)	0	0.00%		
Other	(6)	0	0.00%		
0 25 50 100					
Response Rate					
28/40 (70.00%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	27	96.43%	██████	
Better in another language	(2)	1	3.57%	██	
Equally well in English and another language	(3)	0	0.00%		
0 25 50 100					
Response Rate					
28/40 (70.00%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	13	46.43%	███	
Male	(2)	15	53.57%	████	
0 25 50 100					
Response Rate					
28/40 (70.00%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	14	50.00%	████	
A-	(2)	7	25.00%	██	
B+	(3)	2	7.14%	██	
B	(4)	3	10.71%	██	
B-	(5)	1	3.57%	██	
C	(6)	1	3.57%	██	
Below C	(7)	0	0.00%		
0 25 50 100					
Response Rate					
28/40 (70.00%)					

Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT370_4T: 21S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *
Response Rate: 28/40 (70.00 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved? 46. Please provide your feedback.

Christopher Castille

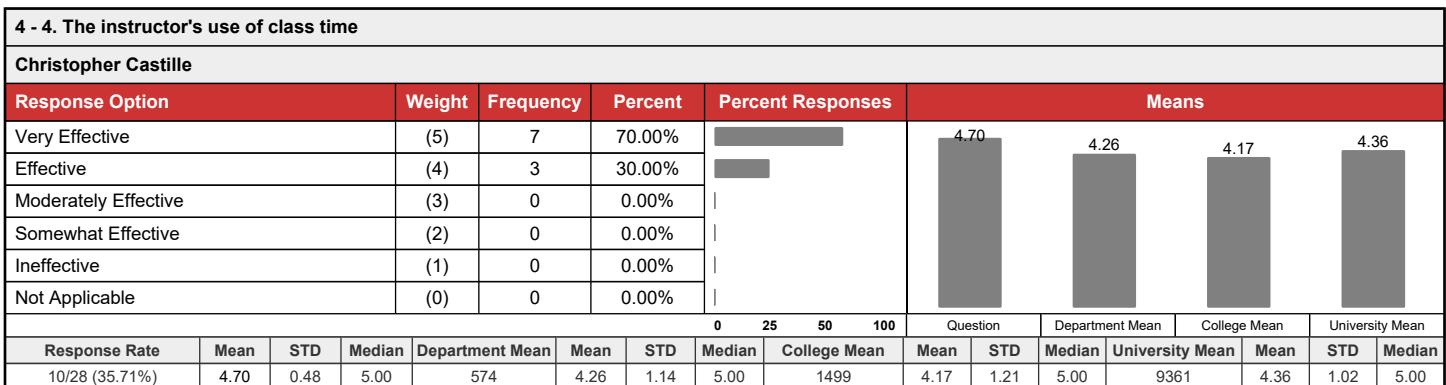
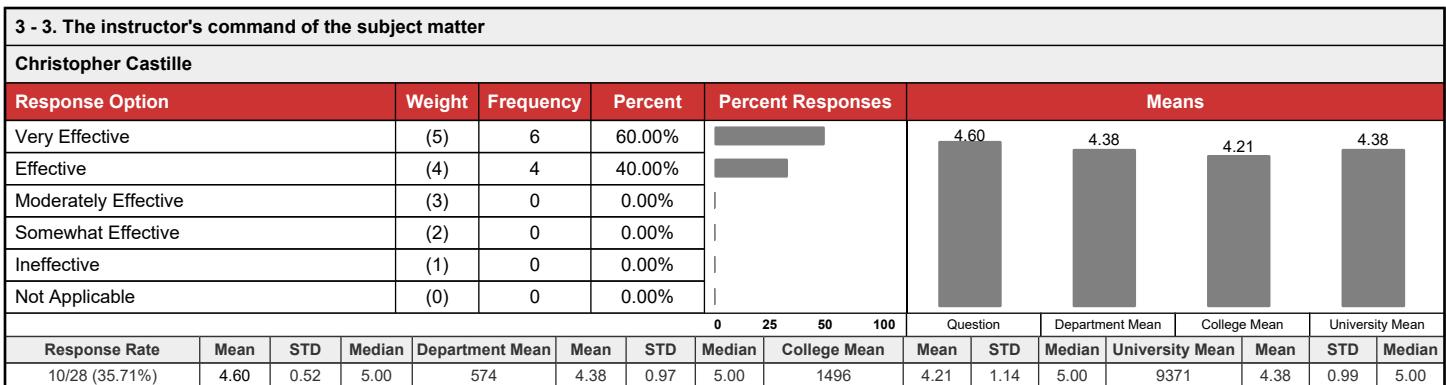
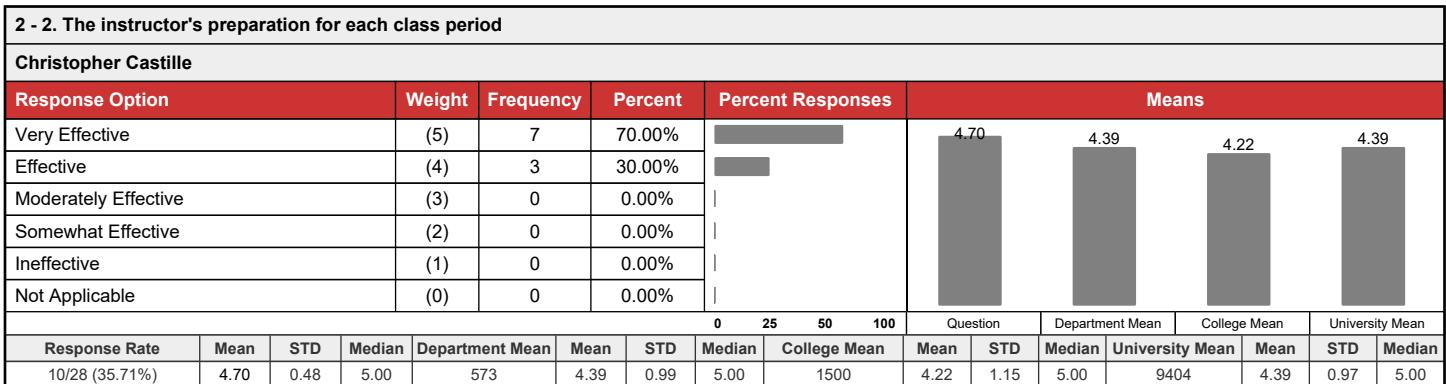
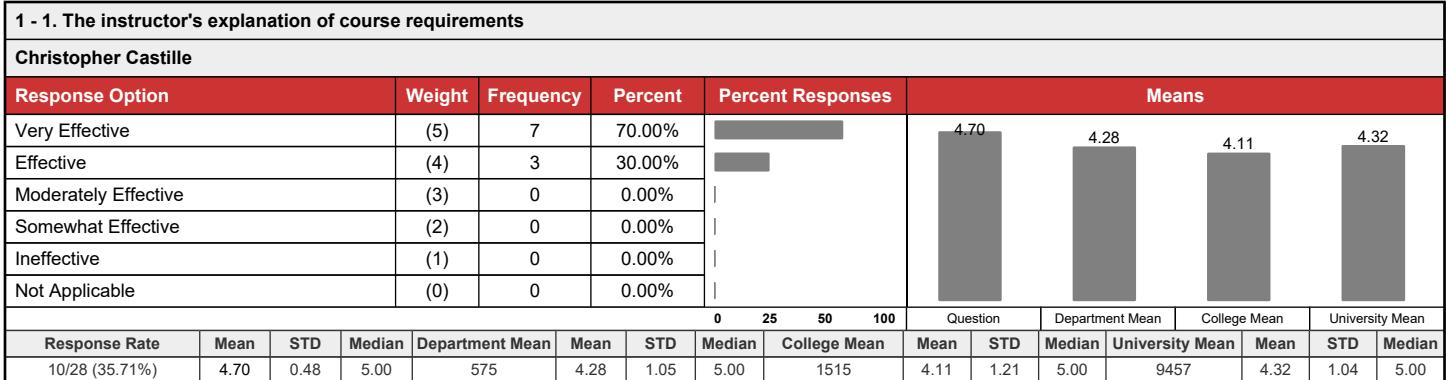
Response Rate	12/40 (30%)
----------------------	-------------

- Great professor! And valuable material and content provided.
- He is amazing, has so much to give to the school. The concepts that he teaches in class are spot on for real life. My only wish is that current students realize how much they will need this once they finally do get out in the real world. Unless you have been there you don't have the same AHA moment like myself and a few others that have been there, seen that, and wished we had this knowledge sooner.
- I really enjoyed the content of this class. It allowed me to find ways on how to improve on my management style and what I was on track with. The one thing that I have started doing that I learned in this class is journaling. It is something that I need in order to get everything completed that I feel needs to be completed. I have also started to meditate in the morning, just to get my day started on a calm note. Thanks Dr. C for those suggestions.
- An Amazing Professor! Definitely one of the best at Nicholls.
- Great professor! One of the most genuine and kind professors I have ever had. He treated all of us with respect and never acted annoyed with us. I wish all professors in the college of business could be more respectful and humble like Dr Castille is! :)
- You are a very interesting professor. Would love to learn about human relationships.
- You can tell he is very passionate about his job and genuinely cares about all of his students. I really enjoyed this class and he does a great job teaching.
- Thank you Dr. Castille for all the meaningful feedback and talks given throughout the semester. I will definitely carry a lot of these techniques and perspectives going forward. You really do put a lot of time and effort into the course and it shows. Keep doing what you are doing, I truly believe you are planting seeds of knowledge that people will carry with them for life!
- I learned and got more out of this course than any other class I have taken here at Nicholls. Dr. Castille did an excellent job keep students engaged and offering help to groups and just connecting with students.
- I really enjoyed your class and i hope i can take away good tips for managing stress. This class almost made me second guess my major I enjoyed it so much haha
- I believe he did an amazing job in helping us learn more about ourselves and what kind of person we want to be in the workforce when put in a group of team members.
- Dr. Castille was very enthusiastic about this class. He showed up to class everyday with energy and made us think outside of the box in certain scenarios. Awesome professor!

Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	4.70	4.32	4.32	4.34
B. Communication	4.81	4.41	4.37	4.40
C. Faculty/Staff Interaction	4.75	4.42	4.42	4.43
D. Assignments, Exams, and Grading	4.59	4.14	4.17	4.22
E. Instructional Methods and Materials	4.54	4.13	4.12	4.14
F. Course Outcomes	4.10	3.63	3.60	3.63



Course: 21F_MNGT370_4T: 21F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *
Response Rate: 10/28 (35.71 %)

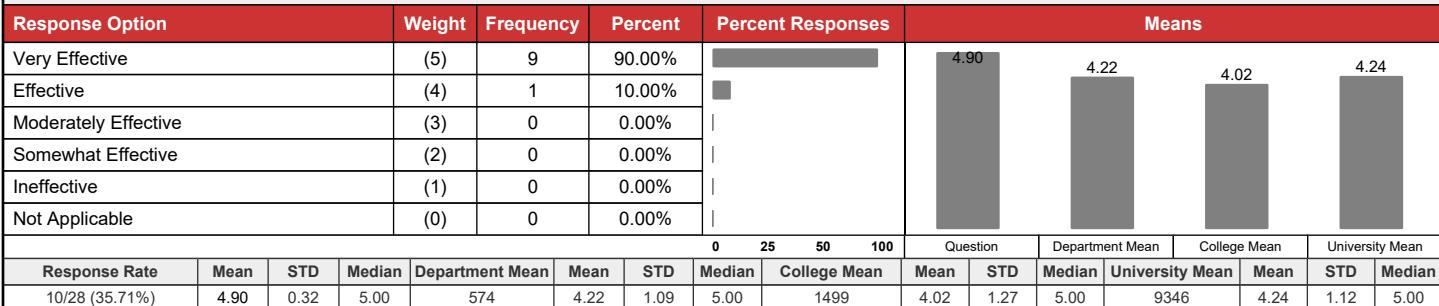




Course: 21F_MNGT370_4T: 21F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *
Response Rate: 10/28 (35.71 %)

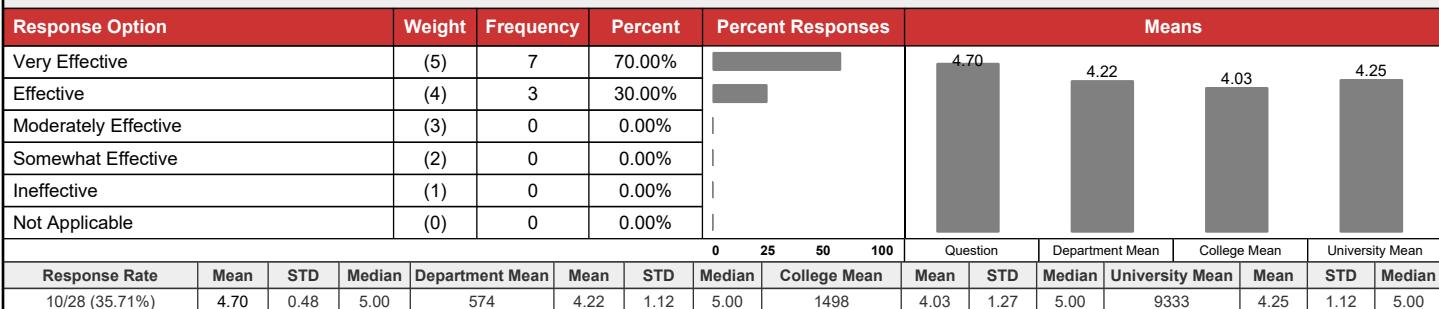
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



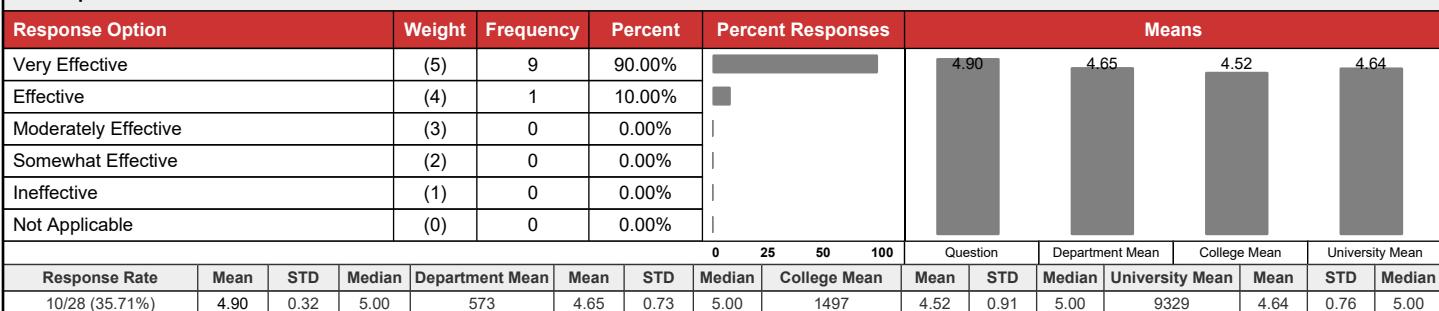
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



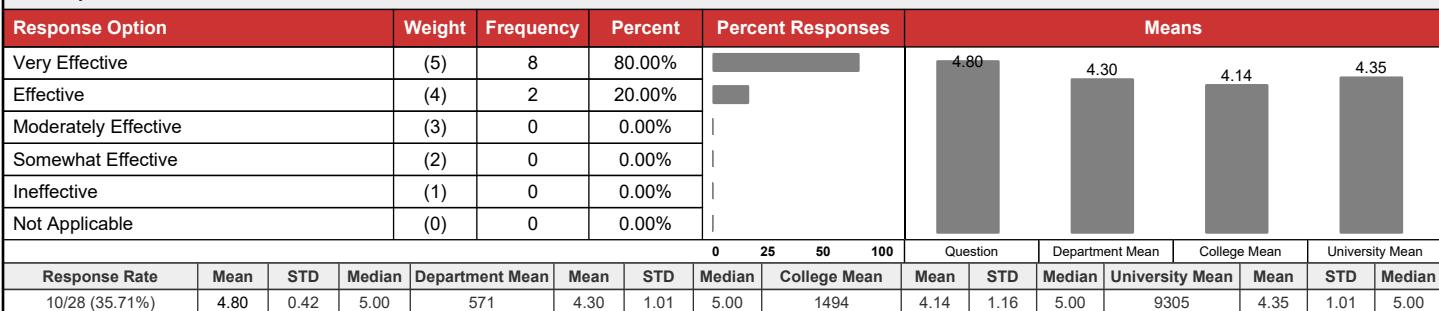
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



Nicholls State University
Fall 2021 - Full Term Evaluations

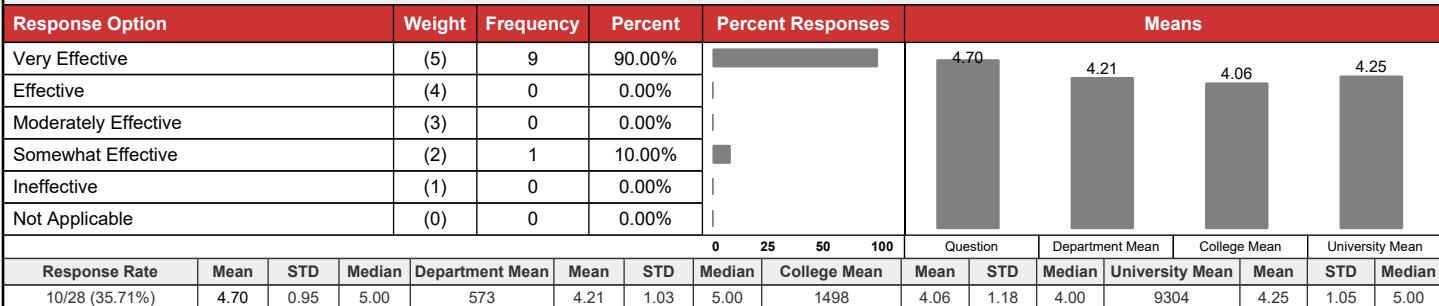


Course: 21F_MNGT370_4T: 21F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 10/28 (35.71 %)

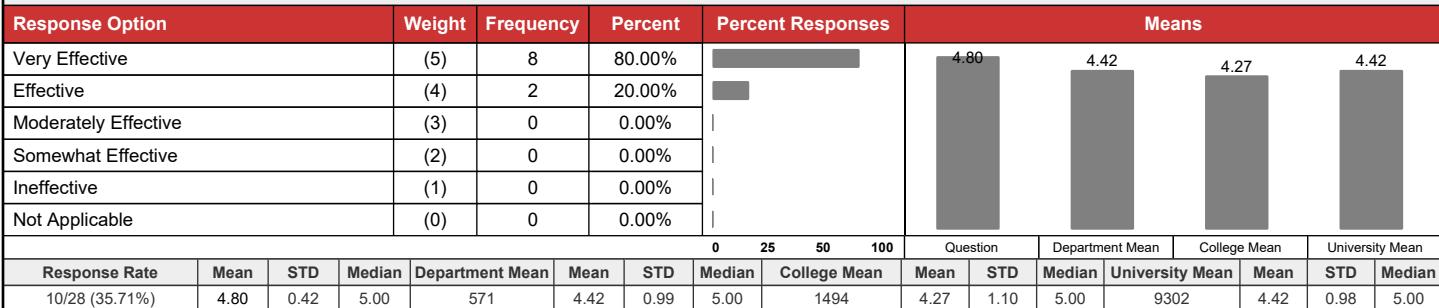
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



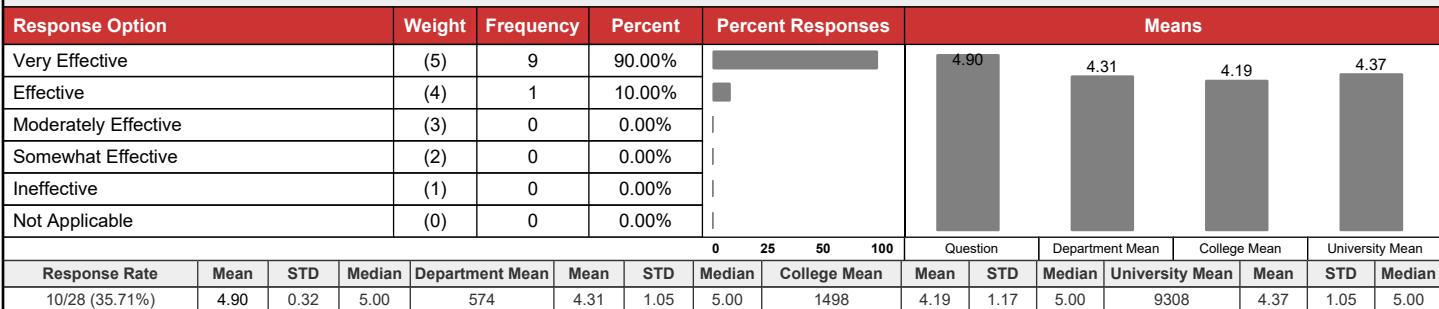
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



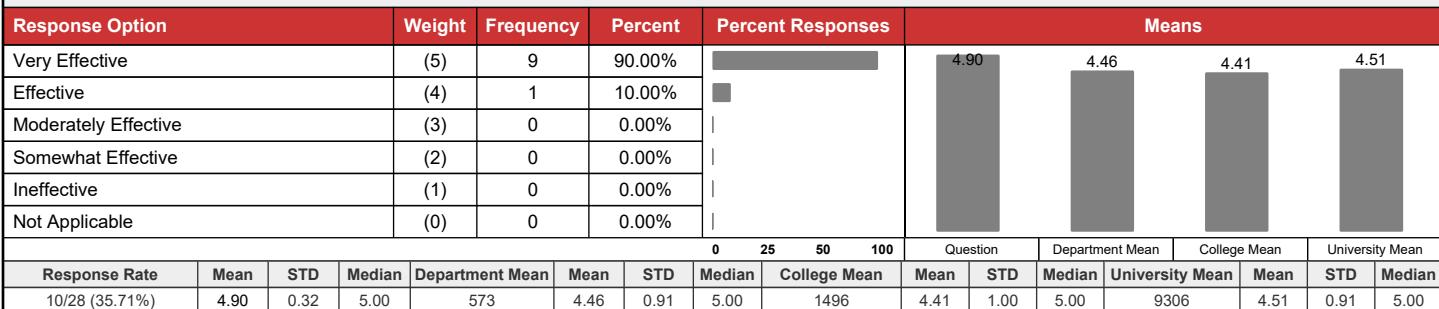
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille



Nicholls State University
Fall 2021 - Full Term Evaluations

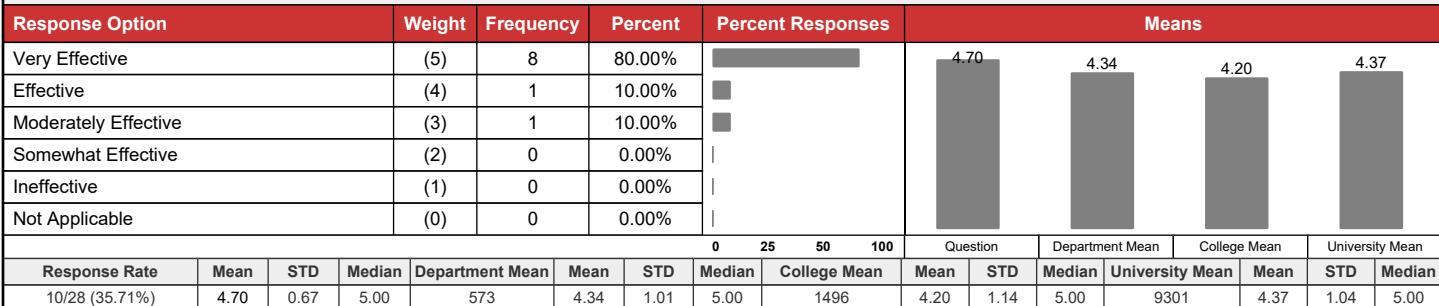


Course: 21F_MNGT370_4T: 21F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 10/28 (35.71 %)

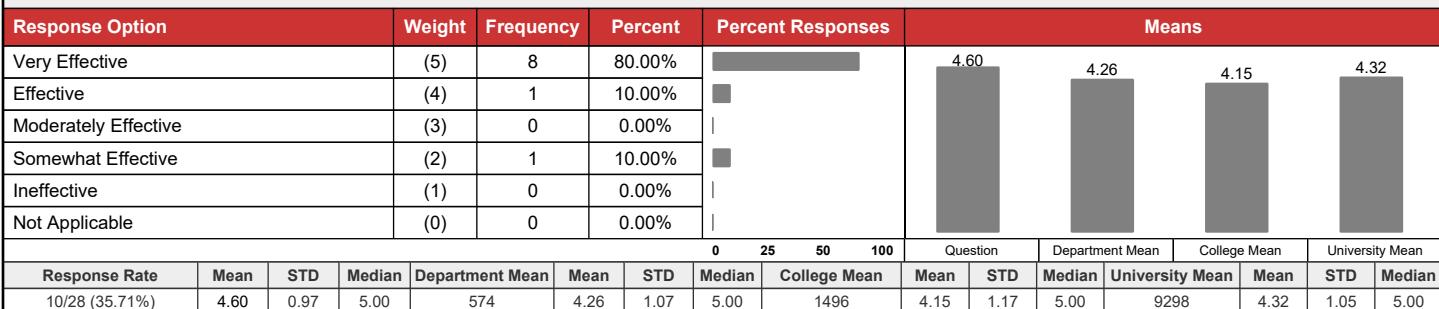
13 - 13. The instructor's concern for student progress

Christopher Castille



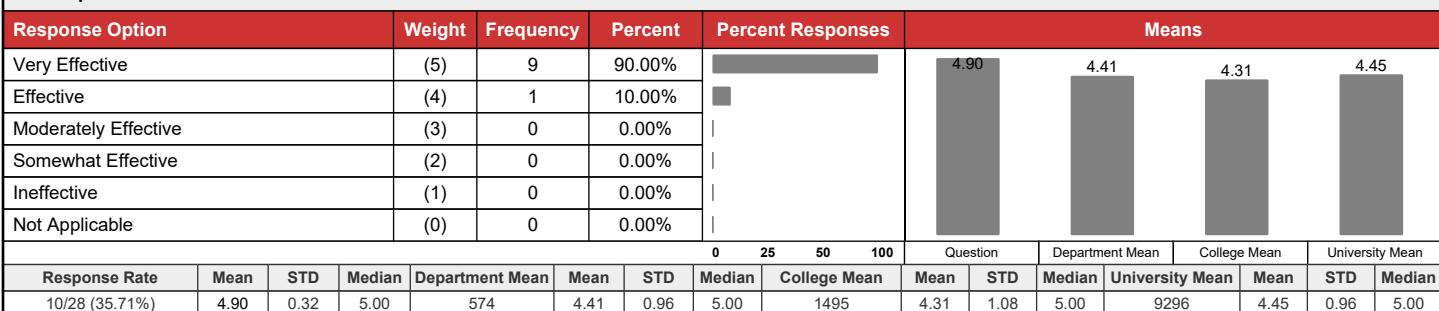
14 - 14. The availability of extra help for this class (taking into account the size of the class)

Christopher Castille

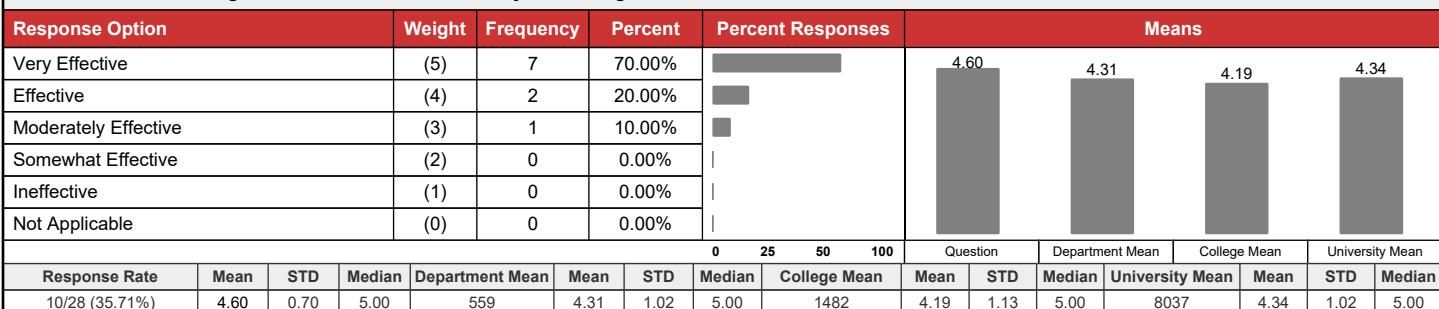


15 - 15. The instructor's willingness to listen to student questions and opinions

Christopher Castille

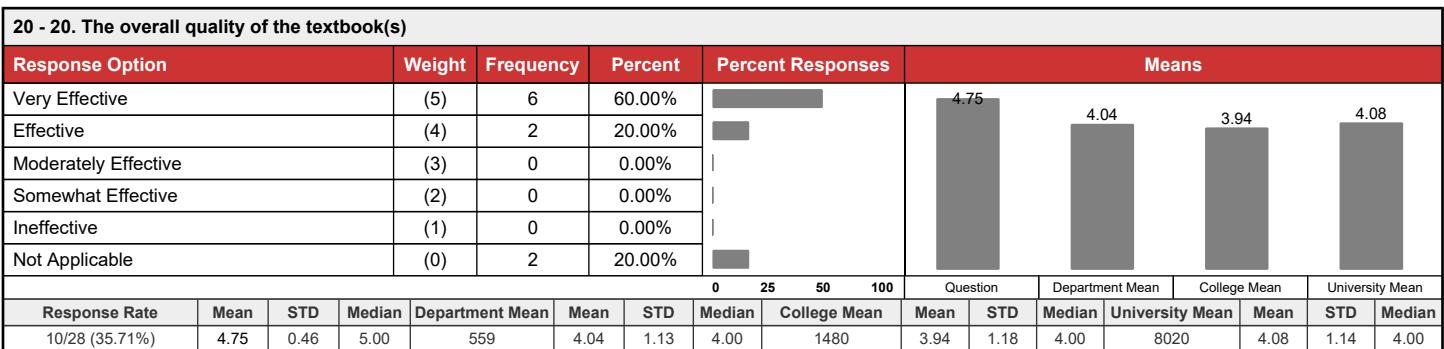
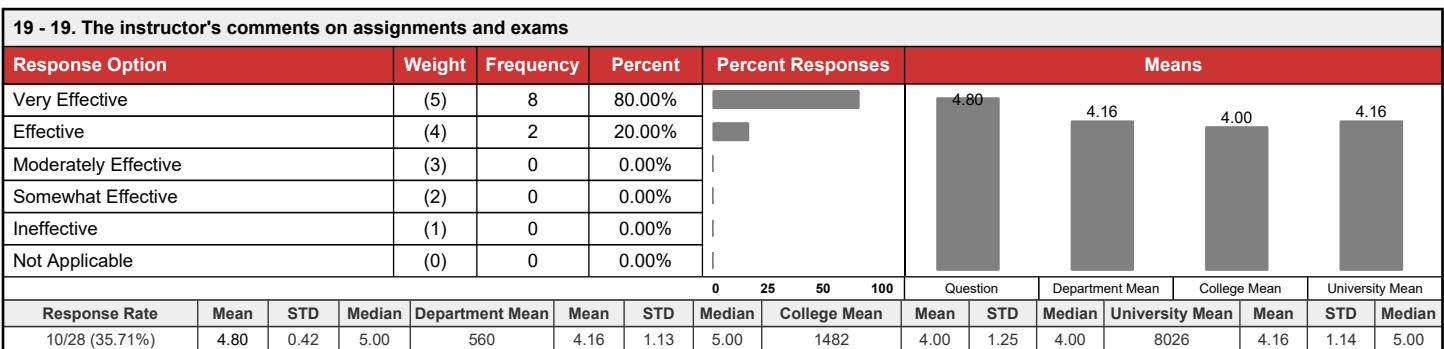
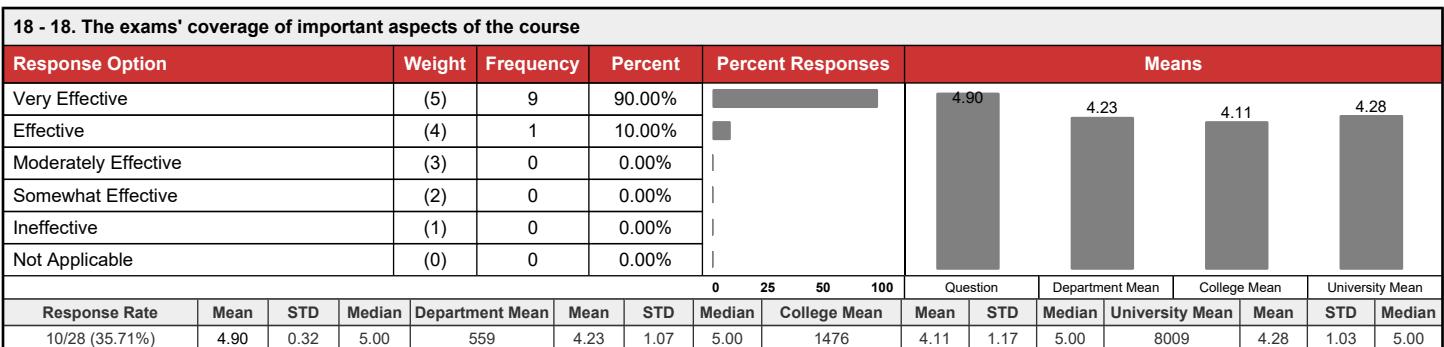
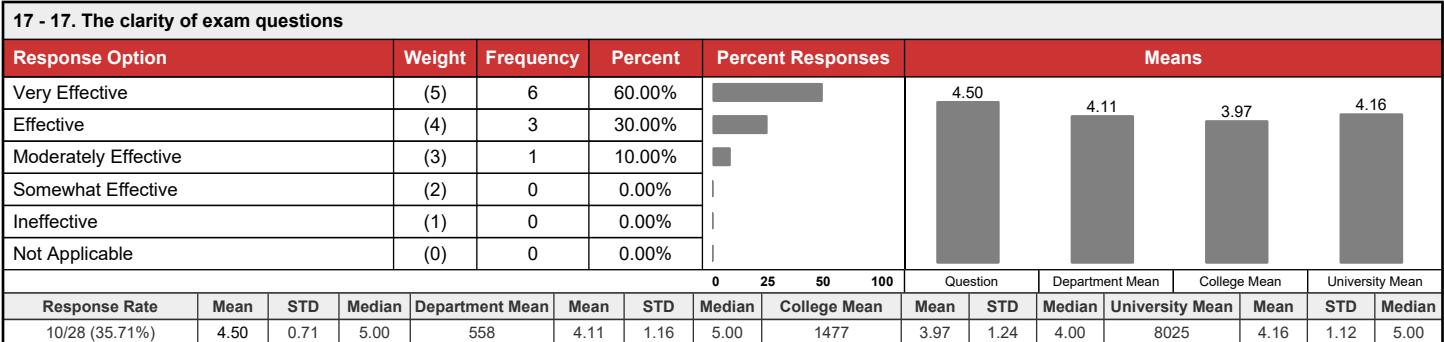


16 - 16. The information given to students about how they would be graded





Course: 21F_MNGT370_4T: 21F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *
Response Rate: 10/28 (35.71 %)



Nicholls State University
Fall 2021 - Full Term Evaluations

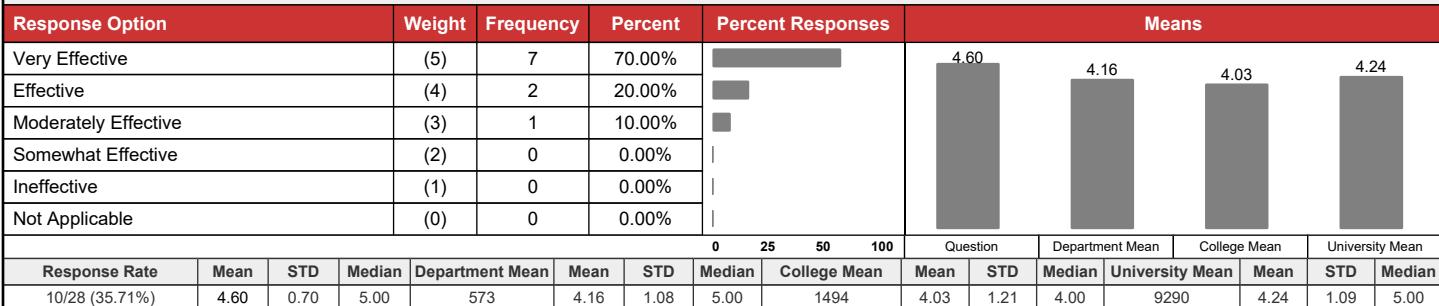


Course: 21F_MNGT370_4T: 21F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

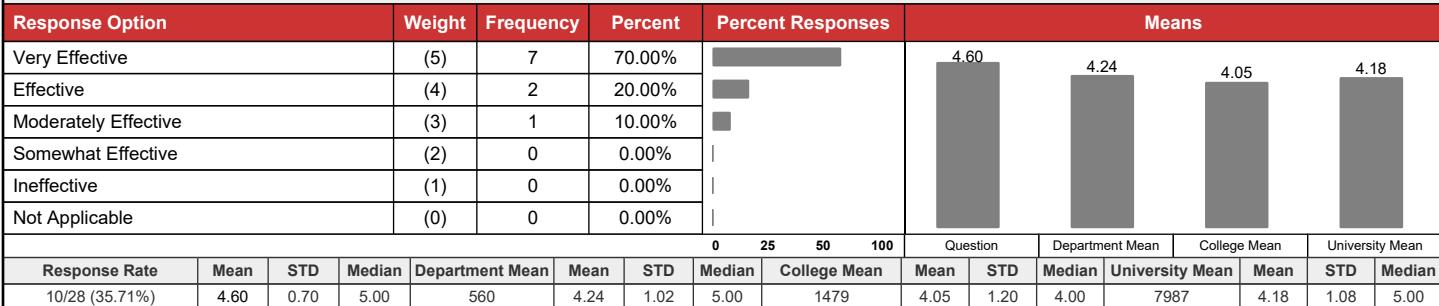
Response Rate: 10/28 (35.71 %)

21 - 21. The helpfulness of assignments in understanding course material

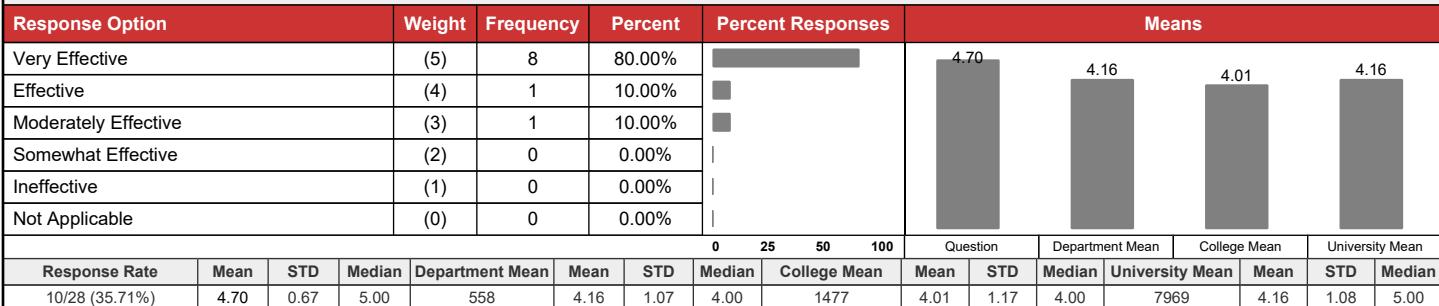
Christopher Castille



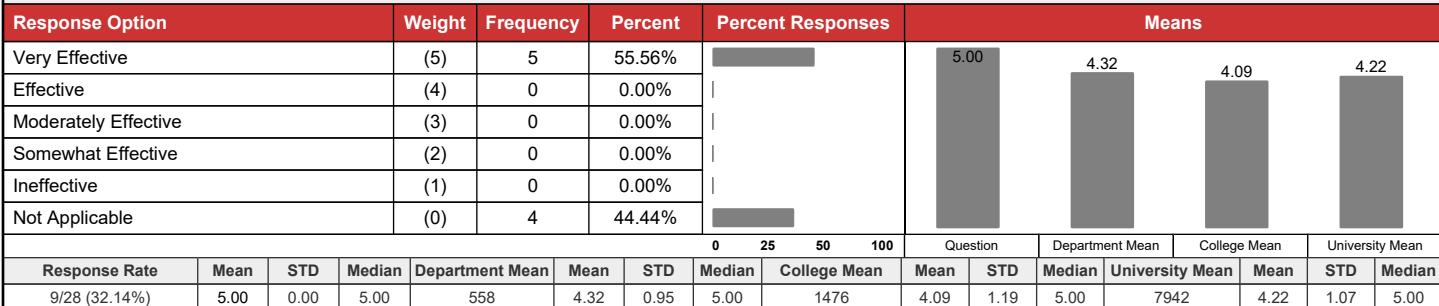
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)

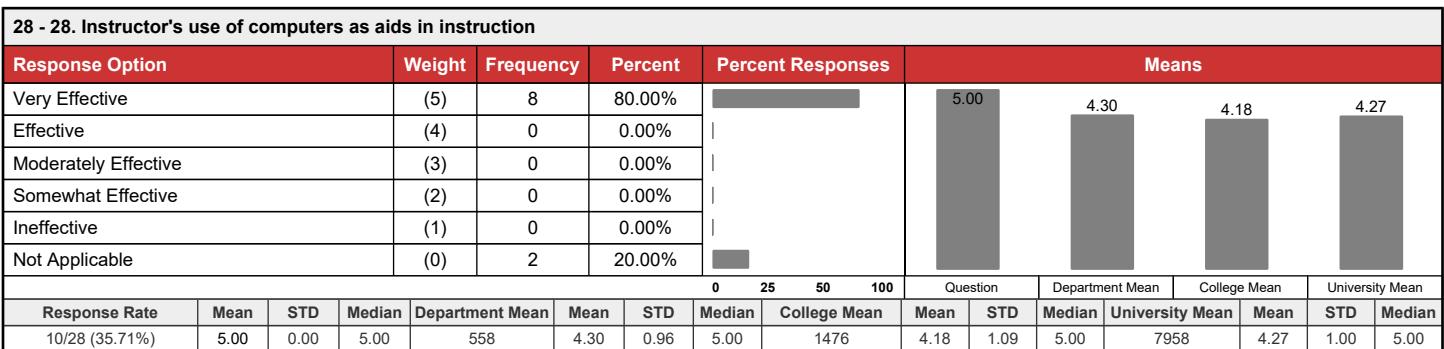
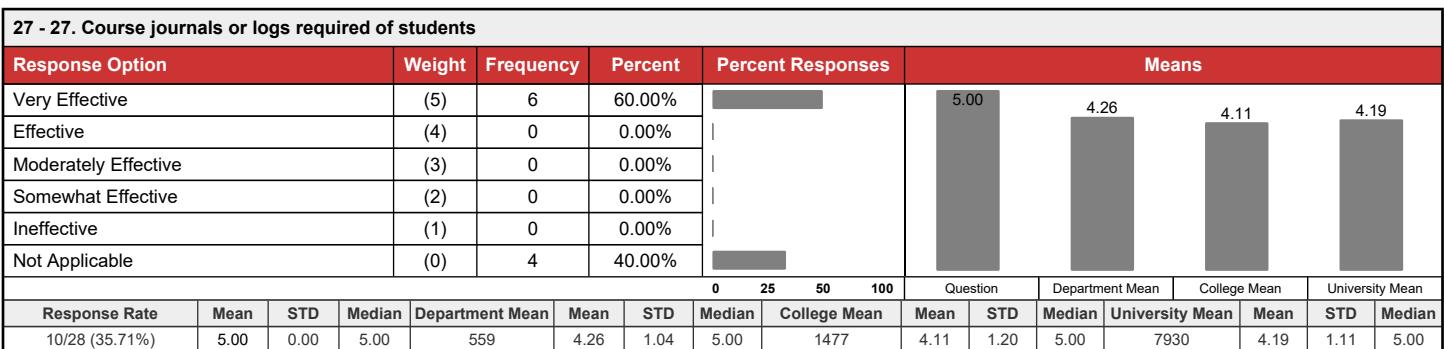
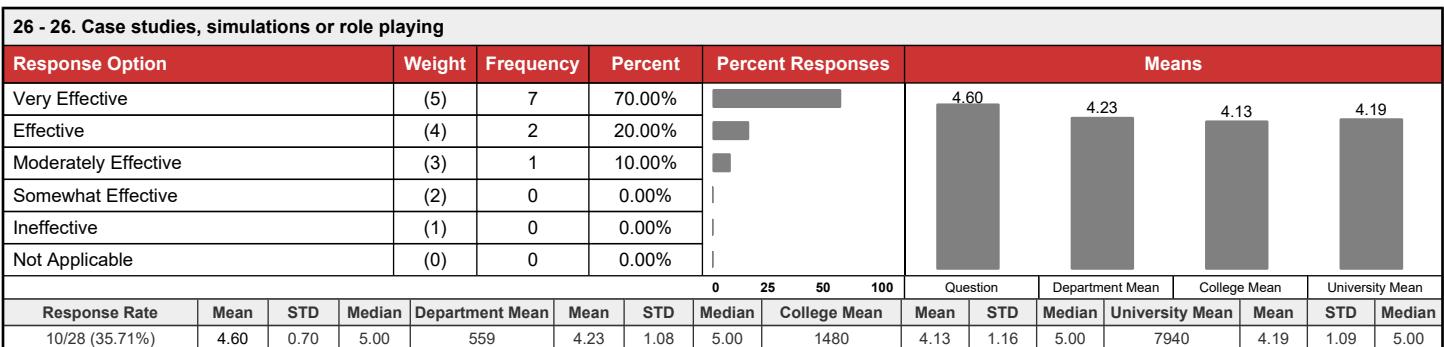
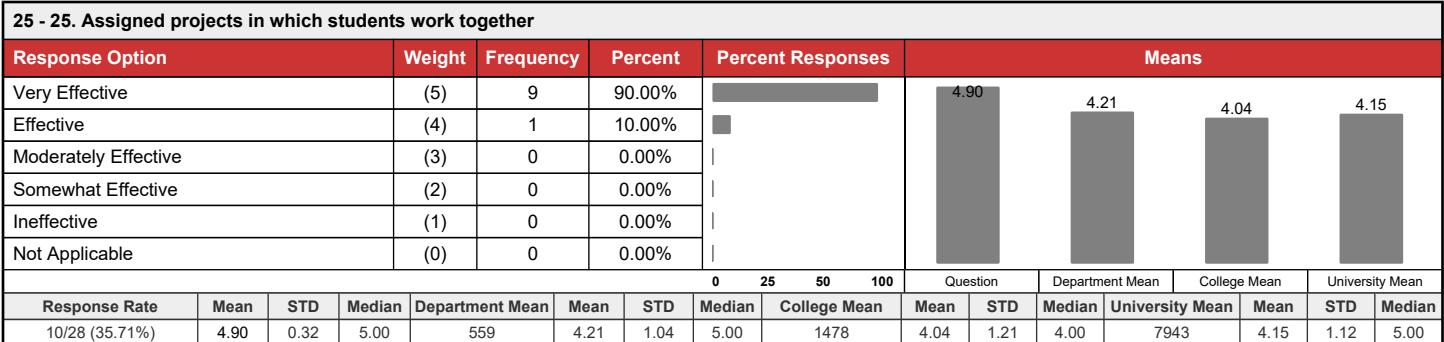


24 - 24. Laboratory exercises for understanding important course concepts





Course: 21F_MNGT370_4T: 21F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *
Response Rate: 10/28 (35.71 %)

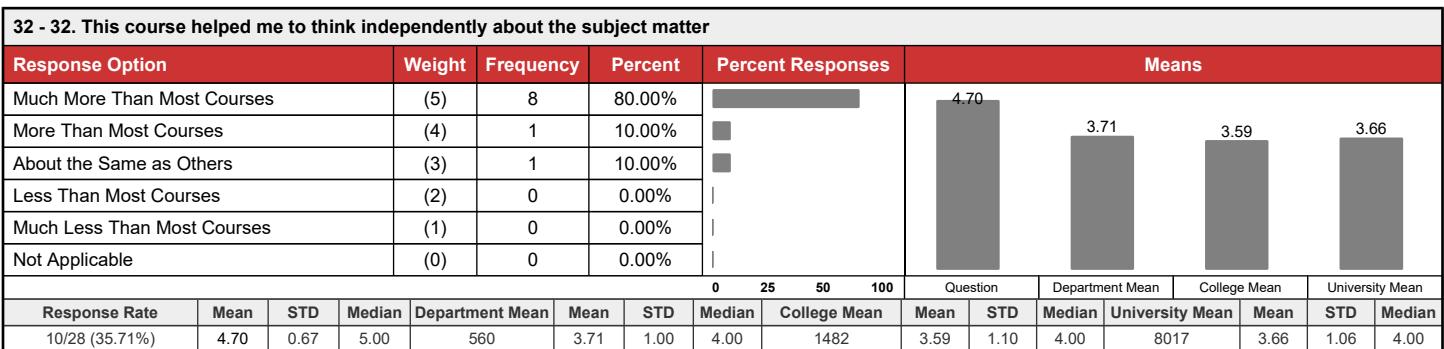
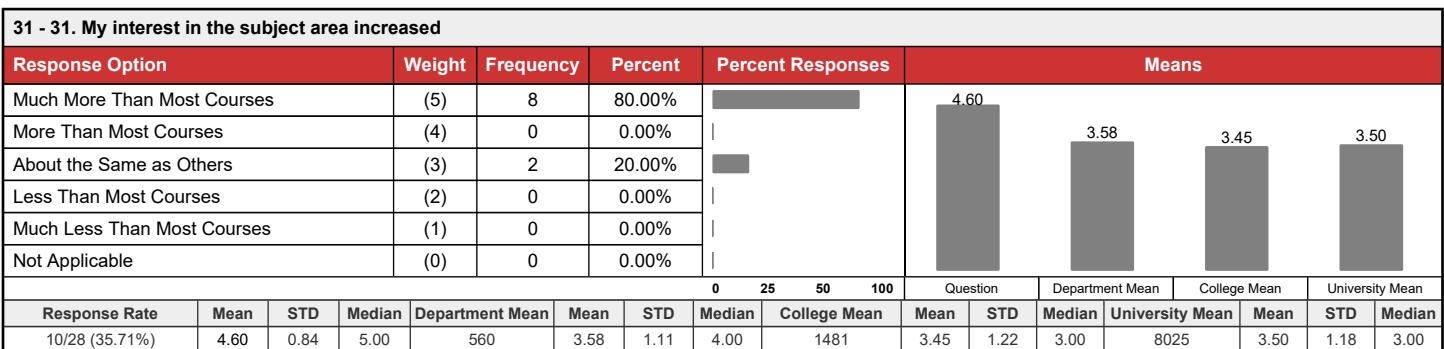
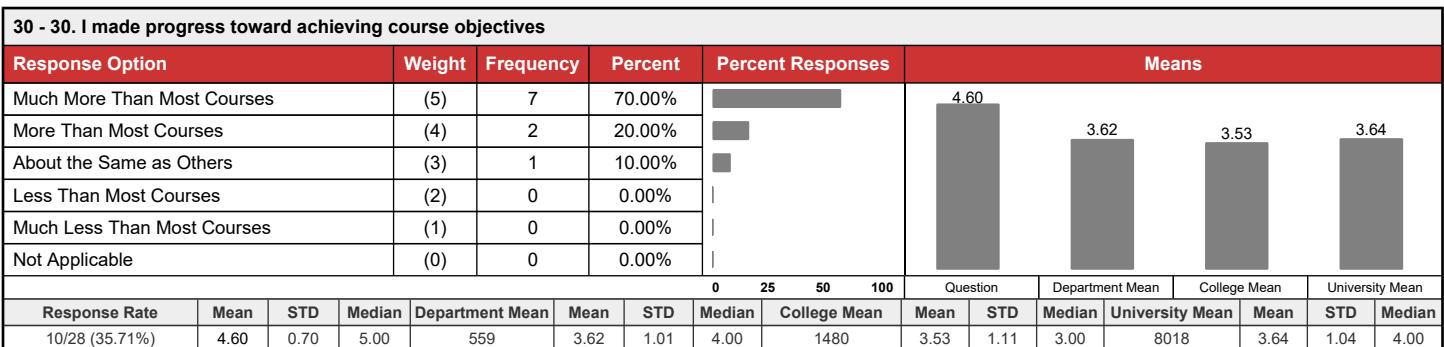
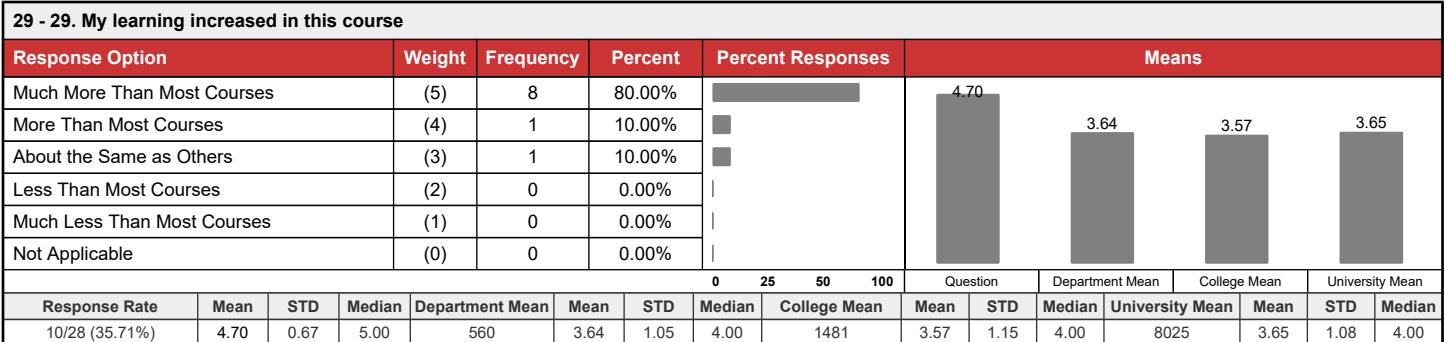


Nicholls State University
Fall 2021 - Full Term Evaluations



Course: 21F_MNGT370_4T: 21F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 10/28 (35.71 %)



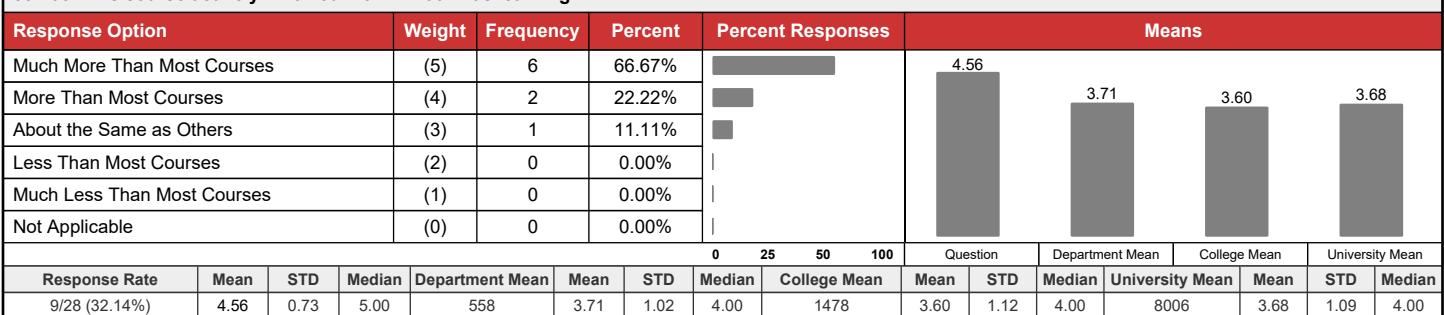
Nicholls State University
Fall 2021 - Full Term Evaluations



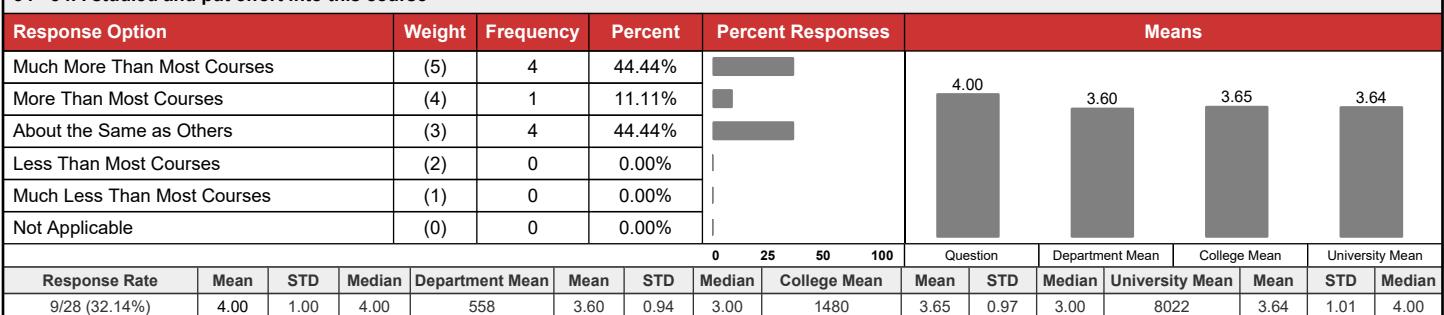
Course: 21F_MNGT370_4T: 21F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 10/28 (35.71 %)

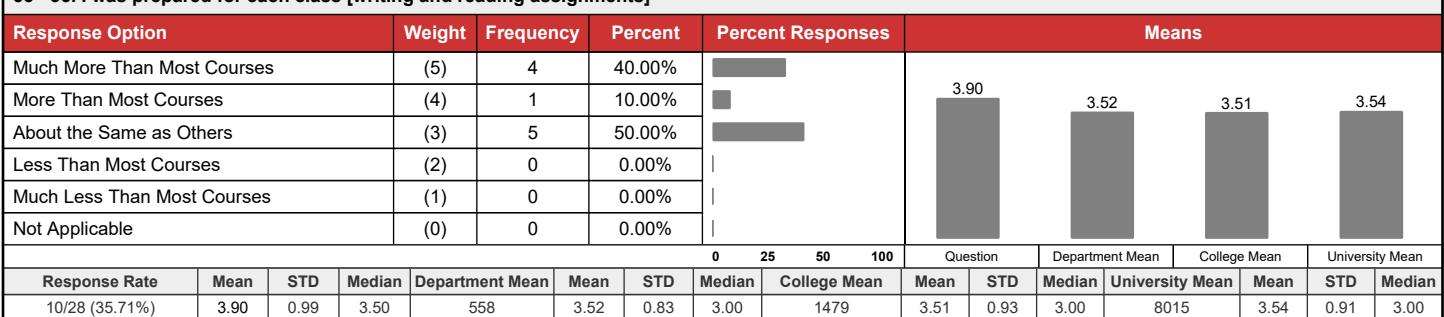
33 - 33. This course actively involved me in what I was learning



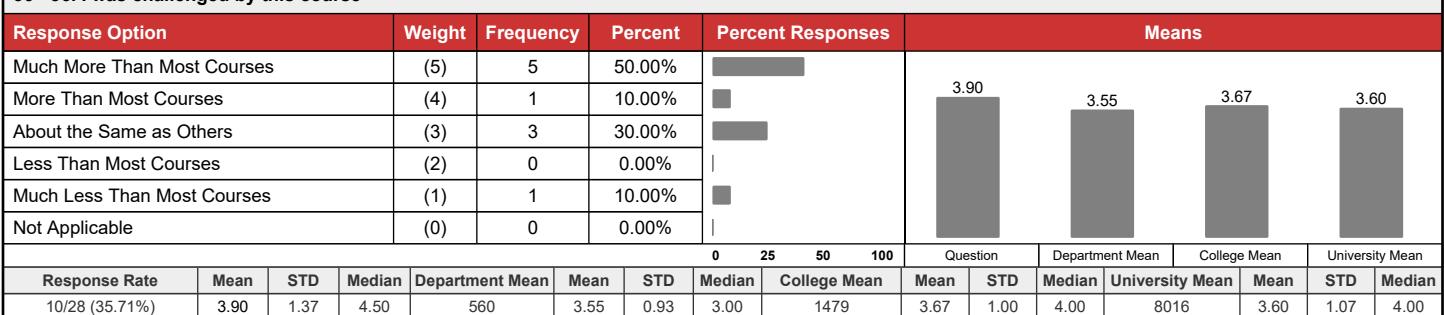
34 - 34. I studied and put effort into this course



35 - 35. I was prepared for each class [writing and reading assignments]



36 - 36. I was challenged by this course



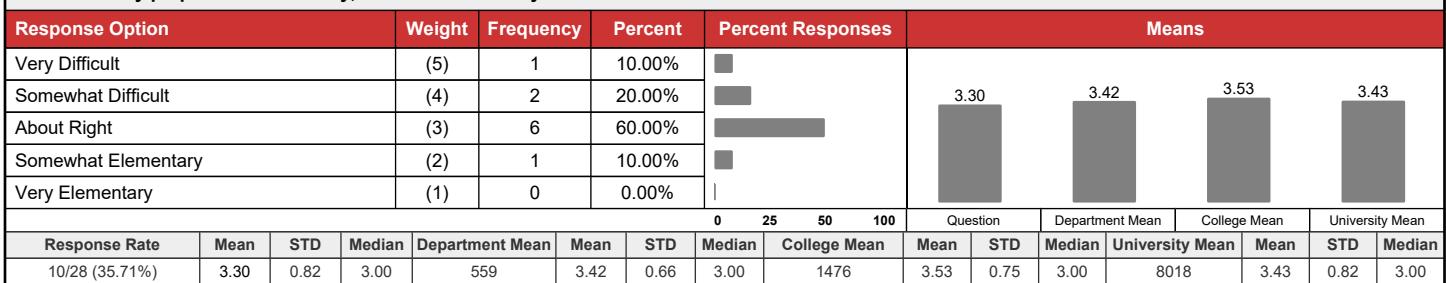
Nicholls State University
Fall 2021 - Full Term Evaluations



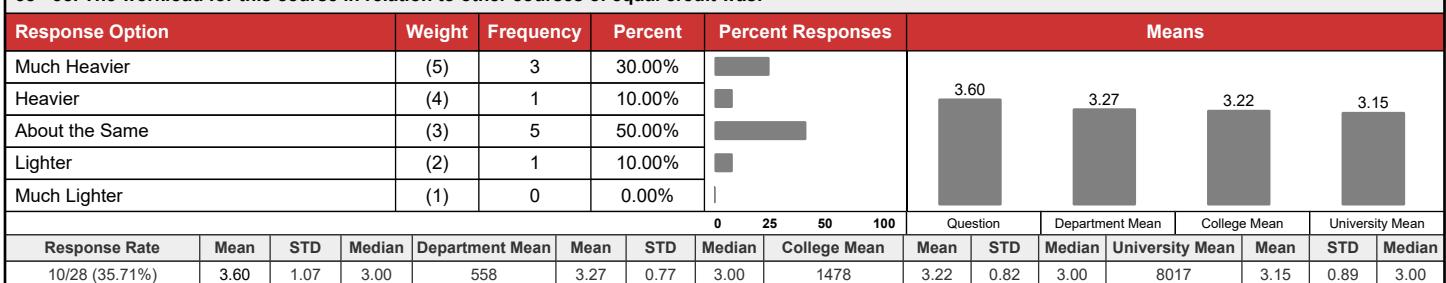
Course: 21F_MNGT370_4T: 21F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 10/28 (35.71 %)

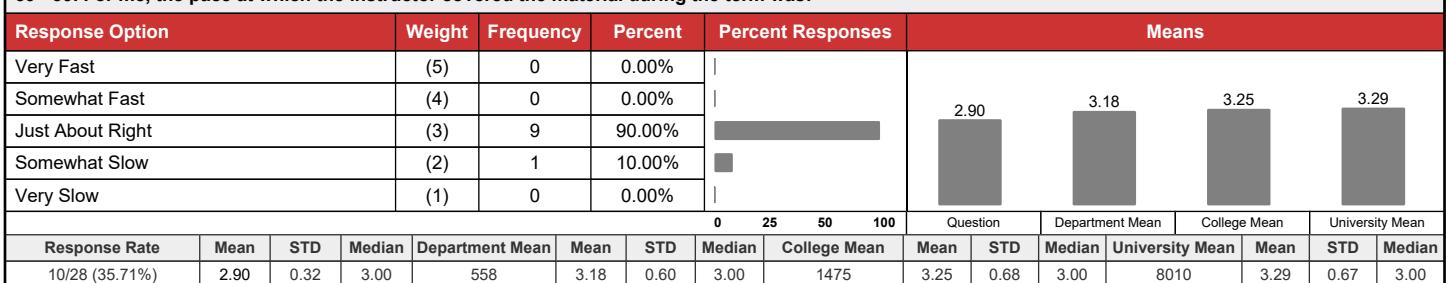
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

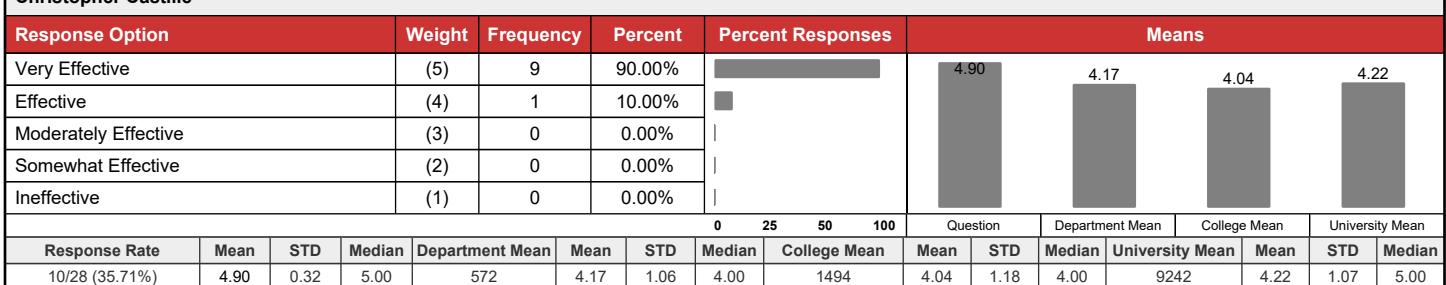


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille



Nicholls State University
Fall 2021 - Full Term Evaluations



Course: 21F_MNGT370_4T: 21F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 10/28 (35.71 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	7	70.00%	██████	
A College Requirement	(2)	1	10.00%	█	
An Elective	(3)	2	20.00%	██	
Other	(4)	0	0.00%		
0 25 50 100					
Response Rate					
10/28 (35.71%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%		
Sophomore/2nd Year	(2)	0	0.00%		
Junior/3rd Year	(3)	4	40.00%	███	
Senior/4th Year	(4)	6	60.00%	██████	
Graduate	(5)	0	0.00%		
Other	(6)	0	0.00%		
0 25 50 100					
Response Rate					
10/28 (35.71%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	8	80.00%	██████	
Better in another language	(2)	1	10.00%	█	
Equally well in English and another language	(3)	1	10.00%	█	
0 25 50 100					
Response Rate					
10/28 (35.71%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	5	50.00%	██	
Male	(2)	5	50.00%	██	
0 25 50 100					
Response Rate					
10/28 (35.71%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	3	30.00%	██	
A-	(2)	3	30.00%	██	
B+	(3)	4	40.00%	███	
B	(4)	0	0.00%		
B-	(5)	0	0.00%		
C	(6)	0	0.00%		
Below C	(7)	0	0.00%		
0 25 50 100					
Response Rate					
10/28 (35.71%)					



Course: 21F_MNGT370_4T: 21F_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *
Response Rate: 10/28 (35.71 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?46. Please provide your feedback.

Christopher Castille

Response Rate	7/28 (25%)
---------------	------------

- Dr. Castille is one of the greatest professors that I have ever had. He doesn't only show enthusiasm for the topic that he is teaching, but also when we (students) show our understanding of the topic. I think that it can induce anxiety reaching out to professors, but Dr. Castille has made reaching out and asking for help simple. His class makes me want to be the best I can be, and I hope that in the future I can thank him for the major impact he has had on me.
- I thought you did an amazing job conducting this course. Your genuine enthusiasm for the content made me truly enjoy this class.
- I wish the assignments and quizzes would have been worth more points since they would take me a good bit of time to complete them.
- This was by far the best class i have ever taken and i think this course should be a required course for all business majors to take. I have learned more in this class than i have in my entire college career. Going forward i will reference this material more often when conducting meetings, making decisions, and communicating with my teams. Thank you so much for the knowledge you have shared and keep up what you are doing!!
- Very good thank you so much
- This is one of the very few college courses which content I would be using outside the classroom and would be applying in my everyday journey. Dr. Castille is a great professor, not only he is full of knowledge, but he knows how to share it with students and making them understand the course content.
- Good teacher and is willing to help out whenever he can.

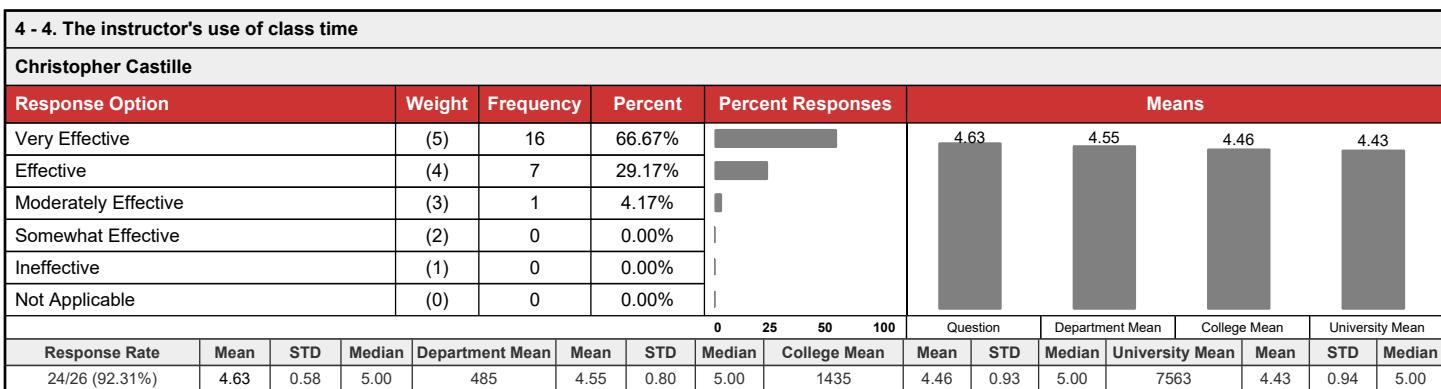
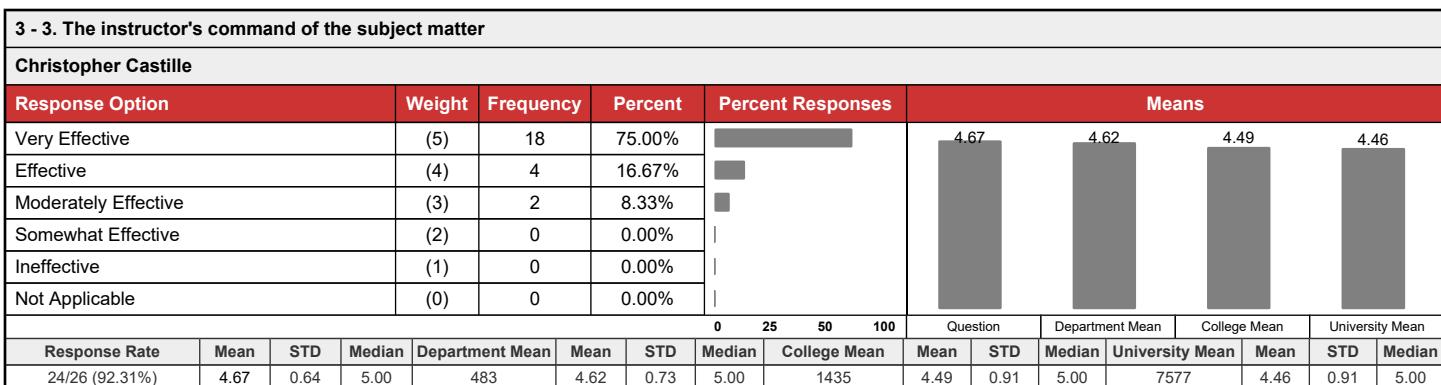
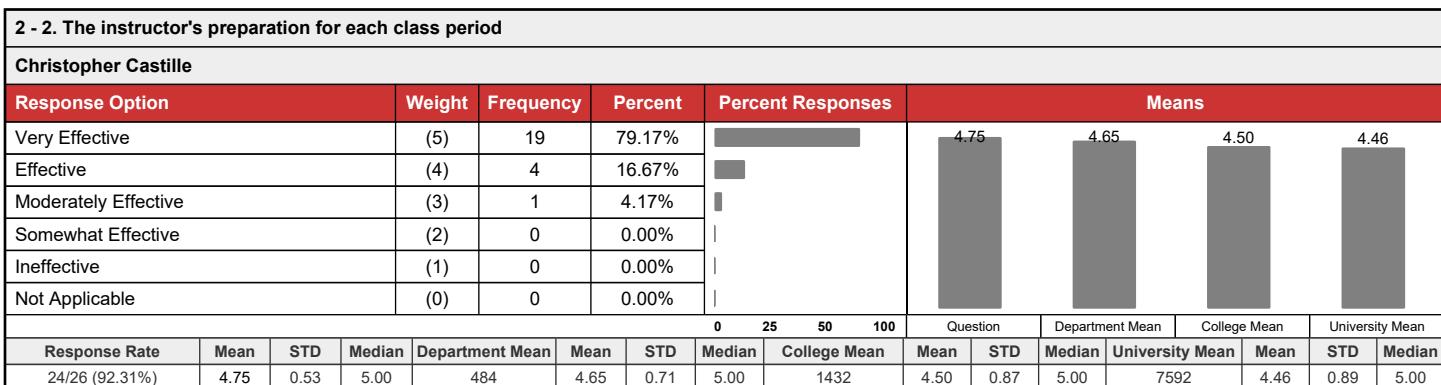
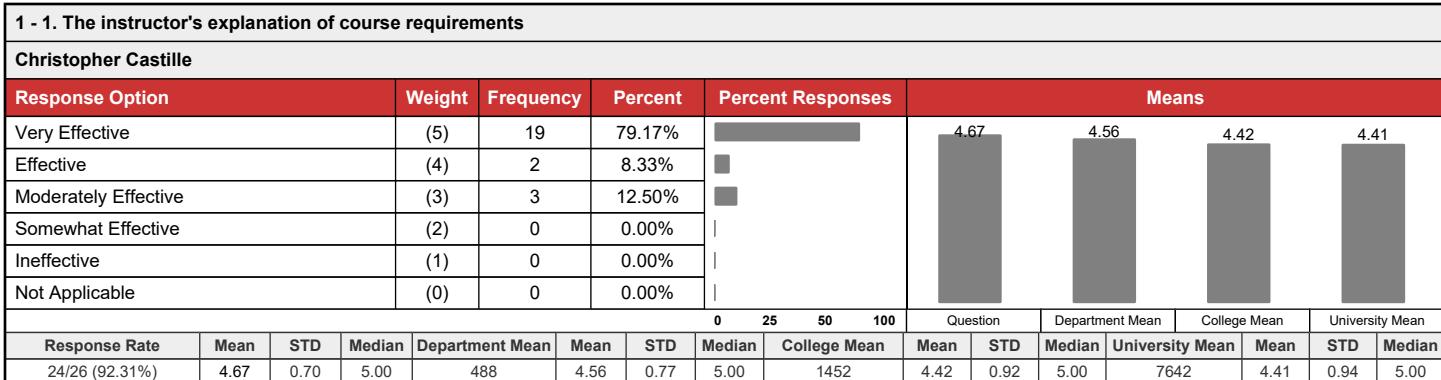
Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	4.72	4.31	4.15	4.34
B. Communication	4.80	4.35	4.20	4.38
C. Faculty/Student Interaction	4.74	4.36	4.25	4.40
D. Assignments, Exams, and Grading	4.71	4.14	4.01	4.18
E. Instructional Methods and Materials	4.81	4.17	4.02	4.13
F. Course Outcomes	4.49	3.64	3.56	3.62

Nicholls State University
Spring 2022 - Full Term Evaluations



Course: 22S_MNGT370_4T: 22S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 24/26 (92.31 %)



Nicholls State University
Spring 2022 - Full Term Evaluations

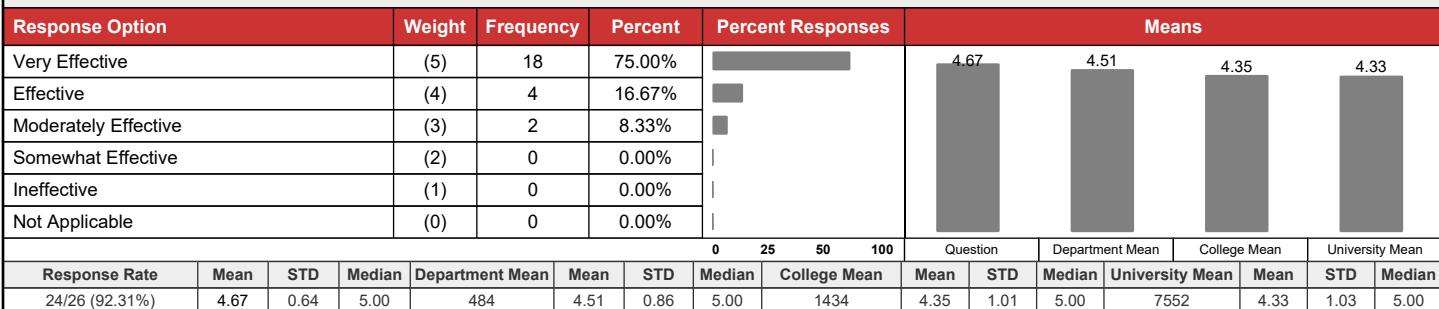


Course: 22S_MNGT370_4T: 22S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 24/26 (92.31 %)

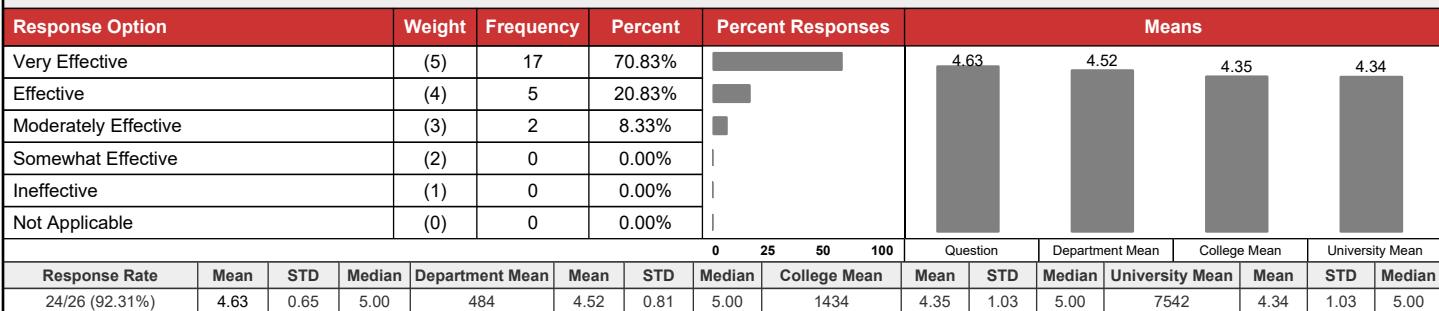
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



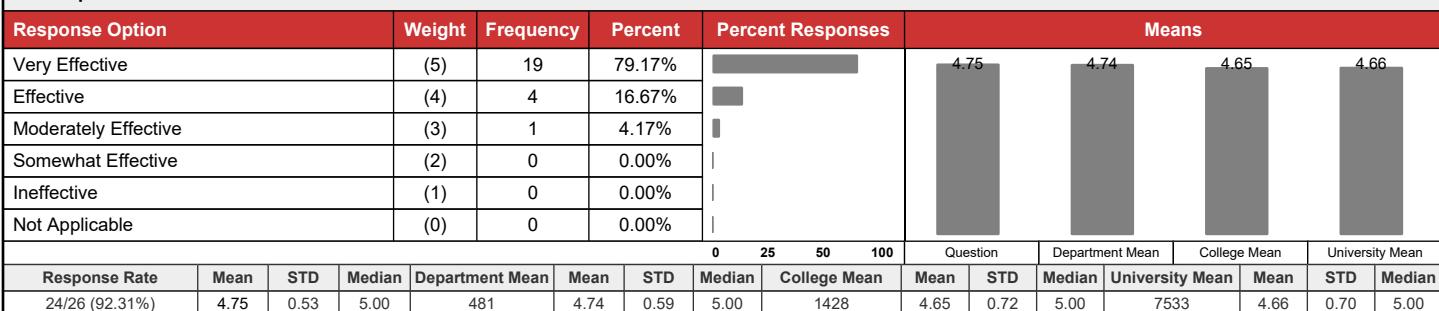
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



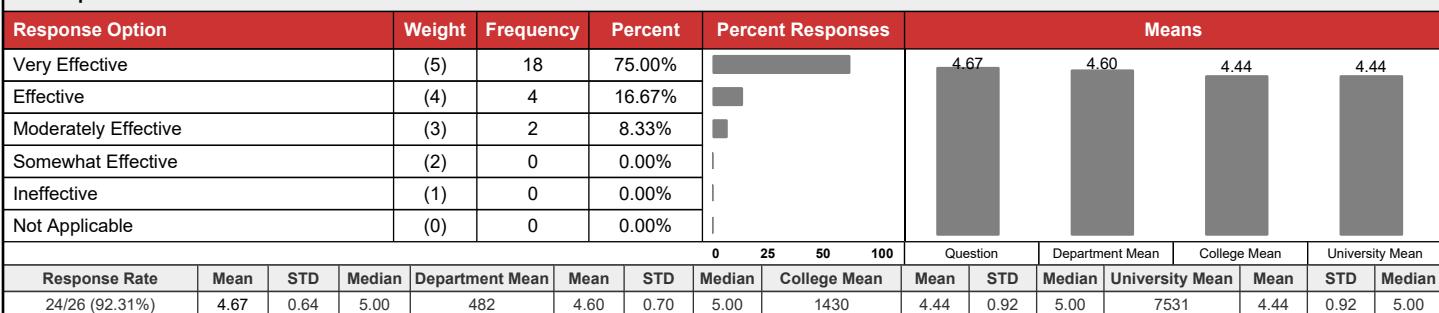
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



Nicholls State University
Spring 2022 - Full Term Evaluations

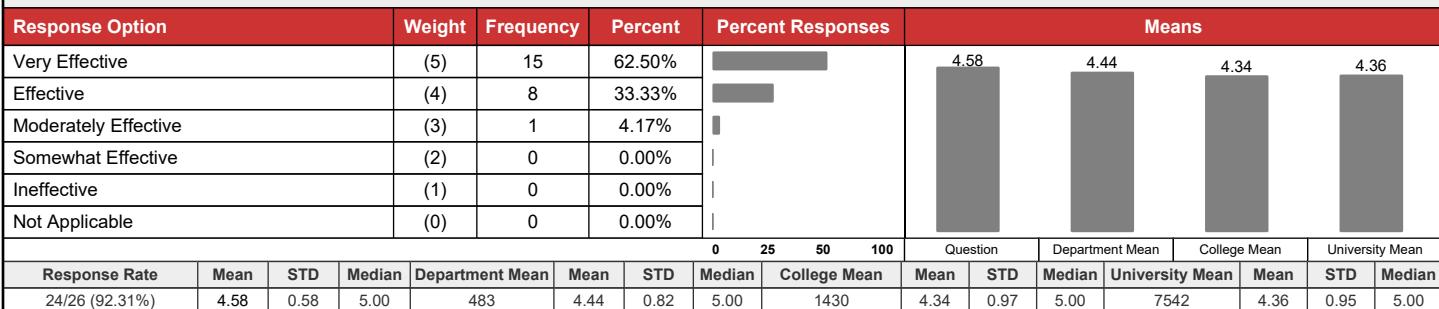


Course: 22S_MNGT370_4T: 22S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 24/26 (92.31 %)

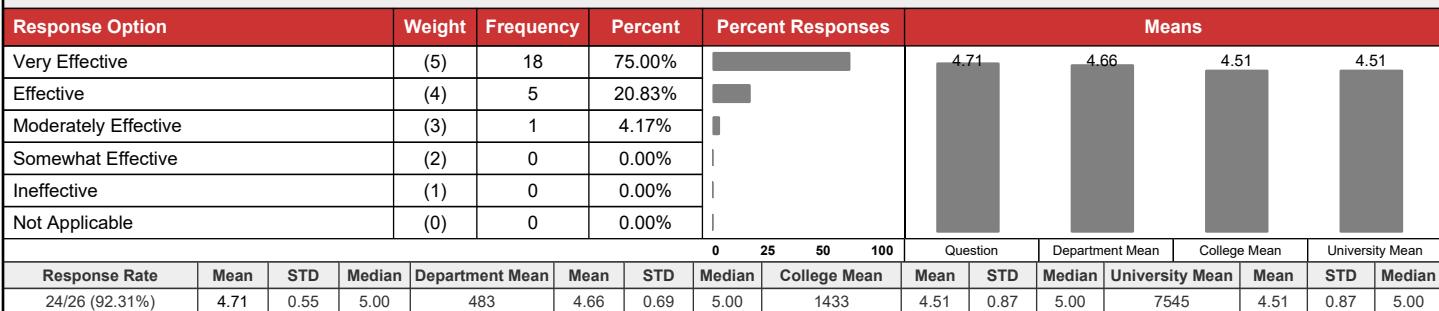
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



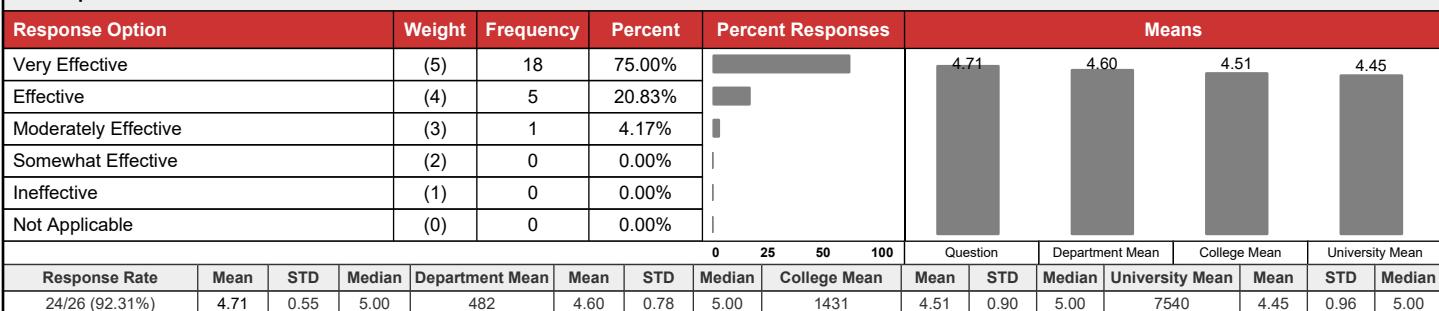
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



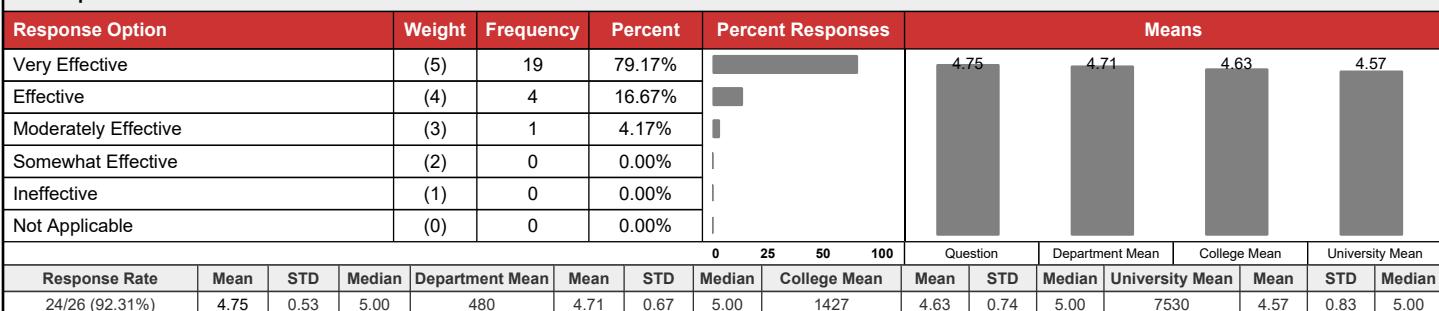
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille



Nicholls State University
Spring 2022 - Full Term Evaluations

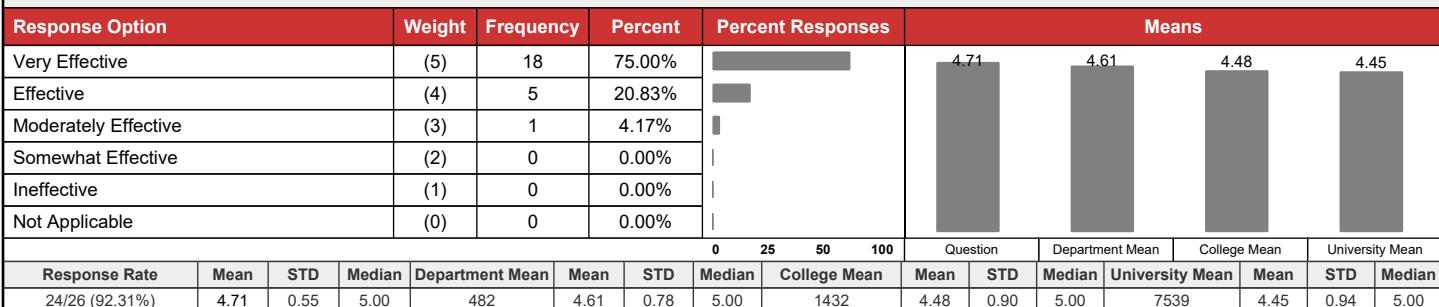


Course: 22S_MNGT370_4T: 22S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 24/26 (92.31 %)

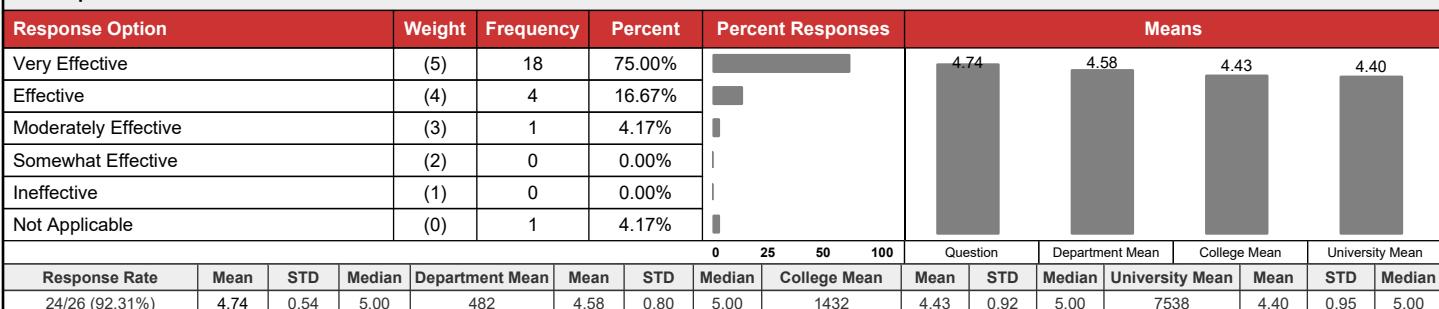
13 - 13. The instructor's concern for student progress

Christopher Castille



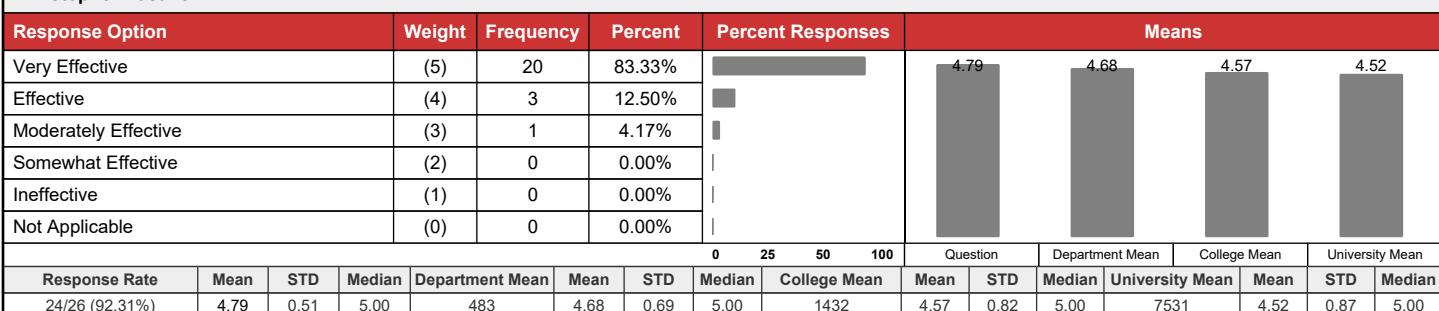
14 - 14. The availability of extra help for this class (taking into account the size of the class)

Christopher Castille

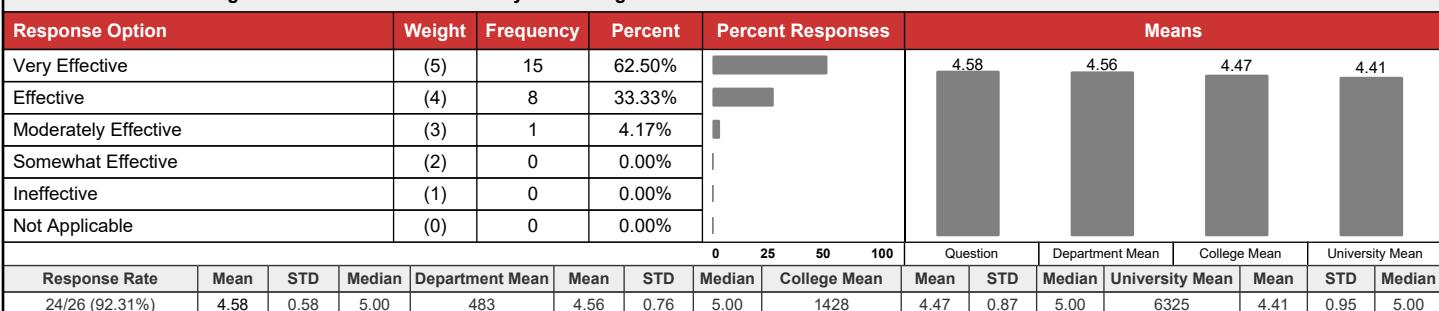


15 - 15. The instructor's willingness to listen to student questions and opinions

Christopher Castille



16 - 16. The information given to students about how they would be graded



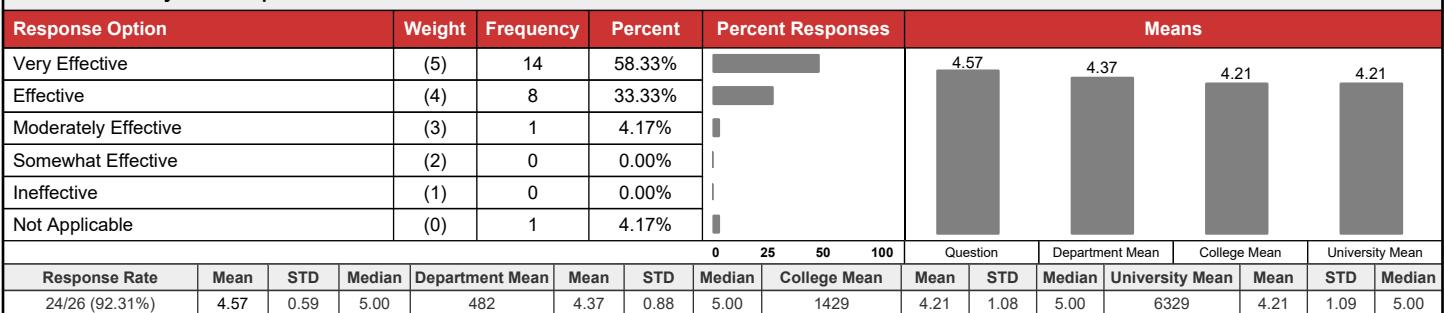
Nicholls State University
Spring 2022 - Full Term Evaluations



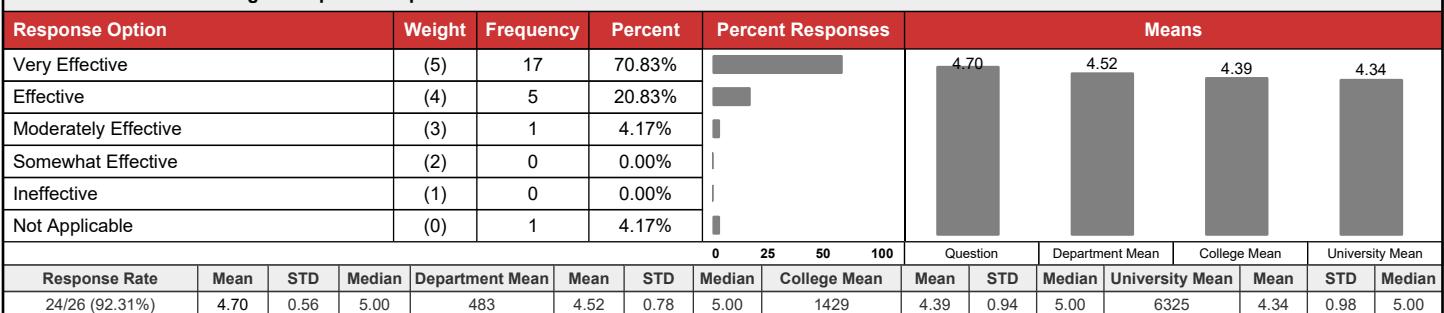
Course: 22S_MNGT370_4T: 22S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 24/26 (92.31 %)

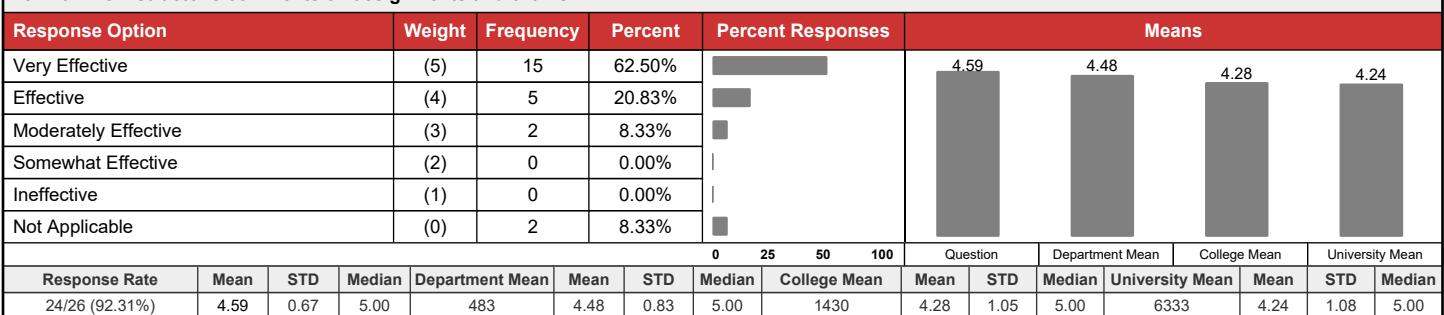
17 - 17. The clarity of exam questions



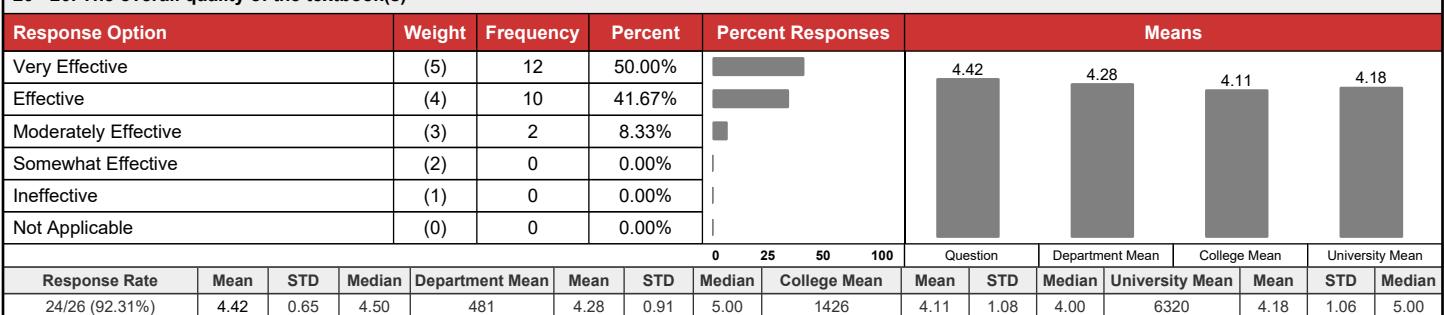
18 - 18. The exams' coverage of important aspects of the course



19 - 19. The instructor's comments on assignments and exams



20 - 20. The overall quality of the textbook(s)



Nicholls State University
Spring 2022 - Full Term Evaluations

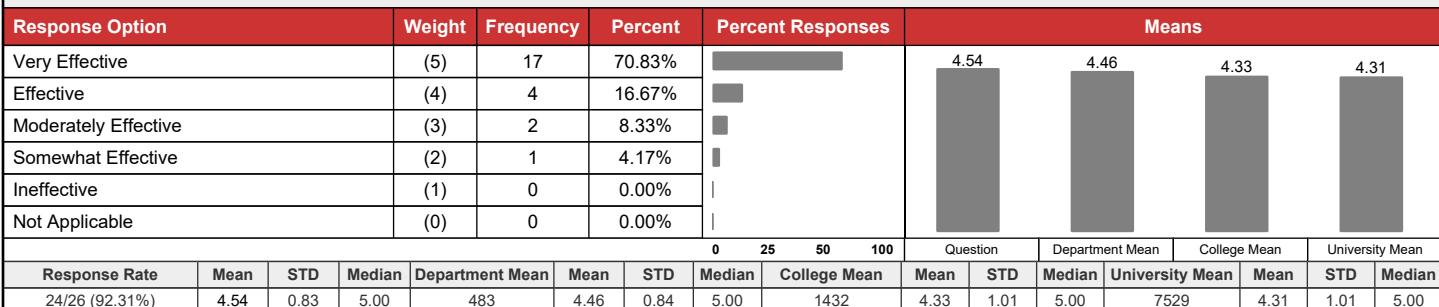


Course: 22S_MNGT370_4T: 22S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

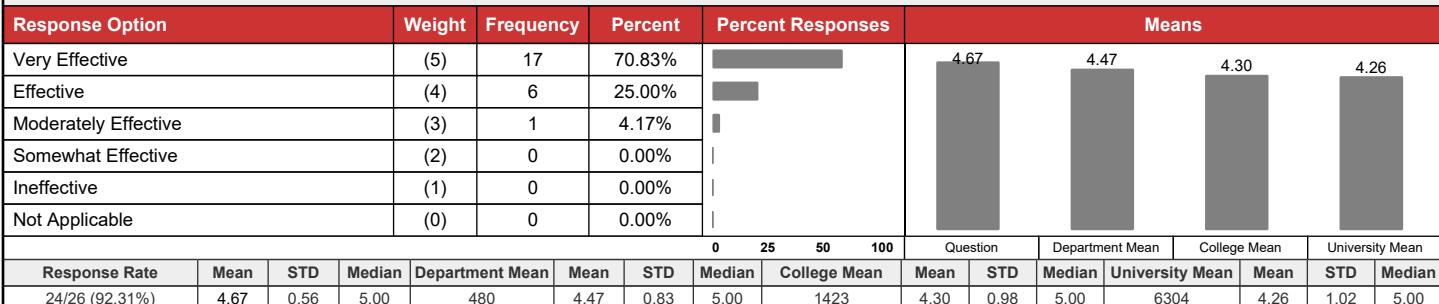
Response Rate: 24/26 (92.31 %)

21 - 21. The helpfulness of assignments in understanding course material

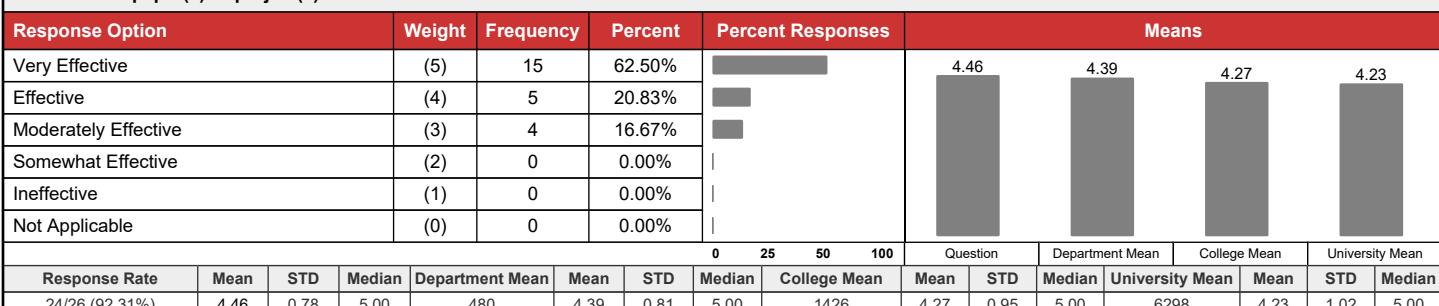
Christopher Castille



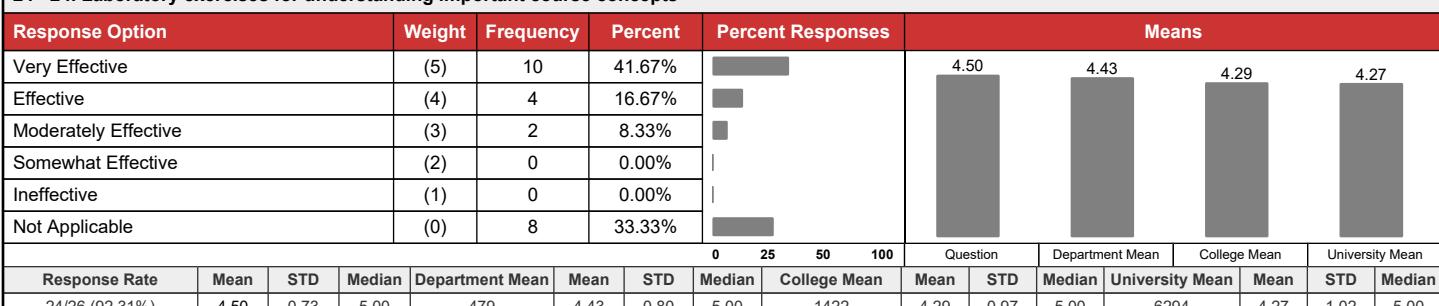
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)



24 - 24. Laboratory exercises for understanding important course concepts



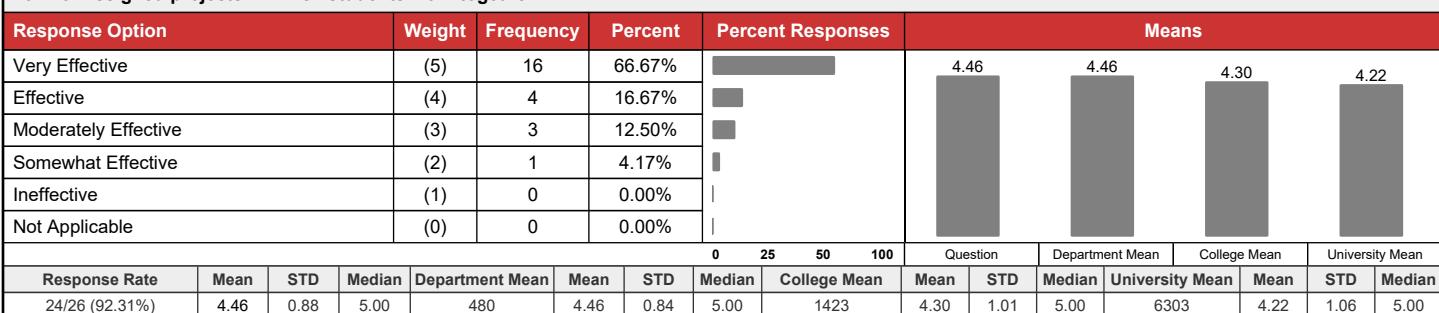
Nicholls State University
Spring 2022 - Full Term Evaluations



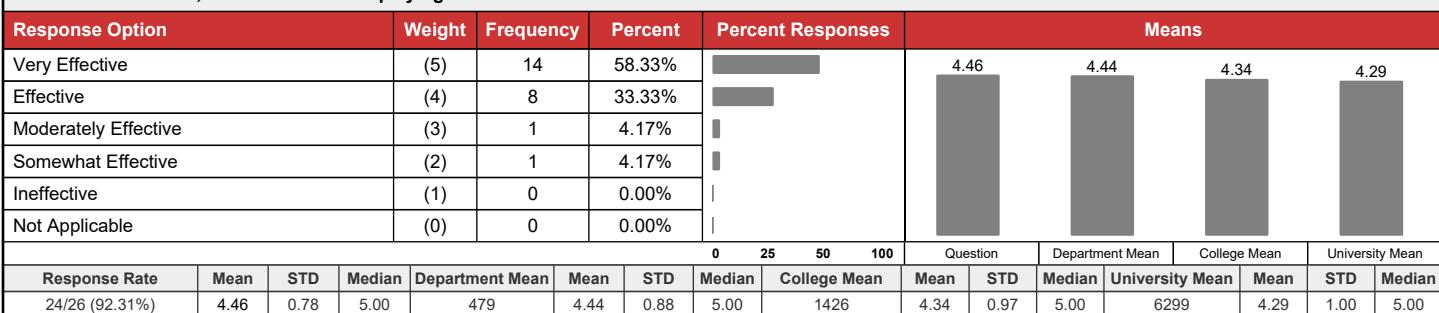
Course: 22S_MNGT370_4T: 22S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 24/26 (92.31 %)

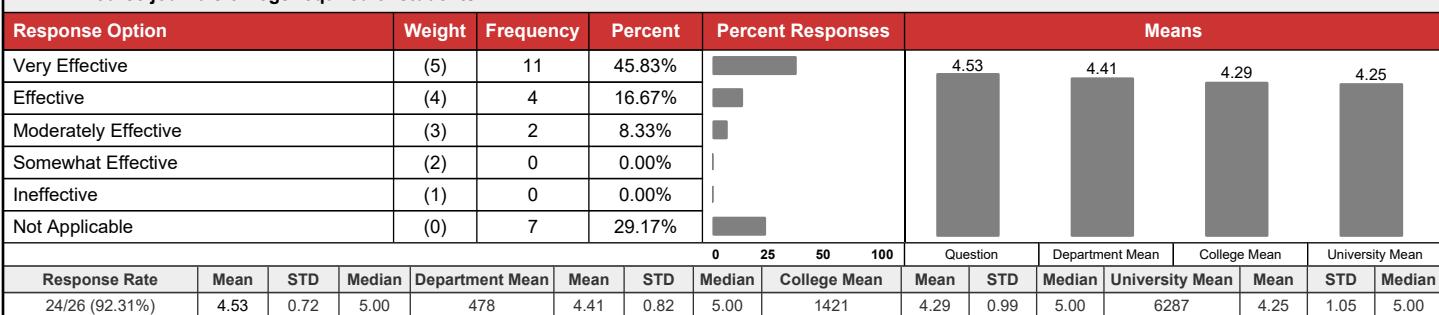
25 - 25. Assigned projects in which students work together



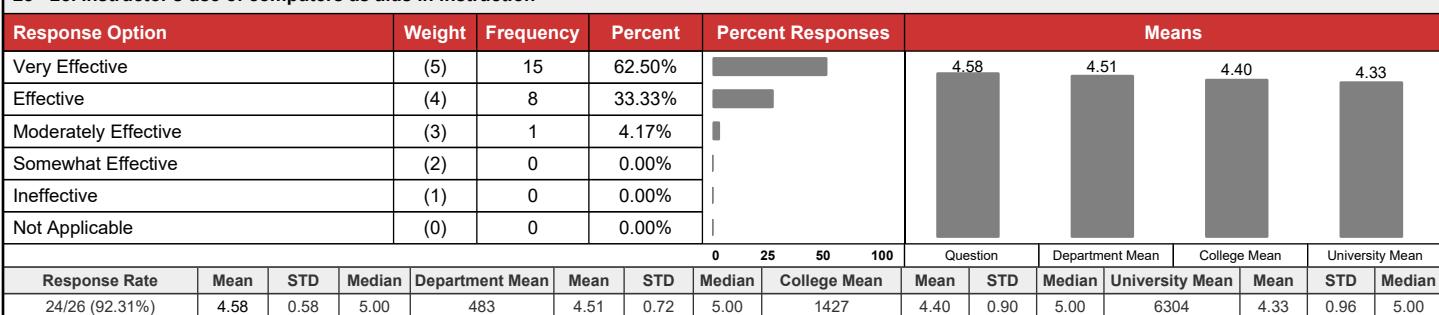
26 - 26. Case studies, simulations or role playing



27 - 27. Course journals or logs required of students



28 - 28. Instructor's use of computers as aids in instruction

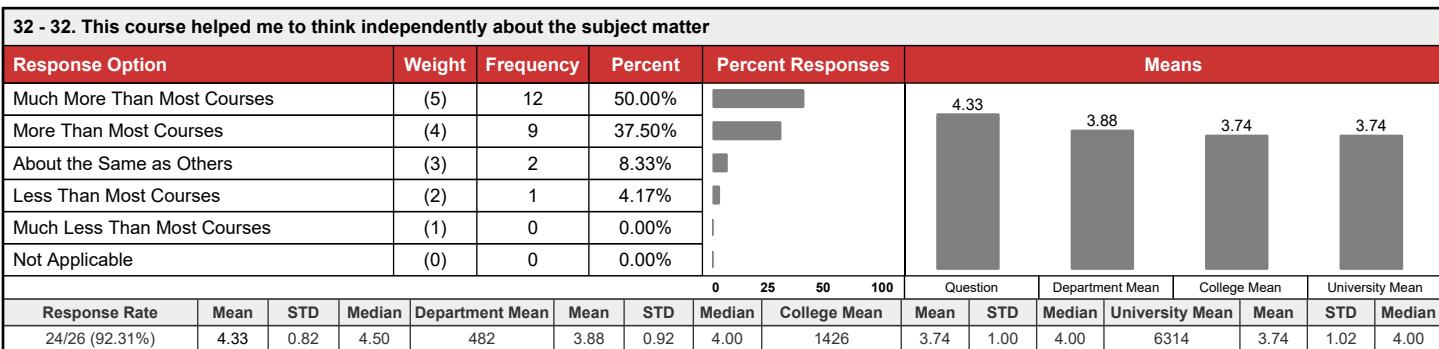
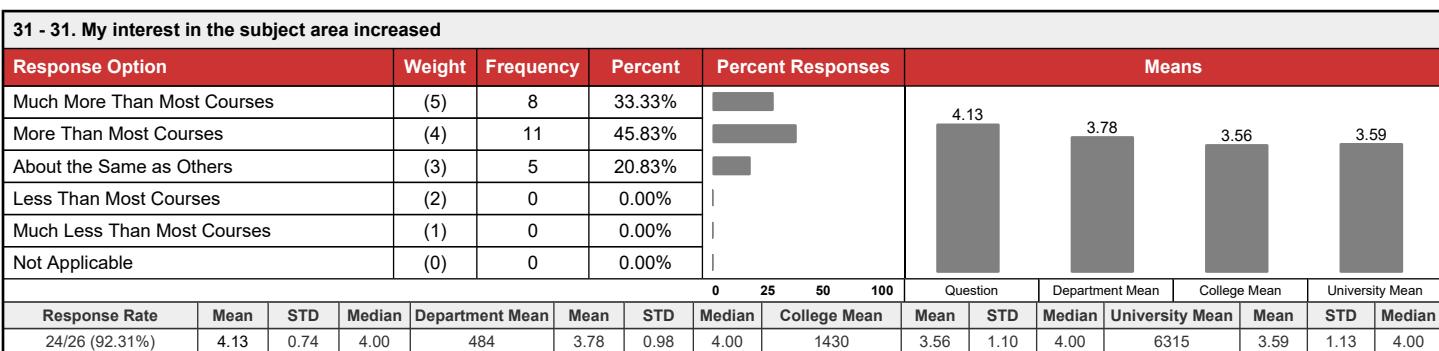
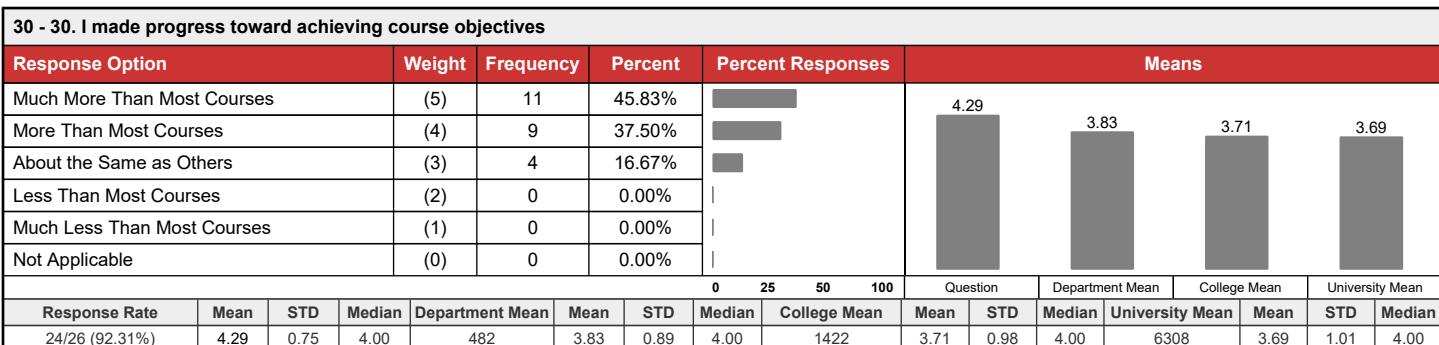
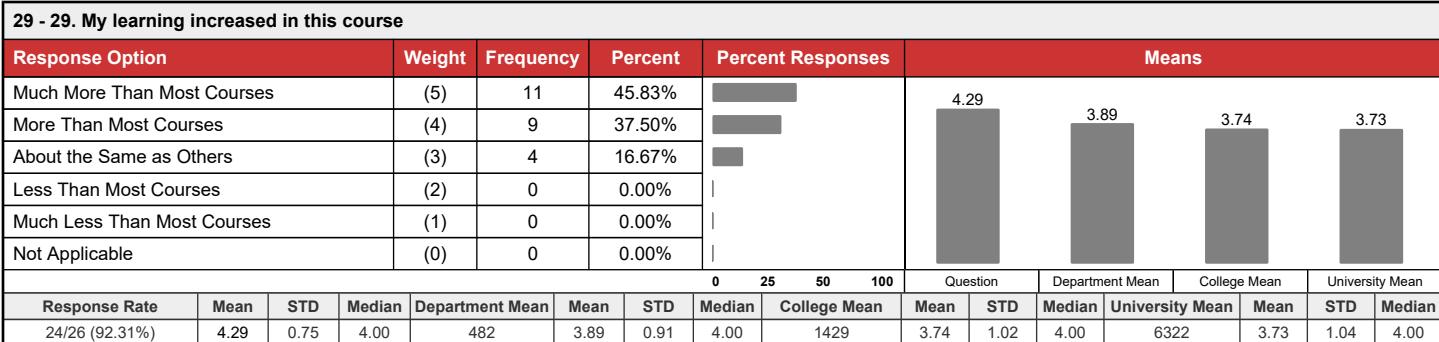


Nicholls State University
Spring 2022 - Full Term Evaluations



Course: 22S_MNGT370_4T: 22S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 24/26 (92.31 %)

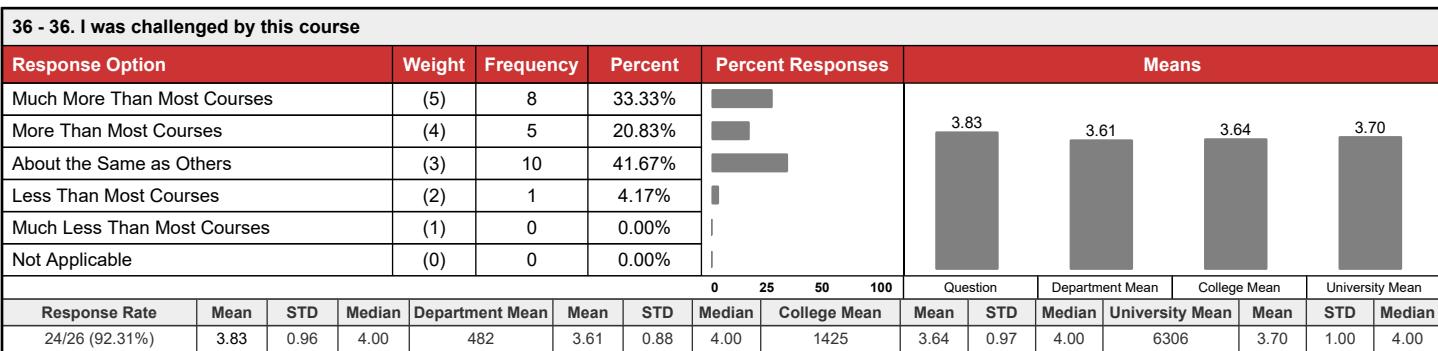
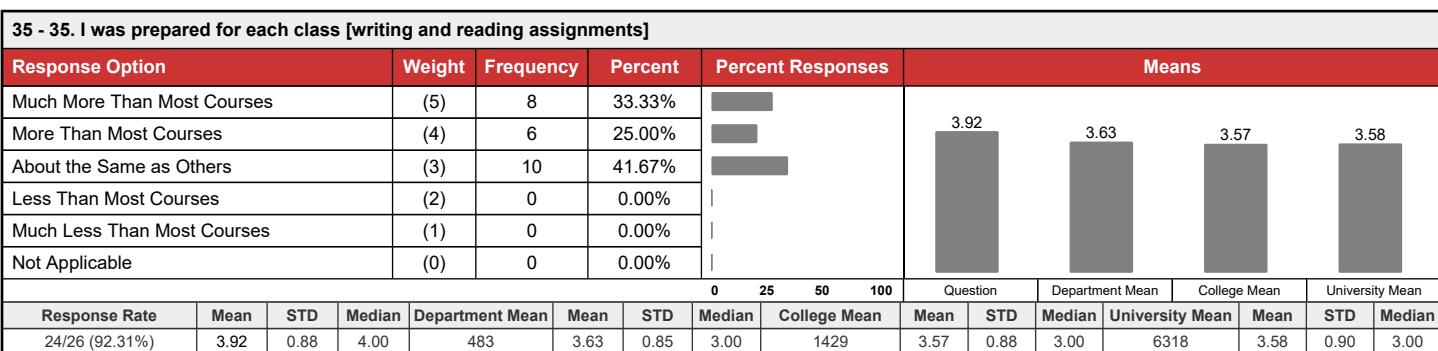
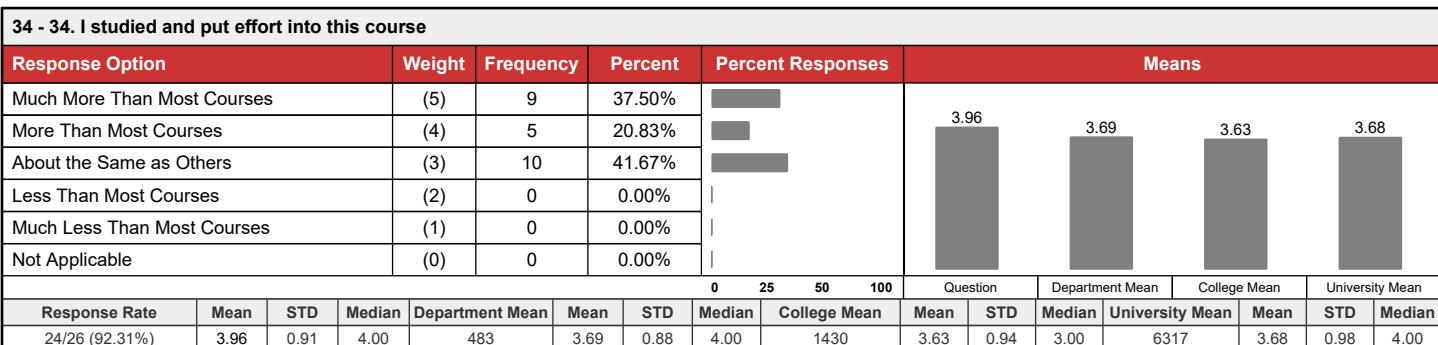
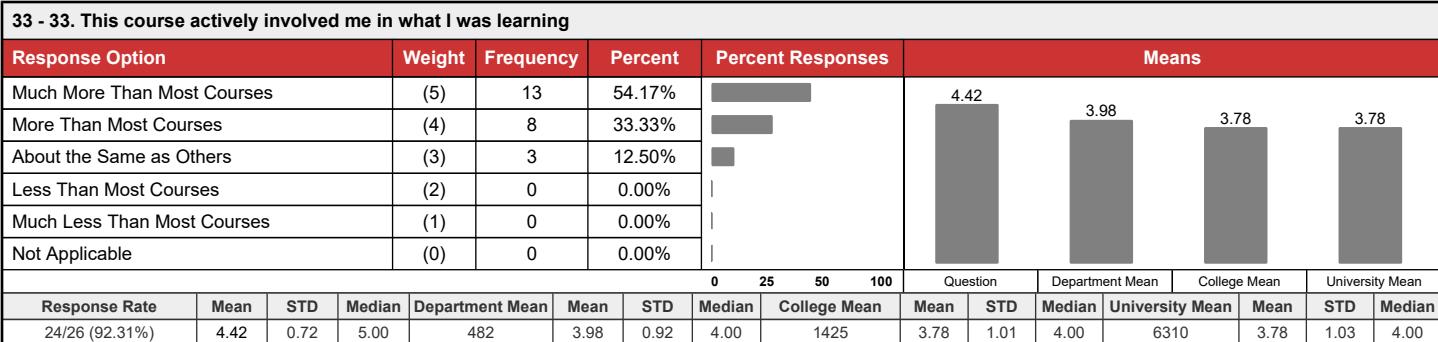


Nicholls State University
Spring 2022 - Full Term Evaluations



Course: 22S_MNGT370_4T: 22S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 24/26 (92.31 %)



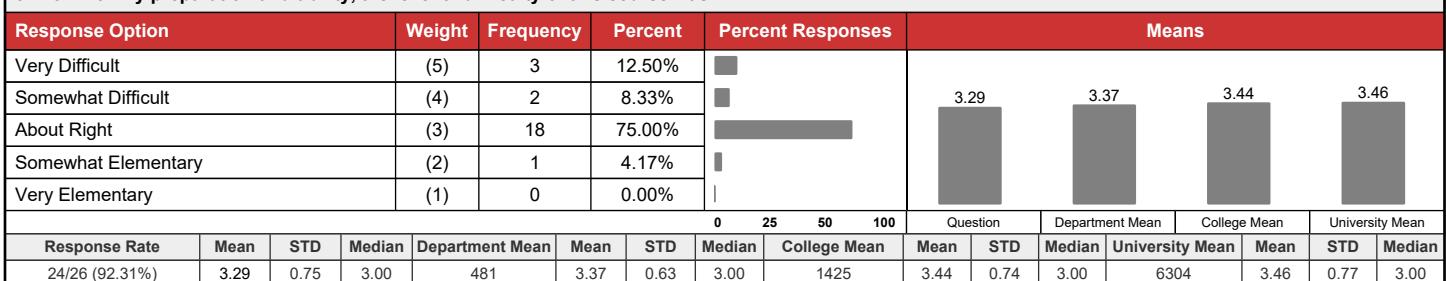
Nicholls State University
Spring 2022 - Full Term Evaluations



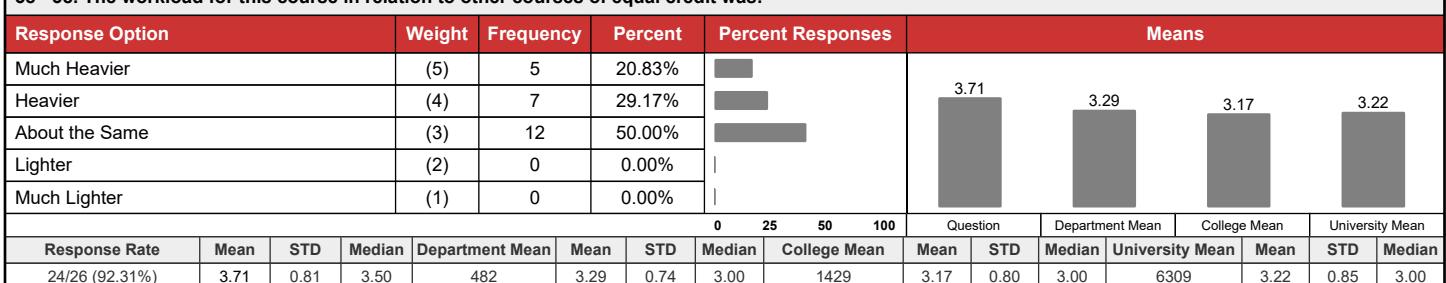
Course: 22S_MNGT370_4T: 22S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *

Response Rate: 24/26 (92.31 %)

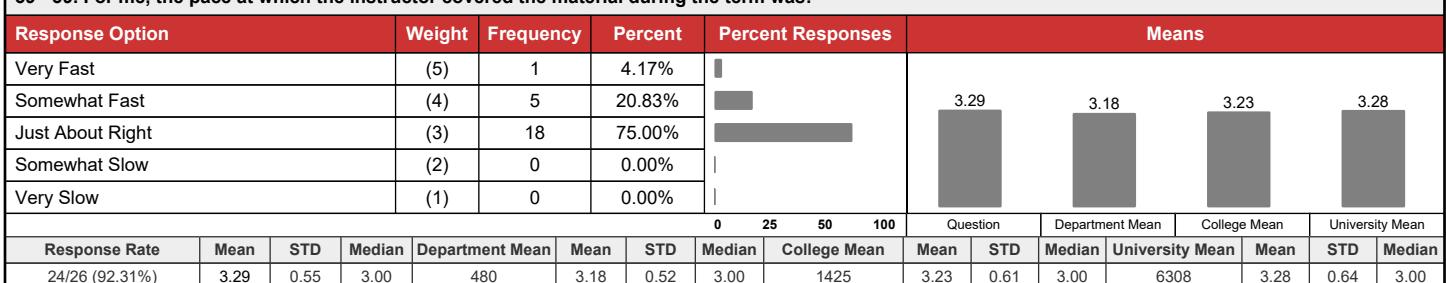
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

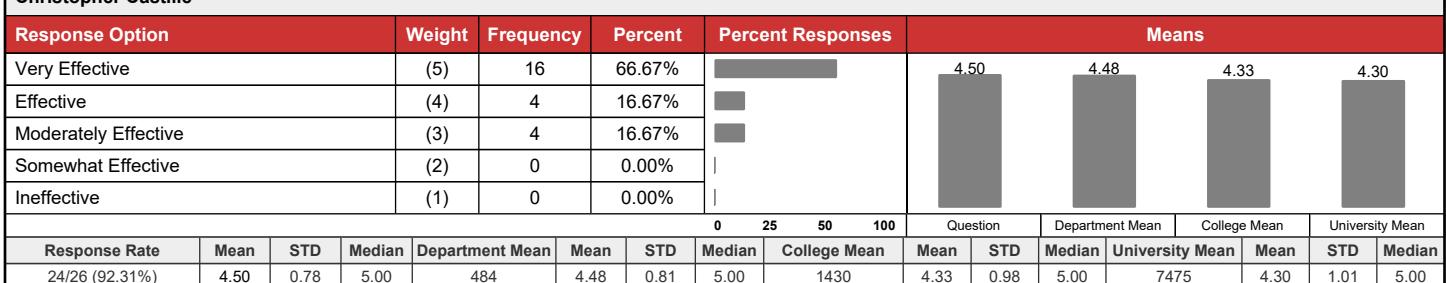


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille



Nicholls State University
Spring 2022 - Full Term Evaluations



Course: 22S_MNGT370_4T: 22S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *
Response Rate: 24/26 (92.31 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	18	75.00%	<div style="width: 75%; background-color: #ccc;"></div>	
A College Requirement	(2)	2	8.33%	<div style="width: 8%; background-color: #ccc;"></div>	
An Elective	(3)	4	16.67%	<div style="width: 16%; background-color: #ccc;"></div>	
Other	(4)	0	0.00%	<div style="width: 0%; background-color: #ccc;"></div>	
0 25 50 100					
Response Rate					
24/26 (92.31%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%	<div style="width: 0%; background-color: #ccc;"></div>	
Sophomore/2nd Year	(2)	0	0.00%	<div style="width: 0%; background-color: #ccc;"></div>	
Junior/3rd Year	(3)	5	20.83%	<div style="width: 20%; background-color: #ccc;"></div>	
Senior/4th Year	(4)	19	79.17%	<div style="width: 79%; background-color: #ccc;"></div>	
Graduate	(5)	0	0.00%	<div style="width: 0%; background-color: #ccc;"></div>	
Other	(6)	0	0.00%	<div style="width: 0%; background-color: #ccc;"></div>	
0 25 50 100					
Response Rate					
24/26 (92.31%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	20	83.33%	<div style="width: 83%; background-color: #ccc;"></div>	
Better in another language	(2)	2	8.33%	<div style="width: 8%; background-color: #ccc;"></div>	
Equally well in English and another language	(3)	2	8.33%	<div style="width: 8%; background-color: #ccc;"></div>	
0 25 50 100					
Response Rate					
24/26 (92.31%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	12	50.00%	<div style="width: 50%; background-color: #ccc;"></div>	
Male	(2)	12	50.00%	<div style="width: 50%; background-color: #ccc;"></div>	
0 25 50 100					
Response Rate					
24/26 (92.31%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	11	45.83%	<div style="width: 45.83%; background-color: #ccc;"></div>	
A-	(2)	5	20.83%	<div style="width: 20.83%; background-color: #ccc;"></div>	
B+	(3)	2	8.33%	<div style="width: 8.33%; background-color: #ccc;"></div>	
B	(4)	5	20.83%	<div style="width: 20.83%; background-color: #ccc;"></div>	
B-	(5)	0	0.00%	<div style="width: 0%; background-color: #ccc;"></div>	
C	(6)	1	4.17%	<div style="width: 4.17%; background-color: #ccc;"></div>	
Below C	(7)	0	0.00%	<div style="width: 0%; background-color: #ccc;"></div>	
0 25 50 100					
Response Rate					
24/26 (92.31%)					

Nicholls State University
Spring 2022 - Full Term Evaluations



Course: 22S_MNGT370_4T: 22S_MNGT370_4T - HUMAN RELATIONS
Instructor: Christopher Castille *
Response Rate: 24/26 (92.31 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?46. Please provide your feedback.

Christopher Castille

Response Rate	11/26 (42.31%)
----------------------	----------------

- This class has been one of the premier classes I have had the pleasure of taking at Nicholls and it is probably due to the high student engagement and involvement you specifically bring to the course. With every exercise, I identified some important aspects of management that I have not thought deeply about before. These exercises highlighted both strong managerial areas I already have and important changes I need to make as someone wanting to be an effective manager. The course load could sometimes feel heavier, but it is also the first semester back to "normal", so it may just be the overall adjustment back to what normal college classes are like. (There's research on this, but I am sure you know that already). Either way, there were clear rules and expectations, so I was always able to complete the work. I even enjoyed doing the work both in class and at home because the class felt authentic and purposeful. You really highlighted how this information is important and essential to have a successful career. This class is one of the only classes I have taken that would make me question and change my day-to-day behaviors and the way I lead activities so that I could be a better manager and a better person. I also got to see how these changes effectively working and the positive impacts it had/ is having on the peers I am guiding. I haven't even mentioned how much I enjoyed the class being super student-centered, how we always had frequent check-ins with you, and the really fun different assessment "tests" (different management skills, tolerance, etc.). Overall, I am really happy my advisor (the magnificent Mr. Adrian Maught) convinced me to take this course and it has really altered the way in which I lead and is a really special class Nicholls should have the pleasure of offering.
- Great instruction. Helped me when I was down and gave me chances to help myself.
- I really enjoyed this class. I learned a lot especially working in a group and I think that everything I learnt in this class will help me in my future. Also, Dr. Castille is an amazing professor, I really liked him
- Dr. Castille is a 10/10 professor. The workload in his course is more than others- but it isn't difficult and it's given because he actually cares about his students learning the material. He wants his students to walk out of his class with an understanding.. not with useless information. Nicholls State University needs more professors like Dr. Castille.
- I really enjoyed taking this course with Dr. Castille! The only change I would make would possibly add reminders on big due dates in the weekly checklist. Overall, very informative class!
- A wonderful experience that everybody should have regardless of their major. The effort given by the instructor is of the highest level and level of respect is mutual.
- Great class and I loved the student interaction and how well we communicated throughout the course.
- I genuinely enjoyed taking this course with Dr. Castille. It is very evident that he cares about his students and their success in school and outside of school in their future careers. He teaches life skills that can be beneficial in regular life and corporate life. I do think he should give reminders of when the Aim2Flourish assignments are due. For example, on the weekly checklist he could put "reminder: T2 is due in 2 weeks" and so on.
- BEST TEACHER!! Makes you want to learn more and engage in the class, HIGHLY RECOMMEND
- Dr. Castille does an excellent job at teaching the coursework, as well as engaging students through group discussions, role plays, and assignments to further learning. All assignments or discussions were very relevant to course material, and all tied into the end of the year team project. My team for this class was the best team I have ever had the pleasure of being on, and we all worked and excelled together, helping each other grow and learn throughout the semester. The group project was interesting, engaging, and did not feel forced. I actually looked forward to coming to this class and meeting with/seeing my teammates. Overall, 10/10 for this class. Best group I have ever had and my favorite group project. I am now a published author. Thanks for much Dr. Castille. :)
- I feel that the assignments and coursework for this class was very overwhelming. With all of the smaller assignments and quizzes on top of everything for the big class project, I found it very difficult to focus on what the overall course topic was. I was so worried about making sure my assignments were done on time that I wasn't able to grasp the meaning of the work.

Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	4.68	4.58	4.44	4.42
B. Communication	4.68	4.59	4.47	4.46
C. Faculty/Student Interaction	4.71	4.63	4.52	4.47
D. Assignments, Exams, and Grading	4.56	4.42	4.26	4.26
E. Instructional Methods and Materials	4.49	4.37	4.24	4.20
F. Course Outcomes	4.23	3.83	3.68	3.70

MNGT 425 – Human Resource Analytics

Performance Summary

Semester	S18	S19	S20	S21	S22	SUM
Course Enrollment	16	13	10	33	23	95
# of Students Responding	10	6	8	27	21	72
Questions						
Q1 Ex. Of Requirements	3.30	4.33	4.95	4.11	4.38	
Q2 Prep for Class	4.20	4.50	5.00	4.56	4.81	
Q3 Command of Subj.	4.10	4.67	5.00	4.56	4.57	
Q4 Use of Class Time	3.50	4.33	5.00	4.15	4.57	
Q5 Instructor's Way of Summarizing	3.90	4.50	4.88	4.15	4.38	
Q6 Presentations	3.30	4.50	4.88	4.19	4.29	
Q7 Command of Lang	4.20	5.00	5.00	4.78	4.95	
Q8 Use of Examples	4.10	4.50	4.88	4.33	4.67	
Q9 Challenging Questions	3.50	4.67	5.00	4.22	4.71	
Q10 Enthusiasm	3.90	5.00	5.00	4.70	4.76	
Q16 Grading Information	3.70	4.83	4.88	4.48	4.52	
Q17 Clarity of Exam Questions	3.10	3.67	4.88	4.15	4.25	
Q18 Exam Coverage of Import Mat.	3.60	4.17	4.63	4.37	4.62	
Q19 Instructor Comments	3.70	5.00	4.88	4.15	4.76	
Q20 Overall Quality of Textbook	2.33	5.00	4.88	3.77	3.95	
Q21 Helpfulness of Assignments	3.30	3.83	5.00	4.07	4.48	
DELIVERY OF INSTRUCTION	3.61	4.53	4.92	4.30	4.54	
Q11 Helpfulness	4.50	4.67	5.00	4.26	4.76	
Q12 Respect for Students	4.70	4.83	5.00	4.56	4.81	
Q13 Concern for Students	4.50	4.83	5.00	4.67	4.81	
Q14 Avail for Extra Help	4.60	4.83	4.88	4.46	4.62	
Q15 Listen to Std. Ideas	4.70	4.67	5.00	4.59	4.62	
Q16 Inform How Graded	3.42	4.32	4.85	4.10	4.41	
INTERACTION	4.40	4.69	4.96	4.44	4.67	
OVERALL	4.01	4.61	4.94	4.37	4.61	4.51

Management 425-2T
Human Resource Analytics

INSTRUCTOR NAME:	Dr. Christopher M. Castille
OFFICE LOCATION:	150 Powell Hall
PHONE NUMBER:	[office] (985) 449-7015 [cell] (337) 256-0664
EMAIL:	christopher.castille@nicholls.edu
OFFICE HOURS:	Tuesday & Thursday: 8:30AM–9:00AM, 10:20AM–12:00PM; 1:20PM–4:00PM Friday: 9:00–9:20AM

DEPARTMENT HEAD:	Dr. Ken Chadwick
OFFICE LOCATION:	146 Powell
PHONE NUMBER:	985-448-4175
EMAIL:	ken.chadwick@nicholls.edu
DEPARTMENT OFFICE HOURS:	Monday-Friday 8:00 am – 4:30 pm

Syllabus Revision Statement:

This syllabus is subject to revision, but not without prior notice by the instructor. (*Must be documented with revision date.*)

Catalog Description: Training in HR analytics software to improve business strategy execution.

Detailed Course Description:

Welcome to HR Analytics! You will learn the basics of how to use HR analytics to help organizations better execute their strategies. This key skill you will learn is how to use R to conduct predictive analytics.

Prerequisites for Course: MNGT 301 or equivalent. An analysis of theories addressing human behavior in work settings and formal processes involved in the management of employees. Special emphasis is placed on the application of theories with respect to interpersonal work interactions and human resource key functions.

AoL Puzzle Insert: Not Applicable

Required Text and Other Materials:

Edwards, M. R., & Edwards, K. (2019). *Predictive HR Analytics: Mastering the HR Metric* (2nd ed.). Kogan Page. ISBN-13: 978-0749484446 [[But from Amazon](#)]

Note: The textbook will make use of two analytics tools: SPSS and R. Although we should have SPSS installed on a lab computer (which may be useful for both expanding your skillset and following along with the textbook), I will be making use of only of R and RStudio. The textbook does provide all R-relevant code for each chapter.

Student Learning Outcomes:

By the end of this course, students will be able to speak with a basic level of expertise in predictive HR analytics. Specific HR analytics skillsets include

1. Students will be able to demonstrate an understanding of HR analytics, HR information systems and data, and general analysis strategies
2. Students will be able to analyze organizational diversity (e.g., ethnicity, gender)
3. Students will be able to assess and analyze data on employee attitudes
4. Students will be able to build a statistical model for predicting employee turnover
5. Students will be able to predict employee performance
6. Students will be able to use analytics to examine recruitment and selection processes
7. Students will be able to use analytics to monitor the impact of interventions on outcomes that matter (e.g., stress, value-change, performance)
8. Students will be able to model different business scenarios (e.g., the potential impact of training programs)

Course Content:

SAMPLE COURSE SCHEDULE

Wk	Topic	Readings	Deliverables
1	Course Introduction, Understanding the many forms of HR Analytics	Ch. 1	<ul style="list-style-type: none"> ○ Week 1 PPA ○ Team Contract Due End of Week
2	HR Information Systems (HRISs) and Data, Introduction to R, RStudio	Ch. 2	Week 2 PPA
3	Analysis Strategies	Ch. 3	Week 3 PPA
4	Case Study 1: Diversity Analytics	Ch. 4	Week 4 PPA
5	Case Study 2: Employee attitude surveys – engagement and workforce perceptions What is employee engagement and does it matter? An evidence-based perspective Fall Break # 1	Ch. 5	Week 5 PPA
6	Case Study 3: Predicting employee turnover (Optional) Turnover Costing Tutorial , Slides , and Calculator	Ch. 6	Week 6 PPA
7	Case Study 4: Predicting employee performance (Optional) Absenteeism Costing Tutorial , Slides , and Calculator	Ch. 7	Week 7 PPA
8	Case Study 5: Recruitment and selection analytics	Ch. 8	Week 8 PPA
9	Case Study 6: Monitoring the impact of interventions Fall Break # 2	Ch. 9	Week 9 PPA
10	Business applications: Scenario modeling and business cases	Ch. 10	Week 10 PPA
11	More advanced HR analytic techniques <ul style="list-style-type: none"> • Mediation 	Ch. 11	Week 11 PPA

	<ul style="list-style-type: none"> • Multi-level modeling • Structural equation modeling • Growth modeling • Latent class analysis • Response surface methodology • Machine learning 		
12	Reflections on HR analytics: Usage, ethics, and limitations	Ch. 12	Week 12 PPA
13			
14			
15	Final Project Prep – HR Analytics Challenge		
16	Final Presentation		Peer Evaluations Due

Course Requirements:

Your course grade will be comprised of two elements, each of which is described in greater detail below:

Note: when submitting assignments, I prefer a Google Doc link that I can access. This allows us to have a virtual conversation about your submission. Also, please do not try to upload a link *and then* do the work. I can tell (Google Tracks this) and you will be penalized for a late submission.

PARTICIPATION (10%):

Measured each day we hold class using the following behavioral checklist:

- Was the student present in class and on time (considered equivalent to an excused absence)? Unexcused absences are not given any credit? Lateness is penalized.
- Either of the following: (i) Was the student prepared for class this day or (ii) was the student contributing to class (enhancing another's experience of the class in some form or fashion)? Students who either (i) do not do what was asked or (ii) are not actively participating (e.g., on cell phone during exercises or discussions) will not receive full credit.

Typically, points are awarded each class as follows:

- 0 – Absent without excuse
- 1 – Late to class and neither prepared nor contributing
- 2 – Showed up to class on time but not prepared or contributing
- 3 – Showed up to class on time and either prepared or contributing

PARTICIPATION PREPARATION ASSIGNMENTS (PPAs) (70%).

This is a project-based course. Preparation for each week of class will be extensive. You must read at least one chapter, occasionally complete some outside reading, and always complete a corresponding participation preparation assignment that contains an online tutorial. The weekly PPAs will serve as your guide to the readings and involve a tutorial for using R to solve an HR analytics problem (e.g., predicting turnover using demographic, organizational, and psychological factors via multiple linear regression). The assignments can take several hours to complete and must be completed outside of class. All assignments can be found in the course schedule.

TEAMWORK (20%)

Analytics is a team sport. You need to work together each week to complete the work that I've assigned. Not only will this help you to cover the material efficiently, but it will also give you the opportunities to learn from one another as well as teach one another. Teaching others what the analytics mean is a crucial skill we are cultivating in this course and is facilitated by completing the weekly assignments (PPAs) as a team. Near the end of the course, I will assign an HR analytics challenge. This is a friendly student competition. I will give you a business context and dataset to analyze. You are then tasked with analyzing the dataset as you see fit, visualizing the results to communicate key insights, and making a recommendation to the business. The winning presentation is voted on by the students and that team is given a certificate.

Presentation Expectations: Poor writing habits will negatively impact this grade. Students must share a presentation that contains the following at a minimum (other expectations may be imposed later):

- Presentation is free of grammatical errors
- Key terms and concepts are clarified to the audience
- The merits and drawbacks of the analytical approach that was taken are addressed
- Visualization(s) of key insights are made that do some sense giving to the audience¹.

Note: Additionally, I strongly advise students to have their writing checked before submission. The writing center is a valuable resource that I highly recommend exploiting (I will offer 1 bonus point for using the writing center). To help you out, consider using free resources from [Grammarly](#) (which checks for grammatical issues) and [Hemingway](#) (which checks for readability).

Peer Evaluations: Peer evaluations will be collected from team members at the end of the semester and used to inform my judgment regarding the final grade you will be assigned regarding teamwork. Additionally, because the possibility of social loafing exists with team projects, groups have the right to **FIRE a team member** for not participating in the team assignments. If a team **decides to FIRE a member**, they must provide some proof (e.g., repeated email contacts) that the team member truly has not performed his/her part in the teamwork. At that time, the team member will receive a **ZERO** for any graded teamwork up to that point in the semester. From that time forward, this individual will be required to perform all future team assignments by his/herself. Failure to complete these future assignments will also result in a **ZERO**.

Methods of Evaluation:

1. Participation: 10%
2. Participation Preparation Assignments: 70%
3. Teamwork: 20%

¹ Sense giving amounts to helping the readers to make sense of a finding; it requires writing and or presenting ideas in a such a way that the preferred (ideally correct) interpretation is facilitated (Patriotta, 2017). In ways, this is the opposite of “letting the data speak”.

Final grades will be determined on the following basis:²

- A = 90.00% or better (All major and minor goals achieved)
- B = 80.00 – 89.99% (All major goals achieved; some minor ones not)
- C = 70.00 – 79.99% (All major goals achieved; many minor ones not)
- D = 60.00 – 69.99% (A few major goals achieved, but the student is not prepared for advanced work)
- F = 59.99% or less (None of the major goals achieved)

Note: While I do not round up, I will change your grade manually if I see that you have developed a lot over our time together. This means consistently showing up to class consistently, participating actively in discussions, and showing evidence of growth in the course.

Make-Up Procedure: As there are no exams in this independent study, this segment is not applicable.

College of Business Testing Policy:

In an effort to maintain the highest standard of academic integrity, the College of Business has adopted a testing policy to which this class will adhere. It addresses behavior before, during and after testing.

This policy is posted on the College's website:

<https://www.nicholls.edu/business/wp-content/uploads/sites/20/2019/10/CBA-testing-policy-fall-18.pdf>

Attendance / Punctuality Policy: Please see the section above outlining expectations for the PPAs, which explains how student attendance and contribution to meetings is evaluated.

DROP DATE: The last day to drop a course with a “W” is:

Academic Dishonesty Policy / Cheating / Disruptive Behavior: (*use of cell phones, distracting behavior, sleeping, use of computers for purposes other than class related, etc.*)

Any student(s) caught violating the University Academic Dishonesty Policy (cheating, plagiarism, etc.) on ANY graded assignment will receive a grade of “0” on the assignment. Depending upon the severity of the infraction, this instructor reserves the right to assign a semester grade of “F” in the course. All issues of Academic Dishonesty will be reported to the Dean of the College of Business Administration and/or Dean of Student Life for further actions. **Students should familiarize themselves with the terms of dishonesty, cheating/plagiarism, and disruptive behavior in the Student Policy and Procedure Manual.**

² Adapted from Travers (1950).

Cell Phone & Other Classroom Behavior Policy:

I will ask that you keep your phones, tablets, and computers inaccessible unless necessary for class. I have two principles that govern decisions to use technology in the classroom: (1) electronic devices (e.g., computers, tablets, cell phones) can be used if doing so facilitates student and peer productivity; (2) any forms of counterproductive technology use (e.g., looking at Facebook during a group activity) will be punished by a loss of participation credit for that day. Students who are using technology in a way that distracts from others' classroom experiences will be removed from class. Students who wonder whether or not they should use an electronic device should ask for my permission (though, they will find that I provide guidance on when to use technology).

Multiple Cheating Offenses:

The Academic Integrity Section of the Student Policy and Procedure Manual includes a requirement that faculty file a charge complaint statement with their respective dean whenever a student is confronted or disciplined for cheating. The Office of Academic Affairs will maintain these records, and any student confronted and/or disciplined for multiple offenses of academic dishonesty will be brought before the Academic Affairs Integrity Committee for further review and potential sanctions **that may include dismissal from the University up to one academic year.** Please read the Student Policy and Procedure Manual for further details regarding this policy.

Academic Grievances:

The proper procedure for filing grade appeals or grievances related to academic matters is listed in the Academic Integrity Section of the Student Policy and Procedure Manual at the following link: <https://www.nicholls.edu/student-policy/academic-integrity/>

Chain of Command

Nicholls is committed to providing the best class experience possible. If you have any concerns about this course outside of what your instructor or professor can address, please follow the chain of command that has been established as part of university protocol:

1. Contact your professor or advisor, again, to find a potential solution.

If your concern was not resolved, then:

2. Contact your Department Head of Business Administration & Computer Information Systems
 - o Ms. Sherry Rodrigue
 - o Email: Sherry.Rodrigue@nicholls.edu
 - o Office 101 White
 - o Phone: 985-448-4749

If your concern was still not resolved, then:

3. Contact the Dean of the College of Business Administration:
 - o Dr. Marilyn Macik-Frey
 - o Email: marilyn.macik-frey@nicholls.edu
 - o Office: 106 White Hall
 - o Phone: 985-448-4171

If your concern warrants further consideration by the university administration, the Dean will contact the appropriate person.

Classwork During Extreme Emergencies

During extreme weather or other emergency situations, the President of the university may declare either **Closure Status** or **Remote Learning Status** for a period of one or more days. During these times, students and faculty are responsible for reading and remaining familiar with (1) official emergency notifications through the Nicholls website and (2) all emergency guidelines of the university.

CLOSURE STATUS. When the university is officially closed, all teaching operations are suspended. During these days, there will be neither classroom nor online teaching, no expectation of class participation, no assignments due, and no tests or quizzes administered.

REMOTE LEARNING STATUS. When the university is open but it is unsafe to travel to or work on campus, students and faculty are responsible for continued learning through remote (online) means. During these days, teaching will occur and class participation is expected. Assignments, tests, and quizzes will be administered as planned unless otherwise directed by the faculty instructor. Under this status, for learning to continue:

- Students must (1) maintain access to Moodle, Nicholls email, phone, and textbooks and other course materials and (2) remain in contact with their course instructors.
- Students are required to have access to the following to participate in remote learning: 1) A computer with broadband internet access. As courses may require the watching of video lessons and the completion of online lessons, an internet connection of 5mbps is a minimum requirement. 2) Access to a webcam and microphone. These will be needed for class discussions, as well as for taking exams. 3) The ability to download the following software which may differ for each faculty member but could be Zoom, ProctorU, Respondus, Skype, Discord, etc.

Faculty will (1) conduct teaching through online means, (2) ensure opportunities for student progress and completion, and (3) adjust course requirements as necessary to accommodate special courses like labs, studios, and clinical.

Student Portfolio – Watermark Student Learning and Licensure (SLL)

Nicholls State University has adopted Watermark's Student Learning and Licensure (SLL) and Outcomes Assessment Projects (OAP) as its Assessment System. SLL allows you to set up a personal portfolio highlighting the skills you acquire in your time at Nicholls, including activities outside of the classroom. This class is using this system to assess the learning outcomes of your academic program or of the university. All students have assessed a fee called Electronic Assessment Fee in their first semester at Nicholls. SLL and OAP assignments will be loaded through Moodle. You will be sent an invitation from Watermark in the second week of the semester. Inquiries about any Watermark product can be sent to watermark@nicholls.edu.

University Title IX Statement

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the University's Title IX Coordinator (titleix@nicholls.edu) or visit <http://nicholls.edu/titleix>. This link does not work, for information about campus resources and confidential support services, including confidential counseling services.

Americans With Disabilities Act: If you have a documented disability that requires assistance, you will need to register with the Student Access Center for coordination of your academic accommodations. The Student Access Center is located in 158A Shaver Gym. The phone number is (985) 448-4430 or (TTY 449-0002). Additional information can be found at <https://www.nicholls.edu/student-access-center/>

Assisting with Studying and Assignments:

- **The Tutoring Center.** Call 985-448-4100, email: tutoring@nicholls.edu, or visit <https://www.nicholls.edu/tutoring/>.
- **The Writing Center.** Call 985-448-4100, email: writingcenter@nicholls.edu, or visit <https://www.nicholls.edu/tutoring/>.
- **Online Tutoring Resources through Moodle.** Locate the *University Services* menu and select "Tutoring Services." Then scroll down to the "Online Resources" section on the webpage.
- **Remote Online Tutoring/Skills Building.** On Moodle main page, under My Courses, choose "Tutoring for Students." Select Brainfuse to access a comprehensive suite of online academic services designed to support many learning needs and styles. There is a \$55 charge for two hours of live tutoring.

Nicholls State University

Spring 2018 Student Instructional Report

Faculty: Castille/Christopher
College: BA **Department:** MNMK
Course: MNGT 486 2T (11121)

Course Enrollment:
Evaluations Processed:

16
10

Num	Rank						No Resp	Mean			Standard Deviation			%ile	Question Description									
	5-Very Effic	4-Effective	3-Moderately Effective	2-Some Ineff	1-Ineffective	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ									
A. Course Organization and Planning																								
1	2	20%	2	20%	4	40%	1	10%	1	10%	0	0%			0	0% Expl of Requirements								
2	4	40%	4	40%	2	20%	0	0%	0	0%	0	0%			0	0% Prep for Class								
3	5	50%	2	20%	2	20%	1	10%	0	0%	0	0%			0	0% Command of Subj								
4	3	30%	3	30%	1	10%	2	20%	1	10%	0	0%			0	0% Use of Class Time								
5	2	20%	6	60%	1	10%	1	10%	0	0%	0	0%			0	0% Sum Important P's								
<i>Weighted Average for A. Course Organization and Planning</i>																3.80								
B. Communication																								
6	4	40%	3	30%	2	20%	1	10%	0	0%	0	0%			0	0% Presentations								
7	10	100%	0	0%	0	0%	0	0%	0	0%					0	0% Command of Lang								
8	4	40%	5	50%	0	0%	1	10%	0	0%	0	0%			0	0% Use of Examples								
9	4	40%	4	40%	1	10%	0	0%	1	10%	0	0%			0	0% Challenging Probs								
10	7	70%	3	30%	0	0%	0	0%	0	0%					0	0% Enthusiasm								
<i>Weighted Average for B. Communication</i>																4.38								
C. Faculty/Student Interaction																								
11	8	80%	1	10%	0	0%	0	0%	1	10%	0	0%			0	0% Helpfulness								
12	9	90%	0	0%	0	0%	1	10%	0	0%	0	0%			0	0% Respect for Stds								
13	7	70%	2	20%	0	0%	1	10%	0	0%	0	0%			0	0% Concern-Progress								
14	7	70%	2	20%	1	10%	0	0%	0	0%	0	0%			0	0% Avail for Extra Help								
15	9	90%	0	0%	0	0%	1	10%	0	0%	0	0%			0	0% Listen to Std Ideas								
<i>Weighted Average for C. Faculty/Student Interaction</i>																4.60								
D. Assignment, Exams and Grading																								
16	3	30%	2	20%	4	40%	1	10%	0	0%	0	0%			0	0% Inform How Graded								
17	0	0%	5	50%	2	20%	2	20%	1	10%	0	0%			0	0% Clarity of Exam								
18	1	10%	6	60%	1	10%	2	20%	0	0%	0	0%			0	0% Exam Coverage								
19	1	10%	6	60%	2	20%	1	10%	0	0%	0	0%			0	0% Comments on Work								
20	0	0%	1	10%	0	0%	1	10%	7	70%					0	0% Quality of Text								
21	1	10%	5	50%	2	20%	0	0%	2	20%	0	0%			0	0% Assignment Helpful								
<i>Weighted Average for D. Assignment, Exams and Grading</i>																3.42								
E. Supplementary Instruction Methods																								
22	4	40%	5	50%	0	0%	1	10%	0	0%	0	0%			0	0% Small Group Discuss								
23	3	30%	4	40%	2	20%	0	0%	0	0%	1	10%			0	0% Term Paper/Project								
24	1	10%	2	20%	2	20%	0	0%	0	0%	5	50%			0	0% Lab Exercises								
25	1	10%	7	70%	2	20%	0	0%	0	0%	0	0%			0	0% Group Projects								
26	3	33%	4	44%	2	22%	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% Course Journals								
28	3	30%	3	30%	4	40%	0	0%	0	0%	0	0%			0	0% Use of Computers								
<i>Weighted Average for E. Supplementary Instruction Methods</i>																4.00								

Nicholls State University

Spring 2018 Student Instructional Report

Faculty:

Castille/Christopher

Course Enrollment:

College:

BA

Evaluations Processed:

Department:

MNMK

Course:

MNGT 486 2T (11121)

16

10

Num	Rank							No Resp	Mean				Standard Deviation				QuestionDescription							
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A			Class	Dept	Col	Univ	Class	Dept	Col	Univ								
F. Course Outcomes																								
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						
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 Effect	4-Effective	3-Mad Effect	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 Rea	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%	4.30	2.95	3.04	2.94	1.57	1.56	1.74	1.74		Grade Expected

Footnotes

- 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.
- 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.
- 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 chichontsi.
Explain what to do to prepare.
Be transparent on how to pass.
Don't lie about the grades. There 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 chachancy 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 Tableau and getting an insight on real world practice

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

Should put more emphasis on quizzes 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 "challenges" 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: Nothing. We are not graduate students. You are teaching the class on both levels the same. You also came in and 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 preparation 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.

Nicholls State University

Spring 2019 Student Instructional Report

Faculty: Castille/Christopher
 College: BA Department: MNMK
 Course: MNGT 486 2T (10212)

Course Enrollment: 13
 Evaluations Processed: 6

Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ	
A. Course Organization and Planning																
1	2	33%	4	67%	0	0%	0	0%	0	0%	0	0%	4.33	4.32	4.29	4.43
2	3	50%	3	50%	0	0%	0	0%	0	0%	0	0%	4.50	4.47	4.38	4.49
3	4	67%	2	33%	0	0%	0	0%	0	0%	0	0%	4.67	4.50	4.41	4.50
4	3	50%	2	33%	1	17%	0	0%	0	0%	0	0%	4.33	4.34	4.27	4.43
5	3	50%	1	50%	0	0%	0	0%	0	0%	0	0%	4.50	4.36	4.26	4.38
<i>Weighted Average for A. Course Organization and Planning</i>								4.47								
B. Communication																
6	4	67%	1	17%	1	17%	0	0%	0	0%	0	0%	4.50	4.41	4.29	4.40
7	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	5.00	4.53	4.56	4.67
8	4	67%	1	17%	1	17%	0	0%	0	0%	0	0%	4.50	4.46	4.35	4.47
9	4	67%	2	33%	0	0%	0	0%	0	0%	0	0%	4.67	4.40	4.32	4.40
10	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	5.00	4.58	4.48	4.54
<i>Weighted Average for B. Communication</i>								4.73								
C. Faculty/Student Interaction																
11	5	83%	0	0%	1	17%	0	0%	0	0%	0	0%	4.67	4.42	4.41	4.50
12	5	83%	1	17%	0	0%	0	0%	0	0%	0	0%	4.83	4.57	4.53	4.60
13	5	83%	1	17%	0	0%	0	0%	0	0%	0	0%	4.83	4.44	4.39	4.50
14	5	83%	1	17%	0	0%	0	0%	0	0%	0	0%	4.83	4.42	4.35	4.45
15	5	83%	0	0%	1	17%	0	0%	0	0%	0	0%	4.67	4.51	4.47	4.55
<i>Weighted Average for C. Faculty/Student Interaction</i>								4.77								
D. Assignment, Exams and Grading																
16	5	83%	1	17%	0	0%	0	0%	0	0%	0	0%	4.83	4.41	4.36	4.47
17	2	33%	1	17%	2	33%	1	17%	0	0%	0	0%	3.67	4.17	4.16	4.33
18	3	50%	1	17%	2	33%	0	0%	0	0%	0	0%	4.17	4.35	4.32	4.44
19	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	5.00	4.27	4.21	4.37
20	1	17%	0	0%	0	0%	0	0%	5	83%	0	0%	5.00	4.20	4.16	4.35
21	2	33%	1	17%	3	50%	0	0%	0	0%	0	0%	3.83	4.23	4.23	4.36
<i>Weighted Average for D. Assignment, Exams and Grading</i>								4.32								
E. Supplementary Instruction Methods																
22	5	83%	1	17%	0	0%	0	0%	0	0%	0	0%	4.83	4.30	4.23	4.37
23	1	17%	1	17%	3	50%	0	0%	0	0%	0	0%	3.60	4.16	4.11	4.30
24	0	0%	0	0%	2	33%	0	0%	0	0%	0	0%	3.00	4.26	4.20	4.42
25	2	33%	2	33%	2	33%	0	0%	0	0%	0	0%	4.00	4.22	4.18	4.35
26	2	33%	1	17%	3	50%	0	0%	0	0%	0	0%	3.83	4.23	4.24	4.41
27	0	0%	1	17%	2	33%	0	0%	0	0%	0	0%	3.33	4.21	4.22	4.39
28	5	83%	1	17%	0	0%	0	0%	0	0%	0	0%	4.83	4.39	4.35	4.44
<i>Weighted Average for E. Supplementary Instruction Methods</i>								4.09								

Nicholls State University

Spring 2019 Student Instructional Report

Faculty: Castille/Christopher
College: BA **Department:** MNMK
Course: MNGT 486 2T (10212)

Course Enrollment: 13
Evaluations Processed: 6

Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ	
F. Course Outcomes																
29	0	0%	3	50%	2	33%	1	17%	0	0%	0	0%			0	0% Learning Increased
30	0	0%	3	50%	2	33%	1	17%	0	0%	0	0%			0	0% Achieved Objectives
31	2	33%	1	17%	1	17%	1	17%	0	0%			0	0%	3.33	3.78 3.67 3.87 0.82 1.04 1.09 1.04 14 Interest in Subject
32	2	33%	1	17%	2	33%	1	17%	0	0%	0	0%			0	0% 3.67 3.86 3.72 3.91 1.21 0.99 1.06 1.04 32 Think Independently
33	2	33%	2	33%	2	33%	0	0%	0	0%	0	0%			0	0% 4.00 3.91 3.75 3.93 0.89 1.00 1.07 1.05 53 Actively Involved
<i>Weighted Average for F. Course Outcomes</i>																
3.53																
34	1	17%	2	33%	3	50%	0	0%	0	0%	0	0%			0	0% Effort Put In
35	0	0%	2	33%	4	67%	0	0%	0	0%	0	0%			0	0% Prepared for Class
36	2	33%	1	17%	3	50%	0	0%	0	0%	0	0%			0	0% Challenged by Crs
Num	QuestionDescription						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	5-Very Diff	4-Some Diff	3-About Right	2-Some Elem	1-Very Elem			Class	Dept	Col	Univ	Class	Dept	Col	Univ	
37	2	33%	2	33%	2	33%	0	0%	0	0%			0	0%	4.00	3.42 3.44 3.43 0.89 0.70 0.72 0.74 Level of Difficulty
Num	QuestionDescription						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	5-Much Heav	4-Heavier	3-About Same	2-Lighter	1-Much Light			Class	Dept	Col	Univ	Class	Dept	Col	Univ	
38	5	83%	1	17%	0	0%	0	0%	0	0%			0	0%	4.83	3.40 3.27 3.28 0.41 0.80 0.79 0.84 Work Load
Num	QuestionDescription						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	5-Very Fast	4-Some Fast	3-About Right	2-Some Slow	1-Very Slow			Class	Dept	Col	Univ	Class	Dept	Col	Univ	
39	0	0%	2	33%	4	67%	0	0%	0	0%			0	0%	3.33	3.23 3.26 3.30 0.52 0.58 0.63 0.66 Pace of Course
Num	QuestionDescription						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	5-Very Effect	4-Effective	3-Mod Effect	2-Some Ineff	1-Ineffective	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ	
40	3	50%	0	0%	2	33%	1	17%	0	0%	0	0%			0	0% Quality of Instruct
Num	QuestionDescription						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	1-Maj/Minor	2-College Rea	3-Elective	4-Other				Class	Dept	Col	Univ	Class	Dept	Col	Univ	
41	3	50%	0	0%	3	50%	0	0%					0	0%	2.00	1.30 1.30 1.36 1.10 0.65 0.64 0.68 Description of Crs
Num	QuestionDescription						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	1-Freshman	2-Sophomore	3-Junior	4-Senior	5-Graduate	6-Other		Class	Dept	Col	Univ	Class	Dept	Col	Univ	
42	0	0%	0	0%	0	0%	6	100%	0	0%	0	0%			0	0% Class Level
Num	QuestionDescription						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	1-Better Engl	2-Better Other	3-Fault					Class	Dept	Col	Univ	Class	Dept	Col	Univ	
43	6	100%	0	0%	0	0%					0	0%	1.00	1.08 1.08 1.06 0.00 0.35 0.35 0.31 Comm in English		
Num	QuestionDescription						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	1-Female	2-Male						Class	Dept	Col	Univ	Class	Dept	Col	Univ	
44	4	67%	2	33%							0	0%	1.33	1.49 1.54 1.34 0.52 0.51 0.50 0.48 Gender		
Num	QuestionDescription						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	1-A	2-A-	3-B+	4-B	5-B-	6-C		Class	Dept	Col	Univ	Class	Dept	Col	Univ	
45	1	17%	0	0%	3	50%	1	17%	0	0%	0	0%	3.33	3.08 3.14 2.91 1.63 1.71 1.80 1.77 Grade Expected		

Footnotes

- 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.
- 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.
- N/A and missing responses were not included in the computation of means or percentiles.

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS

COURSE WAS: The tableau assignments because I feel that is the only thing I'll actually use in my career.

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR: give more time/help (in class) for data camp & coding. I felt it was so much easier to learn things w/ R in class than through Datacamp. I felt like that wasted my time.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I hated almost everything about this course & would only recommend the course to CIS or computer science majors.

OPEN COMMENTS:

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

Introduction to R and Tableau

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

- Should stay exactly the same. Best professor to teach this class.
- The class should be divided into two pieces. [simulation R/Tableau]

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I truly enjoyed the class and his lectures.

It really prepared me for my future career (HR)
(more than other classes I've taken)

OPEN COMMENTS:

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

I enjoyed how we were graded on effort rather than how correct we were

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

Maybe lighten the work load

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

He was very caring towards students

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS

COURSE WAS: The simulation project b/c it challenged me + my group members to make cost decisions that eventually we will have to make. In class R-Studio sessions were easier to understand.

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR: should break up the DA⁵-CIMP assignments, even though we've already discussed this option.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

you've done an awesome job at explaining & working with the class to help us succeed this semester.

OPEN COMMENTS:

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

- Course content was reinforced by simulation decisions and results.
- Feeling like I was actively learning in this course, versus other courses that are mostly book learning.
- Feedback on assignments via google docs. None of my other instructors have done that

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

- Find a way to hold group members accountable (even if it is just a peer evaluation, or consider small peer evaluations throughout the semester to give students a chance to improve their effort)

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

The workload was heavy, but I did learn a lot, I just wish there would have been a better way for my peers to be held accountable.

Nicholls State University
Spring 2020 - Full Term Evaluations

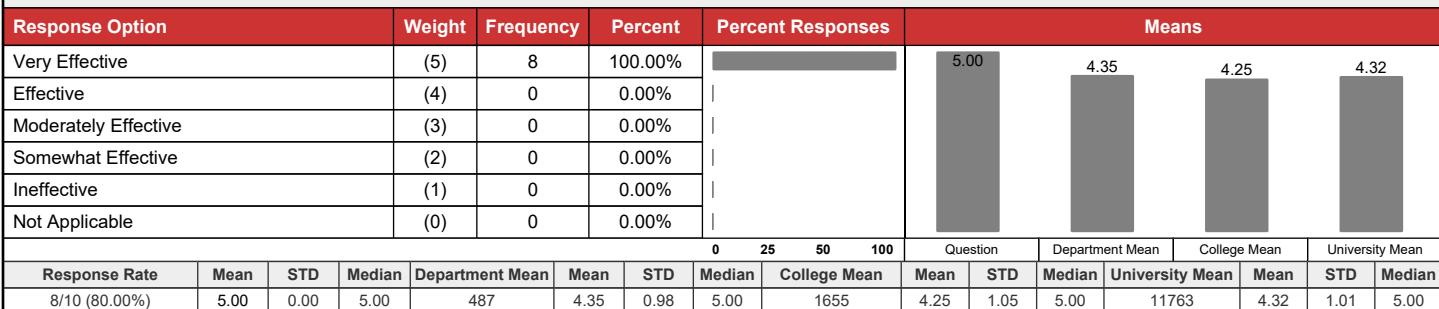


Course: 20S_MNGT425_2T: 20S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 8/10 (80.00 %)

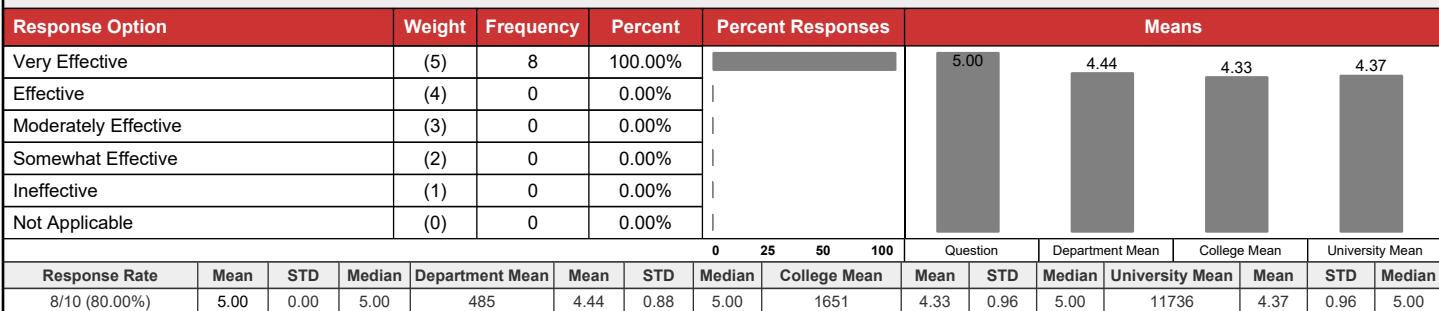
1 - 1. The instructor's explanation of course requirements

Christopher Castille



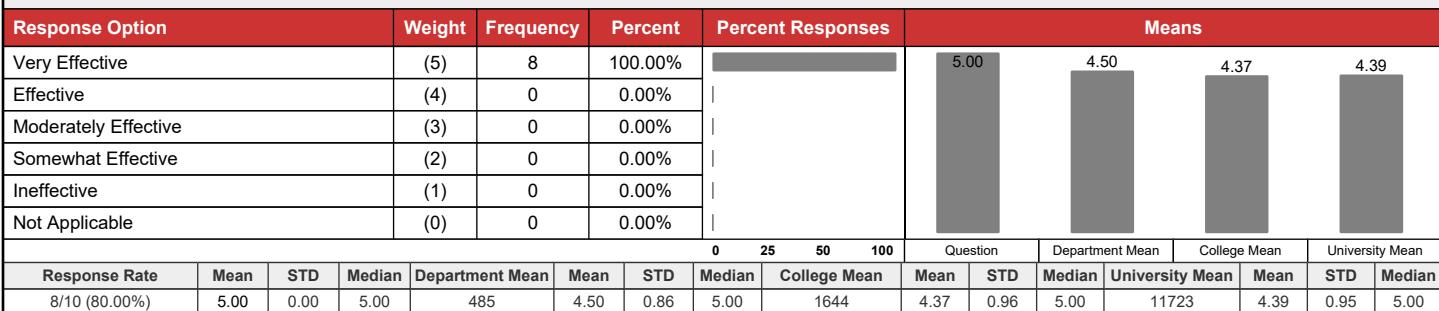
2 - 2. The instructor's preparation for each class period

Christopher Castille



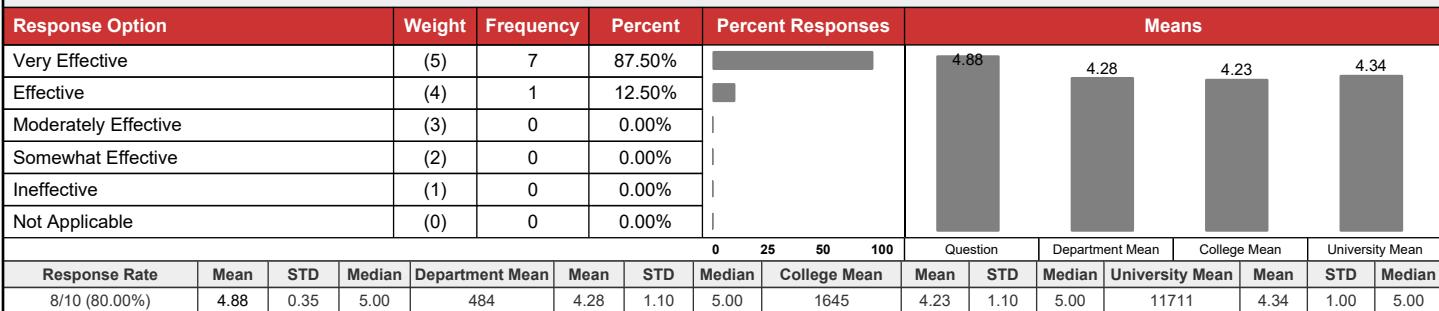
3 - 3. The instructor's command of the subject matter

Christopher Castille



4 - 4. The instructor's use of class time

Christopher Castille



Nicholls State University
Spring 2020 - Full Term Evaluations

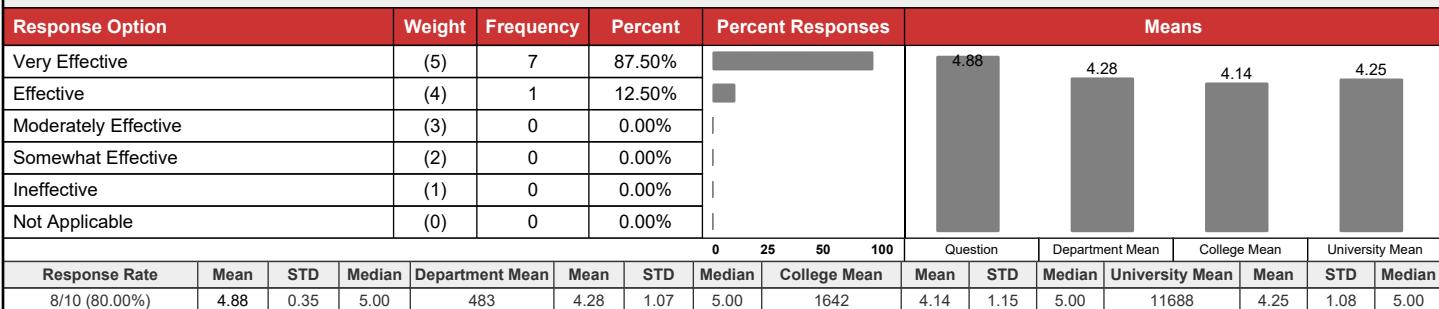


Course: 20S_MNGT425_2T: 20S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 8/10 (80.00 %)

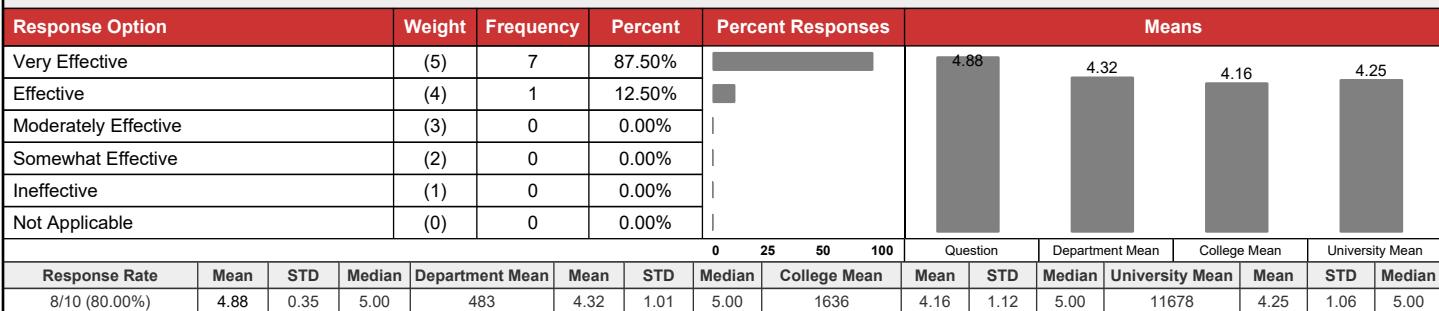
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



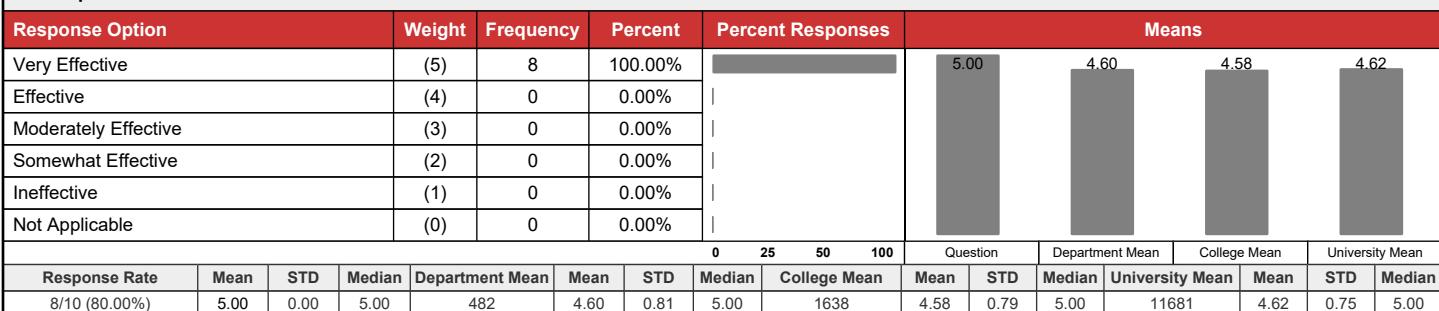
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



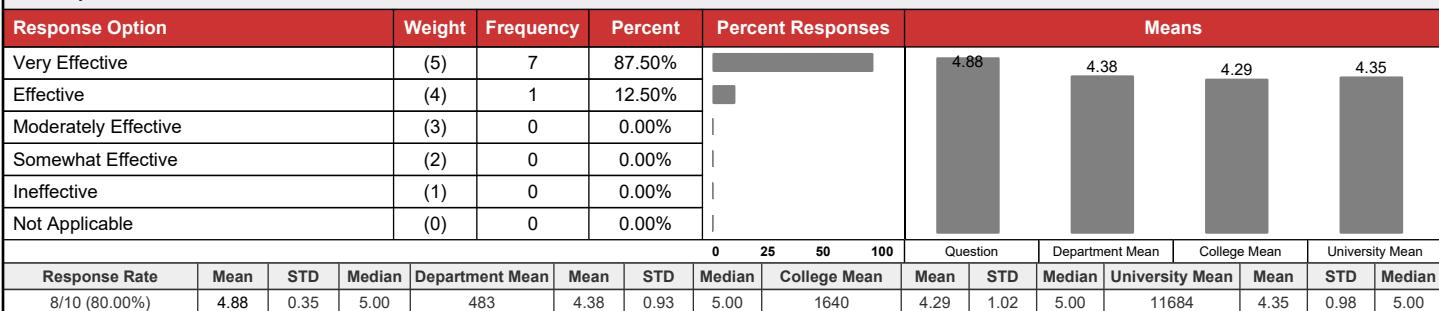
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



Nicholls State University
Spring 2020 - Full Term Evaluations

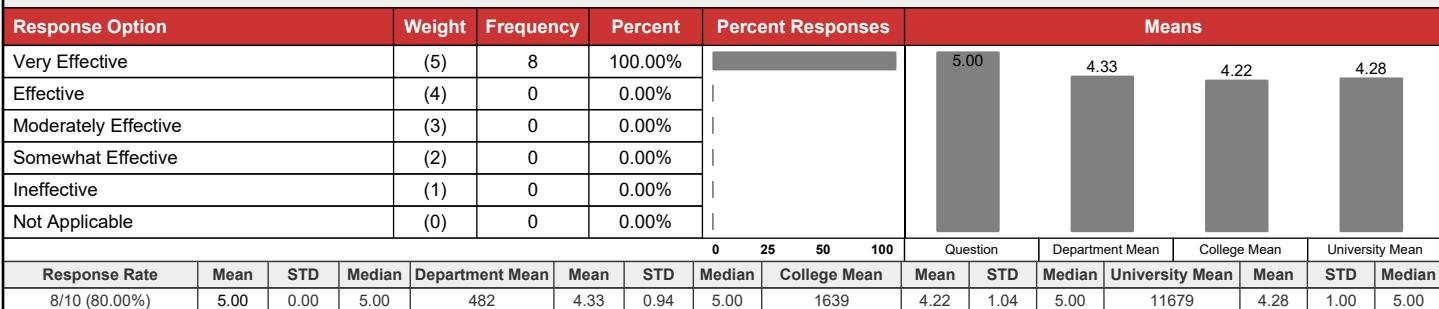


Course: 20S_MNGT425_2T: 20S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 8/10 (80.00 %)

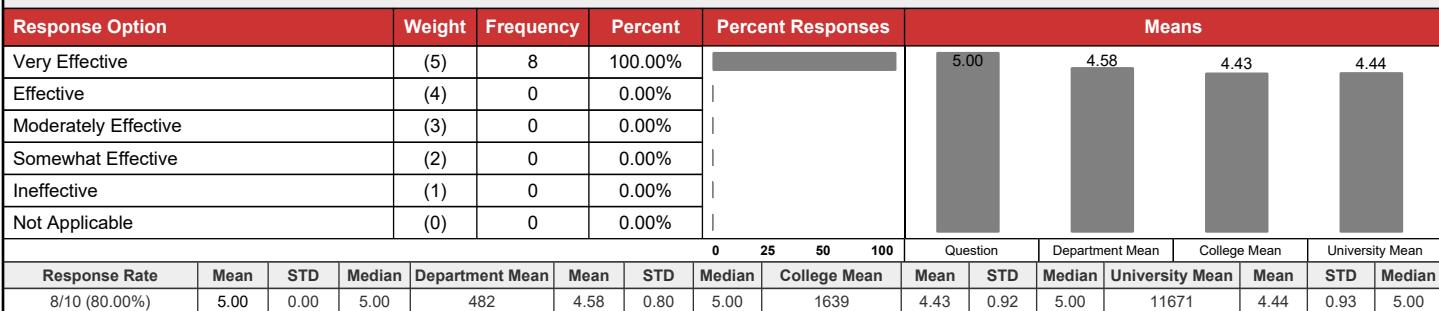
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



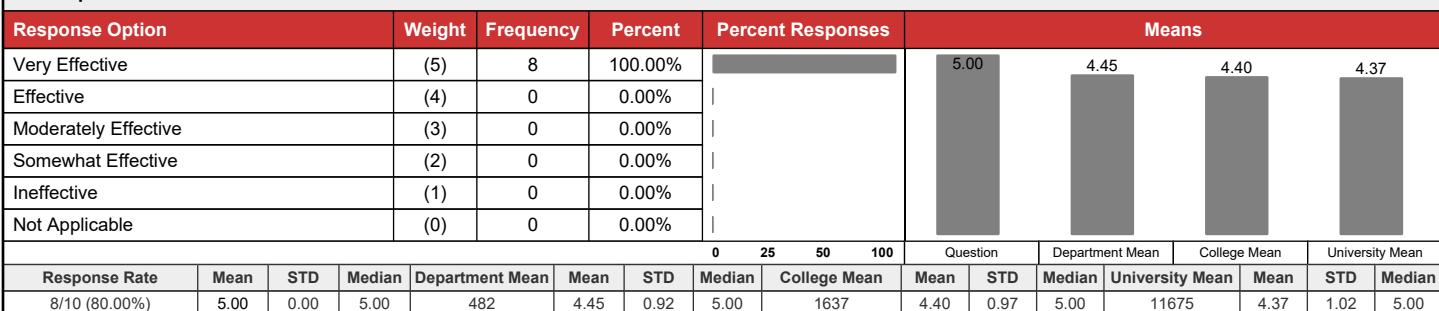
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



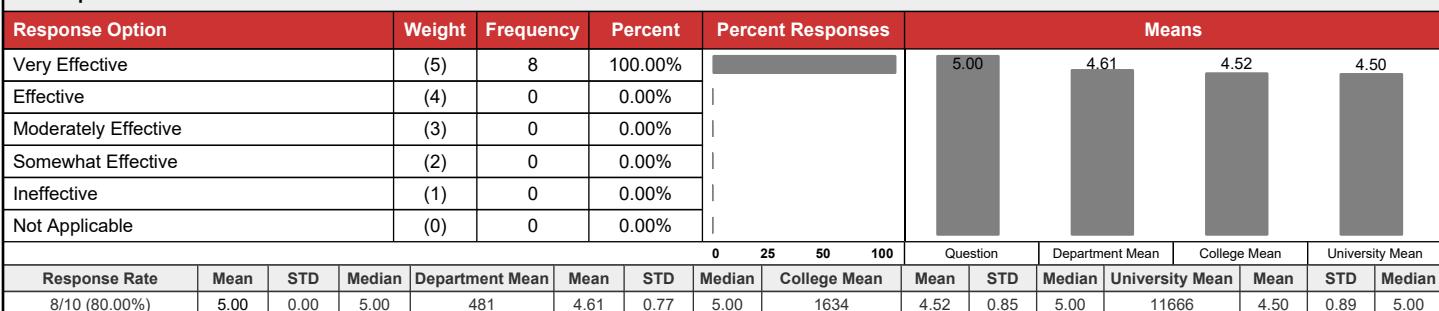
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille



Nicholls State University
Spring 2020 - Full Term Evaluations

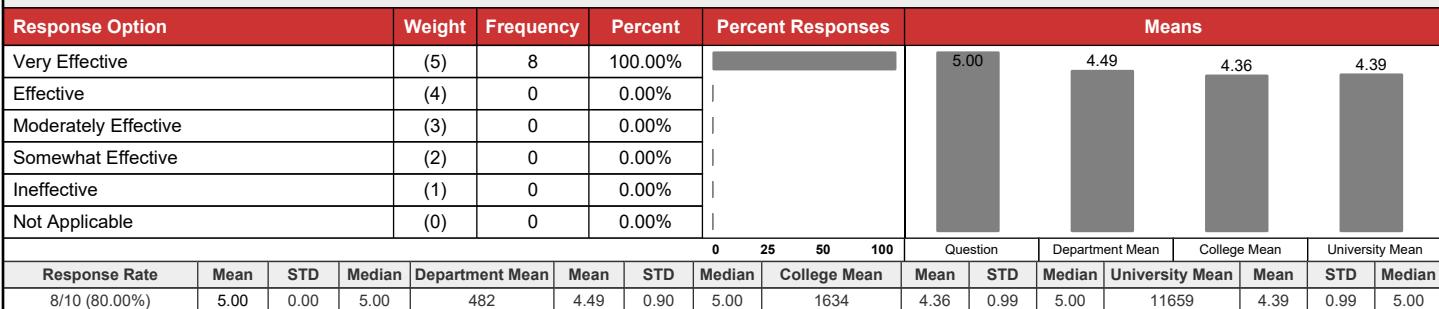


Course: 20S_MNGT425_2T: 20S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 8/10 (80.00 %)

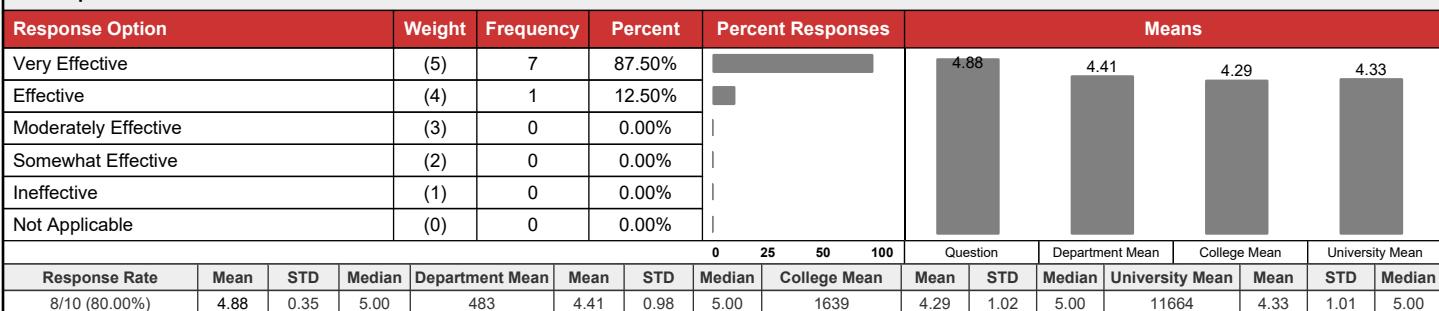
13 - 13. The instructor's concern for student progress

Christopher Castille



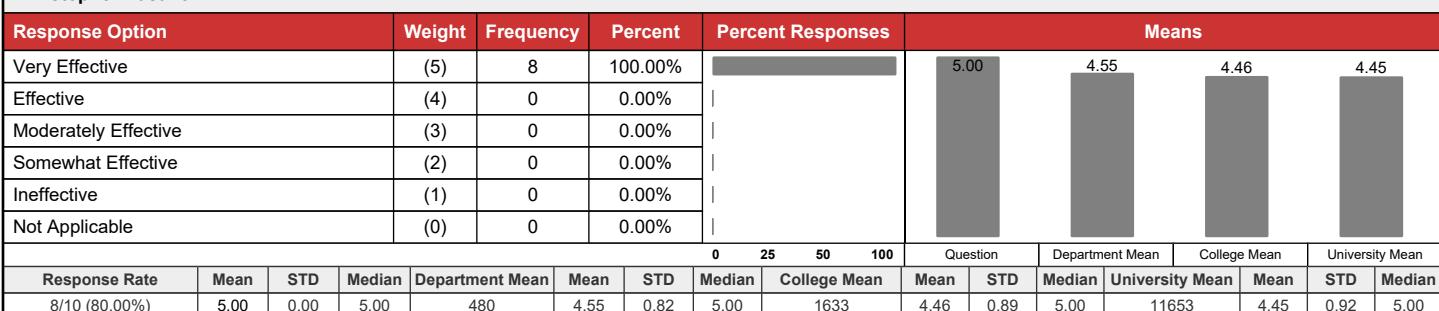
14 - 14. The availability of extra help for this class (taking into account the size of the class)

Christopher Castille

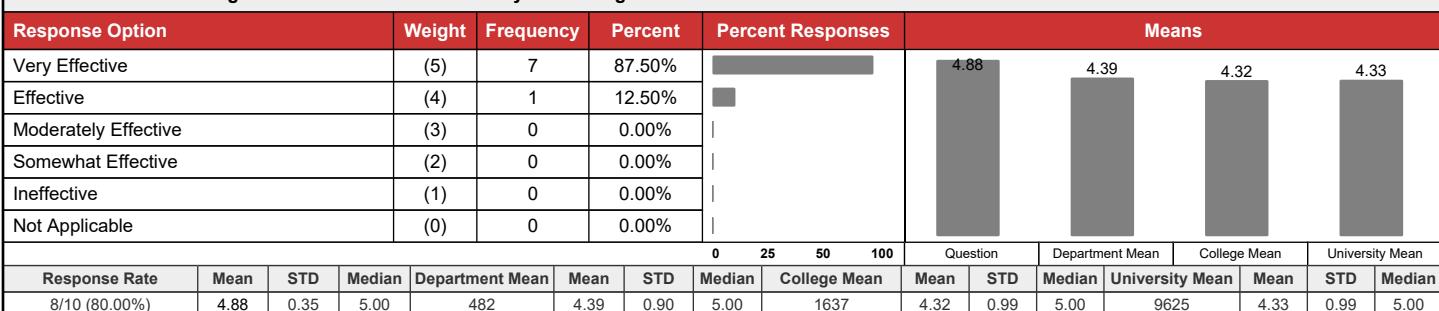


15 - 15. The instructor's willingness to listen to student questions and opinions

Christopher Castille



16 - 16. The information given to students about how they would be graded



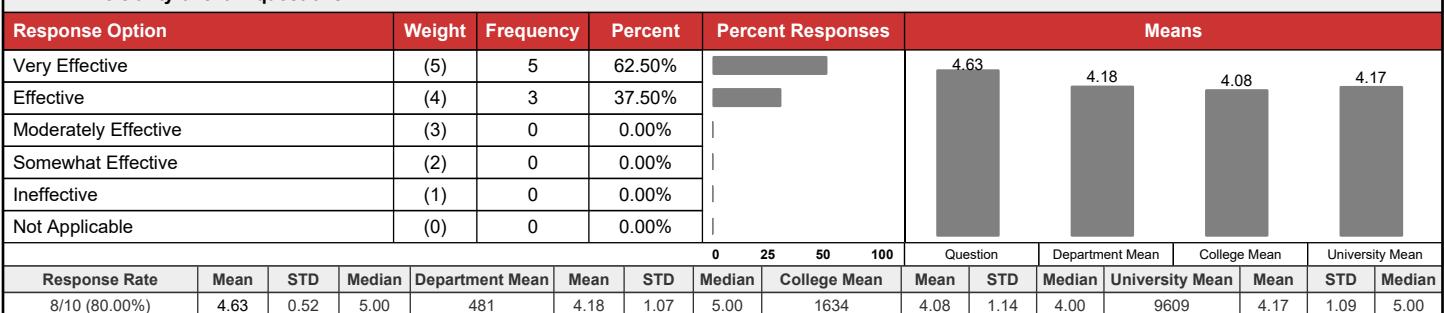
Nicholls State University
Spring 2020 - Full Term Evaluations



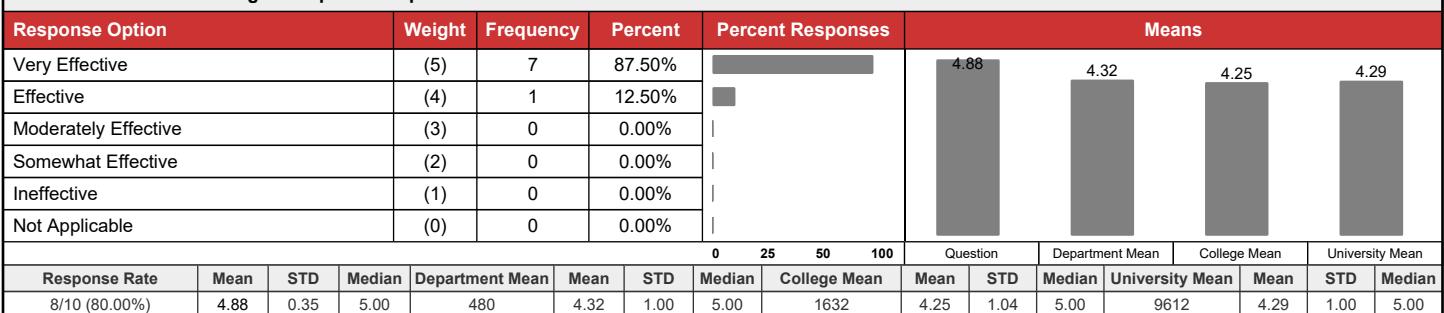
Course: 20S_MNGT425_2T: 20S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 8/10 (80.00 %)

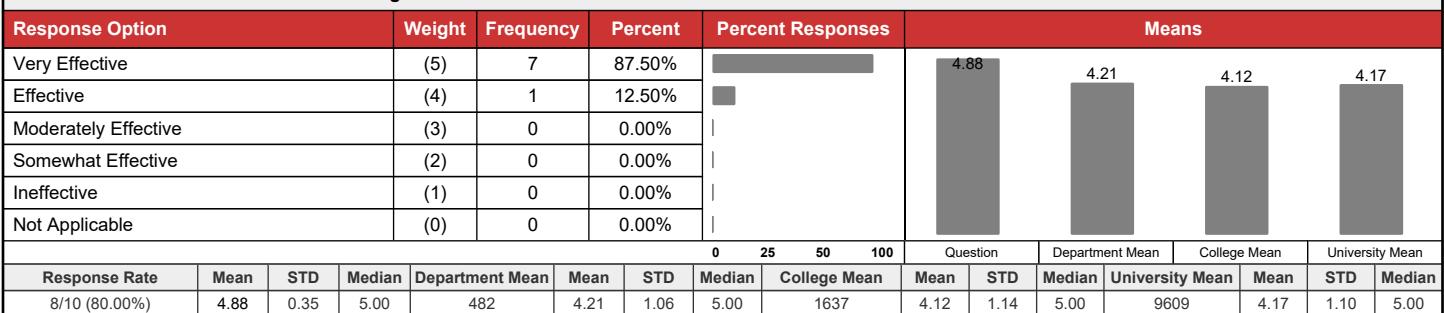
17 - 17. The clarity of exam questions



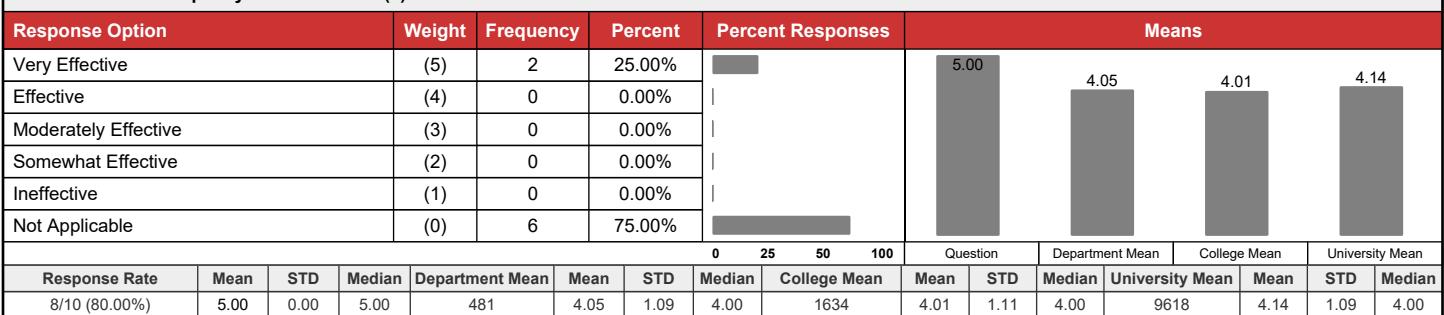
18 - 18. The exams' coverage of important aspects of the course



19 - 19. The instructor's comments on assignments and exams



20 - 20. The overall quality of the textbook(s)



Nicholls State University
Spring 2020 - Full Term Evaluations

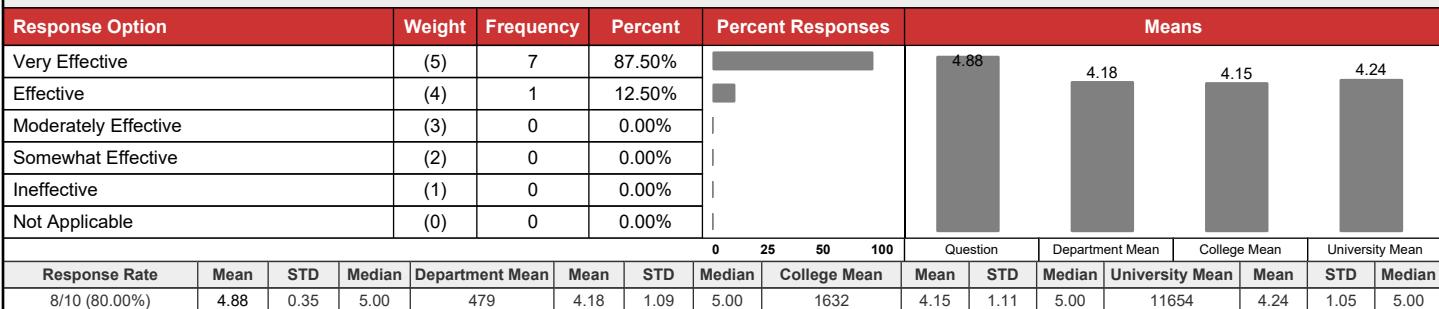


Course: 20S_MNGT425_2T: 20S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

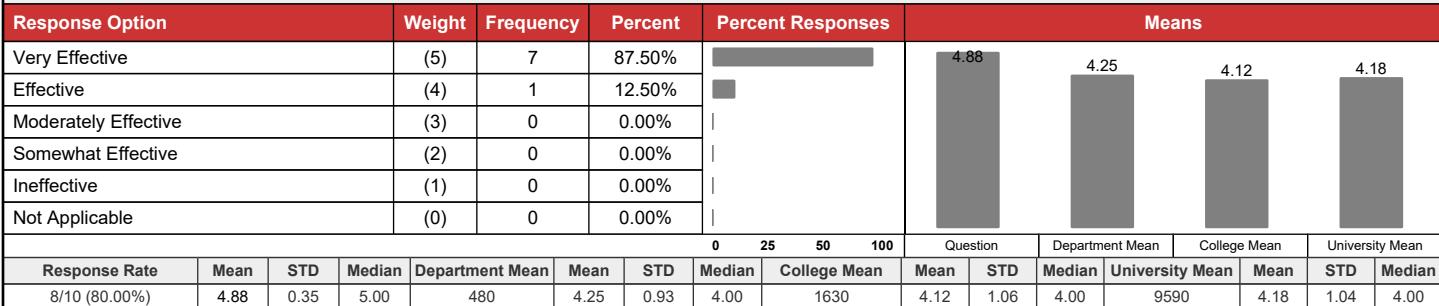
Response Rate: 8/10 (80.00 %)

21 - 21. The helpfulness of assignments in understanding course material

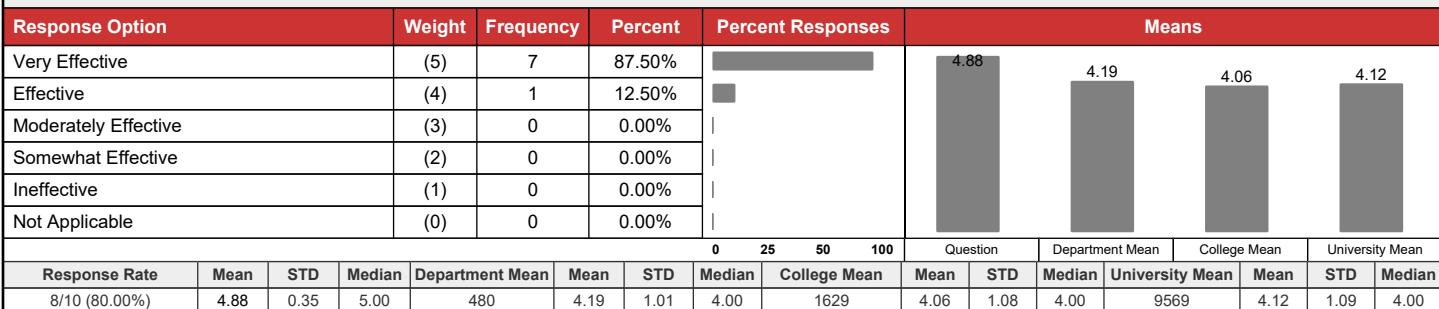
Christopher Castille



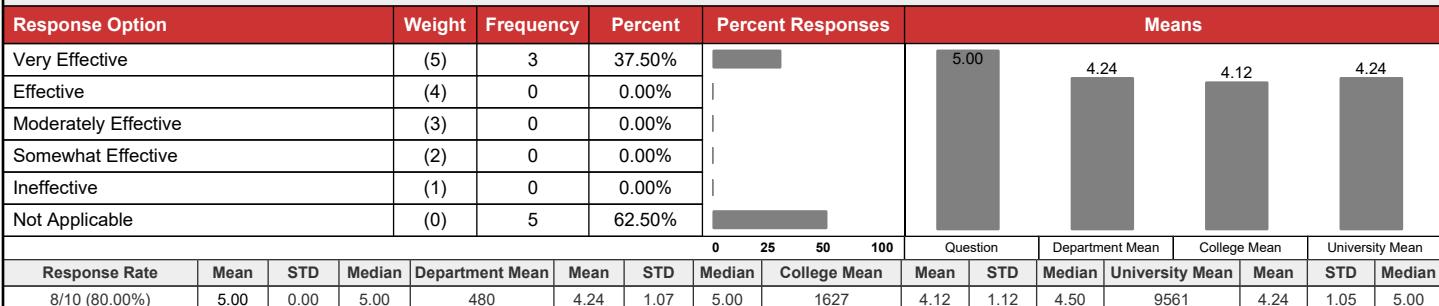
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)



24 - 24. Laboratory exercises for understanding important course concepts



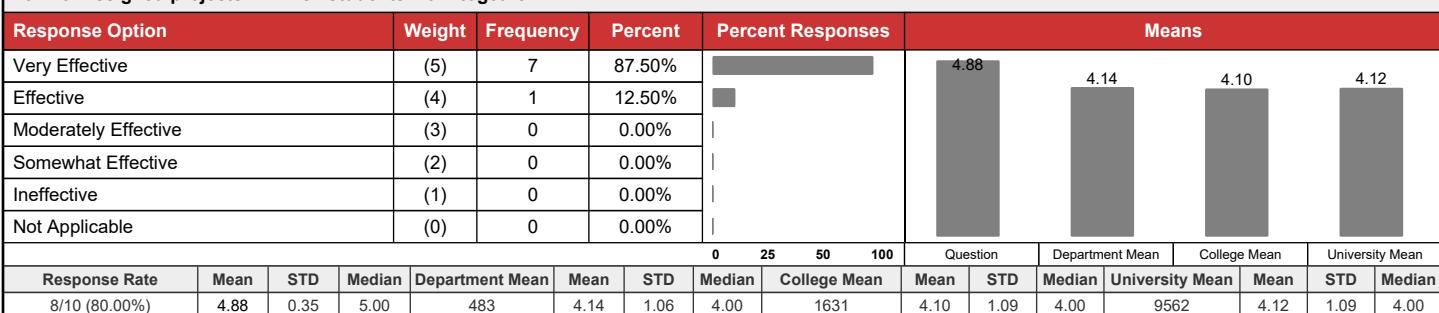
Nicholls State University
Spring 2020 - Full Term Evaluations



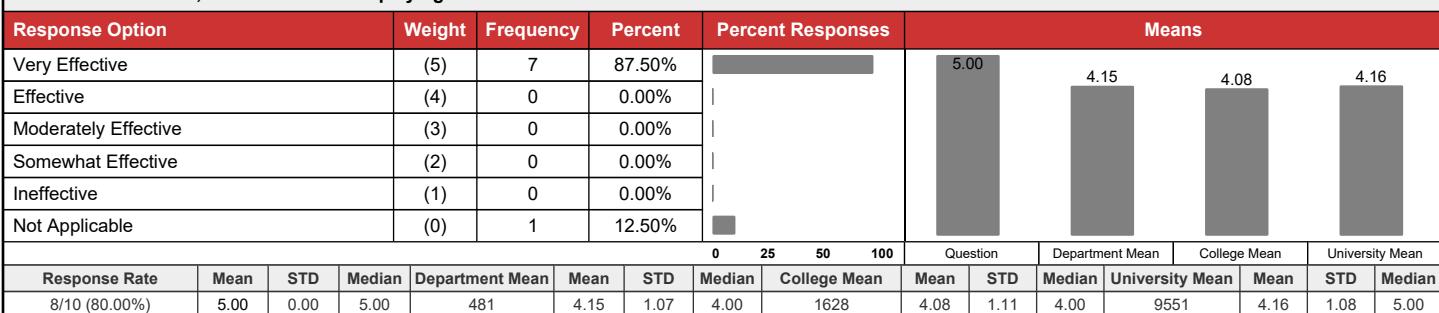
Course: 20S_MNGT425_2T: 20S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 8/10 (80.00 %)

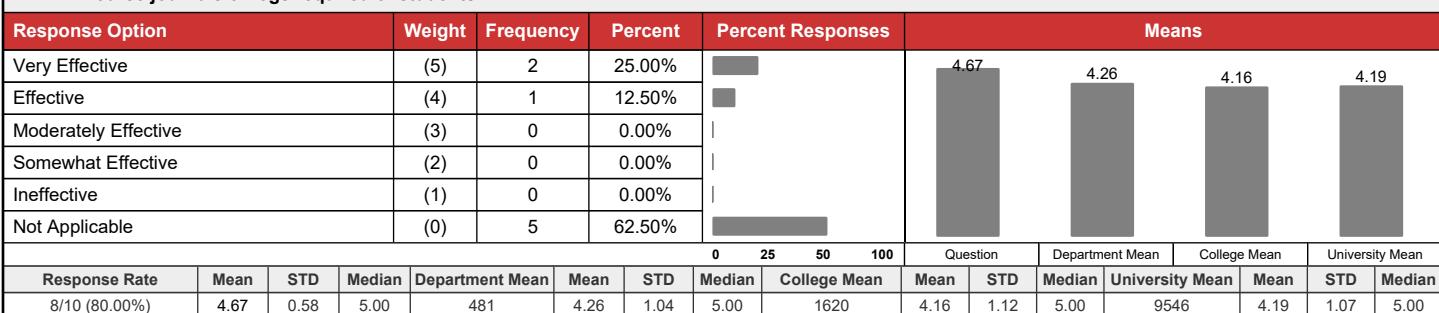
25 - 25. Assigned projects in which students work together



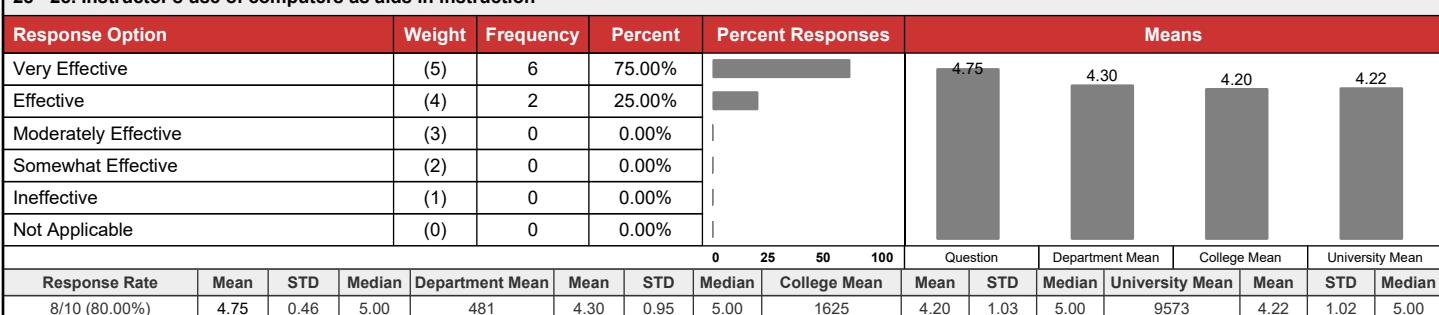
26 - 26. Case studies, simulations or role playing



27 - 27. Course journals or logs required of students



28 - 28. Instructor's use of computers as aids in instruction

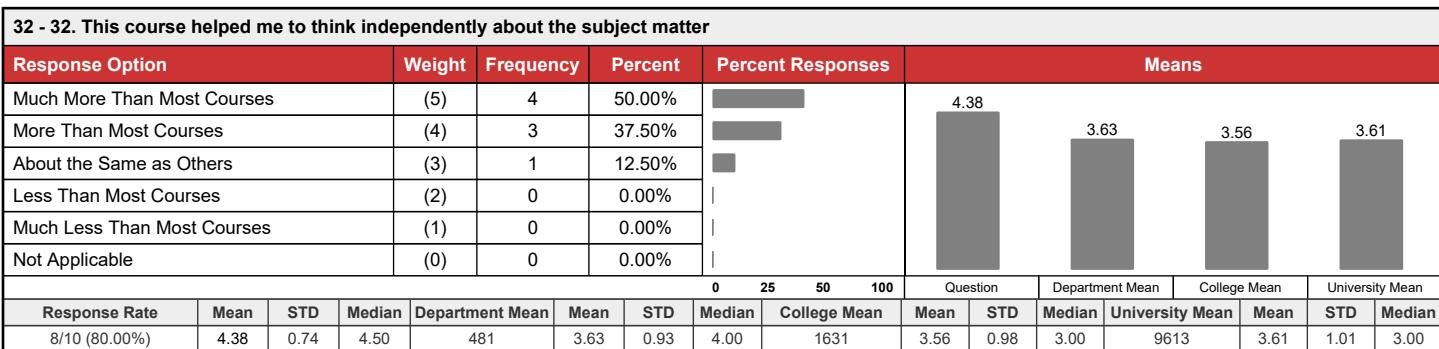
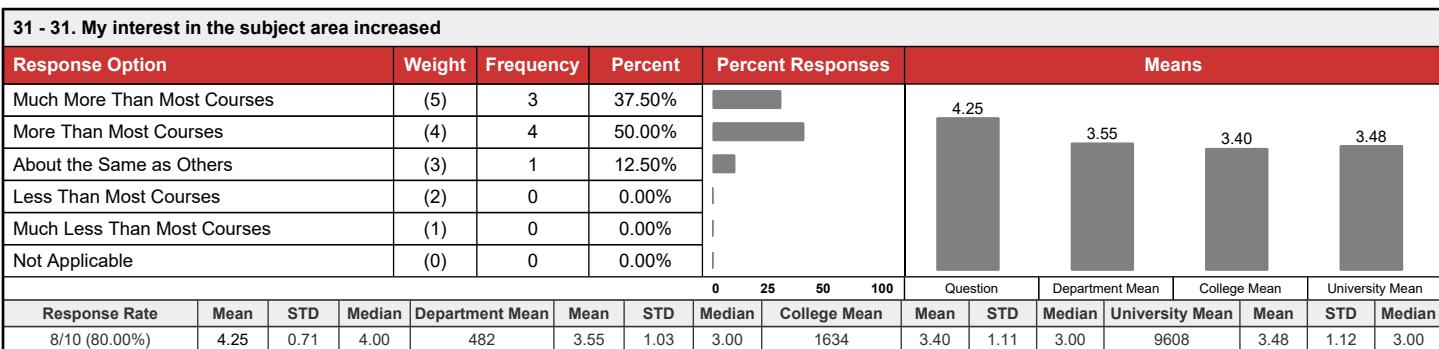
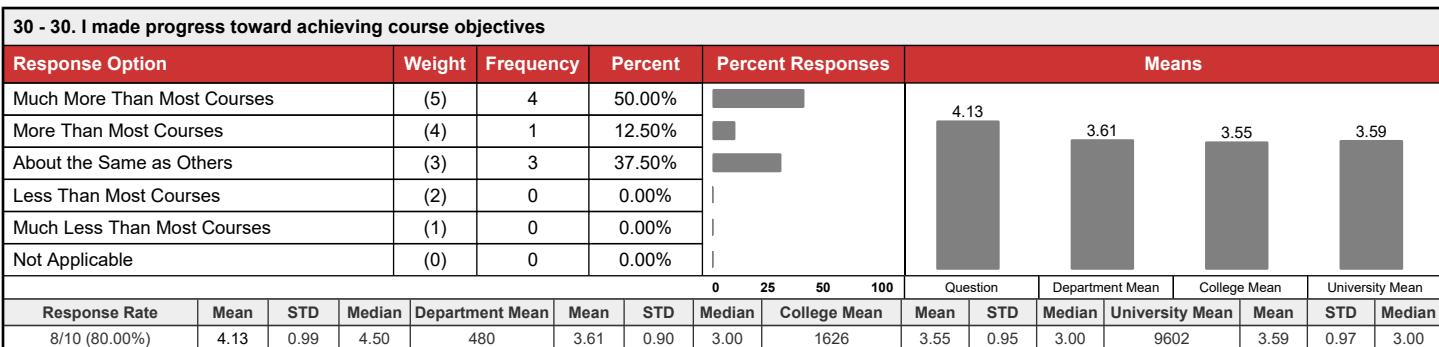
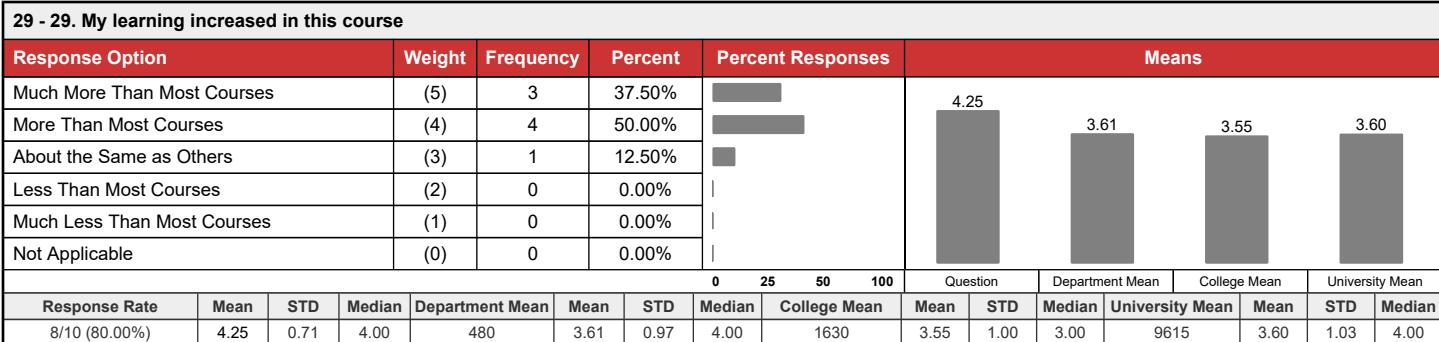


Nicholls State University
Spring 2020 - Full Term Evaluations



Course: 20S_MNGT425_2T: 20S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 8/10 (80.00 %)



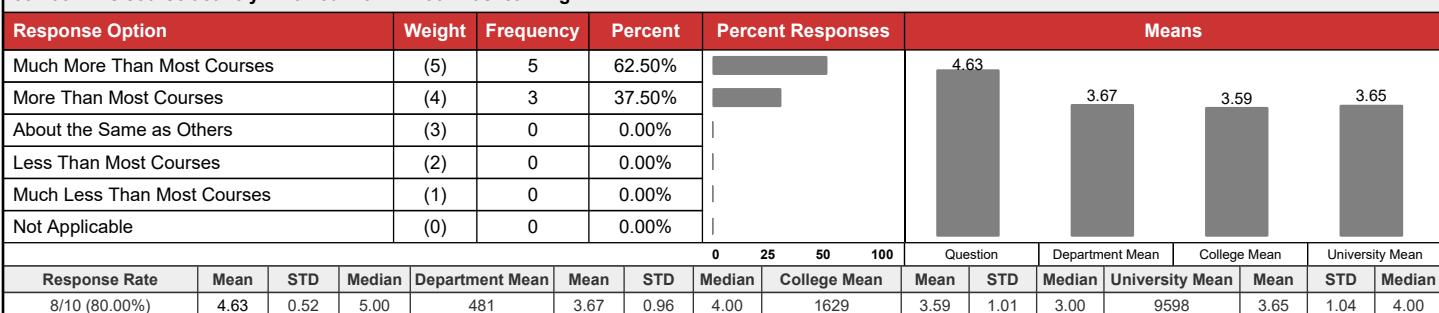
Nicholls State University
Spring 2020 - Full Term Evaluations



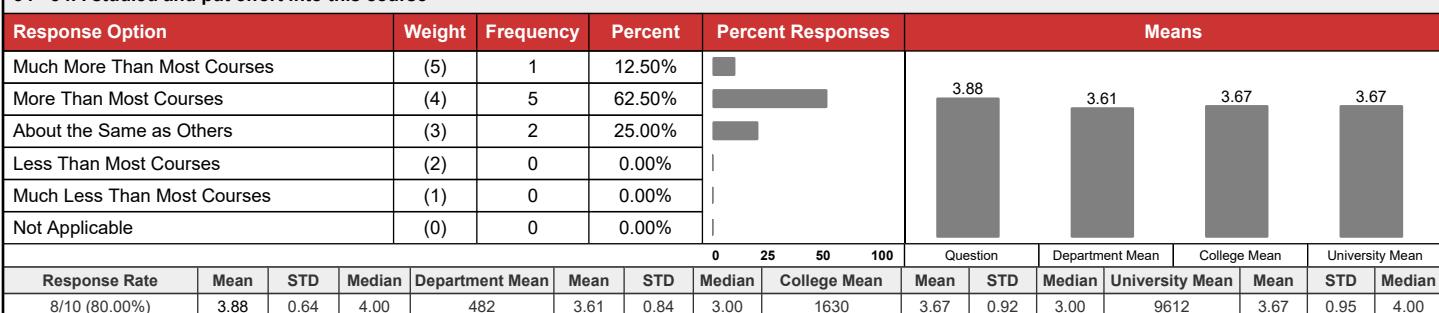
Course: 20S_MNGT425_2T: 20S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 8/10 (80.00 %)

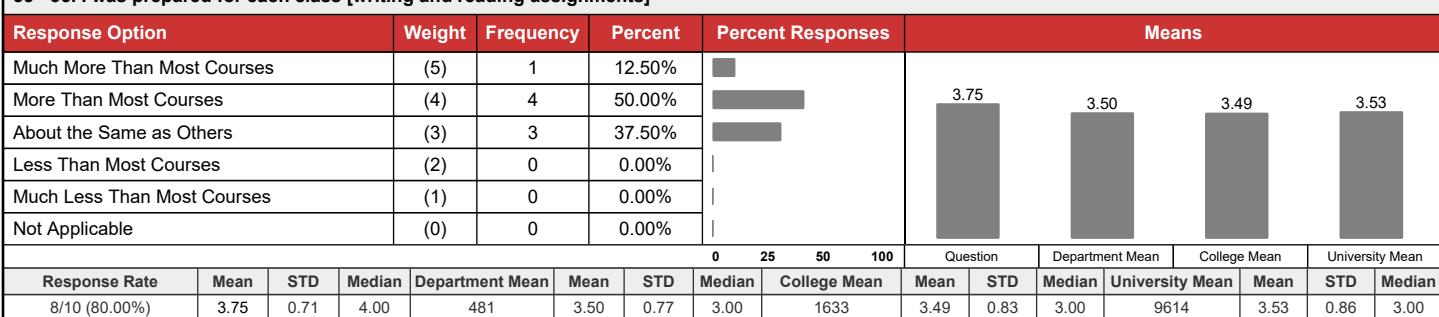
33 - 33. This course actively involved me in what I was learning



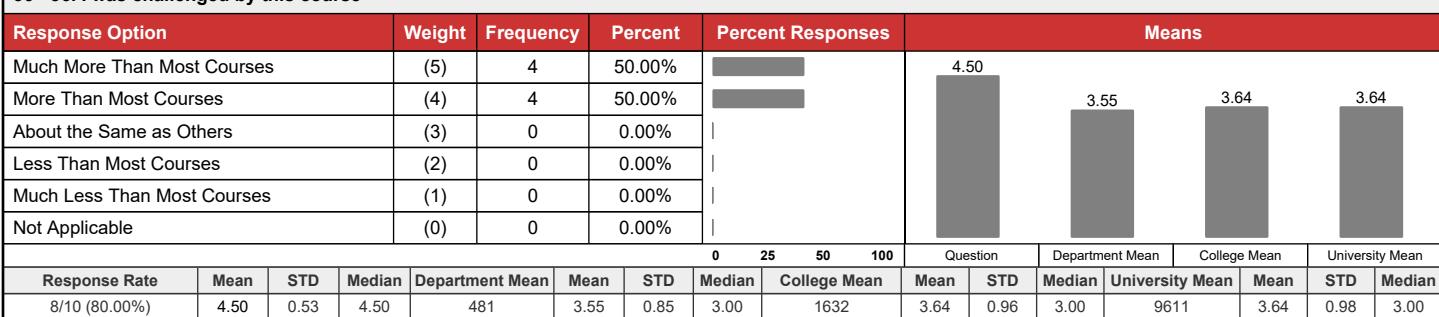
34 - 34. I studied and put effort into this course



35 - 35. I was prepared for each class [writing and reading assignments]



36 - 36. I was challenged by this course



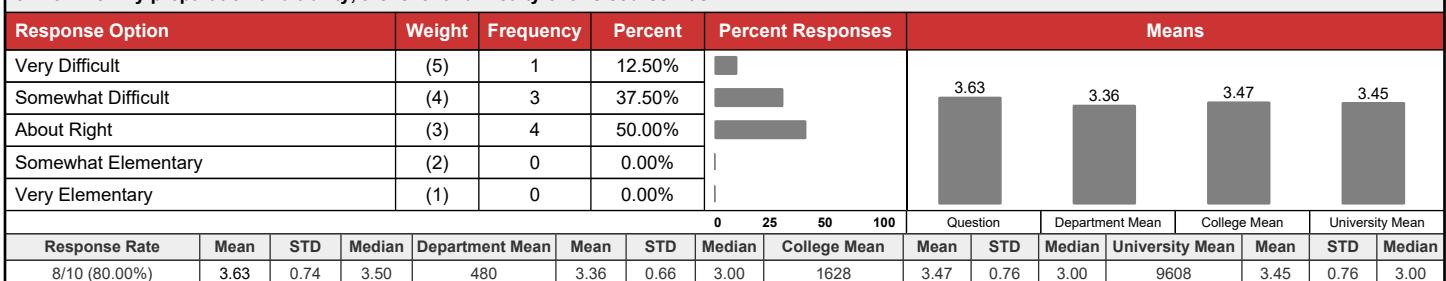
Nicholls State University
Spring 2020 - Full Term Evaluations



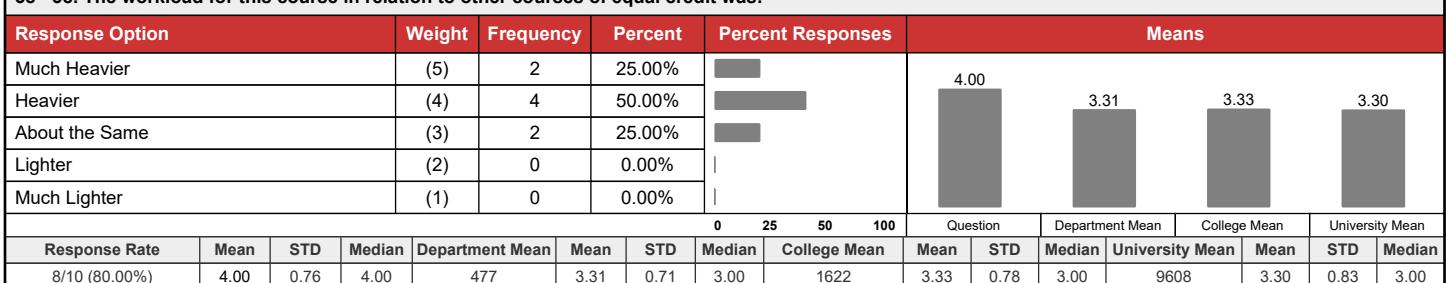
Course: 20S_MNGT425_2T: 20S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 8/10 (80.00 %)

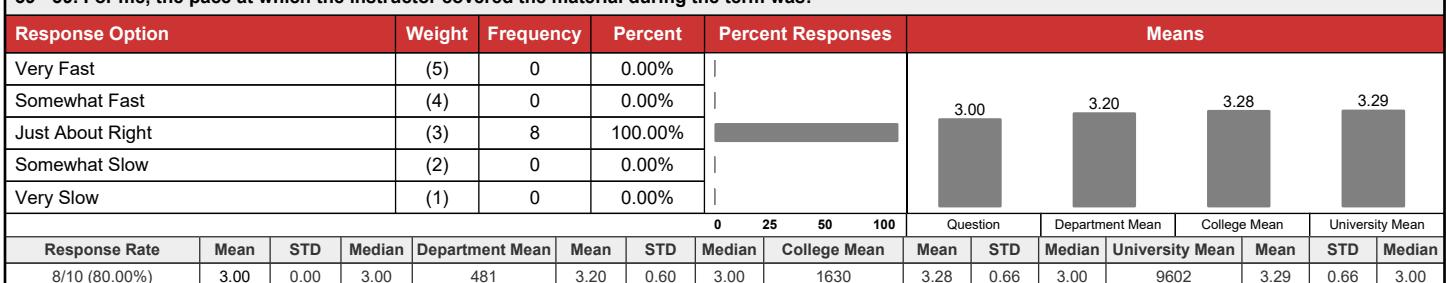
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

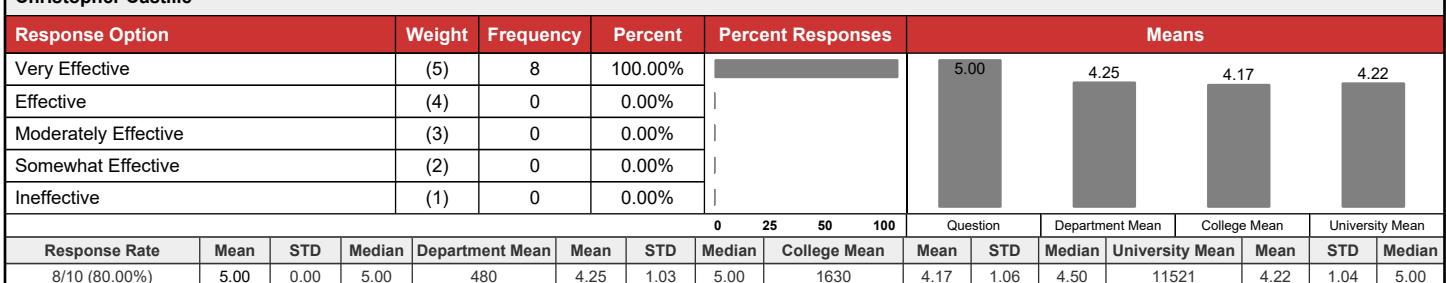


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille



Nicholls State University
Spring 2020 - Full Term Evaluations



Course: 20S_MNGT425_2T: 20S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 8/10 (80.00 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	8	100.00%	[Progress Bar]	
A College Requirement	(2)	0	0.00%	[Progress Bar]	
An Elective	(3)	0	0.00%	[Progress Bar]	
Other	(4)	0	0.00%	[Progress Bar]	
0 25 50 100					
Response Rate					
8/10 (80.00%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%	[Progress Bar]	
Sophomore/2nd Year	(2)	0	0.00%	[Progress Bar]	
Junior/3rd Year	(3)	1	12.50%	[Progress Bar]	
Senior/4th Year	(4)	6	75.00%	[Progress Bar]	
Graduate	(5)	0	0.00%	[Progress Bar]	
Other	(6)	1	12.50%	[Progress Bar]	
0 25 50 100					
Response Rate					
8/10 (80.00%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	8	100.00%	[Progress Bar]	
Better in another language	(2)	0	0.00%	[Progress Bar]	
Equally well in English and another language	(3)	0	0.00%	[Progress Bar]	
0 25 50 100					
Response Rate					
8/10 (80.00%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	3	37.50%	[Progress Bar]	
Male	(2)	5	62.50%	[Progress Bar]	
0 25 50 100					
Response Rate					
8/10 (80.00%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	2	25.00%	[Progress Bar]	
A-	(2)	1	12.50%	[Progress Bar]	
B+	(3)	1	12.50%	[Progress Bar]	
B	(4)	1	12.50%	[Progress Bar]	
B-	(5)	2	25.00%	[Progress Bar]	
C	(6)	1	12.50%	[Progress Bar]	
Below C	(7)	0	0.00%	[Progress Bar]	
0 25 50 100					
Response Rate					
8/10 (80.00%)					

Nicholls State University
Spring 2020 - Full Term Evaluations



Course: 20S_MNGT425_2T: 20S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *
Response Rate: 8/10 (80.00 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?46. Please provide your feedback.

Response Rate	5/10 (50%)
<ul style="list-style-type: none">Never have I had a professor/advisor that was so dedicated to going out of their way to help me. One of my favorite professors.His teaching style felt as if he was teaching to prepare us for our careers instead of teaching us for a test. I felt like I absorbed more information in this class than I did in most of my classes in my 4 years at Nicholls.Dr. Castille is one of the best teachers I have ever had. He goes out of his way to make time for you and meets with you if you have questions regarding anything. Amazing TeacherHe did an excellent job in teaching the material, making sure his students understood the material, and helping his students in any way he could. His teaching method was a little different and a little unorthodox, but it was a great way into understanding the course material. He made us think about the material in our spare time. His use of the simulation was a great way of showing what the real world could be like and what we would have to do to handle it. His goal was not to see how we would do on our own, but to see if we were understanding the material and he always was happy to help improve our learning of the material. The class itself is difficult but he did a good job in relieving some of the pressure. He is a great teacher and I would certainly recommend taking his class.Amazing teacher, will take his time to sit down and explain everything in detail one on one.	

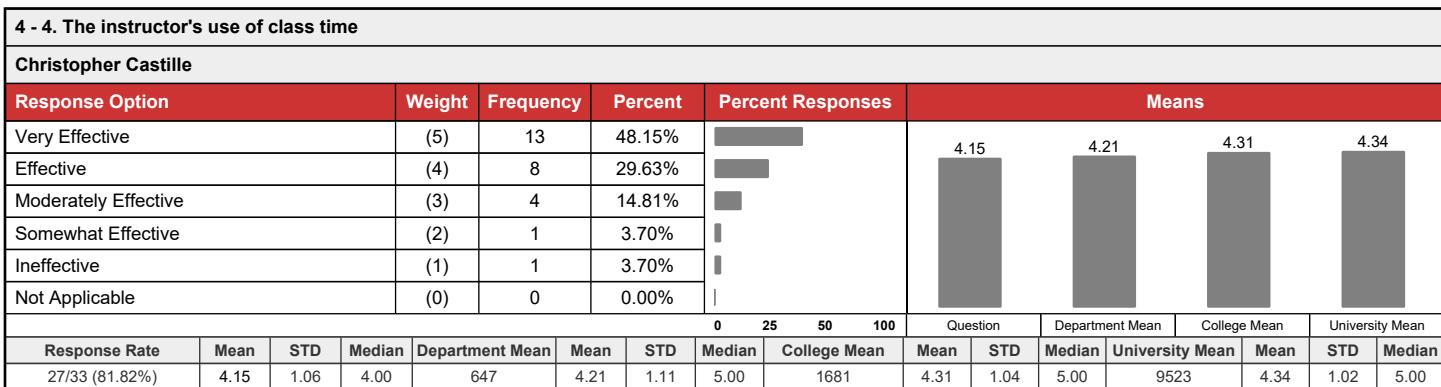
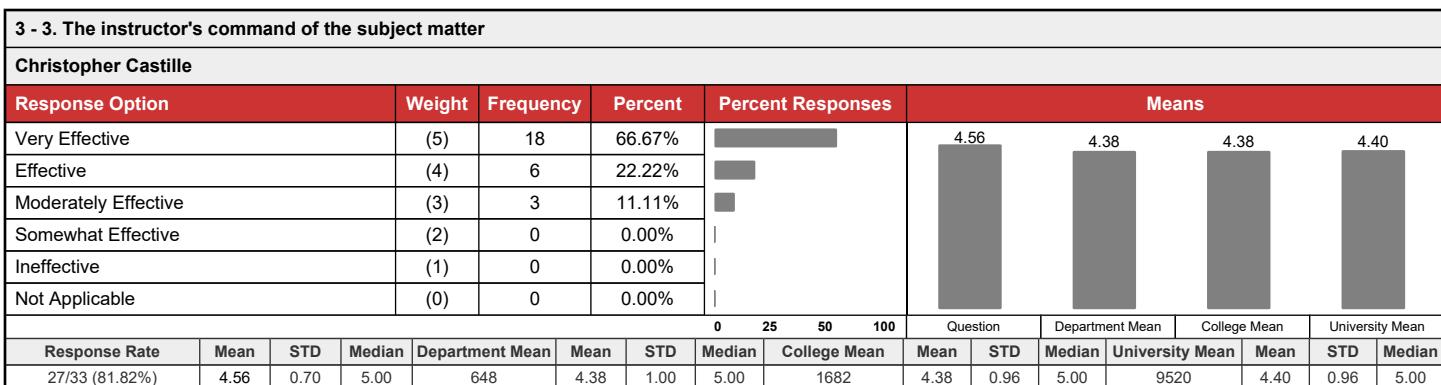
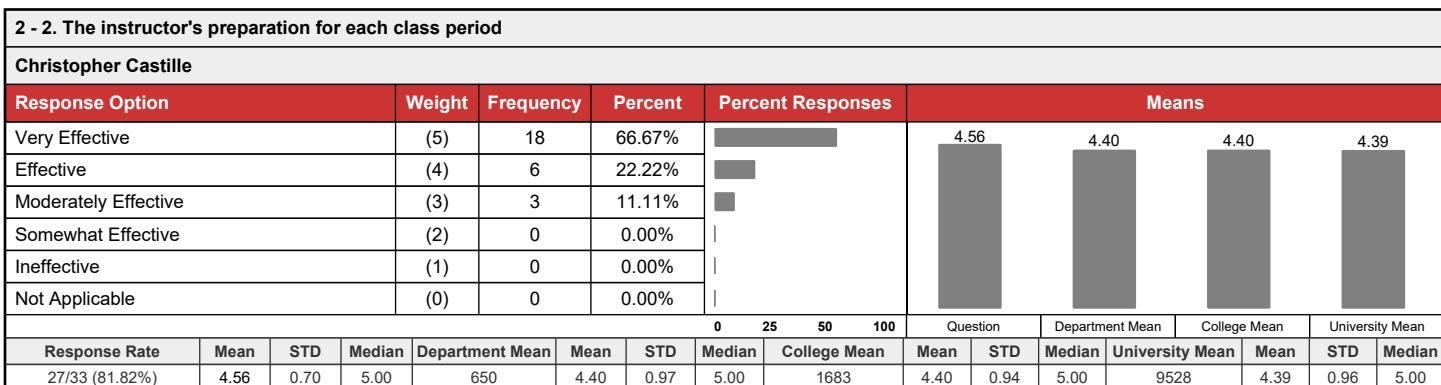
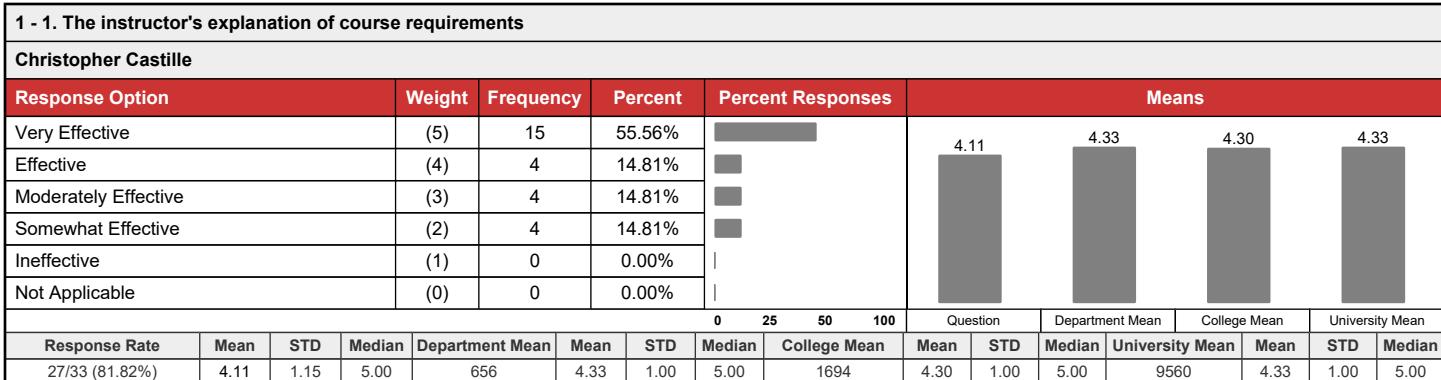
Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	4.95	4.37	4.26	4.33
B. Communication	4.96	4.44	4.35	4.38
C. Faculty/Student Interaction	4.95	4.49	4.39	4.40
D. Assignments, Exams, and Grading	4.85	4.19	4.12	4.20
E. Instructional Methods and Materials	4.79	4.14	4.05	4.10
F. Course Outcomes	4.25	3.61	3.55	3.60

Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT425_2T: 21S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 27/33 (81.82 %)



Nicholls State University
Spring 2021 - Full Term Evaluations

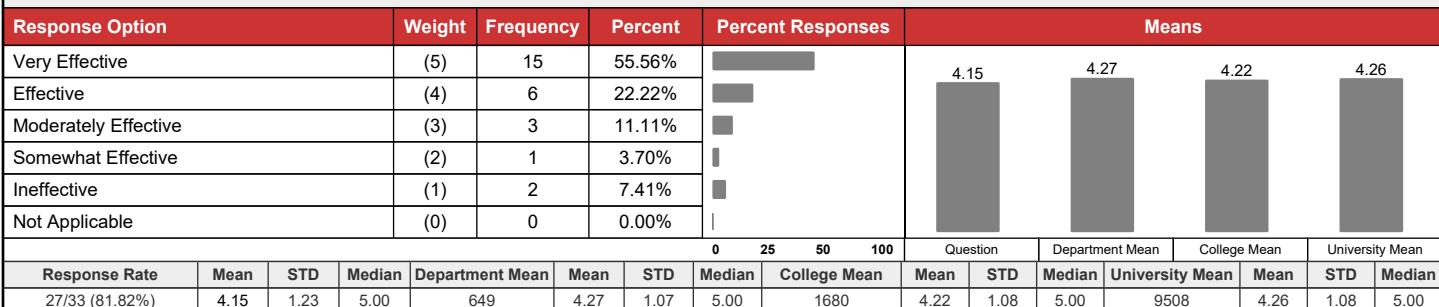


Course: 21S_MNGT425_2T: 21S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 27/33 (81.82 %)

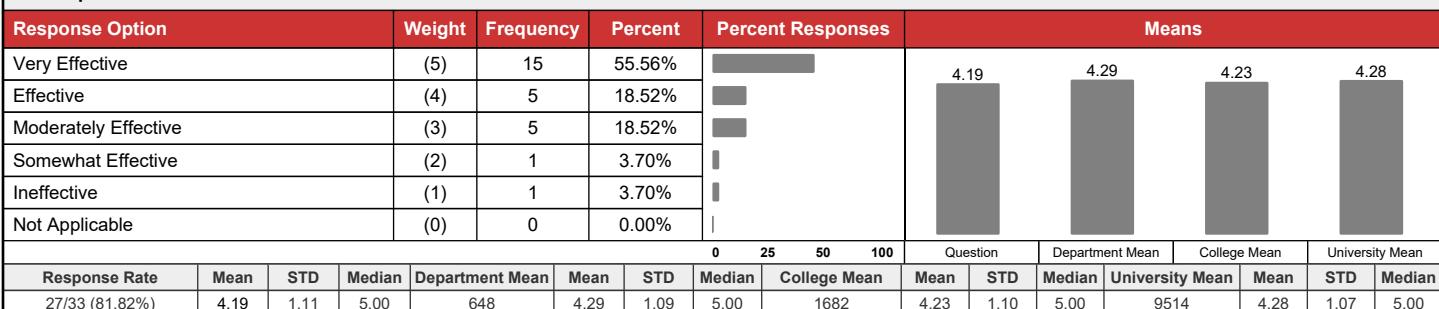
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



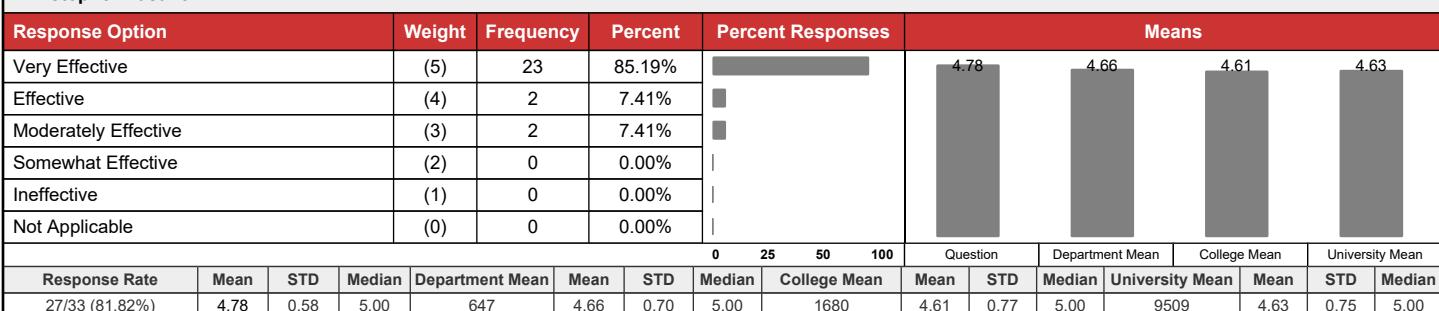
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



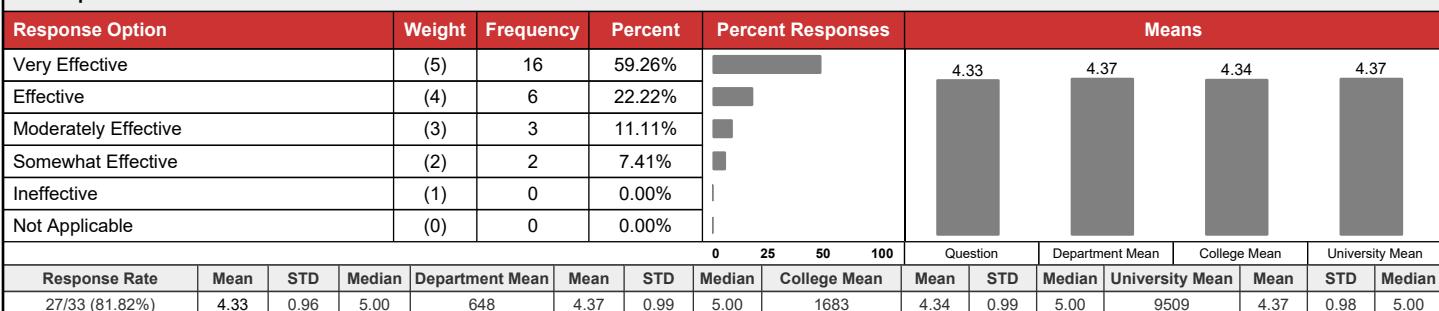
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



Nicholls State University
Spring 2021 - Full Term Evaluations

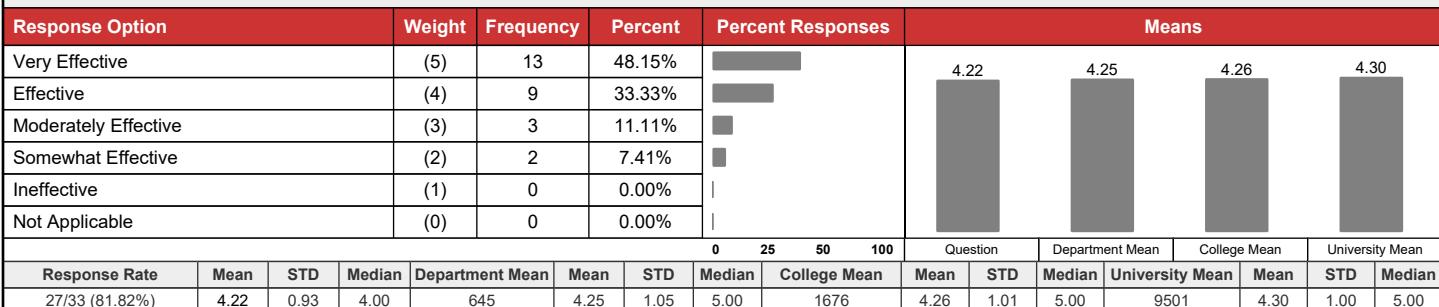


Course: 21S_MNGT425_2T: 21S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 27/33 (81.82 %)

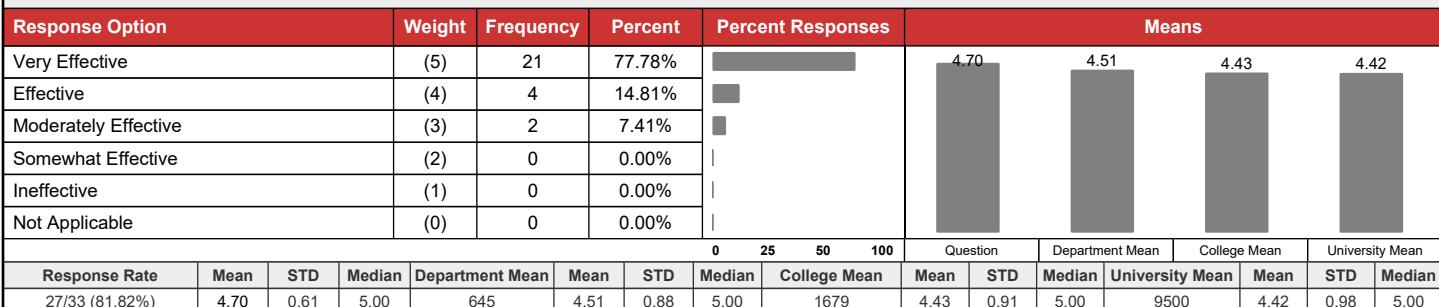
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



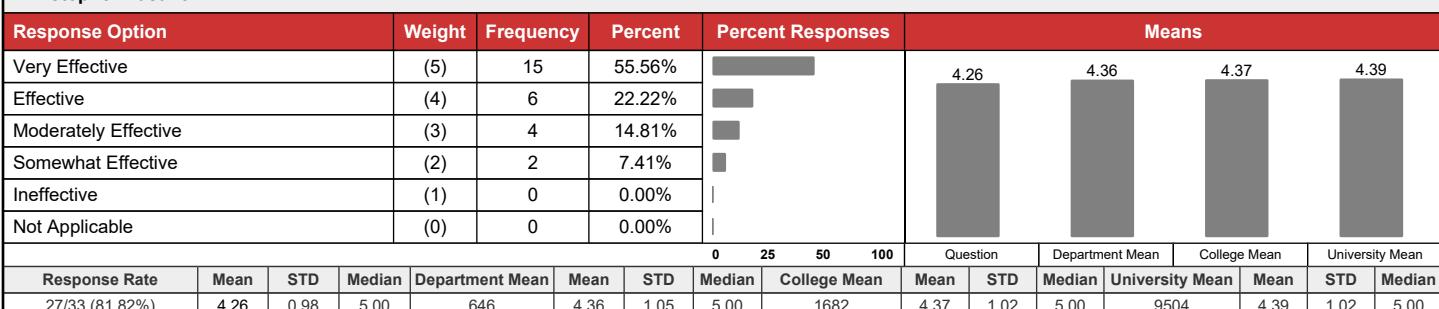
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



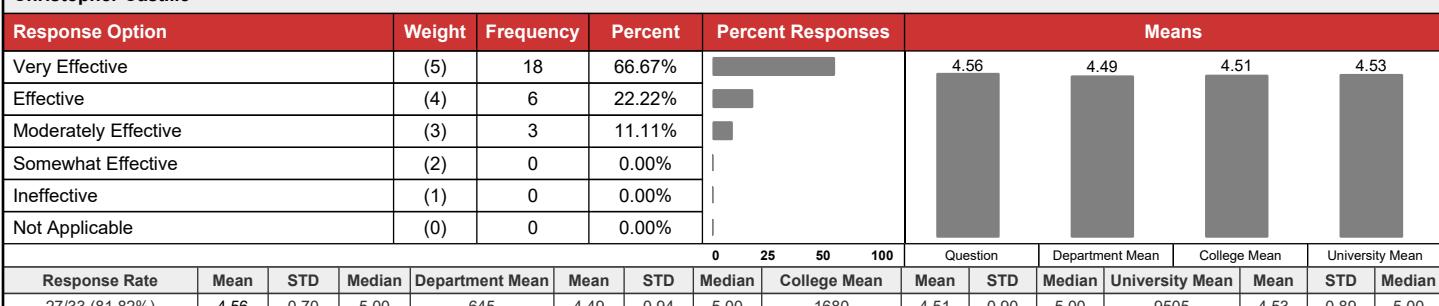
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille

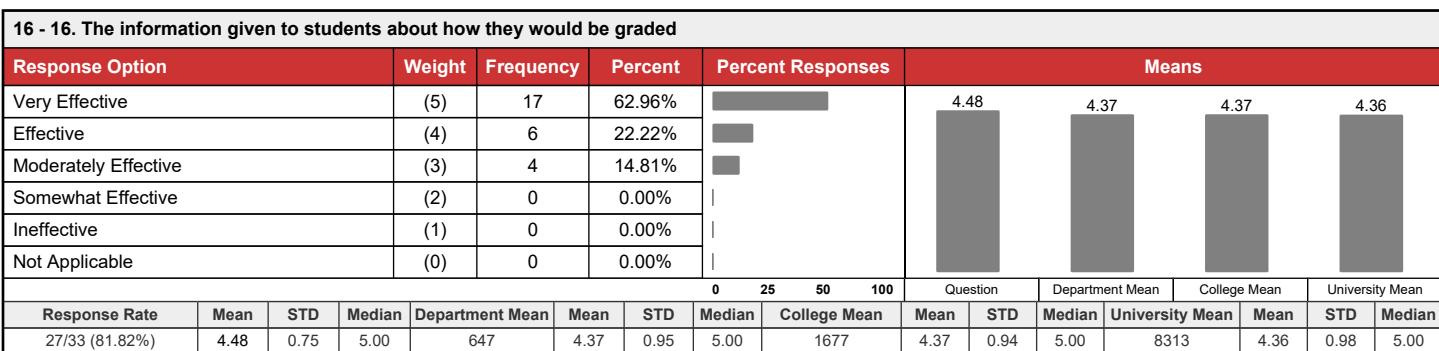
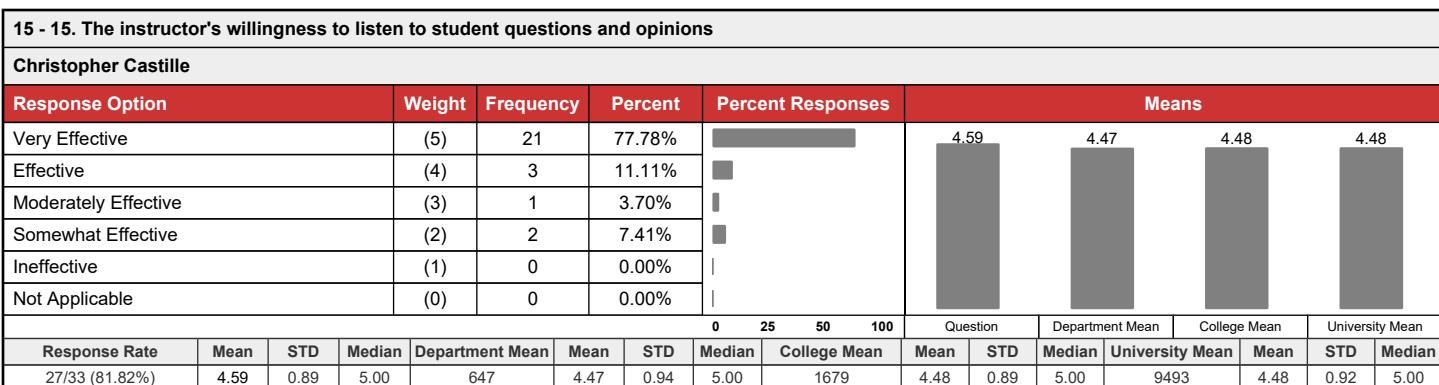
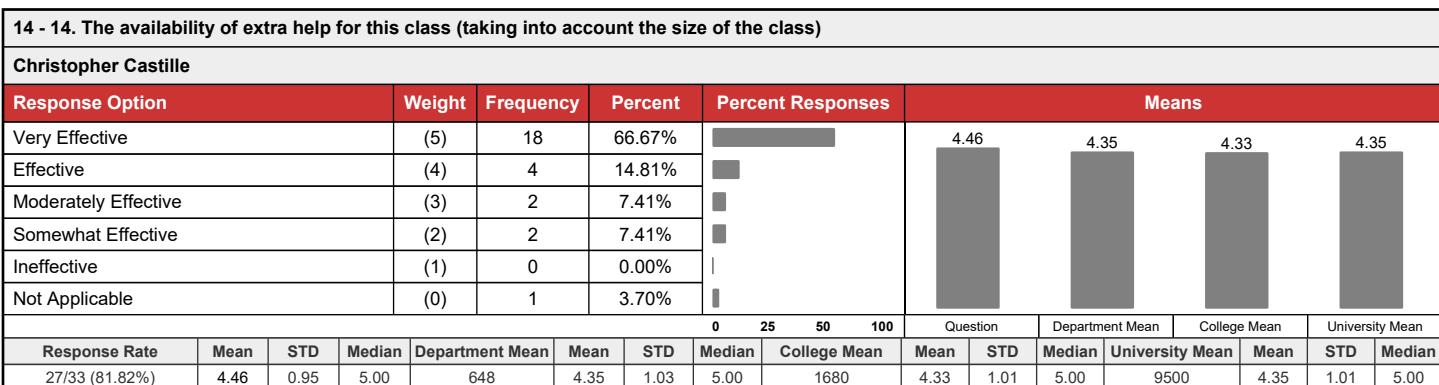
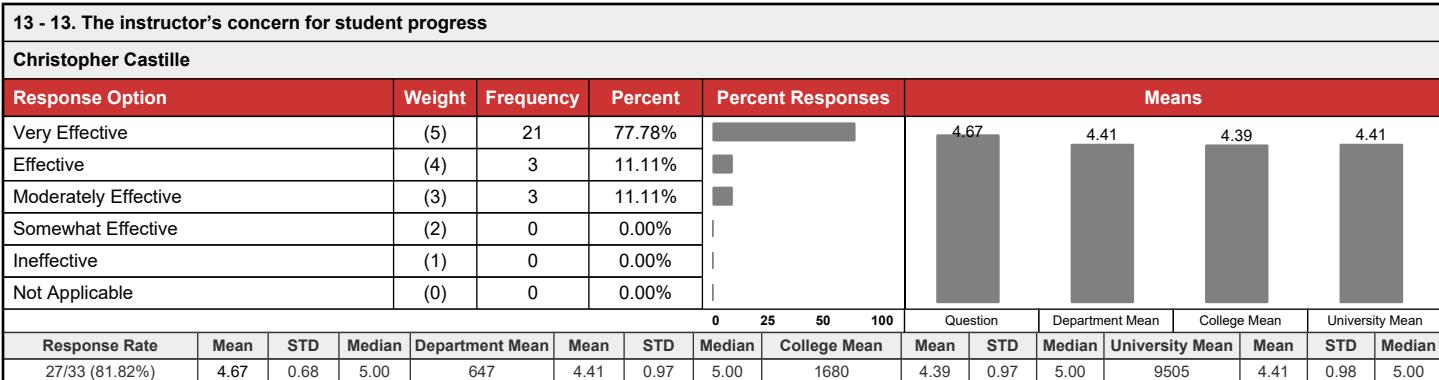


Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT425_2T: 21S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 27/33 (81.82 %)

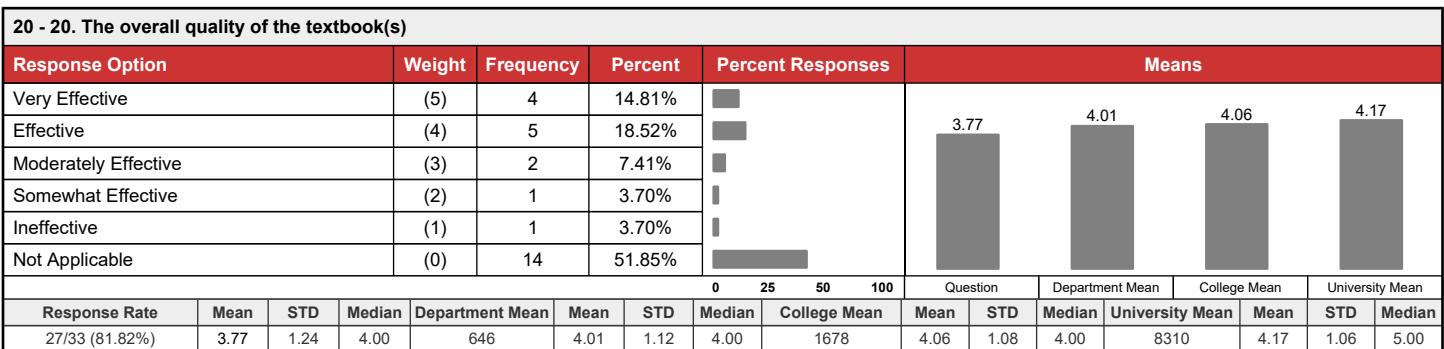
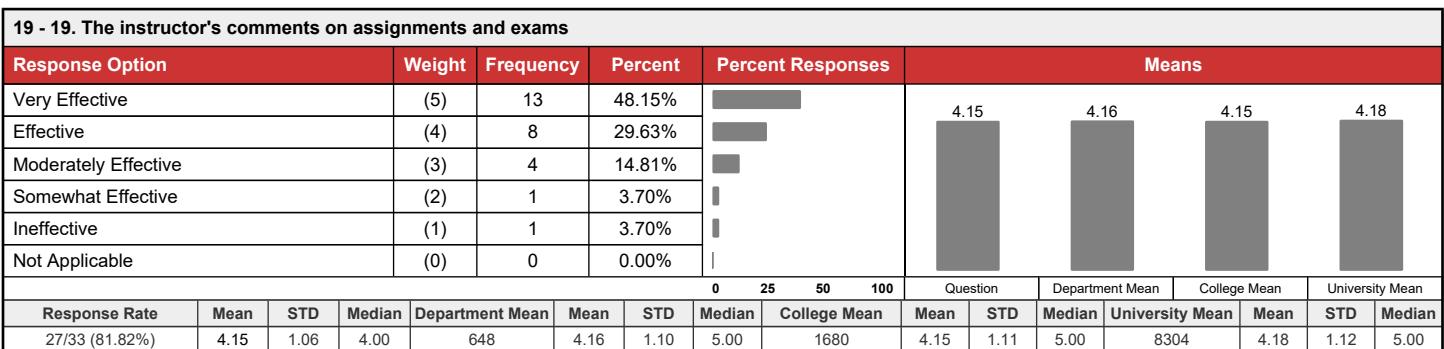
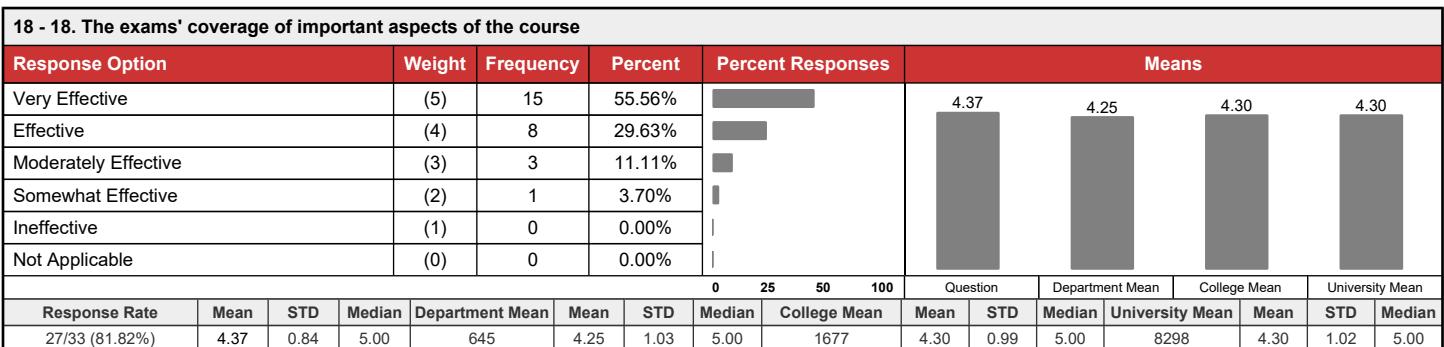
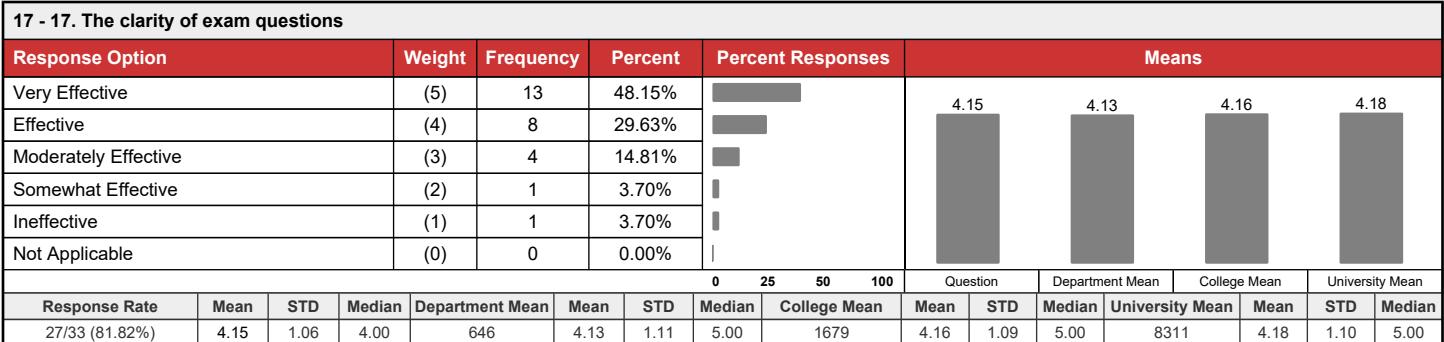


Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT425_2T: 21S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castile *

Response Rate: 27/33 (81.82 %)



Nicholls State University
Spring 2021 - Full Term Evaluations

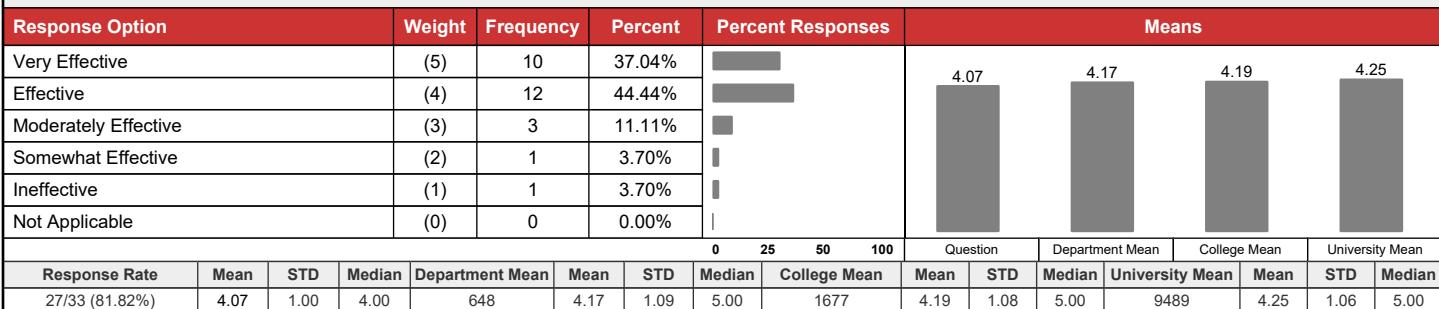


Course: 21S_MNGT425_2T: 21S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

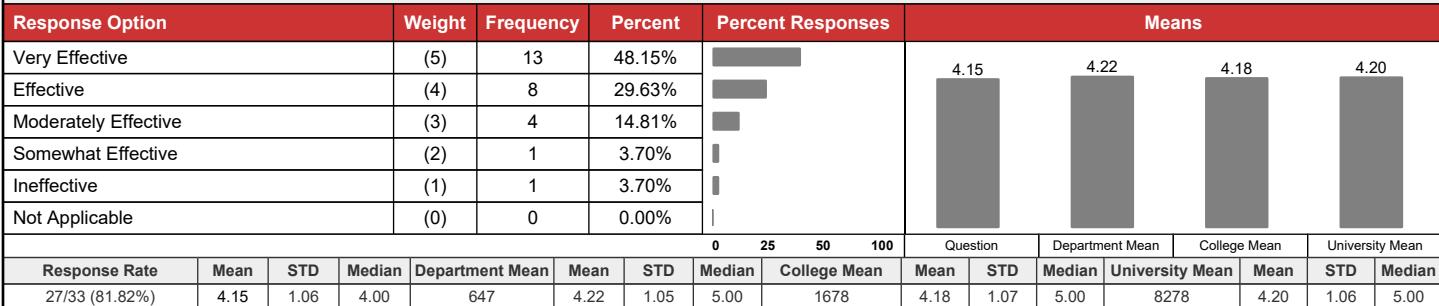
Response Rate: 27/33 (81.82 %)

21 - 21. The helpfulness of assignments in understanding course material

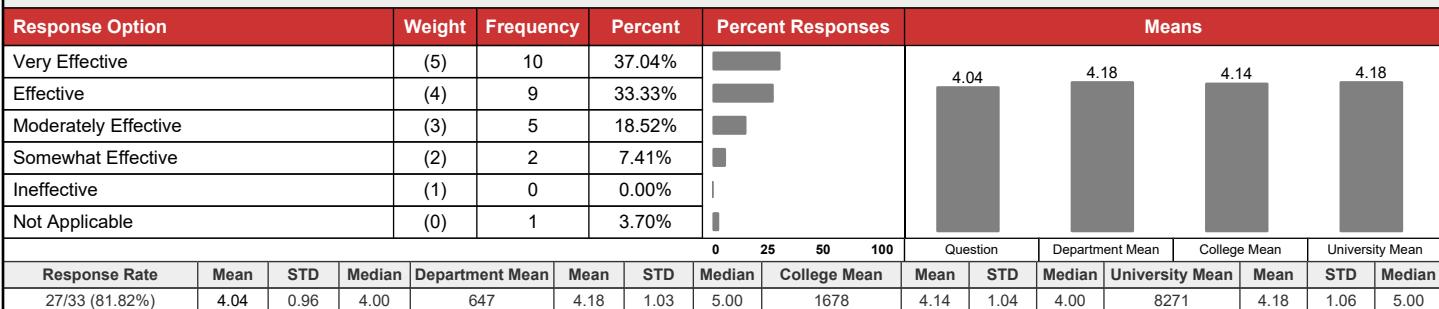
Christopher Castille



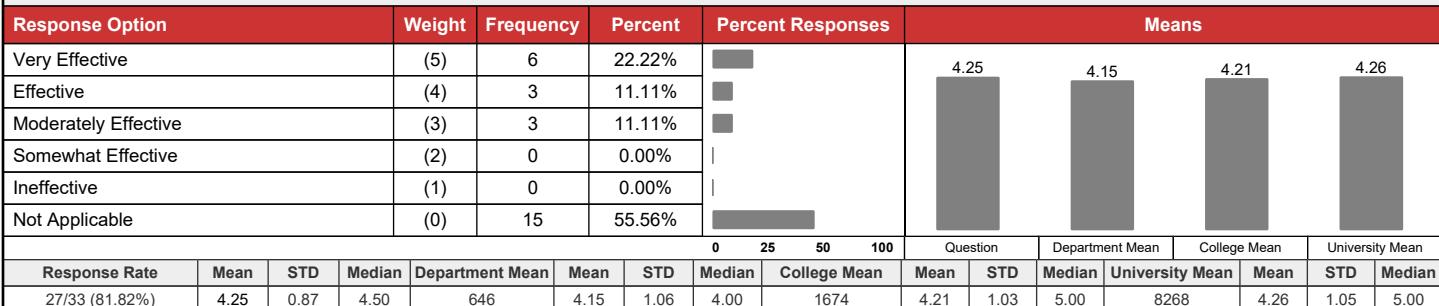
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)



24 - 24. Laboratory exercises for understanding important course concepts



Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT425_2T: 21S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castile *

Response Rate: 27/33 (81.82 %)

25 - 25. Assigned projects in which students work together																																																																																								
Response Option			Weight	Frequency	Percent	Percent Responses	Means																																																																																	
Very Effective	(5)		13	48.15%		4.19	4.12	4.11	4.14																																																																															
Effective	(4)		8	29.63%																																																																																				
Moderately Effective	(3)		4	14.81%																																																																																				
Somewhat Effective	(2)		2	7.41%																																																																																				
Ineffective	(1)		0	0.00%																																																																																				
Not Applicable	(0)		0	0.00%																																																																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">25</td> <td style="text-align: center;">50</td> <td style="text-align: center;">100</td> <td style="text-align: center;">Question</td> <td style="text-align: center;">Department Mean</td> <td style="text-align: center;">College Mean</td> <td style="text-align: center;">University Mean</td> </tr> <tr> <td style="text-align: center;">Response Rate</td> <td style="text-align: center;">Mean</td> <td style="text-align: center;">STD</td> <td style="text-align: center;">Median</td> <td style="text-align: center;">Department Mean</td> <td style="text-align: center;">Mean</td> <td style="text-align: center;">STD</td> <td style="text-align: center;">Median</td> <td style="text-align: center;">University Mean</td> <td style="text-align: center;">Mean</td> </tr> <tr> <td style="text-align: center;">27/33 (81.82%)</td> <td style="text-align: center;">4.19</td> <td style="text-align: center;">0.96</td> <td style="text-align: center;">4.00</td> <td style="text-align: center;">646</td> <td style="text-align: center;">4.12</td> <td style="text-align: center;">1.10</td> <td style="text-align: center;">4.00</td> <td style="text-align: center;">1677</td> <td style="text-align: center;">4.11</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">1.11</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">4.00</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">8267</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">4.14</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">1.11</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">5.00</td> </tr> </table>	0	25	50	100	Question	Department Mean	College Mean	University Mean	Response Rate	Mean	STD	Median	Department Mean	Mean	STD	Median	University Mean	Mean	27/33 (81.82%)	4.19	0.96	4.00	646	4.12	1.10	4.00	1677	4.11										1.11										4.00										8267										4.14										1.11										5.00
0	25	50	100	Question	Department Mean	College Mean	University Mean																																																																																	
Response Rate	Mean	STD	Median	Department Mean	Mean	STD	Median	University Mean	Mean																																																																															
27/33 (81.82%)	4.19	0.96	4.00	646	4.12	1.10	4.00	1677	4.11																																																																															
									1.11																																																																															
									4.00																																																																															
									8267																																																																															
									4.14																																																																															
									1.11																																																																															
									5.00																																																																															

26 - 26. Case studies, simulations or role playing																																																																																								
Response Option			Weight	Frequency	Percent	Percent Responses	Means																																																																																	
Very Effective	(5)		15	57.69%		4.35	4.21	4.19	4.20																																																																															
Effective	(4)		8	30.77%																																																																																				
Moderately Effective	(3)		1	3.85%																																																																																				
Somewhat Effective	(2)		1	3.85%																																																																																				
Ineffective	(1)		1	3.85%																																																																																				
Not Applicable	(0)		0	0.00%																																																																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">25</td> <td style="text-align: center;">50</td> <td style="text-align: center;">100</td> <td style="text-align: center;">Question</td> <td style="text-align: center;">Department Mean</td> <td style="text-align: center;">College Mean</td> <td style="text-align: center;">University Mean</td> </tr> <tr> <td style="text-align: center;">Response Rate</td> <td style="text-align: center;">Mean</td> <td style="text-align: center;">STD</td> <td style="text-align: center;">Median</td> <td style="text-align: center;">Department Mean</td> <td style="text-align: center;">Mean</td> <td style="text-align: center;">STD</td> <td style="text-align: center;">Median</td> <td style="text-align: center;">University Mean</td> <td style="text-align: center;">Mean</td> </tr> <tr> <td style="text-align: center;">26/33 (78.79%)</td> <td style="text-align: center;">4.35</td> <td style="text-align: center;">1.02</td> <td style="text-align: center;">5.00</td> <td style="text-align: center;">644</td> <td style="text-align: center;">4.21</td> <td style="text-align: center;">1.09</td> <td style="text-align: center;">5.00</td> <td style="text-align: center;">1671</td> <td style="text-align: center;">4.19</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">1.09</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">5.00</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">8259</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">4.20</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">1.08</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">5.00</td> </tr> </table>	0	25	50	100	Question	Department Mean	College Mean	University Mean	Response Rate	Mean	STD	Median	Department Mean	Mean	STD	Median	University Mean	Mean	26/33 (78.79%)	4.35	1.02	5.00	644	4.21	1.09	5.00	1671	4.19										1.09										5.00										8259										4.20										1.08										5.00
0	25	50	100	Question	Department Mean	College Mean	University Mean																																																																																	
Response Rate	Mean	STD	Median	Department Mean	Mean	STD	Median	University Mean	Mean																																																																															
26/33 (78.79%)	4.35	1.02	5.00	644	4.21	1.09	5.00	1671	4.19																																																																															
									1.09																																																																															
									5.00																																																																															
									8259																																																																															
									4.20																																																																															
									1.08																																																																															
									5.00																																																																															

27 - 27. Course journals or logs required of students																																																																																								
Response Option			Weight	Frequency	Percent	Percent Responses	Means																																																																																	
Very Effective	(5)		5	19.23%		4.30	4.19	4.18	4.18																																																																															
Effective	(4)		3	11.54%																																																																																				
Moderately Effective	(3)		2	7.69%																																																																																				
Somewhat Effective	(2)		0	0.00%																																																																																				
Ineffective	(1)		0	0.00%																																																																																				
Not Applicable	(0)		16	61.54%																																																																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">25</td> <td style="text-align: center;">50</td> <td style="text-align: center;">100</td> <td style="text-align: center;">Question</td> <td style="text-align: center;">Department Mean</td> <td style="text-align: center;">College Mean</td> <td style="text-align: center;">University Mean</td> </tr> <tr> <td style="text-align: center;">Response Rate</td> <td style="text-align: center;">Mean</td> <td style="text-align: center;">STD</td> <td style="text-align: center;">Median</td> <td style="text-align: center;">Department Mean</td> <td style="text-align: center;">Mean</td> <td style="text-align: center;">STD</td> <td style="text-align: center;">Median</td> <td style="text-align: center;">University Mean</td> <td style="text-align: center;">Mean</td> </tr> <tr> <td style="text-align: center;">26/33 (78.79%)</td> <td style="text-align: center;">4.30</td> <td style="text-align: center;">0.82</td> <td style="text-align: center;">4.50</td> <td style="text-align: center;">645</td> <td style="text-align: center;">4.19</td> <td style="text-align: center;">1.14</td> <td style="text-align: center;">5.00</td> <td style="text-align: center;">1671</td> <td style="text-align: center;">4.18</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">1.12</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">5.00</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">8257</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">4.18</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">1.10</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">5.00</td> </tr> </table>	0	25	50	100	Question	Department Mean	College Mean	University Mean	Response Rate	Mean	STD	Median	Department Mean	Mean	STD	Median	University Mean	Mean	26/33 (78.79%)	4.30	0.82	4.50	645	4.19	1.14	5.00	1671	4.18										1.12										5.00										8257										4.18										1.10										5.00
0	25	50	100	Question	Department Mean	College Mean	University Mean																																																																																	
Response Rate	Mean	STD	Median	Department Mean	Mean	STD	Median	University Mean	Mean																																																																															
26/33 (78.79%)	4.30	0.82	4.50	645	4.19	1.14	5.00	1671	4.18																																																																															
									1.12																																																																															
									5.00																																																																															
									8257																																																																															
									4.18																																																																															
									1.10																																																																															
									5.00																																																																															

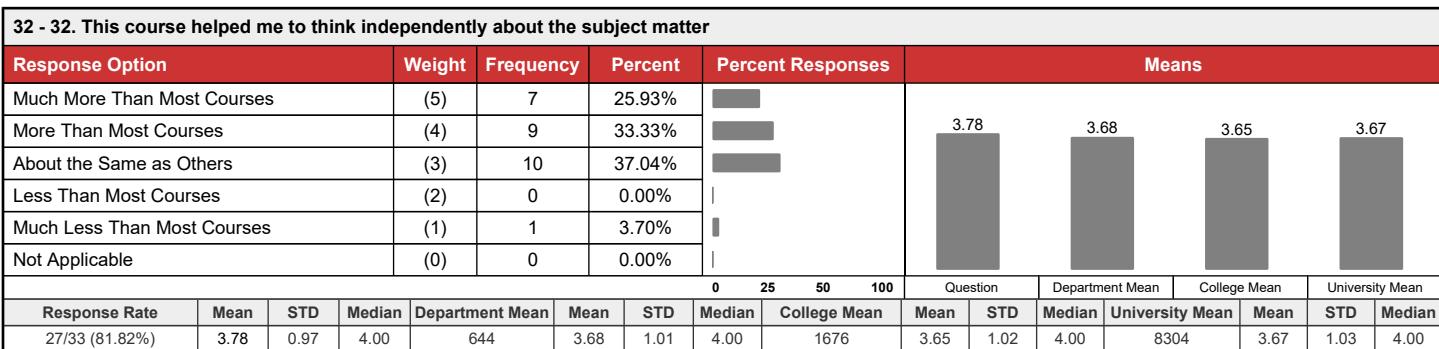
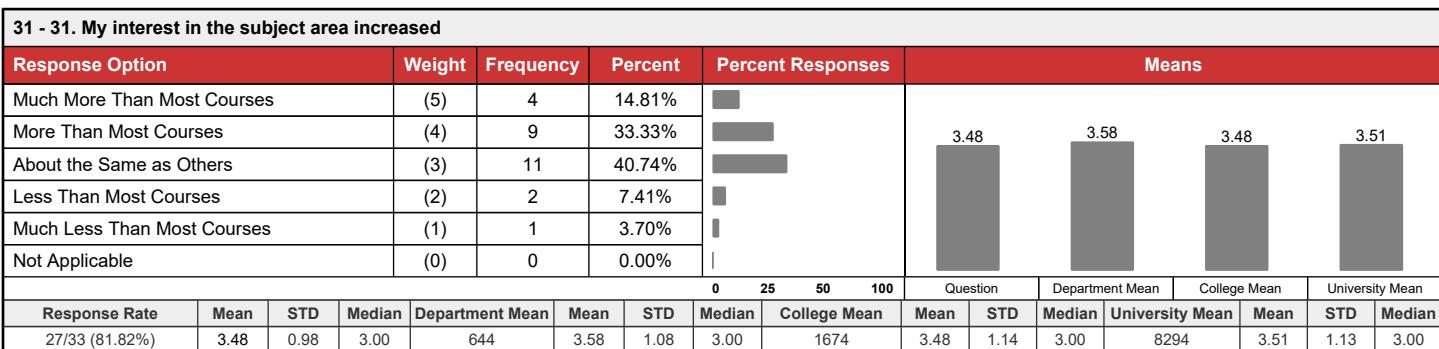
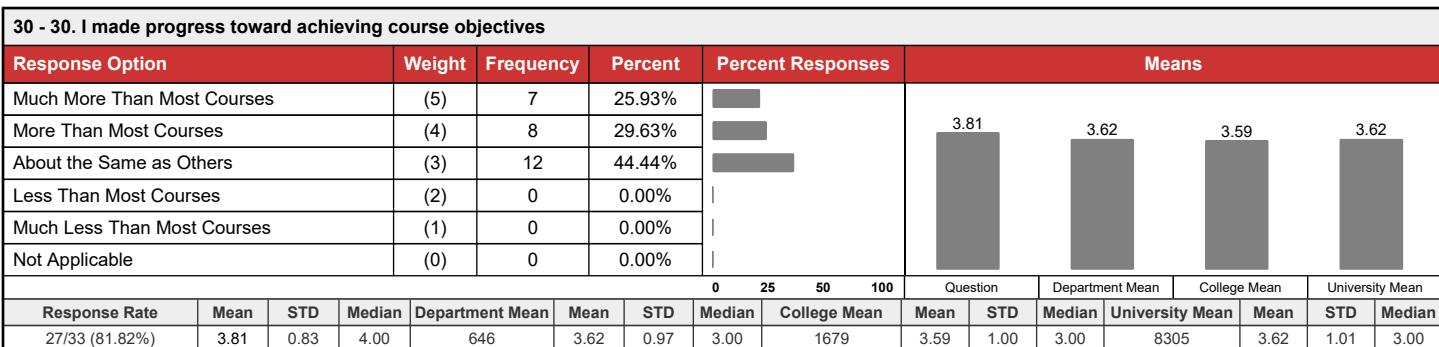
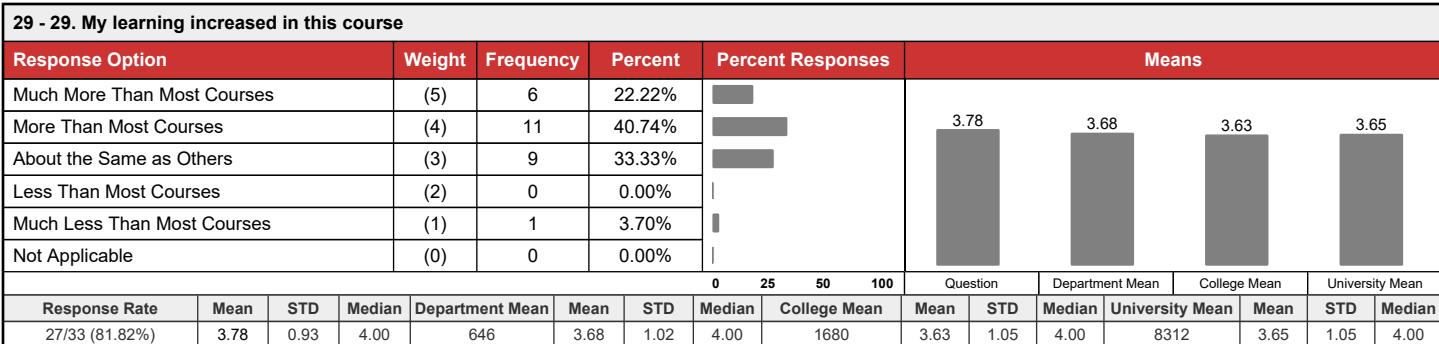
28 - 28. Instructor's use of computers as aids in instruction																																																																																								
Response Option			Weight	Frequency	Percent	Percent Responses	Means																																																																																	
Very Effective	(5)		15	55.56%		4.52	4.27	4.29	4.29																																																																															
Effective	(4)		8	29.63%																																																																																				
Moderately Effective	(3)		2	7.41%																																																																																				
Somewhat Effective	(2)		0	0.00%																																																																																				
Ineffective	(1)		0	0.00%																																																																																				
Not Applicable	(0)		2	7.41%																																																																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">25</td> <td style="text-align: center;">50</td> <td style="text-align: center;">100</td> <td style="text-align: center;">Question</td> <td style="text-align: center;">Department Mean</td> <td style="text-align: center;">College Mean</td> <td style="text-align: center;">University Mean</td> </tr> <tr> <td style="text-align: center;">Response Rate</td> <td style="text-align: center;">Mean</td> <td style="text-align: center;">STD</td> <td style="text-align: center;">Median</td> <td style="text-align: center;">Department Mean</td> <td style="text-align: center;">Mean</td> <td style="text-align: center;">STD</td> <td style="text-align: center;">Median</td> <td style="text-align: center;">University Mean</td> <td style="text-align: center;">Mean</td> </tr> <tr> <td style="text-align: center;">27/33 (81.82%)</td> <td style="text-align: center;">4.52</td> <td style="text-align: center;">0.65</td> <td style="text-align: center;">5.00</td> <td style="text-align: center;">646</td> <td style="text-align: center;">4.27</td> <td style="text-align: center;">1.02</td> <td style="text-align: center;">5.00</td> <td style="text-align: center;">1675</td> <td style="text-align: center;">4.29</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">0.98</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">5.00</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">8280</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">4.29</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">0.98</td> </tr> <tr> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> <td style="text-align: center;">5.00</td> </tr> </table>	0	25	50	100	Question	Department Mean	College Mean	University Mean	Response Rate	Mean	STD	Median	Department Mean	Mean	STD	Median	University Mean	Mean	27/33 (81.82%)	4.52	0.65	5.00	646	4.27	1.02	5.00	1675	4.29										0.98										5.00										8280										4.29										0.98										5.00
0	25	50	100	Question	Department Mean	College Mean	University Mean																																																																																	
Response Rate	Mean	STD	Median	Department Mean	Mean	STD	Median	University Mean	Mean																																																																															
27/33 (81.82%)	4.52	0.65	5.00	646	4.27	1.02	5.00	1675	4.29																																																																															
									0.98																																																																															
									5.00																																																																															
									8280																																																																															
									4.29																																																																															
									0.98																																																																															
									5.00																																																																															

Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT425_2T: 21S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 27/33 (81.82 %)

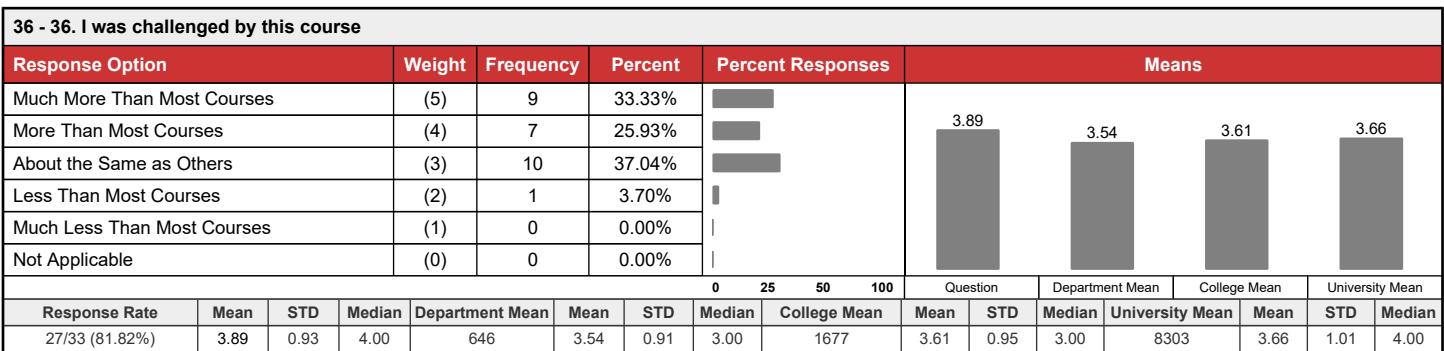
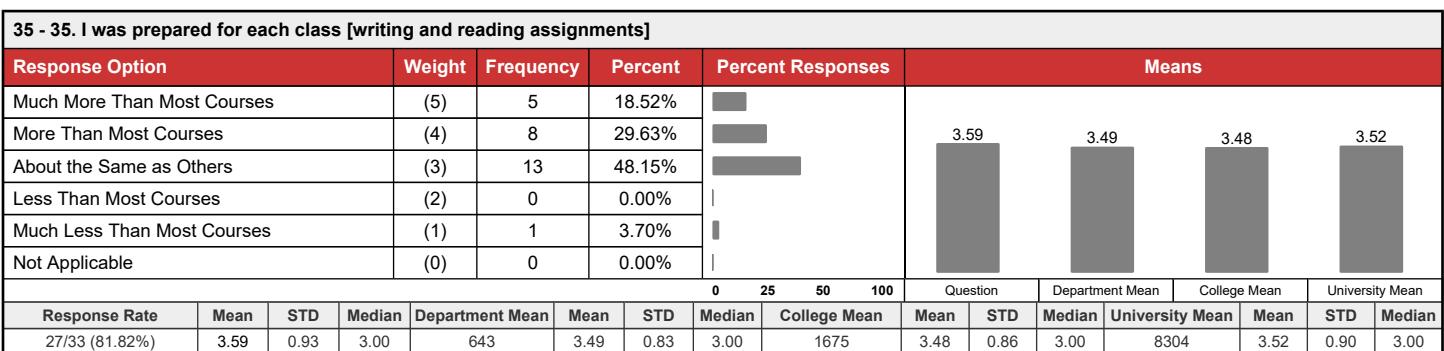
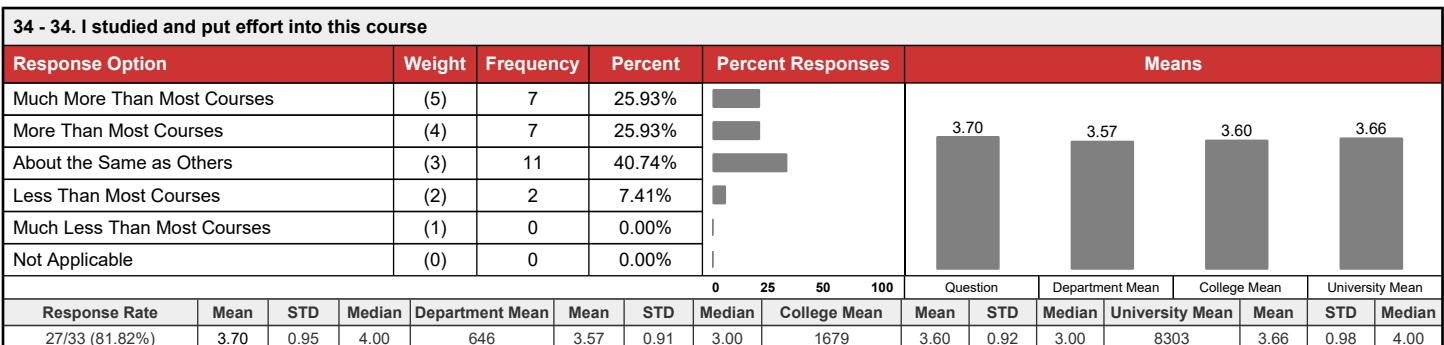
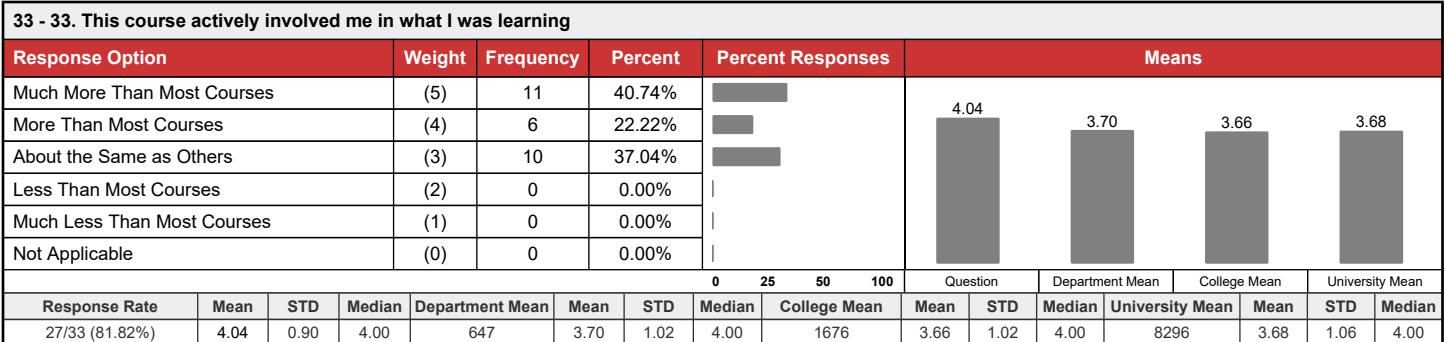


Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT425_2T: 21S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 27/33 (81.82 %)



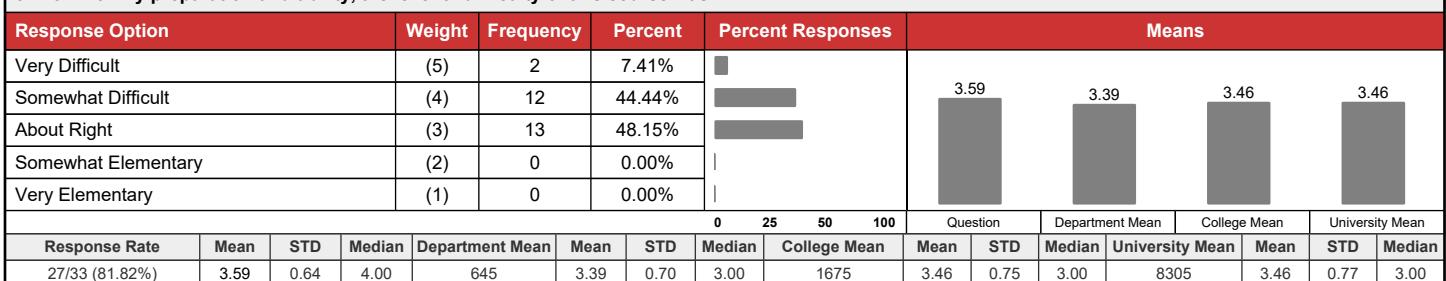
Nicholls State University
Spring 2021 - Full Term Evaluations



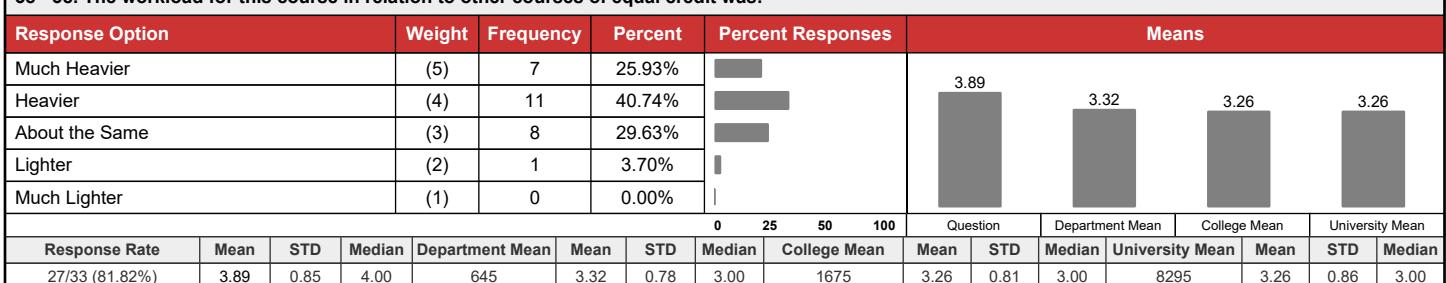
Course: 21S_MNGT425_2T: 21S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 27/33 (81.82 %)

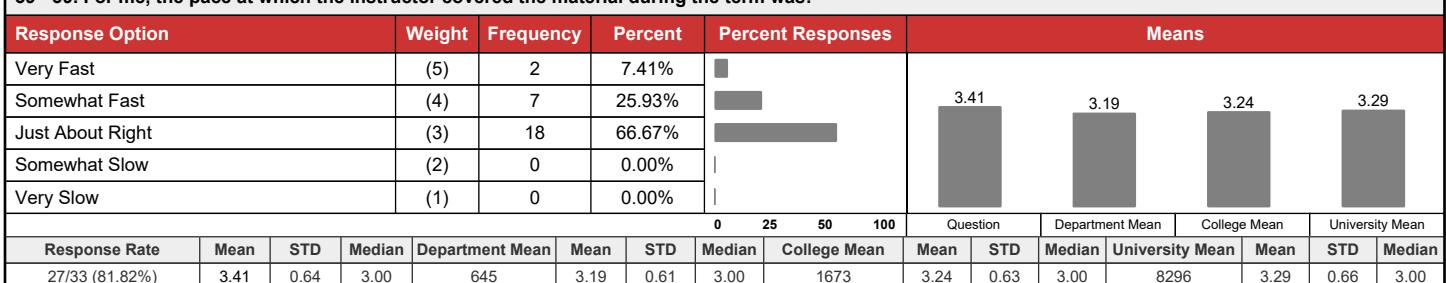
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

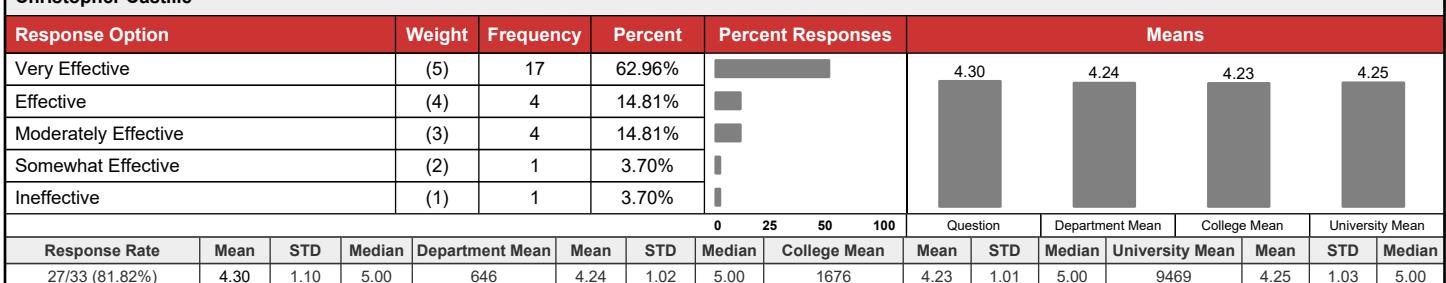


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille



Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT425_2T: 21S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 27/33 (81.82 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	24	88.89%		
A College Requirement	(2)	1	3.70%		
An Elective	(3)	2	7.41%		
Other	(4)	0	0.00%		
0 25 50 100					
Response Rate					
27/33 (81.82%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%		
Sophomore/2nd Year	(2)	0	0.00%		
Junior/3rd Year	(3)	3	11.11%		
Senior/4th Year	(4)	23	85.19%		
Graduate	(5)	0	0.00%		
Other	(6)	1	3.70%		
0 25 50 100					
Response Rate					
27/33 (81.82%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	26	96.30%		
Better in another language	(2)	0	0.00%		
Equally well in English and another language	(3)	1	3.70%		
0 25 50 100					
Response Rate					
27/33 (81.82%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	17	65.38%		
Male	(2)	9	34.62%		
0 25 50 100					
Response Rate					
26/33 (78.79%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	13	48.15%		
A-	(2)	8	29.63%		
B+	(3)	2	7.41%		
B	(4)	2	7.41%		
B-	(5)	2	7.41%		
C	(6)	0	0.00%		
Below C	(7)	0	0.00%		
0 25 50 100					
Response Rate					
27/33 (81.82%)					

Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT425_2T: 21S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *
Response Rate: 27/33 (81.82 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?46. Please provide your feedback.

Christopher Castille

Response Rate	13/33 (39.39%)
---------------	----------------

- Dr. Castille has concepts that could help the other faculty to have better success in their class rooms. I feel that if "some" of my other teachers could take into practice a few of his concepts of structuring class and groups that they would have higher ratings from their students.
- I enjoyed you class a lot this semester, but one thing that has stuck with me is how you reached out to me after one of my close friends died. That meant a lot to me!
- I feel like too much material was covered, causing the course to be very fast-paced / a little too much.
- Dr. Castille was extremely helpful when we encountered issues with a group member for a group project. He sat us all down together and made sure every member of the group felt heard in their frustrations with the situation.
- I think you have had the biggest learning impact to my education out of my four years of college. I am very glad I've taken 2 of your HR classes. Great Work!
- Please for the sake of future students, lighten the workload a bit more. The implementation of more work done in class helped a lot.
- Work load is heavy and the power points are a hard to understand at times. The power points are very complex and don't help too much when it comes to quizzes because of how complex they are.
- Dr. Castille's enthusiasm for the course keeps students engaged
- The content that is taught in this course is interesting and valuable. However, I feel like because there are so many assignments I am just turning assignments in blindly to get the credit. I really liked the simulation because I thought that it was good exposure to an HR Budget.
- I understand that you want us to learn things on our own; however, it can be pretty confusing and frustrating when we come to you with a question and you don't give a straight forward answer. If we don't understand something, we can't really tell you why we don't understand it if we don't understand what we don't understand. That being said, I do think you are trying your best to help us and I appreciate that. Thank you for being a great teacher and being willing to be accommodating.
- I enjoyed all of the extra help posted on Moodle, especially the PPA's. The PPA's really provided insight for me because it helped me understand the class material.
- This was the most intensive course work I have had in a class ever. I wasn't interested in the course content. Even though Castille went through the lectures in record speed, there was still too much material that we would have to learn on our own, even though we already had hours of assignments to complete for the week. The points for each assignment were not worth the hours of time each assignment took to do. The only reason I took the course is because it was mandatory for HR majors. I didn't learn anything from the course.
- This is my second time taking Dr. Castille and my second time leaving his class with so much new found knowledge and interests. I truthfully feel like Dr. Castille is the most intellectual and complex professor I have ever had. He will challenge each of his students to rise to the expectations stated in order to become a stronger and more knowledgeable student. His course material is not immediately understandable and his assignments are not always easy. But with time and effort it builds out education and make us stronger students in the end. I believe out of every course, and many of the professors I have had, Dr. Castille is giving us the most realistic real world knowledge we need to bring into the workforce. He is preparing us for employment, and giving us the ability to bring the knowledge of strategy as a competitive advantage against other candidates on the job market. Lastly, I have seen quite the improvement in his persona. I have seen him take feedback and alter the course he has laid out for us by figuring out what really works and what really doesn't. He constantly wants to hear what we have to say and always encourages us to approach him with any questions or concerns. I honestly wish more professors would do this! I don't know about other students, but it makes me feel like students are valued and acknowledged for being human too. Sometimes being a student isn't always easy to keep up with! Overall, excellent professor, who I believe to be one of the most valuable this college has in terms of preparing us for the real world. I will continue to recommend him to people who want true knowledge and academic challenge.

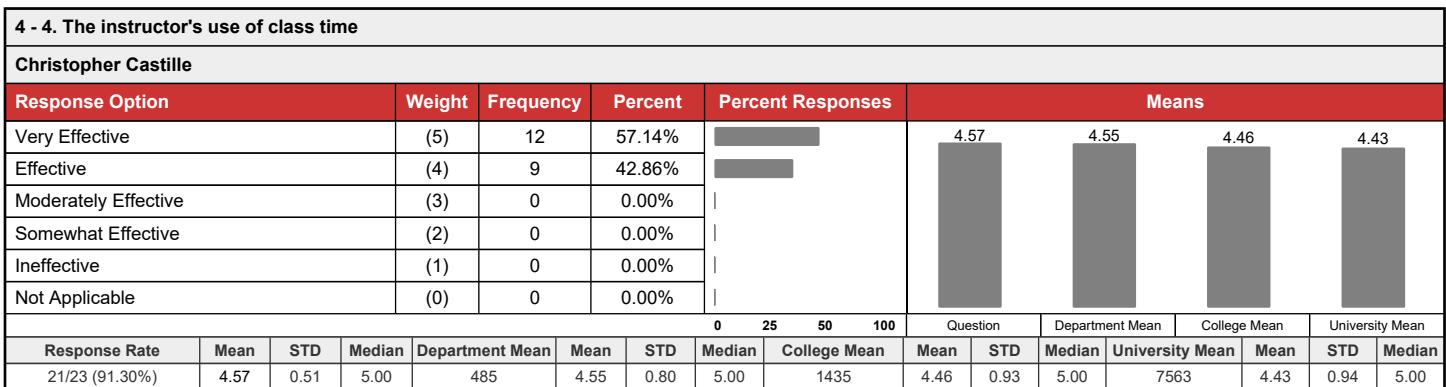
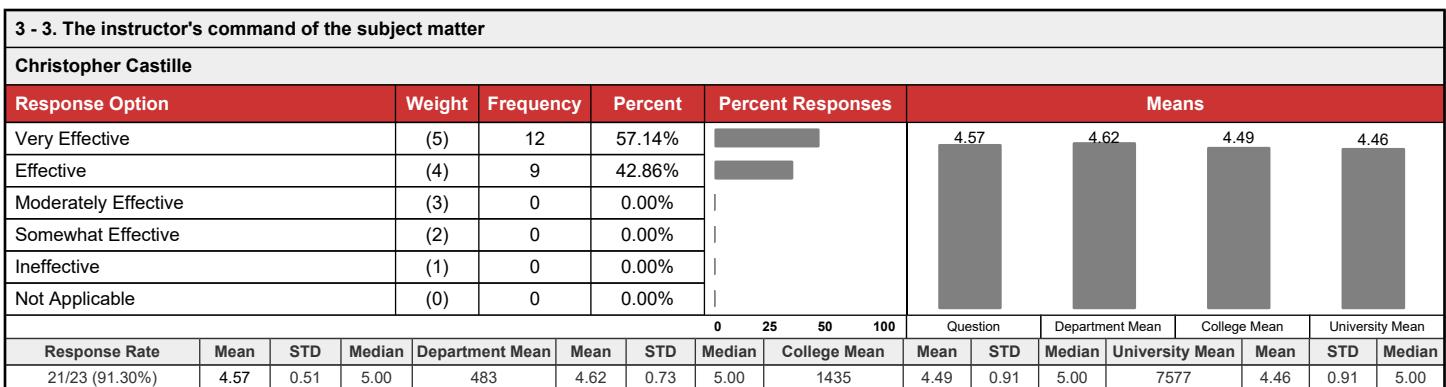
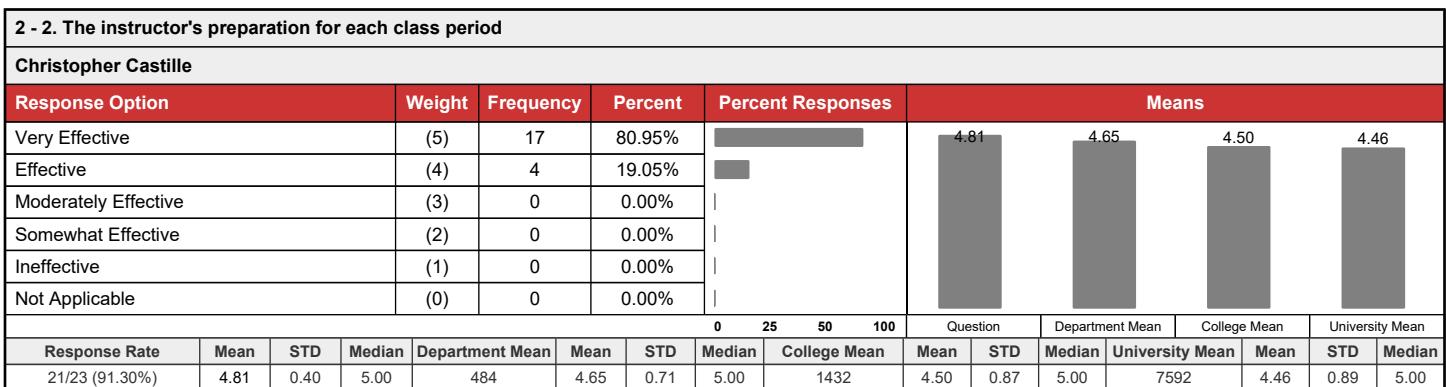
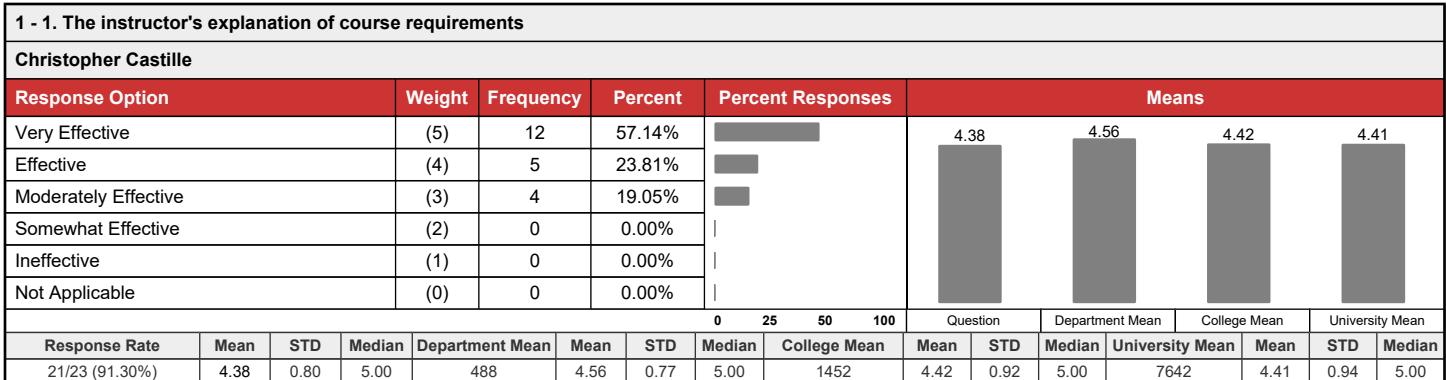
Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	4.31	4.32	4.32	4.34
B. Communication	4.41	4.41	4.37	4.40
C. Faculty/Staff Interaction	4.55	4.42	4.42	4.43
D. Assignments, Exams, and Grading	4.10	4.14	4.17	4.22
E. Instructional Methods and Materials	4.20	4.13	4.12	4.14
F. Course Outcomes	3.76	3.63	3.60	3.63

Nicholls State University
Spring 2022 - Full Term Evaluations



Course: 22S_MNGT425_2T: 22S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 21/23 (91.30 %)



Nicholls State University
Spring 2022 - Full Term Evaluations

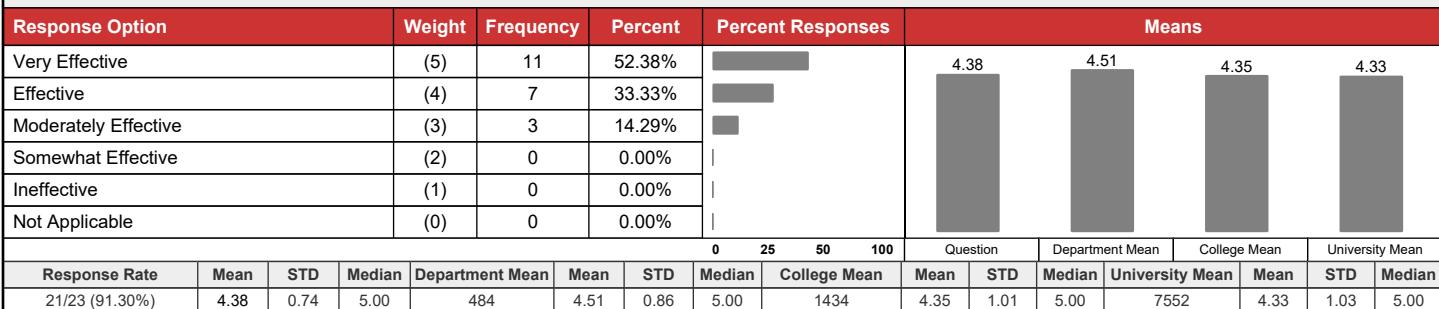


Course: 22S_MNGT425_2T: 22S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 21/23 (91.30 %)

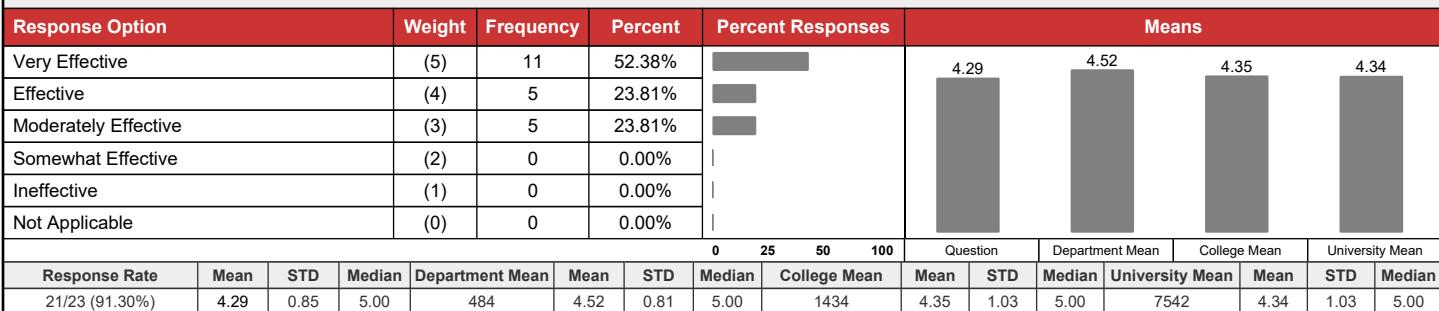
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



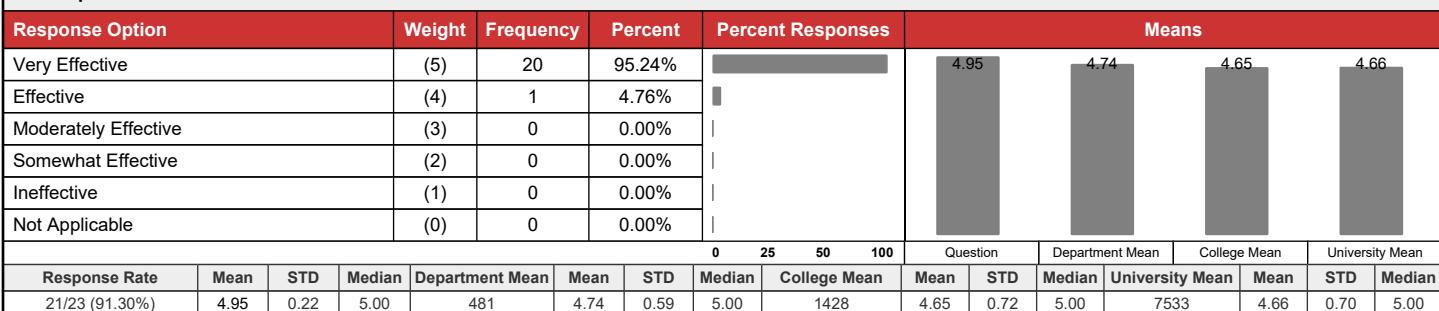
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



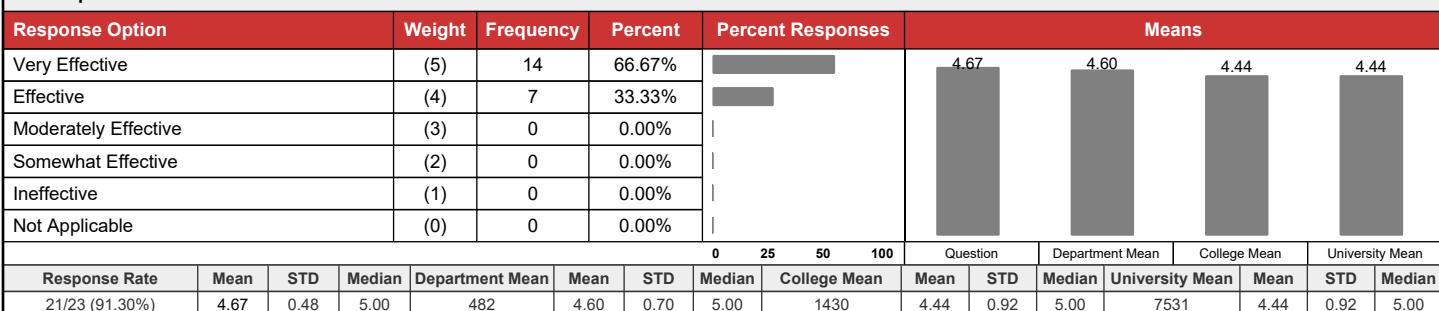
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



Nicholls State University
Spring 2022 - Full Term Evaluations

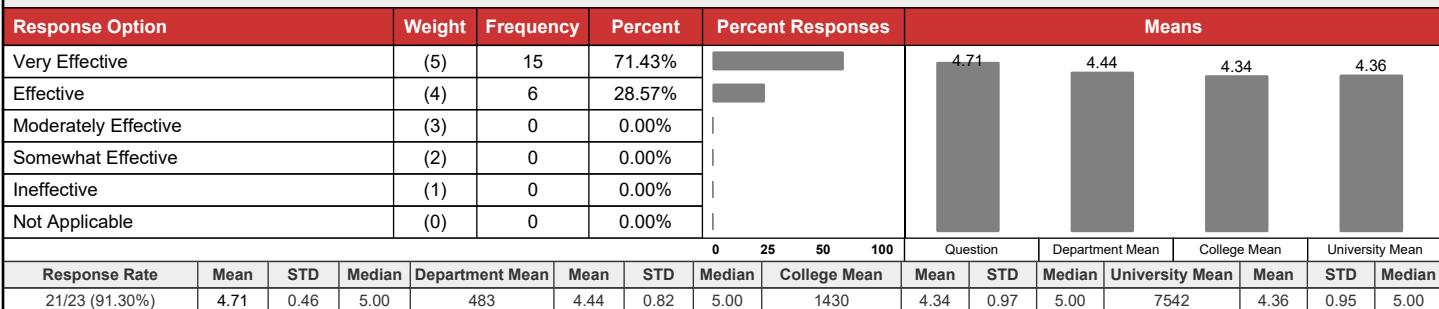


Course: 22S_MNGT425_2T: 22S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 21/23 (91.30 %)

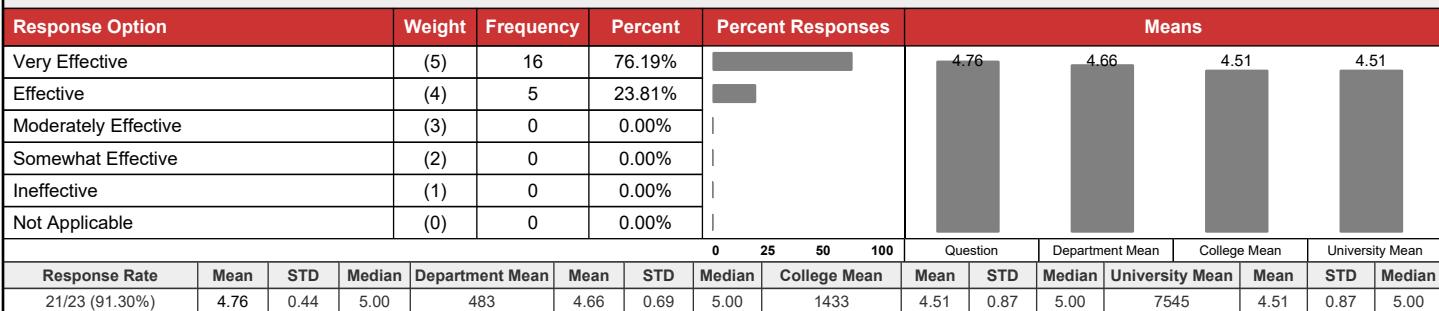
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



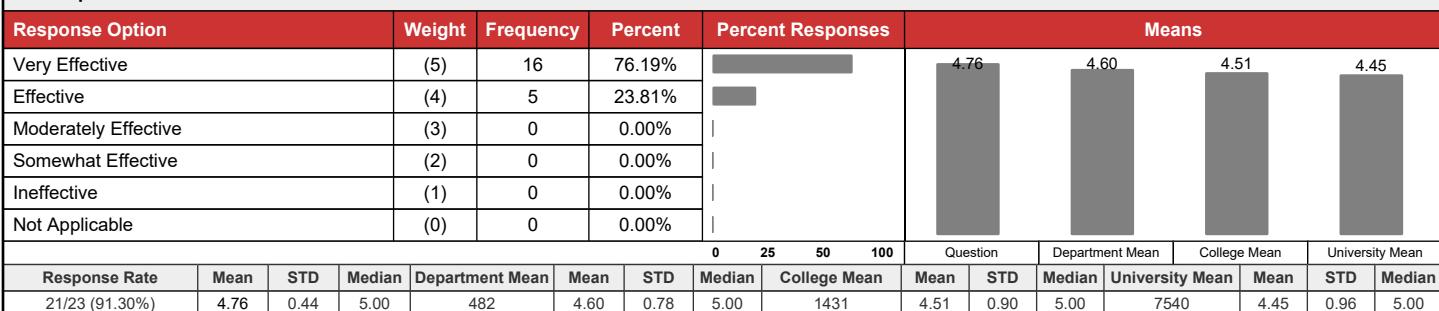
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



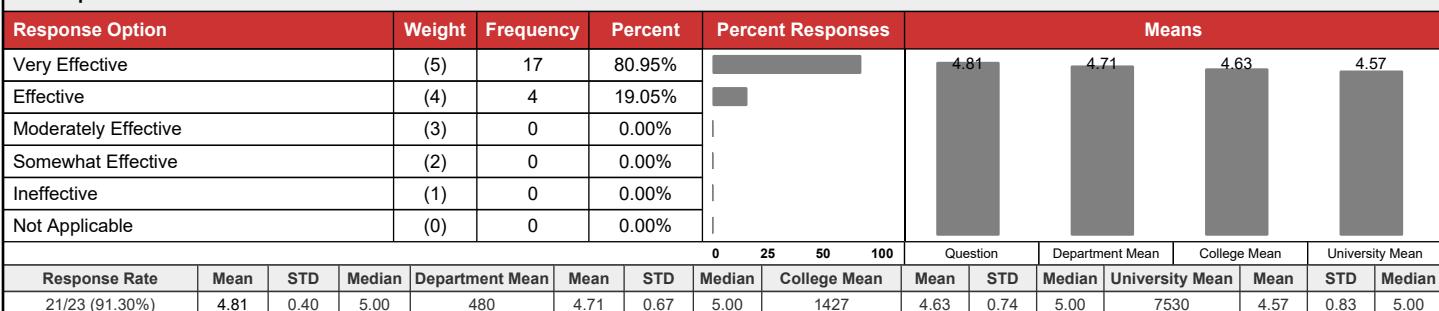
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille



Nicholls State University
Spring 2022 - Full Term Evaluations

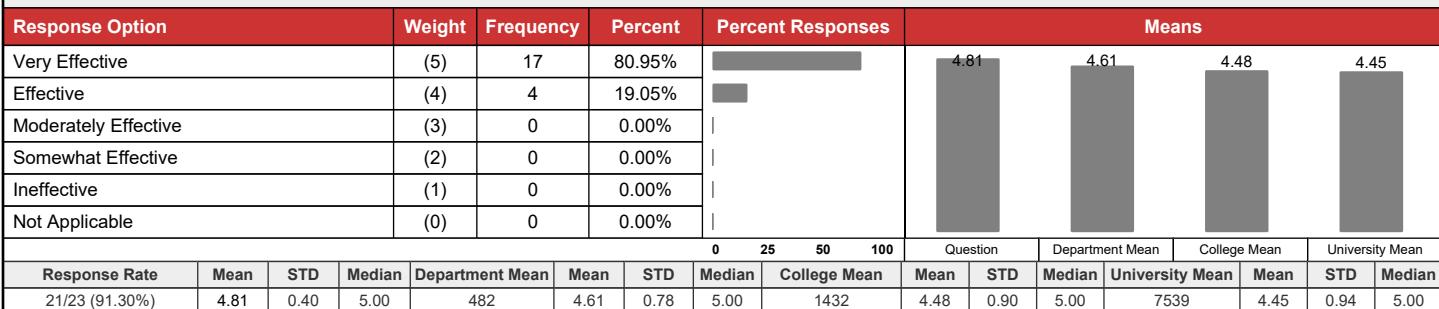


Course: 22S_MNGT425_2T: 22S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 21/23 (91.30 %)

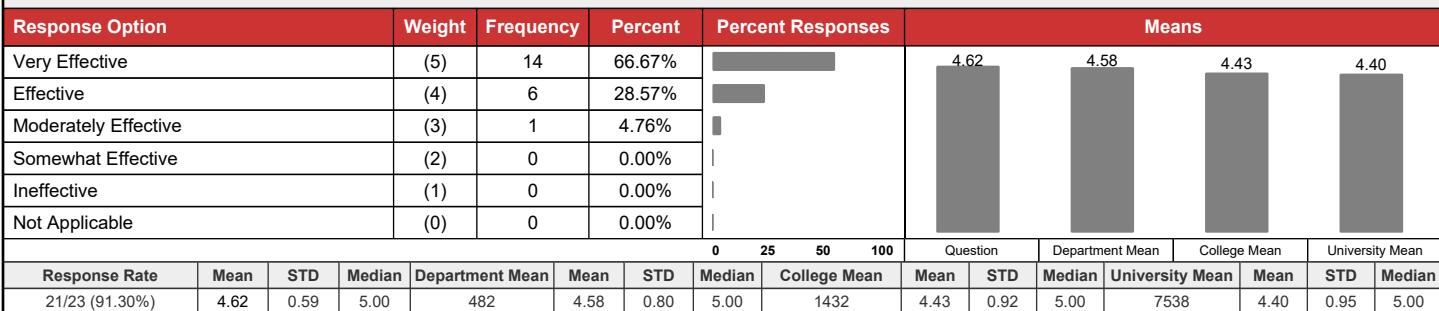
13 - 13. The instructor's concern for student progress

Christopher Castille



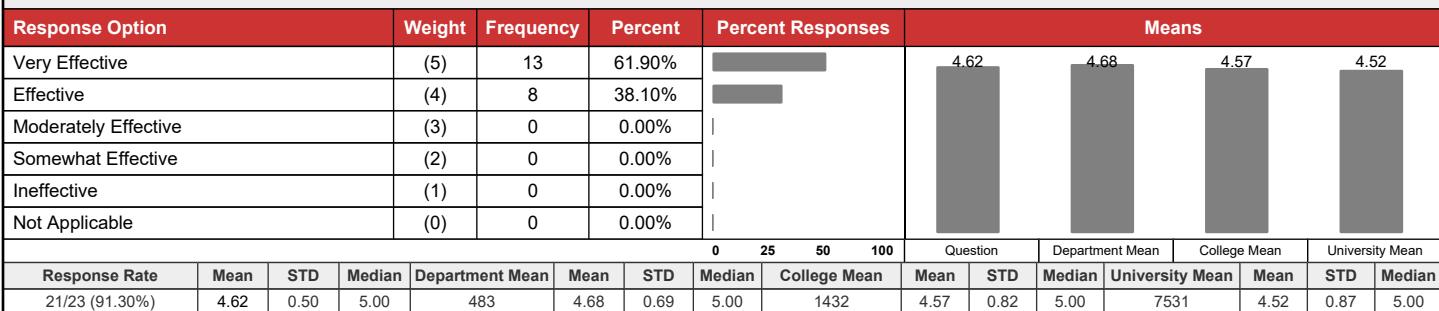
14 - 14. The availability of extra help for this class (taking into account the size of the class)

Christopher Castille

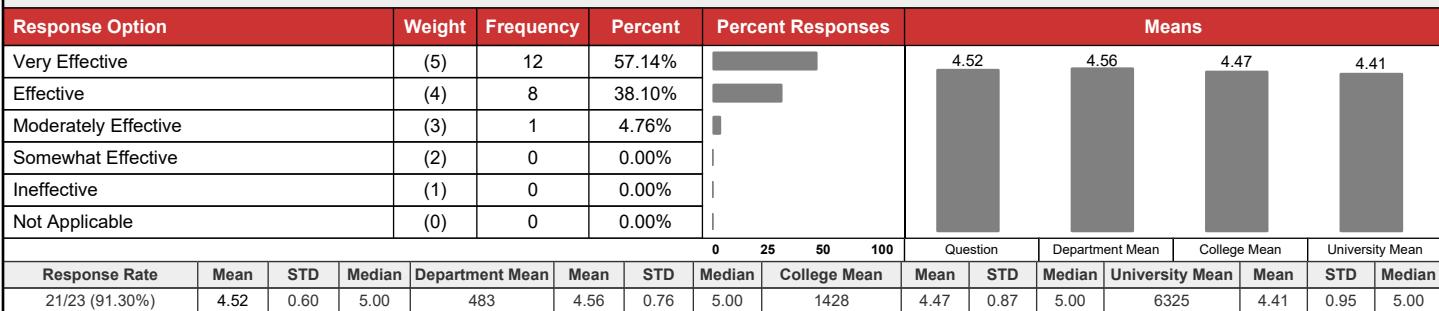


15 - 15. The instructor's willingness to listen to student questions and opinions

Christopher Castille



16 - 16. The information given to students about how they would be graded

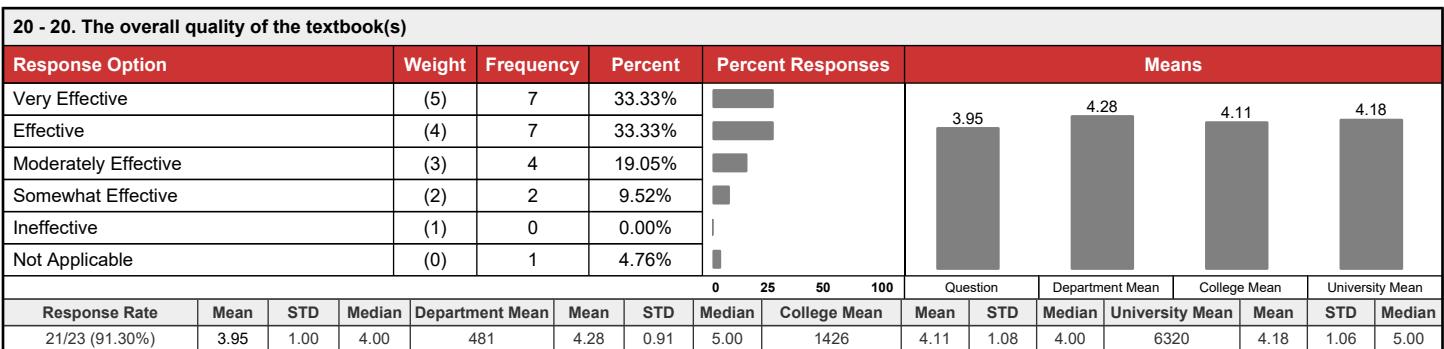
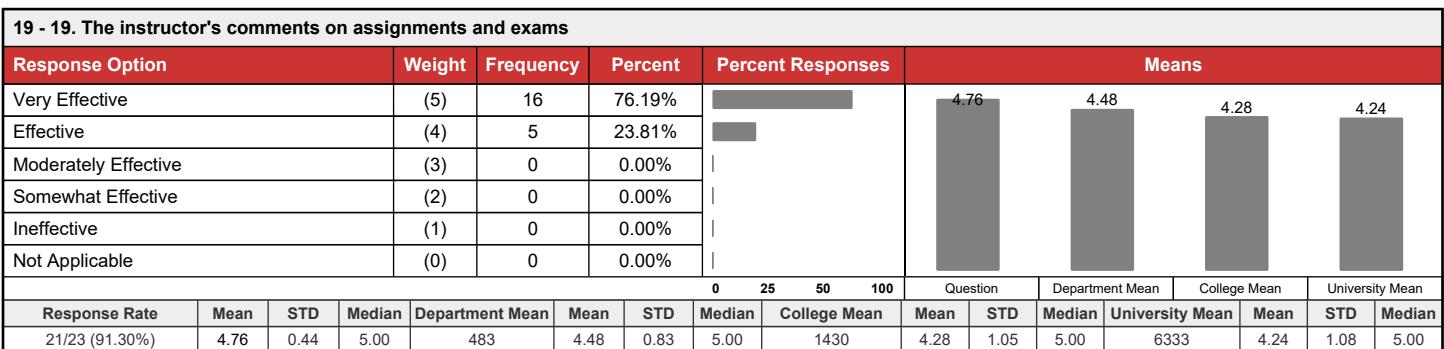
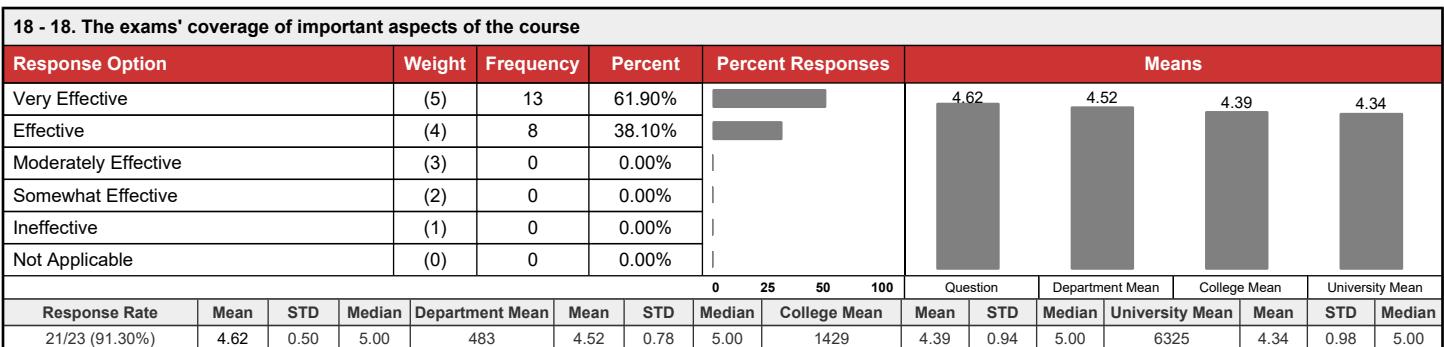
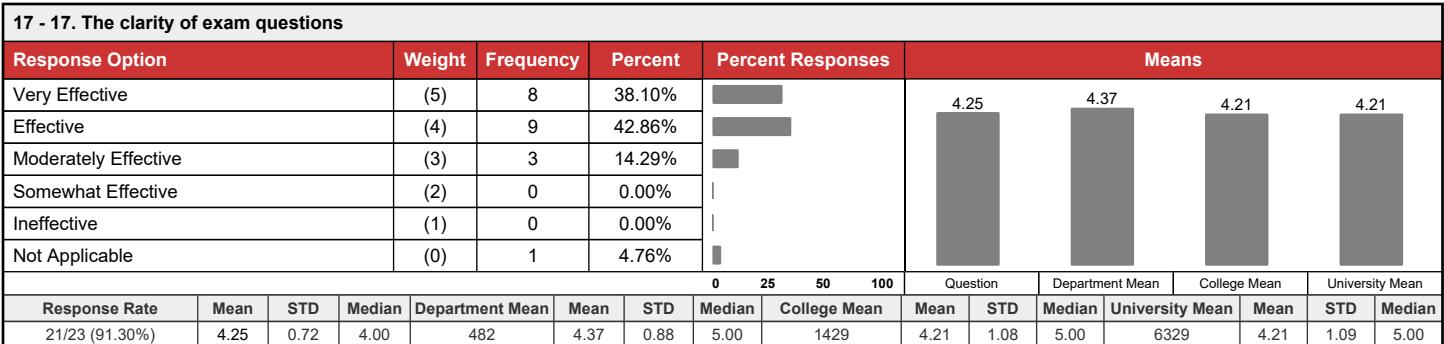


Nicholls State University
Spring 2022 - Full Term Evaluations



Course: 22S_MNGT425_2T: 22S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 21/23 (91.30 %)



Nicholls State University
Spring 2022 - Full Term Evaluations

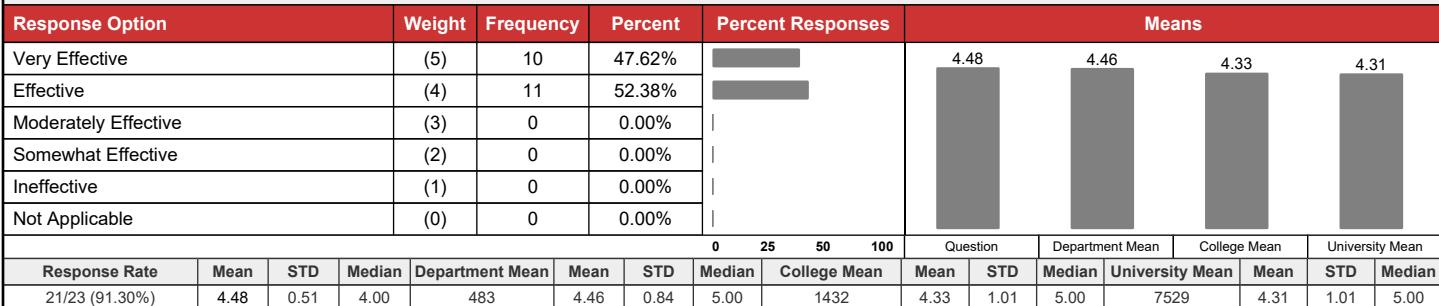


Course: 22S_MNGT425_2T: 22S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

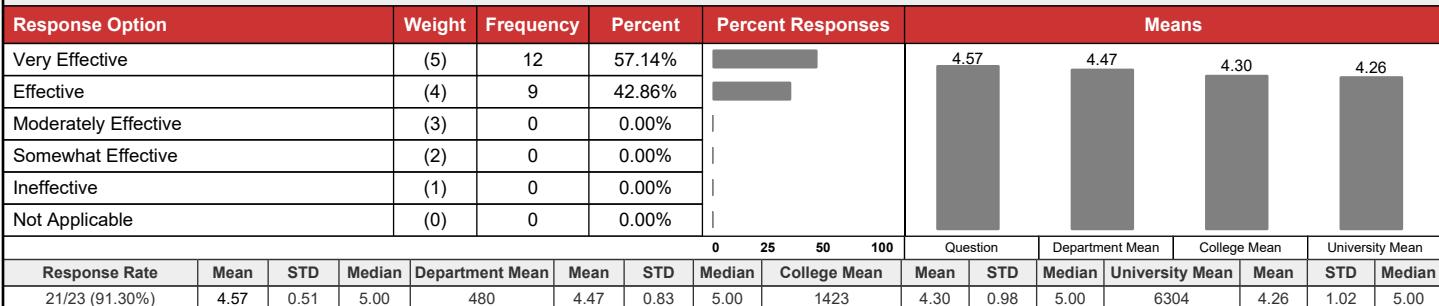
Response Rate: 21/23 (91.30 %)

21 - 21. The helpfulness of assignments in understanding course material

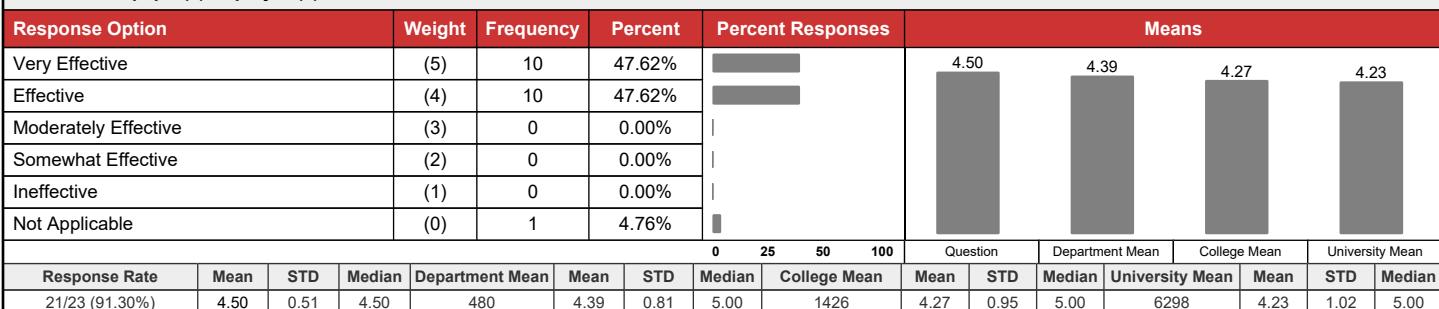
Christopher Castille



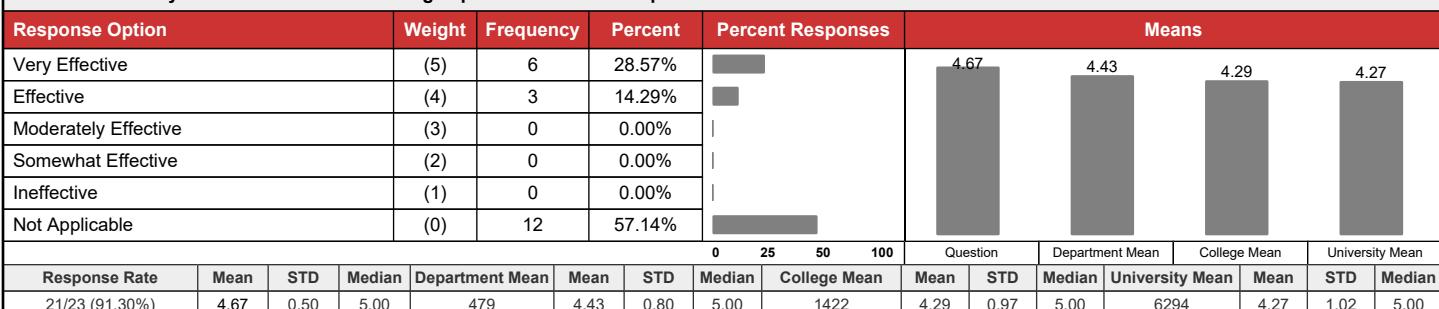
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)



24 - 24. Laboratory exercises for understanding important course concepts



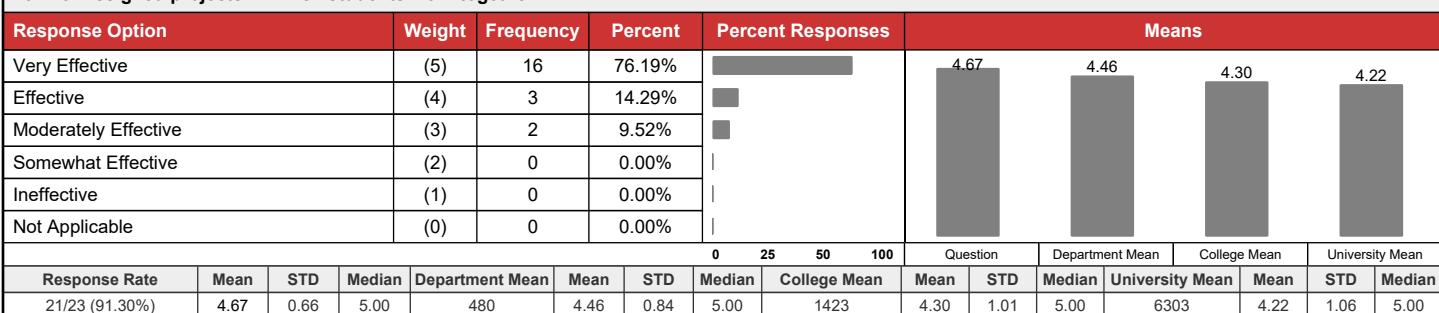
Nicholls State University
Spring 2022 - Full Term Evaluations



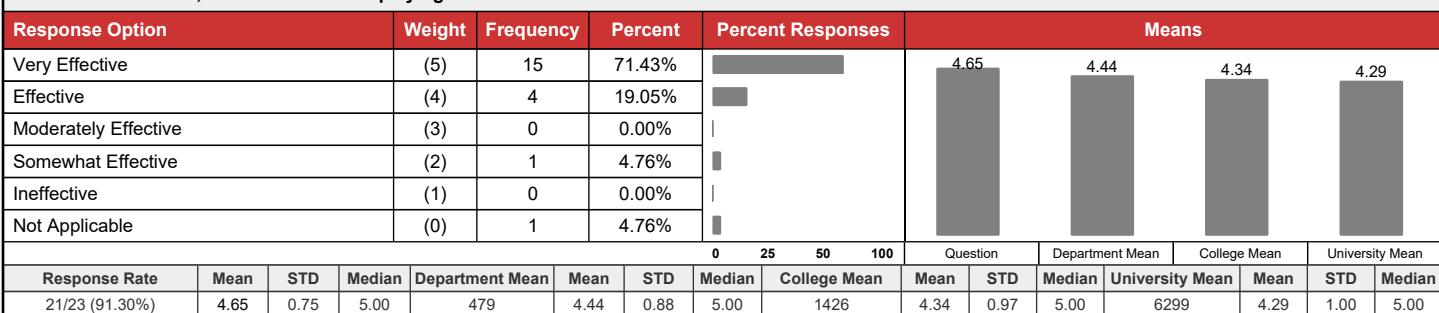
Course: 22S_MNGT425_2T: 22S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castile *

Response Rate: 21/23 (91.30 %)

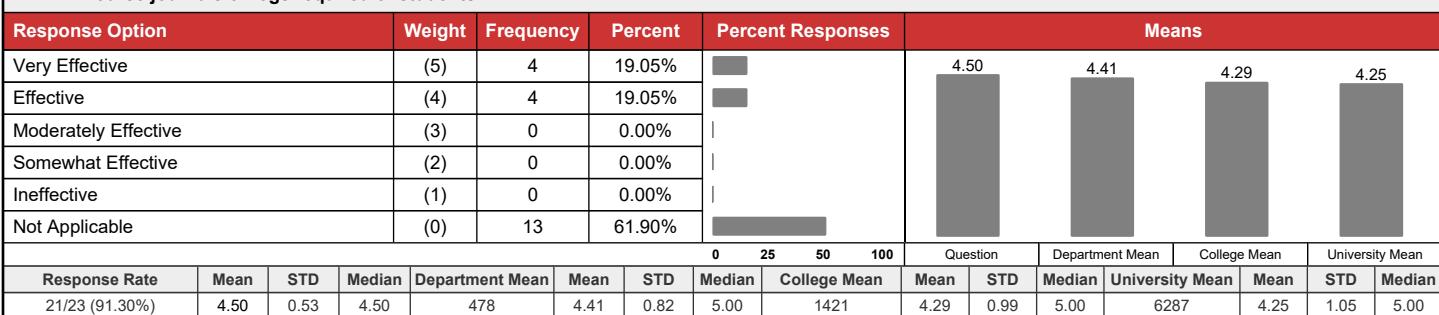
25 - 25. Assigned projects in which students work together



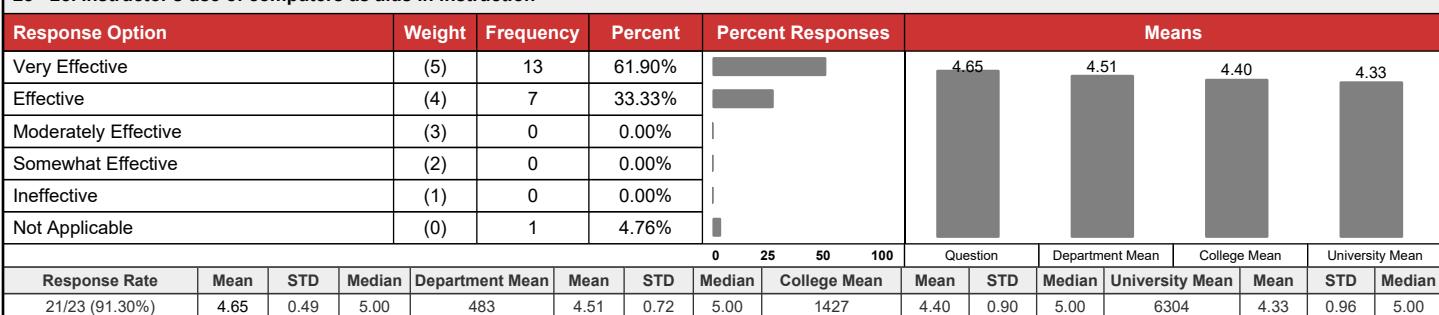
26 - 26. Case studies, simulations or role playing



27 - 27. Course journals or logs required of students



28 - 28. Instructor's use of computers as aids in instruction

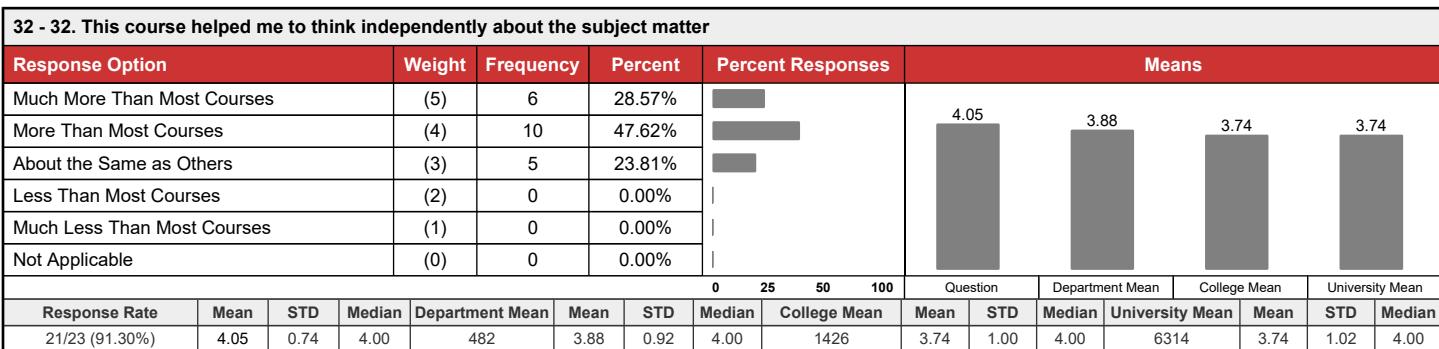
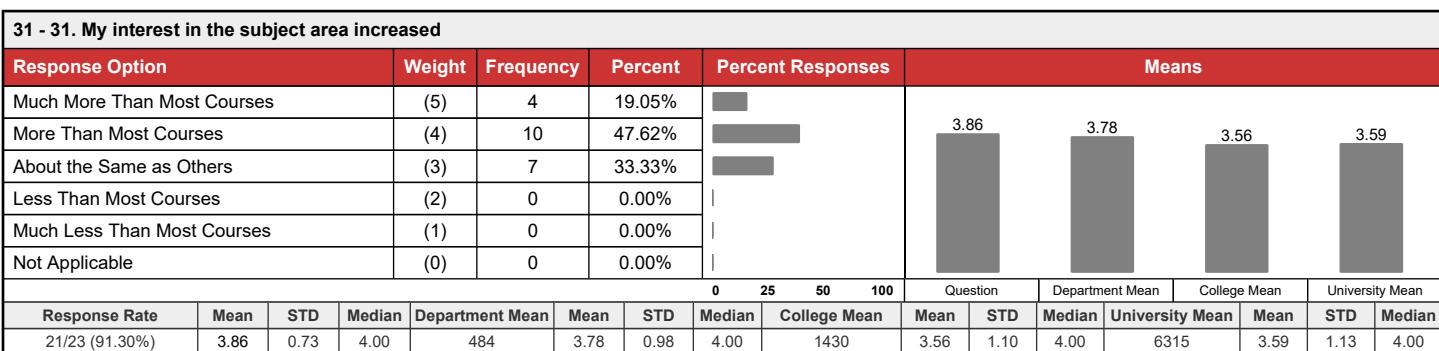
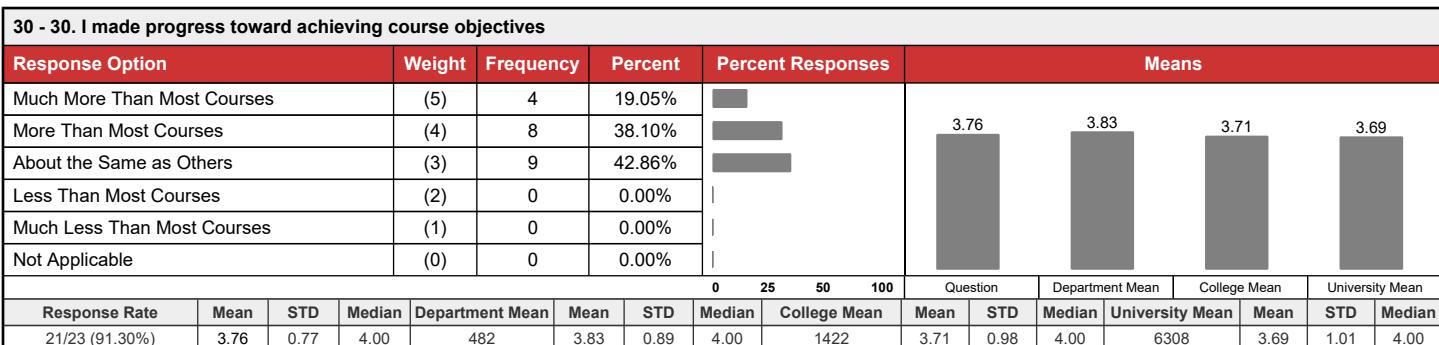
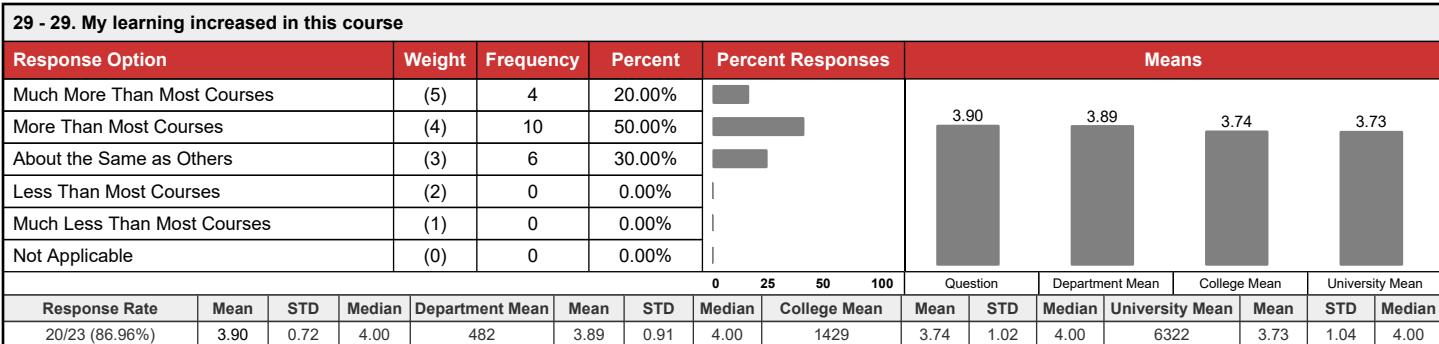


Nicholls State University
Spring 2022 - Full Term Evaluations



Course: 22S_MNGT425_2T: 22S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castile *

Response Rate: 21/23 (91.30 %)



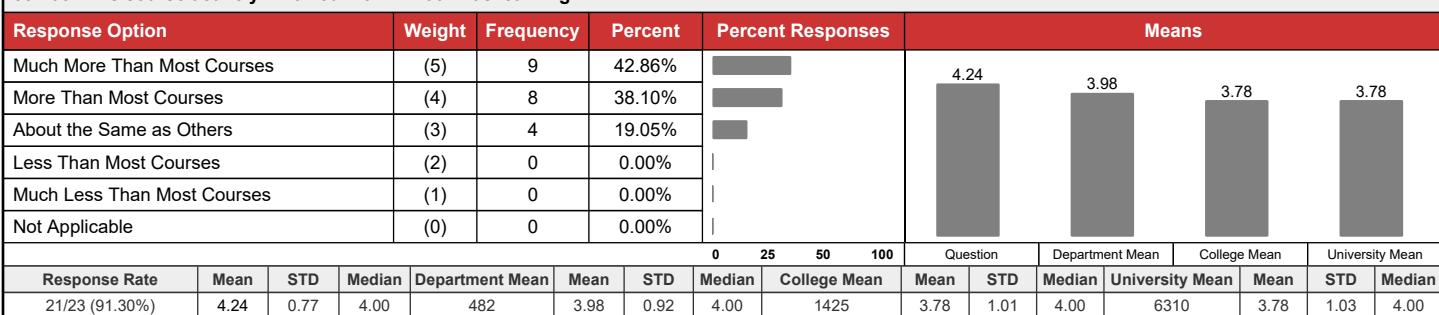
Nicholls State University
Spring 2022 - Full Term Evaluations



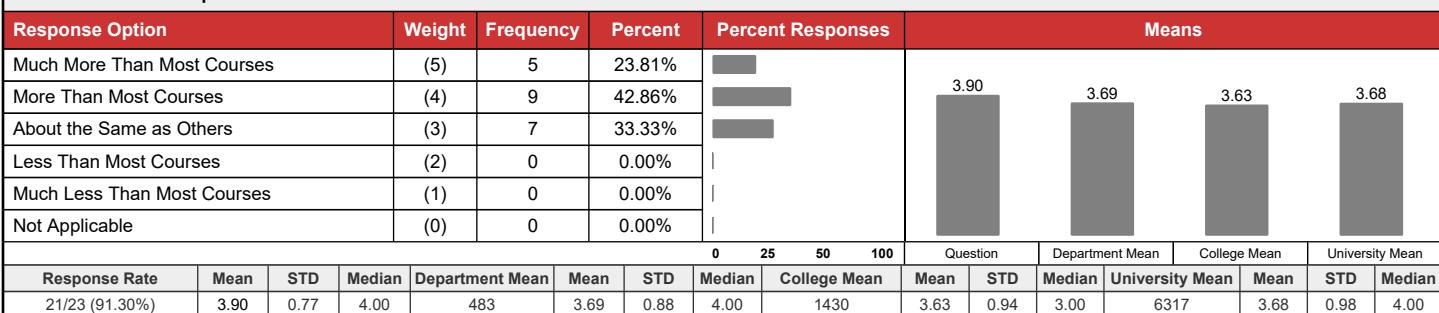
Course: 22S_MNGT425_2T: 22S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castile *

Response Rate: 21/23 (91.30 %)

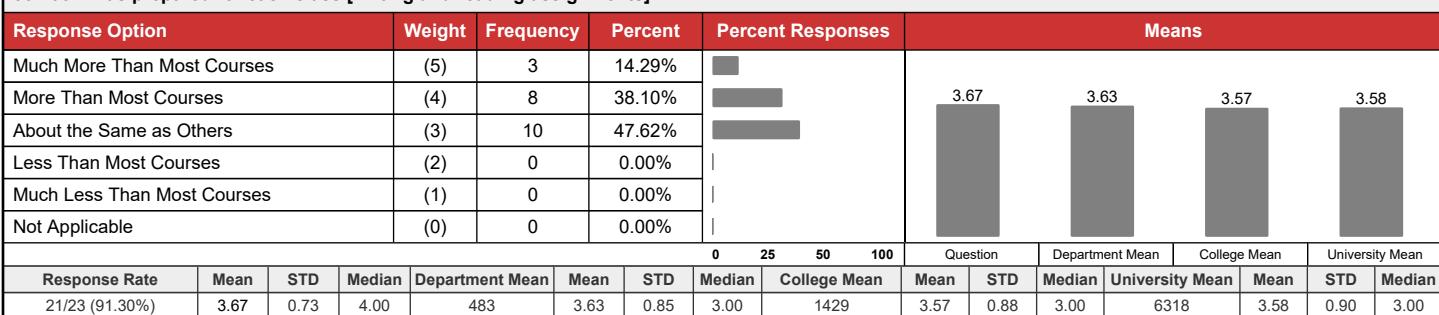
33 - 33. This course actively involved me in what I was learning



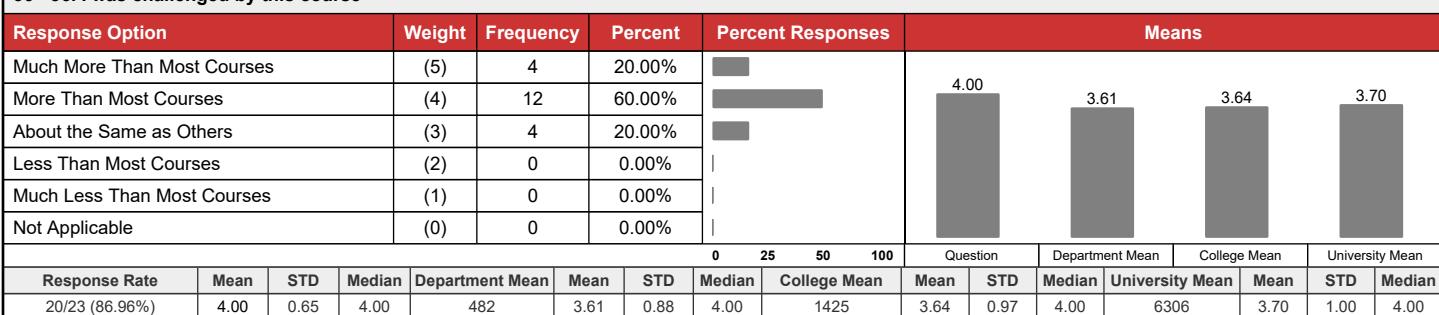
34 - 34. I studied and put effort into this course



35 - 35. I was prepared for each class [writing and reading assignments]



36 - 36. I was challenged by this course



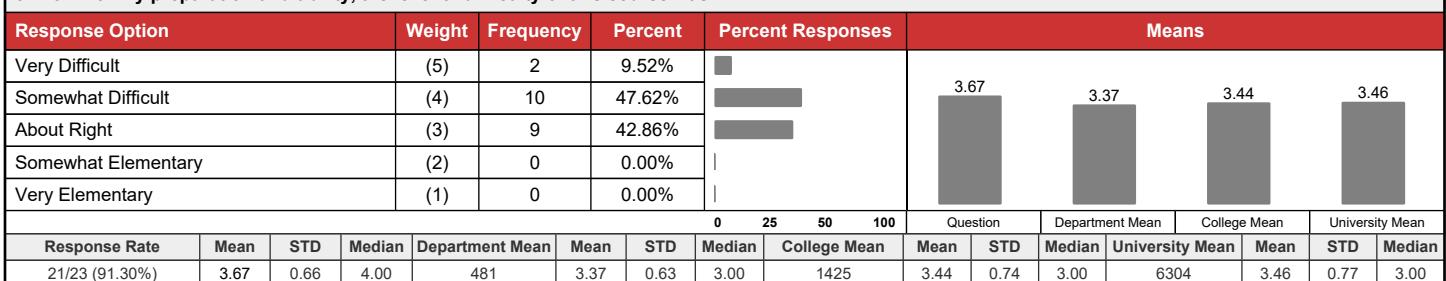
Nicholls State University
Spring 2022 - Full Term Evaluations



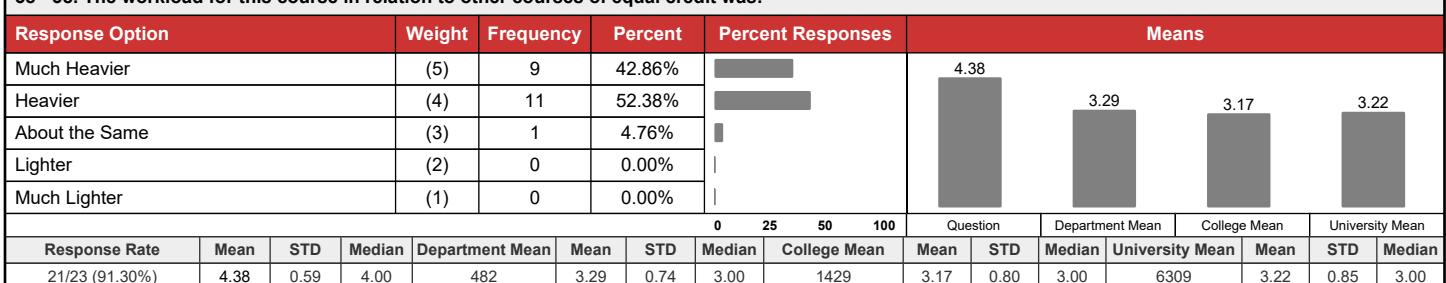
Course: 22S_MNGT425_2T: 22S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 21/23 (91.30 %)

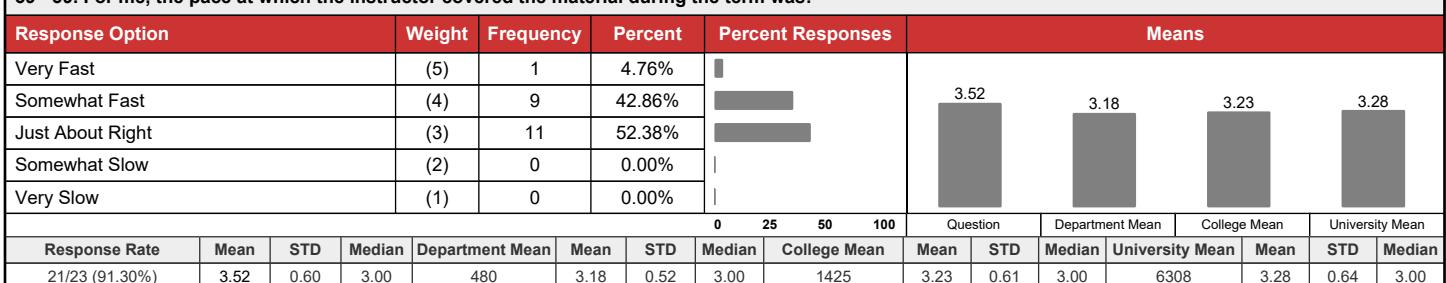
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

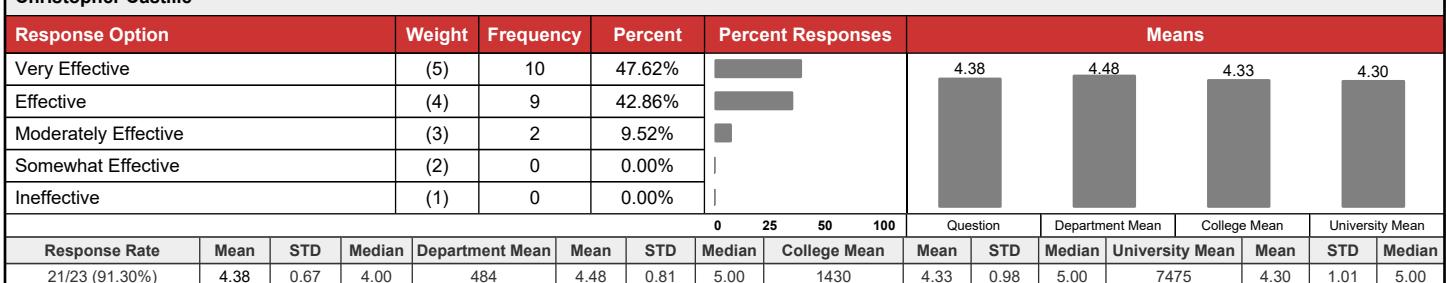


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille



Nicholls State University
Spring 2022 - Full Term Evaluations



Course: 22S_MNGT425_2T: 22S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 21/23 (91.30 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	18	85.71%	██████	
A College Requirement	(2)	0	0.00%	█	
An Elective	(3)	3	14.29%	█	
Other	(4)	0	0.00%	█	
0 25 50 100					
Response Rate					
21/23 (91.30%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%	█	
Sophomore/2nd Year	(2)	0	0.00%	█	
Junior/3rd Year	(3)	3	14.29%	█	
Senior/4th Year	(4)	16	76.19%	██████	
Graduate	(5)	2	9.52%	█	
Other	(6)	0	0.00%	█	
0 25 50 100					
Response Rate					
21/23 (91.30%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	20	95.24%	██████	
Better in another language	(2)	0	0.00%	█	
Equally well in English and another language	(3)	1	4.76%	█	
0 25 50 100					
Response Rate					
21/23 (91.30%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	14	66.67%	██████	
Male	(2)	7	33.33%	██	
0 25 50 100					
Response Rate					
21/23 (91.30%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	9	42.86%	████	
A-	(2)	4	19.05%	██	
B+	(3)	5	23.81%	██	
B	(4)	2	9.52%	██	
B-	(5)	1	4.76%	██	
C	(6)	0	0.00%	█	
Below C	(7)	0	0.00%	█	
0 25 50 100					
Response Rate					
21/23 (91.30%)					

Nicholls State University
Spring 2022 - Full Term Evaluations



Course: 22S_MNGT425_2T: 22S_MNGT425_2T - HUMAN RESOURCE ANALYTICS
Instructor: Christopher Castille *

Response Rate: 21/23 (91.30 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?46. Please provide your feedback.

Christopher Castille

Response Rate	12/23 (52.17%)
---------------	----------------

- I loved the class. The active learning approach helped me understand all of the concepts. I also like how you didn't do multiple choice questions for exams if we were happy with our quiz grades. Your focus was our learning and if we understood what you were saying, which was great. Some things that were hard to do were all of the readings. I don't think you need to take them out because they were mostly interesting and informative. The ones with the math were a tad confusing lol. It was just hard to read 3 chapters within one week on top of everything else. I got it done, but I felt like I was just trying to get through them. Also, I think it made others skim over the chapter rather than fully understanding what the authors were presenting. I don't have a solution for this, but maybe you can think of something. Overall, I learned a lot from this class.
- Awesome Professor!! Cares a lot about his students and always wants to help out.
- I feel like the only significant negative of Dr. Castille and this course was the workload. I feel like it was simply just too much. Other than that, everything was very good.
- This is a great and effective class. The workload is really heavy but its worth it. Dr.Castille is a great teacher and person.
- He is a great teacher and is very enthusiastic towards the materials he teaches. The only downfall is that sometimes the workload of this class can become overwhelming. I would personally say that I had to put more effort into this class than BSAD 490. I would also say that sometimes the instructions that were given were confusing also and could have been worded better for us to understand.
- A lot of work, but overall, it has allowed me to learn at a quicker pace and not get stuck for as long on certain things.
- The course is VERY course heavy and a large workload. Personally wishing I would have taken other classes before taking this one to have a better understanding of certain topics and assignments that were asked of me. This course was harder than most for me and truly a struggle during certain sections.
- I enjoyed this class overall very much. One of my favorite things you did as an instructor is giving us the assignment prior to Tuesday's class to assess our understanding of the material and giving us the opportunity to learn main points of the content we would begin discussing in class. Sometimes it felt overwhelming, but having that understanding before made the lecture easy to follow. I learned a lot in this class, and the content covered is information that will be beneficial to me in my career. Definitely one of my favorite classes I have taken at Nicholls.
- Dr. Castille is different from all professors i have ever had. He is respectful of his students and their time. He is extremely prepared for class and educated on subject matter. He really gets excited to see us apply our knowledge in the real world. He pushes us to think outside of the box and achieve to be productive and successful. I will always remember his advice and his class.
- This course is very challenging, and could be improved by information provided being more directly to quiz questions, and therefore exams. Independent readings are difficult when trying to find the answers on own. But, the professor puts in great effort to explain and elaborate after independent work. He clarifies information and explains in concepts that are much easier to understand. Professor cares very much about students understandings, and more importantly about how we will use this information in our daily lives. i think every professor and course should care more about how we will utilize skills learned in the next step of our lives .
- Simulation + excels bring a lot of value to students (real-life situations)! I saved the worksheets since they are so great. In my view, Tableau & RStudio doesn't teach us much (a little less relevant) and confuses the class more than anything. I feel that you did a great job with the simulation and excels and should focus more on this; less material would allow students to understand it better. Shorter, less extensive readings would also allow us to better understand the content of what we read. Thank you for this great semester.
- Dr. Castille is such an intelligent professor. Always willing to help and very understanding.

Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	4.54	4.58	4.44	4.42
B. Communication	4.69	4.59	4.47	4.46
C. Faculty/Student Interaction	4.68	4.63	4.52	4.47
D. Assignments, Exams, and Grading	4.41	4.42	4.26	4.26
E. Instructional Methods and Materials	4.51	4.37	4.24	4.20
F. Course Outcomes	3.96	3.83	3.68	3.70

MNGT 475 – Performance and Compensation Management

Performance Summary

Semester	F17	F18	F19	F20	F21	SUM
Course Enrollment	34	32	23	32	30	151
# of Students Responding	28	30	20	19	20	117
Questions						
Q1 Ex. Of Requirements	3.69	4.30	4.70	4.47	3.85	
Q2 Prep for Class	4.04	4.50	4.75	4.68	4.35	
Q3 Command of Subj.	3.85	4.47	4.75	4.66	4.20	
Q4 Use of Class Time	3.31	4.33	4.80	4.37	4.10	
Q5 Instructor's Way of Summarizing	3.72	4.37	4.60	4.26	4.05	
Q6 Presentations	3.69	4.50	4.45	4.37	3.85	
Q7 Command of Lang	4.04	4.90	4.95	4.74	4.50	
Q8 Use of Examples	3.85	4.40	4.55	4.42	3.95	
Q9 Challenging Questions	3.31	4.47	4.70	4.56	4.00	
Q10 Enthusiasm	3.72	4.53	4.70	4.58	4.20	
Q16 Grading Information	4.27	4.40	4.50	4.42	4.05	
Q17 Clarity of Exam Questions	3.92	3.93	4.50	4.26	3.90	
Q18 Exam Coverage of Import Mat.	4.15	4.14	4.10	4.47	4.05	
Q19 Instructor Comments	4.24	4.17	4.55	4.58	4.15	
Q20 Overall Quality of Textbook	4.35	4.17	4.80	4.33	3.89	
Q21 Helpfullness of Assignments	3.42	4.03	4.24	4.58	3.95	
DELIVERY OF INSTRUCTION	3.85	4.35	4.60	4.48	4.07	
Q11 Helpfulness	4.81	4.20	4.80	4.53	4.05	
Q12 Respect for Students	4.92	4.37	4.70	4.42	4.15	
Q13 Concern for Students	4.88	4.53	4.85	4.47	4.20	
Q14 Avail for Extra Help	4.88	4.50	4.70	4.47	4.30	
Q15 Listen to Std. Ideas	4.92	4.50	4.65	4.58	4.20	
Q16 Inform How Graded	4.06	4.14	4.42	4.44	4.00	
INTERACTION	4.75	4.37	4.69	4.49	4.15	
OVERALL	4.30	4.36	4.64	4.48	4.11	4.38

Management 475-2T
Performance and Compensation Management

INSTRUCTOR NAME:	Dr. Christopher M. Castille
OFFICE LOCATION:	150 Powell Hall
PHONE NUMBER:	[office] (985) 449-7015 [cell] (337) 256-0664
EMAIL:	christopher.castille@nicholls.edu
OFFICE HOURS:	Tuesday & Thursday: 8:30AM–9:00AM, 10:20AM–12:00PM; 1:20PM–4:00PM Friday: 9:00–9:20AM

DEPARTMENT HEAD:	Dr. Ken Chadwick
OFFICE LOCATION:	146 Powell
PHONE NUMBER:	985-448-4175
EMAIL:	ken.chadwick@nicholls.edu
DEPARTMENT OFFICE HOURS:	Monday-Friday 8:00 am – 4:30 pm

Syllabus Revision Statement:

This syllabus is subject to revision, but not without prior notice by the instructor. (Must be documented with revision date.)

Catalog Description:

Analysis of techniques for evaluating and rewarding employee performance to support organizational goals. Comparison of the relative worth of jobs, setting expectations with employees, delivering feedback, and evaluations.

Prerequisites for Course: C or better in MNGT 367

AoL Puzzle Insert: NA

Required Text and Other Materials:

[Strategic Compensation 10th edition](#) - Martocchio, Pearson. v - 13: 978-0-13-5226131

Student Learning Outcomes:

This course focuses on the concepts and practices of managing employees' performance and administering their wages and salaries. The course aims to show that a paycheck is not the only compensation an employee receives. Specifically, this course aims to provide students with the information needed to:

- Understand the strategic importance of compensation to the achievement of organizational goals
- Identify links between compensation objectives and business strategy
- Understand the contextual influences on compensation practice
- Differentiate among various types of compensation tools
- Build internally and externally consistent pay structures
- Demonstrate an understanding of the importance of non-monetary rewards in an employee's compensation package

Course Content:

SAMPLE COURSE SCHEDULE

Wk	Day	Topic	Readings	Deliverables
1	A	Course Introduction, Team Building, and Orientation to Team Project	<ul style="list-style-type: none"> ● Ch. 1 ● Building Strategic Compensation Project – Introduction ● Team Contracting Exercise 	Completed “ Getting to Know You ” Survey
	B	Strategic Compensation: A Component of Human Resource Systems	<ul style="list-style-type: none"> ● Ch. 1 Quiz 	
2	A	Contextual Influences on Compensation	<ul style="list-style-type: none"> ● Ch. 2 ● Building Strategic Compensation Project – Strategic Analysis ● Exemplar Strategic Analysis Report 	<ul style="list-style-type: none"> ● Ch. 2 Quiz ● Team Contract
	B			
3	A	Building Internally Consistent Compensation Systems	<ul style="list-style-type: none"> ● Ch. 6 ● Section 1 – Internal Consistency from the “Building Strategic Compensation Systems” document ● Exemplar Internal Consistency Report 	
	B			<ul style="list-style-type: none"> ● Ch. 6 Quiz ● Strategic Analysis Report Due
4	A	Traditional Bases for Pay & Incentive Pay	<ul style="list-style-type: none"> ● Ch. 3 	<ul style="list-style-type: none"> ● Ch. 3 Quiz
	B		<ul style="list-style-type: none"> ● Ch. 4 	<ul style="list-style-type: none"> ● Ch. 4 Quiz
5	A	Incentive Pay	Finish Ch. 4	
	B	Fall Break #1		
6	A	Person-Focused Pay	<ul style="list-style-type: none"> ● Ch. 5 	<ul style="list-style-type: none"> ● Ch. 5 Quiz
	B	Discretionary Benefits	<ul style="list-style-type: none"> ● Ch. 9 	<ul style="list-style-type: none"> ● Ch. 9 Quiz
7	A	Finish Discretionary Benefits, get into Legally Required Benefits	<ul style="list-style-type: none"> ● Ch. 10 	<ul style="list-style-type: none"> ● Ch. 10 Quiz
	B			
8	A	Midterm Exam (Ch. 1–6; 9-10)		
	B	Building Market-Competitive Compensation Systems	<ul style="list-style-type: none"> ● Ch. 7 ● Section 2 – Market Competitiveness from the “Building Strategic ● Exemplar Market Competitiveness Report (Phase 2) 	<ul style="list-style-type: none"> ● Ch. 7 ● Internal Consistency Report Due
9	A	Finish Chapter 7		

	B			
10	A	Fall Break #2		
	B	Executive Compensation	● Ch. 11	● Ch. 11 Quiz
11	A	Compensating the Flexible Workforce		
	B	(Possible Guest Speaker)	● Ch. 12	● Ch. 12 Quiz
12	A		● Ch. 8 ● Read Section 3 – Recognizing Employee Contributions from the “Building Strategic Compensation Systems” document	
	B	Building Structures that Recognize Employee Contributions		● Ch. 8 Quiz ● Market Competitiveness Report is due
13	A			
	B	Compensating Expatriates	● Ch. 13	● Ch. 13 Quiz
14	A	Pay and Benefits Outside the United States		
	B	Challenges Facing Compensation Professionals	● Ch. 14 ● Ch. 15	● Ch. 14 Quiz ● Ch. 15 Quiz
15	A			
	B	Thanksgiving Holiday!		
16	A	Oral Report – Pitch Competition ● Peer Evaluations Due		
17	B	Final Exam (Ch. 7-8, 11-15; 8:00–10:00 AM)		

Course Requirements:

Your course grade will be comprised of three elements, each of which is described in greater detail below:

Note: when submitting assignments, I prefer a Google Doc link that I can access. This allows us to have a virtual conversation about your submission. Also, please do not try to upload a link *and then* do the work. I can tell (Google Tracks this) and you will be penalized for a late submission.

PREPARATION AND PARTICIPATION (15%):

In-class Participation (15%): measured each day we hold class using the following behavioral checklist:

- Was the student present in class and on time (considered equivalent to an excused absence)? Unexcused absences are not given any credit? Lateness is penalized.
- Either of the following: (i) Was the student prepared for class this day or (ii) was the student contributing to class (enhancing another’s experience of the class in some form or fashion)? Students who either (i) do not do what was asked or (ii) are not actively participating (e.g., on cell phone during exercises or discussions) will not receive full credit.

Typically, points are awarded each class as follows:

- 0 – Absent without excuse
- 1 – Late to class and neither prepared nor contributing
- 2 – Showed up to class on time but not prepared or contributing
- 3 – Showed up to class on time and either prepared or contributing

Occasionally, I will assign various assignments that are required for contributing to class on a given day (e.g., Excel Exercises, exercises). These will fall under the “Preparation and Participation” grading segment.

QUIZZES & EXAMS (55%): I give two chances with each quiz to each student and will take the average of the two attempts. Quizzes are mastered well if you complete any *Participation Preparation Assignments* (which I will explain shortly). You should expect the quizzes to assess your understanding of the content (e.g., “in this situation, what is most likely to happen if you do x?”), not whether you can regurgitate material. Exams are similar to quizzes but longer and will involve essays.

Advice for performing well on these assessments: My assessments are less about “learning facts” and more about applying knowledge to novel situations. You should always pick the best answer that you can reasonably defend – guess as a last resort. In fact, there is an open-ended question in each test where you can explain your rationale for picking an answer for any question. If the rationale is sensible, you may get credit. If you hit a snag though, try this: go through the test answering all the questions you can. This might trigger a thought that’s helpful. After you are done, go through once more and answer any remaining questions – the answers may now be a bit more obvious. Still stuck? Eliminate answer choices for a question that seems incorrect. Then, go through the test one more time to see if your other answers seem plausible (some may not be).

Specific percentages are below:

1. Exams one and two (in class, closed book): 50%
 - a. Exams are in multiple-choice, multiple answers, matching, and essay questions.
2. Quizzes (individual and team): 5%
 - a. Not proctored and will involve multiple-choice, multiple answer, matching, and short-answer questions.
 - b. Quizzes are typically mastered if you complete the optional *Participation Preparation Assignments* (PPAs). These assignments focus on key questions from the readings and can be completed as a team for a bonus point toward your overall exam grade. You should expect the quizzes to assess your understanding of the content (e.g., “in this situation, what is most likely to happen if I do y?”); not whether you can regurgitate material. Exams are similar to quizzes but longer and will involve at short-answer questions.

Advice for performing well on these assessments: My assessments are less about “learning facts” and more about applying knowledge to novel situations. You should always pick the best answer that you can reasonably defend – never ever guess. In fact, there is an open-ended question in each test where you can explain your rationale for picking an answer for any question. If the rationale is sensible, you may get credit. If you hit a snag though, try this: go through the test

answering all the questions you can. This might trigger a thought that's helpful. After you are done, go through once more and answer any questions whose answers are now a bit more obvious. Still stuck? Eliminate answer choices for a question that seem incorrect. Then, go through the test one more time to see if your other answers seem plausible (some may not be).¹

GROUP PROJECT (30%): Teams of students (around 3/4 students per group) will complete a project aimed at providing a practical application of the course material. The project involves developing a comprehensive compensation plan for a specific company. This experiential project is designed to provide you with an opportunity to integrate and apply the knowledge that you will learn in this course. Teams of 4/5 class members will be established to complete this project that consists of three separate reports, one report for each part of the project. The three reports and due dates are listed below:

- | | |
|-------------------|---|
| Written Report 1: | Strategic Analysis (30 pts) |
| Written Report 2: | Internal Consistency (100 pts) |
| Written Report 3: | Market Competitiveness (100 pts) |
| Team Oral Report: | Valuing Employee Contributions (30 pts) |

Each team will serve as compensation experts who have been hired by the firm to develop an integrated compensation plan. An instructor's grade will be assigned to each report for each team. Each part of the case builds uniquely on your answers to prior parts of the case. Each report should be written as recommendations to top management. A good approach to developing the report is to identify and discuss decisions that must be made to meet the objectives. Each decision should be supported with rationale that is logical and based on the content presented within your texts. Identify plausible alternatives to your decisions and discuss possible problems that may be encountered.

Each written report should be summarized in a one-page executive summary at the front. This executive summary should contain the major objectives of the report and the corresponding major findings. Also, the body of the report should follow the outline included at the beginning of each part of the *BSCS* casebook.

Report Format Expectations: Poor writing habits will negatively impact your grade. Written reports are expected to meet the following requirements:

- 12-point, Times New Roman, double spaced (Tables, figures, charts, etc can be single-spaced)
- 1" margin on all sides.
- Cover page with course and team details
- Pages numbered
- Follow APA style if you refer to external material, and write up a References section accordingly

¹ Switching answers generally works. Research by Mueller and Wasser (1977) found that students often – note, *often* – gain more than they lose when they change answers.

Mueller, D. J., & Wasser, V. (1977). Implications of changing answers on objective test items. *Journal of Educational Measurement*, 14(1), 9–13.

- Professionally prepared, complete, free of colloquial language, employing the terminology you learned in the college of business, and free of all and any grammatical and style issues.
- Always include an executive summary that briefly explains your work.
- Only files that can be opened with MS Word is acceptable
- Remember to include your team's name in your file name when you upload it in Moodle, for your instructor's organizing convenience.

Note: There are sample report materials posted to Moodle. Additionally, I strongly advise students to have their writing checked before submission. The writing center is a valuable resource that I highly recommend exploiting (I will offer 1 bonus point for using the writing center). To help you out, consider using free resources from [Grammarly](#) (which checks for grammatical issues) and [Hemingway](#) (which checks for readability).

Peer Evaluations: Peer evaluations will be collected from team members at the end of the semester and used to inform my judgment regarding the final grade you will be assigned regarding teamwork. Additionally, because the possibility of social loafing exists with team projects, groups have the right to **FIRE a team member** for not participating in the team assignments. If a team **decides to FIRE a member**, they must provide some proof (e.g., repeated email contacts) that the team member truly has not performed his/her part in the teamwork. At that time, the team member will receive a **ZERO** for any graded teamwork up to that point in the semester. From that time forward, this individual will be required to perform all future team assignments by his/herself. Failure to complete these future assignments will also result in a **ZERO**.

Methods of Evaluation:

1. Preparation and Participation: 15%
2. Quizzes & Exams: 55%
3. Group Project Reports: 30%

Final grades will be determined on the following basis:²

- A = 90.00% or better (All major and minor goals achieved)
- B = 80.00 – 89.99% (All major goals achieved; some minor ones not)
- C = 70.00 – 79.99% (All major goals achieved; many minor ones not)
- D = 60.00 – 69.99% (A few major goals achieved, but the student is not prepared for advanced work)
- F = 59.99% or less (None of the major goals achieved)

Note: While I do not round up, I will change your grade manually if I see that you have developed a lot over our time together. This means consistently showing up to class consistently, participating actively in discussions, and showing evidence of growth in the course.

Late Assignments:

² Adapted from Travers (1950).

Late assignments will be penalized by 20% of full credit.

Make-up Procedure:

If you miss an **exam**, you must make every effort to contact me **before** the exam. I also require a valid, written excuse indicating the reason for your absence. For example, in the event of illness, you must present a medical note signed by a doctor or nurse. Failure to contact me within 24 hours of the exam will result in an automatic **zero**. In the event of a make-up, the professor reserves the right to alter the format (e.g., multiple choice to essay format) of the exam.

College of Business Testing Policy: In an effort to maintain the highest standard of academic integrity, the College of Business has adopted a testing policy to which this class will adhere. It addresses behavior before, during and after testing. This policy is posted on the College's website:

<https://www.nicholls.edu/business/wp-content/uploads/sites/20/2019/10/CBA-testing-policy-fall-18.pdf>

Attendance Policy:

Attendance (and correspondingly the quality of your participation) is a substantial percentage of your overall grade in this course. To receive this credit, you must arrive at class and participate in discussions or activities. Additionally, you must make meaningful contributions to the class consistently to receive full credit at the end of the semester. Those individuals not participating in the discussion and providing thoughtful and insightful questions may be asked to leave and will not receive credit for that day. Missed classes will count against you.

NOTE: YOU MUST TURN IN YOUR EXCUSED ABSENCE WITHIN 48 HOURS FOLLOWING THE MISSED CLASS. AFTER 48 HOURS HAVE PASSED, YOUR EXCUSE IS NO LONGER VALID.

DROP DATE: The last day to drop a course with a “W” is:

Academic Dishonesty Policy / Cheating / Disruptive Behavior: (*use of cell phones, distracting behavior, sleeping, use of computers for purposes other than class related, etc.*)

Any student(s) caught violating the University Academic Dishonesty Policy (cheating, plagiarism, etc.) on ANY graded assignment will receive a grade of “0” on the assignment. Depending upon the severity of the infraction, this instructor reserves the right to assign a semester grade of “F” in the course. All issues of Academic Dishonesty will be reported to the Dean of the College of Business Administration and/or Dean of Student Life for further actions. **Students should familiarize themselves with the terms of dishonesty, cheating/plagiarism, and disruptive behavior in the Student Policy and Procedure Manual.**

Cell Phone & Other Classroom Behavior Policy:

I will ask that you keep your phones, tablets, and computers inaccessible unless necessary for class. I have two principles that govern decisions to use technology in the classroom: (1) electronic devices (e.g., computers, tablets, cell phones) can be used if doing so facilitates student and peer productivity; (2) any forms of counterproductive technology use (e.g., looking at Facebook during a group activity) will be punished by a loss of participation credit for that

day. Students who are using technology in a way that distracts from other's classroom experience will be removed from class. Students who wonder whether or not they should use an electronic device should ask for my permission (though, they will find that I provide guidance on when to use technology).

Multiple Cheating Offenses:

The Academic Integrity Section of the Student Policy and Procedure Manual includes a requirement that faculty file a charge complaint statement with their respective dean whenever a student is confronted or disciplined for cheating. The Office of Academic Affairs will maintain these records, and any student confronted and/or disciplined for multiple offenses of academic dishonesty will be brought before the Academic Affairs Integrity Committee for further review and potential sanctions **that may include dismissal from the University up to one academic year.** Please read the Student Policy and Procedure Manual for further details regarding this policy.

Academic Grievances:

The proper procedure for filing grade appeals or grievances related to academic matters is listed in the Academic Integrity Section of the Student Policy and Procedure Manual at the following link: <https://www.nicholls.edu/student-policy/academic-integrity/>

Chain of Command

Nicholls is committed to providing the best class experience possible. If you have any concerns about this course outside of what your instructor or professor can address, please follow the chain of command that has been established as part of university protocol:

1. Contact your professor or advisor, again, to find a potential solution.

If your concern was not resolved, then:

2. Contact your Department Head of Management & Marketing
 - o Dr. Ken Chadwick
 - o Email: ken.chadwick@nicholls.edu
 - o Office 146 Powell
 - o Phone: 985-448-4175

If your concern was still not resolved, then:

3. Contact the Dean of the College of Business Administration:
 - o Dr. Marilyn Macik-Frey
 - o Email: marilyn.macik-frey@nicholls.edu
 - o Office: 106 White Hall
 - o Phone: 985-448-4171

If your concern warrants further consideration by university administration, the Dean will contact the appropriate person.

Classwork During Extreme Emergencies

During extreme weather or other emergency situations, the President of the university may declare either **Closure Status** or **Remote Learning Status** for a period of one or more days. During these times, students and faculty are responsible for reading and remaining familiar with

(1) official emergency notifications through the Nicholls website and (2) all emergency guidelines of the university.

CLOSURE STATUS. When the university is officially closed, all teaching operations are suspended. During these days, there will be neither classroom nor online teaching, no expectation of class participation, no assignments due, and no tests or quizzes administered.

REMOTE LEARNING STATUS. When the university is open but it is unsafe to travel to or work on campus, students and faculty are responsible for continued learning through remote (online) means. During these days, teaching will occur and class participation is expected. Assignments, tests, and quizzes will be administered as planned unless otherwise directed by the faculty instructor. Under this status, for learning to continue:

- Students must (1) maintain access to Moodle, Nicholls email, phone, and textbooks and other course materials and (2) remain in contact with their course instructors.
- Students are required to have access to the following to participate in remote learning: 1) A computer with broadband internet access. As courses may require the watching of video lessons and the completion of online lessons, an internet connection of 5mbps is a minimum requirement. 2) Access to a webcam and microphone. These will be needed for class discussions, as well as for taking exams. 3) The ability to download the following software which may differ for each faculty member but could be Zoom, ProctorU, Respondus, Skype, Discord, etc.

Faculty will (1) conduct teaching through online means, (2) ensure opportunities for student progress and completion, and (3) adjust course requirements as necessary to accommodate special courses like labs, studios, and clinicals.

Student Portfolio – Watermark Student Learning and Licensure (SLL)

Nicholls State University has adopted Watermark's Student Learning and Licensure (SLL) and Outcomes Assessment Projects (OAP) as its Assessment System. SLL allows you to set up a personal portfolio highlighting the skills you acquire in your time at Nicholls, including activities outside of the classroom. This class is using this system to assess learning outcomes of your academic program or of the university. All students are assessed a fee called Electronic Assessment Fee in their first semester at Nicholls. SLL and OAP assignments will be loaded through Moodle. You will be sent an invitation from Watermark in the second week of the semester. Inquiries about any Watermark product can be sent to watermark@nicholls.edu.

University Title IX Statement

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the University's Title IX Coordinator (titleix@nicholls.edu) or visit <http://nicholls.edu/titleix>. This link does not work, for information about campus resources and confidential support services, including confidential counseling services.

Americans With Disabilities Act: If you have a documented disability that requires assistance, you will need to register with the Student Access Center for coordination of your academic accommodations. The Student Access Center is located in 158A Shaver Gym. The phone number is (985) 448-4430 or (TTY 449-0002). Additional information can be found at <https://www.nicholls.edu/student-access-center/>

Assisting with Studying and Assignments:

- The Tutoring Center at 143 Peltier Hall. Call [985-448-4100](#), email: tutoring@nicholls.edu, or visit <https://www.nicholls.edu/academic-services-center/tutorial-and-academic-enhancement-center/>
- The Writing Center at 144 Peltier Hall. Call [985-448-4100](#), email: tutoring@nicholls.edu, or visit <https://www.nicholls.edu/academic-services-center/tutorial-and-academic-enhancement-center/>
- Online Tutoring through Moodle. Look for the Brainfuse login link on the home page, <https://www.nicholls.edu/academic-services-center/tutorial-and-academic-enhancement-center/>

Nicholls State University

Fall 2017 Student Instructional Report

Faculty: Castille/Christopher
College: BA **Department:** MNMK
Course: MNFT 475 2T (80121)

Course Enrollment:
Evaluations Processed:

28

26

Num	Rank										No Resp	Mean			Standard Deviation			QuestionDescription								
	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A						Class	Dept	Col	Univ	Class	Dept	%ile								
A. Course Organization and Planning																										
1	7	27%	6	23%	11	42%	2	8%	0	0%	0	0%			0	0%	3.69	4.31	4.30	4.39	0.97	0.90	0.91	0.89	10	Expl of Requirements
2	9	35%	11	42%	4	15%	2	8%	0	0%	0	0%			0	0%	4.04	4.45	4.40	4.43	0.92	0.79	0.83	0.86	17	Prep for Class
3	9	35%	6	23%	9	35%	2	8%	0	0%	0	0%			0	0%	3.85	4.44	4.40	4.45	1.01	0.83	0.88	0.87	11	Command of Subj
4	7	27%	3	12%	8	31%	7	27%	1	4%	0	0%			0	0%	3.31	4.27	4.30	4.40	1.26	0.98	0.97	0.92	4	Use of Class Time
5	6	24%	8	32%	9	36%	2	8%	0	0%	0	0%			1	4%	3.72	4.29	4.25	4.33	0.94	0.97	1.01	0.99	13	Sum Important Pts
Weighted Average for A. Course Organization and Planning										3.72																
B. Communication																										
6	7	27%	10	38%	7	27%	1	4%	1	4%	0	0%			0	0%	3.81	4.38	4.30	4.36	1.02	0.91	0.97	0.96	15	Presentations
7	23	88%	1	4%	2	8%	0	0%	0	0%	0	0%			0	0%	4.81	4.60	4.57	4.68	0.57	0.74	0.80	0.67	51	Command of Lang
8	11	42%	10	38%	5	19%	0	0%	0	0%	0	0%			0	0%	4.23	4.43	4.36	4.43	0.76	0.83	0.90	0.89	25	Use of Examples
9	11	42%	10	38%	5	19%	0	0%	0	0%	0	0%			0	0%	4.23	4.36	4.29	4.34	0.76	0.85	0.93	0.93	29	Challenging Probs
10	19	73%	6	23%	1	4%	0	0%	0	0%	0	0%			0	0%	4.69	4.49	4.46	4.51	0.55	0.81	0.88	0.84	52	Enthusiasm
Weighted Average for B. Communication										4.35																
C. Faculty/Student Interaction																										
11	21	81%	5	19%	0	0%	0	0%	0	0%	0	0%			0	0%	4.81	4.51	4.47	4.48	0.40	0.81	0.86	0.90	70	Helpfulness
12	24	92%	2	8%	0	0%	0	0%	0	0%	0	0%			0	0%	4.92	4.61	4.60	4.61	0.27	0.76	0.76	0.78	81	Respect for Stds
13	23	88%	3	12%	0	0%	0	0%	0	0%	0	0%			0	0%	4.88	4.51	4.47	4.46	0.33	0.79	0.84	0.89	83	Concern-Progress
14	23	88%	3	12%	0	0%	0	0%	0	0%	0	0%			0	0%	4.88	4.48	4.43	4.42	0.33	0.82	0.87	0.92	87	Avail for Extra Help
15	24	92%	2	8%	0	0%	0	0%	0	0%	0	0%			0	0%	4.92	4.57	4.55	4.55	0.27	0.76	0.78	0.82	84	Listen to Std Ideas
Weighted Average for C. Faculty/Student Interaction										4.88																
D. Assignment, Exams and Grading																										
16	13	50%	9	35%	2	8%	2	8%	0	0%	0	0%			0	0%	4.27	4.38	4.41	4.44	0.92	0.92	0.89	0.90	27	Inform How Graded
17	8	31%	11	42%	5	19%	1	4%	1	4%	0	0%			0	0%	3.92	4.18	4.22	4.30	1.02	1.05	1.00	0.99	18	Clarity of Exam
18	10	38%	11	42%	4	15%	1	4%	0	0%	0	0%			0	0%	4.15	4.37	4.38	4.43	0.83	0.88	0.89	0.90	20	Exam Coverage
19	10	38%	11	42%	4	15%	0	0%	0	0%	1	4%			0	0%	4.24	4.25	4.24	4.31	0.72	0.96	1.00	0.99	30	Comments on Work
20	15	58%	5	19%	6	23%	0	0%	0	0%	0	0%			0	0%	4.35	4.19	4.15	4.29	0.85	1.01	1.05	1.02	47	Quality of Text
21	6	23%	7	27%	8	31%	2	8%	3	12%	0	0%			0	0%	3.42	4.21	4.25	4.32	1.27	0.98	1.00	0.99	6	Assignment Helpful
Weighted Average for D. Assignment, Exams and Grading										4.06																
E. Supplementary Instruction Methods																										
22	7	27%	11	42%	5	19%	2	8%	1	4%	0	0%			0	0%	3.81	4.15	4.18	4.30	1.06	0.94	0.95	0.93	17	Small Group Discuss
23	3	12%	8	31%	13	50%	2	8%	0	0%	0	0%			0	0%	3.46	4.02	4.07	4.26	0.81	1.02	1.01	0.97	9	Term Paper/Project
24	1	4%	4	15%	3	12%	1	4%	0	0%	17	65%			0	0%	3.56	4.16	4.22	4.36	0.88	0.97	0.97	0.94	12	Lab Exercises
25	5	20%	9	36%	8	32%	3	12%	0	0%	0	0%			1	4%	3.64	4.08	4.11	4.26	0.95	1.03	1.04	1.00	17	Group Projects
26	2	8%	6	23%	10	38%	4	15%	3	12%	1	4%			0	0%	3.00	4.04	4.17	4.31	1.12	1.05	1.00	0.98	9	Case Studies, ...
27	0	0%	2	8%	2	8%	0	0%	0	0%	22	85%			0	0%	3.50	4.06	4.18	4.32	0.58	1.11	1.03	0.98	16	Course Journals
28	12	46%	7	27%	5	19%	1	4%	0	0%	1	4%			0	0%	4.20	4.33	4.38	4.39	0.91	0.89	0.86	0.90	26	Use of Computers
Weighted Average for E. Supplementary Instruction Methods										3.61																

Nicholls State University

Fall 2017 Student Instructional Report

Faculty: Castille/Christopher

College: BA Department: MNMK

Course: MNGT 475 2T (80121)

Course Enrollment:

28

Evaluations Processed:

26

Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription											
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ											
F. Course Outcomes																										
29	4	15%	5	19%	15	58%	2	8%	0	0%	0	0%	0	0%	3.42	3.69	3.69	3.85	0.86	0.96	1.04	1.05	19	Learning Increased		
30	3	12%	6	23%	14	54%	3	12%	0	0%	0	0%	0	0%	3.35	3.69	3.68	3.87	0.85	0.94	0.99	1.01	14	Achieved Objectives		
31	2	8%	4	15%	17	65%	2	8%	1	4%	0	0%	0	0%	3.15	3.64	3.58	3.78	0.83	1.05	1.13	1.15	15	Interest in Subject		
32	2	8%	9	35%	12	46%	3	12%	0	0%	0	0%	0	0%	3.38	3.72	3.70	3.89	0.80	0.99	1.03	1.05	15	Think Independently		
33	6	23%	5	19%	13	50%	2	8%	0	0%	0	0%	0	0%	3.58	3.79	3.74	3.92	0.95	0.99	1.05	1.06	20	Actively Involved		
Weighted Average for F. Course Outcomes																3.38										
34	9	35%	10	38%	7	27%	0	0%	0	0%	0	0%	0	0%	4.08	3.76	3.74	3.91	0.80	0.92	0.99	1.02	66	Effort Put In		
35	7	27%	9	35%	10	38%	0	0%	0	0%	0	0%	0	0%	3.88	3.64	3.69	3.86	0.82	0.89	0.93	0.98	54	Prepared for Class		
36	10	38%	8	31%	6	23%	1	4%	1	4%	0	0%	0	0%	3.96	3.69	3.70	3.87	1.08	0.98	1.05	1.08	56	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	3	12%	11	42%	12	46%	0	0%	0	0%			0	0%	3.65	3.30	3.36	3.40	0.69	0.62	0.72	0.76		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	10	38%	9	35%	7	27%	0	0%	0	0%			0	0%	4.12	3.20	3.10	3.21	0.82	0.75	0.78	0.84		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	0	0%	7	27%	19	73%	0	0%	0	0%			0	0%	3.27	3.12	3.19	3.27	0.45	0.53	0.60	0.64		Pace of Course		
Num	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A		No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription								
40	4	15%	11	42%	7	27%	4	15%	0	0%	0	0%	0	0%	3.58	3.98	3.97	4.06	0.95	0.90	0.95	0.95	15	Quality of Instruct		
Num	1-Maj/Minor	2-College Rea	3-Elective	4-Other				No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription								
41	24	92%	2	8%	0	0%	0	0%					0	0%	1.08	1.31	1.29	1.40	0.27	0.65	0.62	0.68		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%	0	0%	25	96%	0	0%	1	4%			0	0%	4.08	3.84	3.13	2.50	0.39	0.67	1.16	1.25		Class Level
Num	1-Better Engl	2-Better Other	3-Equal					No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription								
43	25	96%	0	0%	1	4%							0	0%	1.08	1.11	1.08	1.05	0.39	0.40	0.35	0.30		Comm in English		
Num	1-Female	2-Male						No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription								
44	19	73%	7	27%									0	0%	1.27	1.50	1.52	1.33	0.45	0.50	0.50	0.47		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	6	23%	10	38%	3	12%	5	19%	1	4%	1	4%	0	0%	0	0%	2.54	3.00	3.00	2.93	1.36	1.60	1.73	1.73		Grade Expected

Footnotes

- 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.
- 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.
- N/A and missing responses were not included in the computation of means or percentiles.

OPEN COMMENTS:

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

The warm-ups that prepared you for class

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

Recommended that everyone bring a computer to class everyday

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

The project was not effective.

OPEN COMMENTS:

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

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

Have a plan coming in. DO NOT give the students the control that was giving this semesters. We are NOT professors for a reason.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

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

Doing the E-Sonic Project. Doing the Project in class was great.

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

Should time manage the class more.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

his enthusiasm for the course helped students really like this course.

OPEN COMMENTS:

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

Class - time discussions

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

Try to improve the structure of the project. Maybe just stick to one phase.

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:**

You are very ambitious.

OPEN COMMENTS:

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

the use of groupwork and the interactive style of the class.

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

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:**

I enjoyed this class and learned a lot.

OPEN COMMENTS:

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

Working on this crazy team project in class instead of lecture.

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

Should let things be more consistent throughout the semester; also the case studies seemed more like busy-work than they were helpful.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

His ambition was awesome & super helpful!

OPEN COMMENTS:

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

working on the project.

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

have a better schedule for assignments
I think having guest speaker is great, but
with the work load, I think it was using
needed time to work on project. Improve
lectures.

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:**

Incorporate the project with the
course work. The beginning of
the course was more beneficial
then after the first feedback we
gave you.

OPEN COMMENTS:

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

Being in group for project

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

There is a need for better lectures. More interesting. There needs to be a lot more examples during the lecture.

Need to be

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Phase 2 of the project is too advanced for us. It was over my head and I'm decently smart. Maybe, choose a different project.

OPEN COMMENTS:

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

very passionate about discussion topics

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

- smaller groups for group projects
- More focus on course material in class
- less time about group work in class

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS: The class study guide.

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

Go through course material and explain phase 2 of the project. Maybe providing examples of the project and explaining how to calculate each section would help.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

This class was interesting and I would definitely take it again. I believe my learning in this course could have been improved with better understanding of the material, through explaining the material.

OPEN COMMENTS:

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

letting us take time to work on project in class & the class study guides

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

take each section of the project and spend a little more time explaining what the topics are referring to and what it expected in the reports. Provide a written analysis rubric for reports

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I enjoyed taking your course this semester, you are very knowledgeable in the subject matter, make class feel like a welcoming environment, and I like how you take student's ideas into consideration for making improvements in the class.

OPEN COMMENTS:

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

I believe the most effective part of this course is the class study guide and the compensation project.

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

To improve this course the professor could decrease the amount of work; for example, the case studies!

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Overall, I enjoyed taking this course because it was one of the classes that really challenged me this semester.

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS: Phase 1; Learn job descriptions

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR: dont let the students pick everything. The lectures wasnt as informal as it should have been. Made me want to go to sleep. Never understood the case studies, also a music would be nice for the projects too.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Very knowledgeable, but the students entering this class may not know too much about compensation. So instead of giving lectures that come straight word for word from the book; explaining it would be better or just dont lecture at all

OPEN COMMENTS:

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

Phase 1

Pasted Study Guide outline

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

Decrease the workload

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I enjoyed his course and he's a great professor despite the fact the workload is heavy and difficult! ALSO, very helpful!

OPEN COMMENTS:

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

- Working on the group project in class

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

- Improve your lectures or cut them out
- Cut out warm ups; they're irrelevant
- Case studies are ineffective as well
- Better manage time and flow of class

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

- I appreciate the way you listen to our feedback and care about our workload. Thanks for working around any obstacle with us.

OPEN COMMENTS:

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

My group - glad I got to pick my own!
Real world experience makes class more interesting.
Guest speakers rock!

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

Project clarification - instructions/procedures ambiguous. Case Studies were redundant, if you're going to go over chapters in class.
Have more knowledge about project, felt like we were fumbling a bit.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

He's a great instructor - some parts of the class (projects, study material) are unclear, I like to know exactly where my points come from and the weight of each portion towards my grade.

OPEN COMMENTS:

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

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

Try to just cover the part of the project that we will be working on that day instead of going ahead a couple of classes.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I really enjoyed this class.

OPEN COMMENTS:

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

The professor's relevant + professional work experience. Castille is an amazing instructor

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

Shorten up the project a little bit. I think the project was too extensive and there could have been a little more focus on the course material.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

This was the only class this semester that I truly learned something. That is sad because I am a senior. Other teachers need to learn from Castille + the course.

Nicholls State University

Fall 2018 Student Instructional Report

Faculty: Castille/Christopher

College: BA Department: MNMK

Course: MNGT 475 2T (80200)

Course Enrollment:

32

Evaluations Processed:

30

Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription							
	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ							
A. Course Organization and Planning																						
1	12	40%	15	50%	3	10%	0	0%	0	0%	0	0%	4.30	4.36	4.33	4.38	0.65	0.84	0.91	0.90	30	Expl of Requirements
2	17	57%	11	37%	2	7%	0	0%	0	0%	0	0%	4.50	4.51	4.45	4.44	0.63	0.73	0.83	0.86	42	Prep for Class
3	16	53%	12	40%	2	7%	0	0%	0	0%	0	0%	4.47	4.48	4.43	4.43	0.63	0.77	0.86	0.89	36	Command of Subj
4	11	37%	18	60%	1	3%	0	0%	0	0%	0	0%	4.33	4.31	4.33	4.40	0.55	0.95	0.97	0.93	31	Use of Class Time
5	13	43%	15	50%	2	7%	0	0%	0	0%	0	0%	4.37	4.34	4.29	4.32	0.61	0.88	0.99	1.00	36	Sum Important Pts
Weighted Average for A. Course Organization and Planning																4.39						
B. Communication																						
6	16	53%	13	43%	1	3%	0	0%	0	0%	0	0%	4.50	4.41	4.30	4.33	0.57	0.84	0.98	0.99	50	Presentations
7	27	90%	3	10%	0	0%	0	0%	0	0%	0	0%	4.90	4.58	4.61	4.67	0.31	0.72	0.75	0.72	76	Command of Lang
8	16	53%	10	33%	4	13%	0	0%	0	0%	0	0%	4.40	4.42	4.37	4.41	0.72	0.80	0.92	0.91	34	Use of Examples
9	16	53%	12	40%	2	7%	0	0%	0	0%	0	0%	4.47	4.30	4.28	4.31	0.63	0.86	0.93	0.95	52	Challenging Probs
10	19	63%	9	30%	1	3%	1	3%	0	0%	0	0%	4.53	4.54	4.46	4.48	0.73	0.77	0.87	0.88	37	Enthusiasm
Weighted Average for B. Communication																4.56						
C. Faculty/Student Interaction																						
11	16	53%	6	20%	6	20%	2	7%	0	0%	0	0%	4.20	4.46	4.41	4.44	1.00	0.88	0.93	0.93	19	Helpfulness
12	16	53%	11	37%	2	7%	0	0%	1	3%	0	0%	4.37	4.60	4.55	4.58	0.89	0.76	0.82	0.80	16	Respect for Stds
13	18	60%	10	33%	2	7%	0	0%	0	0%	0	0%	4.53	4.53	4.45	4.45	0.63	0.74	0.86	0.90	40	Concern-Progress
14	17	57%	11	37%	2	7%	0	0%	0	0%	0	0%	4.50	4.48	4.39	4.39	0.63	0.80	0.91	0.94	46	Avail for Extra Help
15	18	60%	10	33%	1	3%	1	3%	0	0%	0	0%	4.50	4.58	4.50	4.53	0.73	0.75	0.85	0.85	32	Listen to Std Ideas
Weighted Average for C. Faculty/Student Interaction																4.42						
D. Assignment, Exams and Grading																						
16	15	50%	12	40%	3	10%	0	0%	0	0%	0	0%	4.40	4.38	4.41	4.44	0.67	0.88	0.88	0.88	36	Inform How Graded
17	7	23%	15	50%	5	17%	2	7%	0	0%	1	3%	3.93	4.26	4.22	4.28	0.84	0.92	0.99	1.00	19	Clarity of Exam
18	9	30%	16	53%	3	10%	1	3%	0	0%	1	3%	4.14	4.35	4.38	4.39	0.74	0.84	0.87	0.93	22	Exam Coverage
19	10	33%	15	50%	3	10%	1	3%	0	0%	1	3%	4.17	4.22	4.22	4.29	0.76	0.95	1.00	1.01	29	Comments on Work
20	12	40%	12	40%	4	13%	0	0%	1	3%	1	3%	4.17	4.19	4.21	4.28	0.93	0.94	0.99	1.00	34	Quality of Text
21	8	27%	16	53%	5	17%	1	3%	0	0%	0	0%	4.03	4.19	4.25	4.31	0.73	0.95	1.01	1.00	23	Assignment Helpful
Weighted Average for D. Assignment, Exams and Grading																4.14						
E. Supplementary Instruction Methods																						
22	12	40%	14	47%	4	13%	0	0%	0	0%	0	0%	4.27	4.13	4.18	4.29	0.69	0.88	0.94	0.94	37	Small Group Discus
23	8	27%	13	43%	7	23%	2	7%	0	0%	0	0%	3.90	3.91	4.13	4.26	0.88	1.01	0.95	0.95	19	Term Paper/Project
24	1	3%	2	7%	2	7%	0	0%	0	0%	25	83%	3.80	4.17	4.25	4.35	0.84	0.85	0.92	0.94	15	Lab Exercises
25	7	25%	12	43%	7	25%	1	4%	0	0%	1	4%	3.93	3.99	4.14	4.29	0.83	1.03	1.00	0.97	20	Group Projects
26	3	10%	4	13%	2	7%	0	0%	0	0%	21	70%	4.11	4.10	4.24	4.33	0.78	1.01	0.97	0.97	31	Case Studies, ...
27	1	3%	1	3%	1	3%	0	0%	0	0%	27	90%	4.00	4.22	4.27	4.32	1.00	0.93	0.96	0.99	30	Course Journals
28	9	30%	14	47%	2	7%	1	3%	0	0%	4	13%	4.19	4.25	4.36	4.39	0.75	0.88	0.88	0.91	27	Use of Computers
Weighted Average for E. Supplementary Instruction Methods																4.06						

Nicholls State University

Fall 2018 Student Instructional Report

Faculty: Castille/Christopher

College: BA Department: MNMK

Course: MNGT 475 2T (80200)

Course Enrollment:

32

Evaluations Processed:

30

Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ	
F. Course Outcomes																
29	6	20%	6	20%	17	57%	1	3%	0	0%	0	0%			0	0% Learning Increased
30	5	17%	9	30%	15	50%	1	3%	0	0%	0	0%			0	0% Achieved Objectives
31	6	20%	4	13%	19	63%	1	3%	0	0%	0	0%			0	0% Interest in Subject
32	6	20%	7	23%	15	50%	2	7%	0	0%	0	0%			0	0% Think Independently
33	9	30%	9	30%	11	37%	1	3%	0	0%	0	0%			0	0% Actively Involved
<i>Weighted Average for F. Course Outcomes</i>																3.62
34	7	23%	11	37%	12	40%	0	0%	0	0%	0	0%			3.83	3.68 Effort Put In
35	6	20%	9	30%	15	50%	0	0%	0	0%			0	0%	3.70	3.57 Prepared for Class
36	8	27%	14	47%	8	27%	0	0%	0	0%			0	0%	4.00	3.57 Challenged by Crs
Num	5-Very Diff						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	4-Some Diff	3-About Right	2-Some Elem	1-Very Elem				Class	Dept	Col	Univ	Class	Dept	Col	Univ	
37	6	20%	10	33%	14	47%	0	0%	0	0%			0	0%	3.73	3.28 Level of Difficulty
Num	5-Much Heav						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	4-Heavier	3-About Same	2-Lighter	1-Much Light				Class	Dept	Col	Univ	Class	Dept	Col	Univ	
38	12	40%	9	30%	9	30%	0	0%	0	0%			0	0%	4.10	3.26 Work Load
Num	5-Very Fast						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	4-Some Fast	3-About Right	2-Some Slow	1-Very Slow				Class	Dept	Col	Univ	Class	Dept	Col	Univ	
39	0	0%	14	47%	16	53%	0	0%	0	0%			0	0%	3.47	3.13 Pace of Course
Num	5-Very Effic						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective				Class	Dept	Col	Univ	Class	Dept	Col	Univ	
40	7	23%	14	47%	7	23%	2	7%	0	0%			0	0%	3.87	3.99 Quality of Instruct
Num	1-Maj/Minor						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	2-College Rea	3-Elective	4-Other					Class	Dept	Col	Univ	Class	Dept	Col	Univ	
41	26	87%	1	3%	3	10%	0	0%			0	0%	1.23	1.32 Description of Crs		
Num	1-Freshman						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	2-Sophomore	3-Junior	4-Senior	5-Graduate	6-Other			Class	Dept	Col	Univ	Class	Dept	Col	Univ	
42	0	0%	0	0%	2	7%	27	90%	1	3%	0	0%	3.97	3.86 Class Level		
Num	1-Better Engl						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	2-Better Other	3-Equal						Class	Dept	Col	Univ	Class	Dept	Col	Univ	
43	29	97%	1	3%	0	0%					0	0%	1.03	1.08 Comm in English		
Num	1-Female						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	2-Male										1	3%	1.17	1.55 Gender		
Num	1-A						No Resp	Mean			Standard Deviation			%ile	QuestionDescription	
	2-A-	3-B+	4-B	5-B-	6-C	7-Below C					0	0%	1	3%	1.97	2.73 Grade Expected
45	15	52%	5	17%	5	17%	3	10%	1	3%	0	0%	1	3%	2.90	2.75

Footnotes

- 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.
- 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.
- N/A and missing responses were not included in the computation of means or percentiles.

OPEN COMMENTS:

495
F18

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

Being able to opt out of exams - it reduces my stress about exams while still giving me a chance to show what I learned.

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

Should slow down the pace for this class. Some concepts are new and harder to understand, it would be better to have time to understand new concepts.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I like the class but I feel like it could be improved by having more examples to relate new concepts to.

OPEN COMMENTS:

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

the project, the quizzes, the discussions,
everything

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

Nothing, I loved the class.

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I want to thank you for being such a great professor's mentor. You gave great advice & made me feel like professor truly care for the students. It has been an honor to be your first student at Nicholls. Good luck on the years to come!

OPEN COMMENTS:

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

I liked the project because it was more hands on learning. Also being able to quiz out of our test was a big help and gave us time to focus on the project.

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR:

maybe make goal dates for project every tues. or every thurs. so we have a week to complete goals (even if they're bigger goals) because it would give group who have weekly obligations the weekend to work. Also,

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I learned a lot in this class. b the in class discussion question are helpful!

bad
speller
Sorry!

maybe allow a few free tardy passes during the first few weeks because parking is just that bad!

OPEN COMMENTS:

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

the powerpoints

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

should give more time to do each phase for the project → everyone has a different lifestyle so it's hard to meet and get it done at times

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

he should give out bonus points

OPEN COMMENTS:

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

your class explanations + the power points

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

explain the project in more detail + give consistent instructions to everyone

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

The project was interesting, but very demanding to have daily goals when every other class also has projects

OPEN COMMENTS:

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

explanations during lecture

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

Should give the test on paper and less questions with multiple answers

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

It was helpful when we got to work on the project in class.

OPEN COMMENTS:

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

The real life examples, although I felt like we spent an excessive amount of time on them and frequently got off track causing us to rush through the course content.

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

Should make the group project less redundant - I felt like we spent a lot of time repeating ourselves. I also feel like it could've been cut down and still just as effective towards learning objectives.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I enjoyed your class but think the workload was extreme.

OPEN COMMENTS:

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

the project. As HORRIBLE as my experience was I learned SO much. life skills AND the material. You explain things AMAZINGLY and are so real about life.

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

the project was A LOT. It took such a toll on me. But, it taught me so much that I think it's worth it. explaining things needs to be more clear, like maybe post a Q and A on moodle as people ask questions. Also, I HATE computer tests.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I love this class. It's the ONLY class I actually come to willingly.

OPEN COMMENTS:

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

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

Allow students to complete several goals for the project once they can get together rather than making a goal mandatory every week. For our group, we completed most of the project in about 3 or 4 sittings. And we honestly did the bare minimum on our goals because we didn't want to do much independently so we weren't inconsistent.

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:

- we aren't third graders, you don't have to talk down to us.
- be more clear about^{progress w/} parts of our project that affect everything.
- don't rush to get everything covered. Take your time and help students learn.
- the project was A LOT.
- not all computers support CompAnalysis excl.
be mindful of that

OPEN COMMENTS:

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

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

Align the exams better with the course.

Don't try to jam 80 slides in at the last few minutes of the class. He almost plans too much and doesn't leave room for anything to go differently.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

The project, while I did learn from it, it was a little fast.

It also became a lot towards the end of the semester with Phase 2. This section could be explained better. Phase one was nice. But like what is Phase 2??

OPEN COMMENTS:

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

the little pop quizzes in class that we discuss with our group. It gets my brain going

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

I would rather take paper test than test on the computer

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I really enjoyed his class

OPEN COMMENTS:

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

the power points + quizzes

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

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Very knowledgeable professor!

OPEN COMMENTS:

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

The project. Even though it was a lot of work, I feel like it was extremely beneficial. I also REALLY love how we were able to be exempt from exams.

I think the Project was enough work, and was much more effective than exams, so I am happy I didn't have the extra stress.

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:

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

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

He is really on point with his lectures and takes the time out to know his students
I appreciate it.

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:

I felt like we were just trying to meet deadlines and turn in content. I didn't really follow material or feel like I learned as much about compensation as I could have.

OPEN COMMENTS:

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

project / lectures / Everything.

I have learned so much when it comes to working with people. I think you are an amazing teacher. I love the feedback you give & how you are willing to help in anyway possible. The pop quizzes are efficient b/c it gets ^{me} going in morning.

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR:

I dont like computer tests is only thing

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I love this class! I love how when I answer a question, you always answer with a question.

I have never thought more "outside box" for a class before.

OPEN COMMENTS:

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

The project

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

Should focus more on course content.
It was covered, but could be covered deeper

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

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

The quizzes really helped me judge my understanding of the material

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

I wish the quiz questions were more like the test questions.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I really enjoyed this class. This class and my internship has made me want to work in benefits. You are on my list of top 5 professors at NSU!

OPEN COMMENTS:

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

My teacher's helpfulness and concern for students.

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR:

Should maybe change the project. I didn't get as much from it as I would have hoped.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I enjoyed this class.

OPEN COMMENTS:

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

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR: Should implement review days.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Nicholls State University

Fall 2019 Student Instructional Report

Faculty: Castille/Christopher

Course Enrollment:

23

College: BA

Department:

MNMK

Evaluations Processed:

20

Course: MNGT 475 2T (82026)

Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription							
	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	I-Ineffective	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ							
A. Course Organization and Planning																						
1	15	75%	5	25%	0	0%	0	0%	0	0%	0	0%	4.75	4.27	4.33	4.41	0.44	1.01	0.92	0.89	74	Expl of Requirements
2	15	75%	5	25%	0	0%	0	0%	0	0%	0	0%	4.75	4.34	4.40	4.47	0.44	1.02	0.89	0.84	71	Prep for Class
3	16	80%	4	20%	0	0%	0	0%	0	0%	0	0%	4.80	4.36	4.40	4.47	0.41	0.99	0.91	0.86	74	Command of Subj
4	14	70%	4	20%	2	10%	0	0%	0	0%	0	0%	4.60	4.13	4.29	4.42	0.68	1.23	1.05	0.93	56	Use of Class Time
5	14	70%	5	25%	0	0%	1	5%	0	0%	0	0%	4.60	4.16	4.23	4.35	0.75	1.18	1.07	1.00	57	Sum Important Pts
<i>Weighted Average for A. Course Organization and Planning</i>																	4.70					
B. Communication																						
6	11	55%	8	40%	0	0%	1	5%	0	0%	0	0%	4.45	4.23	4.28	4.38	0.76	1.12	1.03	0.96	42	Presentations
7	19	95%	1	5%	0	0%	0	0%	0	0%	0	0%	4.95	4.67	4.65	4.69	0.22	0.70	0.72	0.68	81	Command of Lang
8	14	70%	4	20%	1	5%	1	5%	0	0%	0	0%	4.55	4.32	4.34	4.44	0.83	1.01	0.95	0.88	46	Use of Examples
9	16	80%	3	15%	0	0%	1	5%	0	0%	0	0%	4.70	4.20	4.29	4.36	0.73	1.09	0.99	0.93	75	Challenging Probs
10	16	80%	3	15%	0	0%	1	5%	0	0%	0	0%	4.70	4.47	4.47	4.53	0.73	0.92	0.86	0.84	51	Enthusiasm
<i>Weighted Average for B. Communication</i>																	4.67					
C. Faculty/Student Interaction																						
11	16	80%	4	20%	0	0%	0	0%	0	0%	0	0%	4.80	4.32	4.42	4.48	0.41	1.12	0.95	0.91	68	Helpfulness
12	15	75%	4	20%	1	5%	0	0%	0	0%	0	0%	4.70	4.48	4.54	4.59	0.57	0.93	0.83	0.80	44	Respect for Stds
13	17	85%	3	15%	0	0%	0	0%	0	0%	0	0%	4.85	4.34	4.42	4.47	0.37	1.04	0.93	0.90	79	Concern-Progress
14	14	70%	6	30%	0	0%	0	0%	0	0%	0	0%	4.70	4.27	4.37	4.44	0.47	1.07	0.96	0.93	63	Avail for Extra Help
15	15	75%	3	15%	2	10%	0	0%	0	0%	0	0%	4.65	4.44	4.49	4.54	0.67	0.99	0.89	0.85	44	Listen to Std Ideas
<i>Weighted Average for C. Faculty/Student Interaction</i>																	4.74					
D. Assignment, Exams and Grading																						
16	13	65%	6	30%	0	0%	0	0%	1	5%	0	0%	4.50	4.31	4.41	4.46	0.95	1.04	0.91	0.89	42	Inform How Graded
17	8	40%	8	40%	3	15%	0	0%	1	5%	0	0%	4.10	4.10	4.19	4.31	1.02	1.20	1.06	1.00	25	Clarity of Exam
18	13	65%	5	25%	2	10%	0	0%	0	0%	0	0%	4.55	4.20	4.33	4.43	0.69	1.15	0.98	0.92	46	Exam Coverage
19	18	90%	1	5%	0	0%	1	5%	0	0%	0	0%	4.80	4.13	4.22	4.33	0.70	1.15	1.05	0.99	81	Comments on Work
20	9	45%	4	20%	3	15%	1	5%	0	0%	3	15%	4.24	4.07	4.17	4.30	0.97	1.17	1.08	1.01	36	Quality of Text
21	11	55%	7	35%	0	0%	1	5%	1	5%	0	0%	4.30	4.07	4.21	4.33	1.08	1.23	1.09	1.01	33	Assignment Helpful
<i>Weighted Average for D. Assignment, Exams and Grading</i>																	4.42					
E. Supplementary Instruction Methods																						
22	17	85%	2	10%	1	5%	0	0%	0	0%	0	0%	4.80	4.21	4.25	4.35	0.52	1.06	0.98	0.92	85	Small Group Discuss
23	8	40%	9	45%	2	10%	0	0%	1	5%	0	0%	4.15	4.13	4.16	4.29	0.99	1.04	1.00	0.96	30	Term Paper/Project
24	5	25%	2	10%	2	10%	0	0%	0	0%	11	55%	4.33	4.17	4.23	4.37	0.87	1.10	1.01	0.95	43	Lab Exercises
25	11	55%	5	25%	2	10%	1	5%	1	5%	0	0%	4.20	4.10	4.21	4.32	1.15	1.13	1.05	0.97	34	Group Projects
26	5	25%	3	15%	1	5%	1	5%	0	0%	10	50%	4.20	4.11	4.22	4.34	1.03	1.17	1.06	0.98	36	Case Studies, ...
27	4	20%	0	0%	1	5%	0	0%	0	0%	15	75%	4.60	4.23	4.28	4.36	0.89	1.04	0.99	0.97	65	Course Journals
28	13	65%	4	20%	2	10%	0	0%	0	0%	1	5%	4.58	4.28	4.35	4.41	0.69	1.00	0.93	0.90	59	Use of Computers
<i>Weighted Average for E. Supplementary Instruction Methods</i>																	4.41					

Nicholls State University

Fall 2019 Student Instructional Report

Faculty: Castille/Christopher
 College: BA Department: MNMK
 Course: MNGT 475 2T (82026)

Course Enrollment: 23
 Evaluations Processed: 20

Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription									
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ									
F. Course Outcomes																								
29	4	20%	9	45%	5	25%	1	5%	1	5%	0	0%	0	0%	3.70	3.61	3.69	3.84	1.03	1.11	1.06	1.08	36	Learning Increased
30	5	25%	9	45%	4	20%	1	5%	1	5%	0	0%	0	0%	3.80	3.64	3.71	3.86	1.06	1.05	1.02	1.04	41	Achieved Objectives
31	7	35%	6	30%	4	20%	1	5%	2	10%	0	0%	0	0%	3.75	3.59	3.56	3.74	1.29	1.17	1.17	1.18	48	Interest in Subject
32	9	45%	3	15%	5	25%	1	5%	2	10%	0	0%	0	0%	3.80	3.66	3.70	3.88	1.36	1.13	1.08	1.07	40	Think Independently
33	8	40%	7	35%	3	15%	0	0%	2	10%	0	0%	0	0%	3.95	3.68	3.74	3.90	1.23	1.11	1.08	1.09	45	Actively Involved
Weighted Average for F. Course Outcomes																3.80								
34	5	25%	11	55%	3	15%	0	0%	1	5%	0	0%	0	0%	3.95	3.73	3.78	3.91	0.94	0.90	0.95	1.04	55	Effort Put In
35	5	25%	7	35%	7	35%	0	0%	1	5%	0	0%	0	0%	3.75	3.63	3.69	3.85	1.02	0.86	0.92	0.99	44	Prepared for Class
36	8	40%	7	35%	3	15%	1	5%	1	5%	0	0%	0	0%	4.00	3.67	3.77	3.86	1.12	0.95	1.01	1.12	62	Challenged by Crs
G. Course Elements																								
H. Course Workload																								
37	0	0%	13	65%	7	35%	0	0%	0	0%	0	0%	0	0%	3.65	3.40	3.43	3.39	0.49	0.66	0.72	0.79		Level of Difficulty
38	2	10%	11	55%	7	35%	0	0%	0	0%	0	0%	0	0%	3.75	3.25	3.24	3.20	0.64	0.73	0.75	0.87		Work Load
39	1	5%	4	20%	15	75%	0	0%	0	0%	0	0%	0	0%	3.30	3.21	3.27	3.29	0.57	0.66	0.63	0.67		Pace of Course
40	10	50%	7	35%	2	10%	1	5%	0	0%	0	0%	0	0%	4.30	3.90	3.93	4.07	0.86	1.12	1.04	0.97	62	Quality of Instruct
41	17	85%	2	10%	1	5%	0	0%	0	0%	0	0%	0	0%	1.20	1.31	1.28	1.42	0.52	0.67	0.62	0.69		Description of Crs
42	0	0%	0	0%	0	0%	19	95%	0	0%	1	5%	0	0%	4.10	3.74	3.08	2.43	0.45	0.69	1.06	1.22		Class Level
43	20	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1.00	1.05	1.06	1.05	0.00	0.27	0.30	0.30		Comm in English
44	18	95%	1	5%	0	0%	0	0%	0	0%	1	5%	1.05	1.51	1.52	1.34	0.23	0.50	0.50	0.47		Gender		
45	2	10%	2	10%	7	35%	7	35%	0	0%	2	10%	0	0%	3.35	3.28	3.20	2.89	1.31	1.71	1.78	1.78		Grade Expected

Footnotes

- 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.
- 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.
- N/A and missing responses were not included in the computation of means or percentiles.

OPEN COMMENTS:

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

Powerpoints

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

Dedicate more class time to the projects maybe.
Set deadlines because setting our own caused a lot
of procrastination.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Crunch the numbers was NOT effective, especially
since we really did not review them together and
actually apply it to the project.

OPEN COMMENTS:

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

Lectures

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

Should let students not take
the final

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I've taken you 3 times in the past four years; I'd take you multiple more. Thanks for being a great professor.

P.S. drop the final please ☺

OPEN COMMENTS:

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

The instructors knowledge and clarity

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR:

Group check ups or group goals to prevent
baiting.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

He rules!

OPEN COMMENTS:

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

The most effective part of this course was the strategic analysis report

- 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:

The entire class overall.

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

should break down the projects more & make the students have certain things due on specific dates so you can let them know if they are doing it correctly.

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

He was by far one of the professors I've ever had & he was VERY helpful throughout the semester.

OPEN COMMENTS:

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

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR:

- maybe explain in a level students will understand
- breakdown the project more
- make each team have a part of the project due on certain days not just goals

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

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

The quizzes, & presentations

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

*the crunch the H's were difficult
i feel like they should relate to
the course more*

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

he's a good teacher / advisor

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS: the internal consistency project + class discussions.

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

- Should do the math part of phases I + II in class of the internal consistency

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

You're doing great. Thanks for being so flexible + willing to compromise w/ our lives.

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:

I really enjoyed this class
I've learned a lot! thank you!

OPEN COMMENTS:

- 1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:** Quizzes & Sample exam questions. Overall great lectures
- 2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:**
Explain or have "view example" for crunch the number problems
- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:**
Worst part of this class are the crunch the numbers problems

OPEN COMMENTS:

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

In class discussion

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

Make changes to the group project and put the quizzes on moodle to avoid purchasing management lab.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I hate the group work but otherwise enjoyable class.

OPEN COMMENTS:

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

You. You are the most effective part

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

Should slow down explaining phase 2 of the project

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

You were great. A huge help. Very understanding

OPEN COMMENTS:

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

The group project actively involved me in what we covered in class and increased my confidence in the area

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

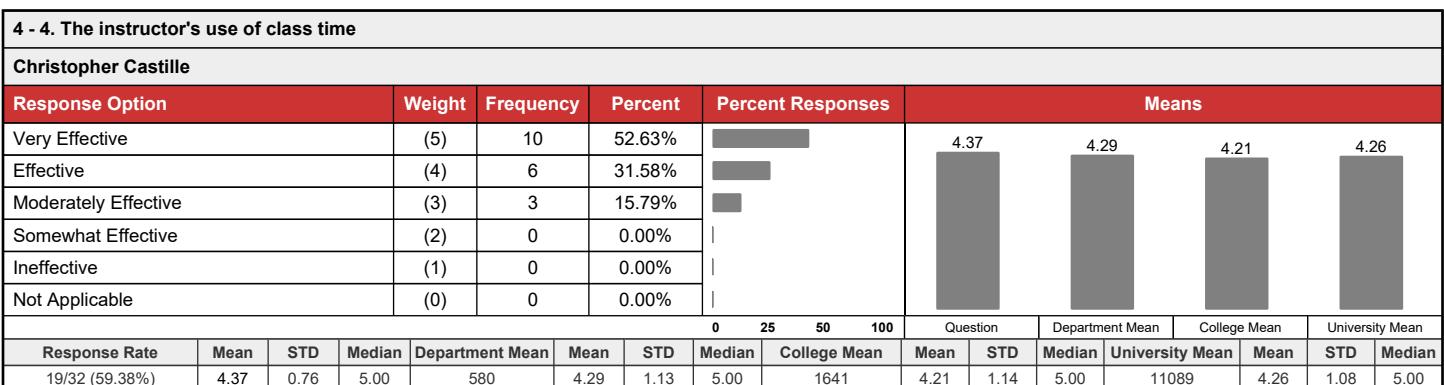
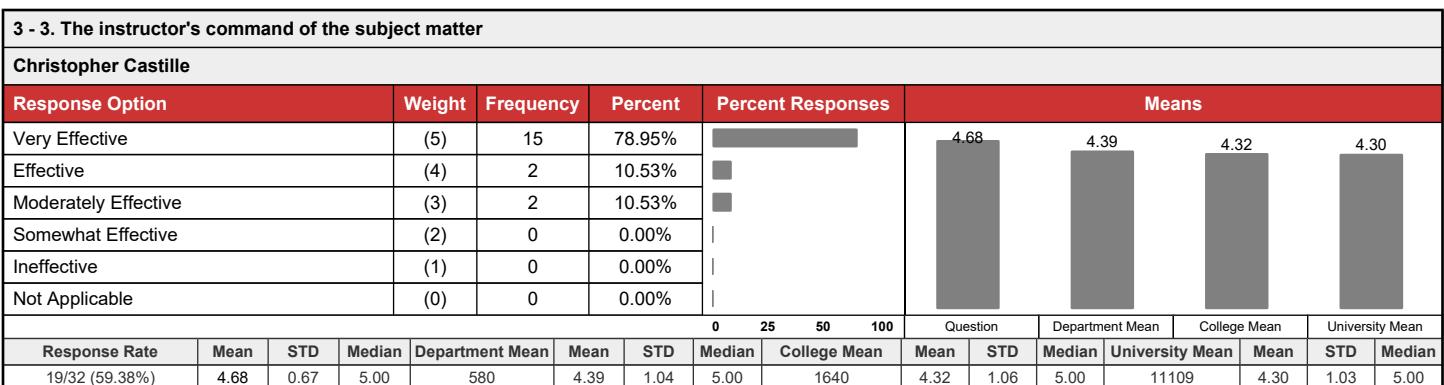
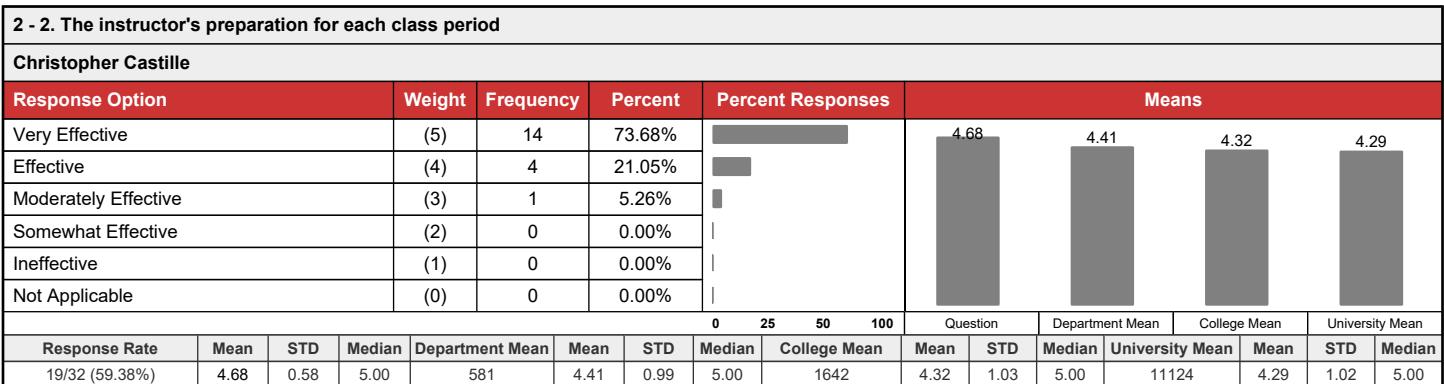
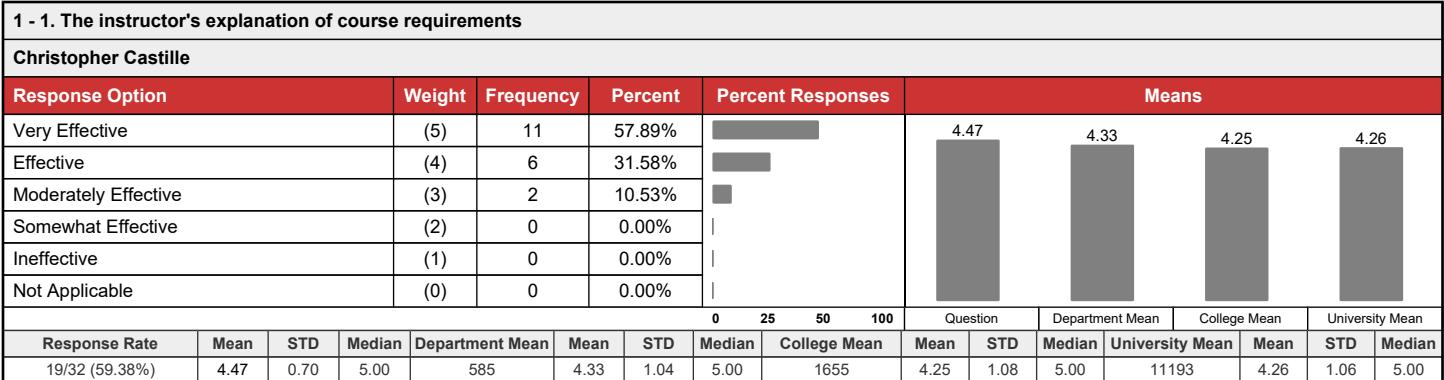
Having more of a role in the productivity of groups would hold students more accountable and prevent majority of the work load from landing on one member.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:



Course: 20F_MNGT475_2T: 20F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

Response Rate: 19/32 (59.38 %)



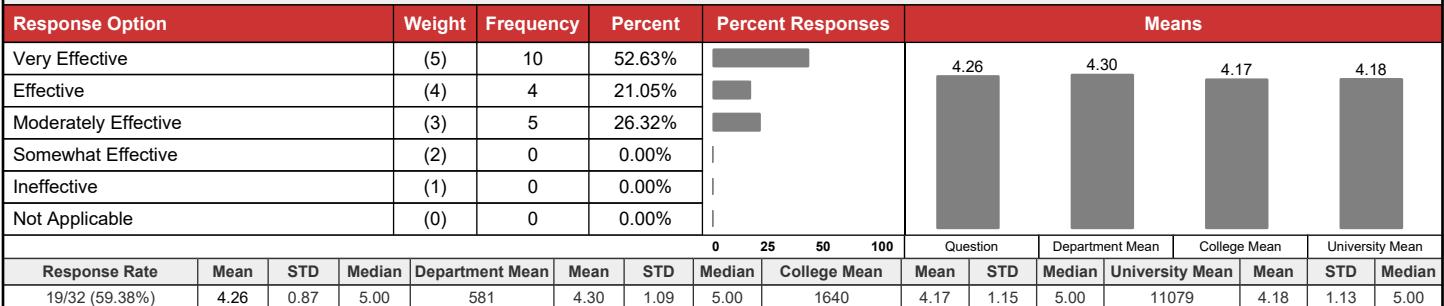


Course: 20F_MNGT475_2T: 20F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

Response Rate: 19/32 (59.38 %)

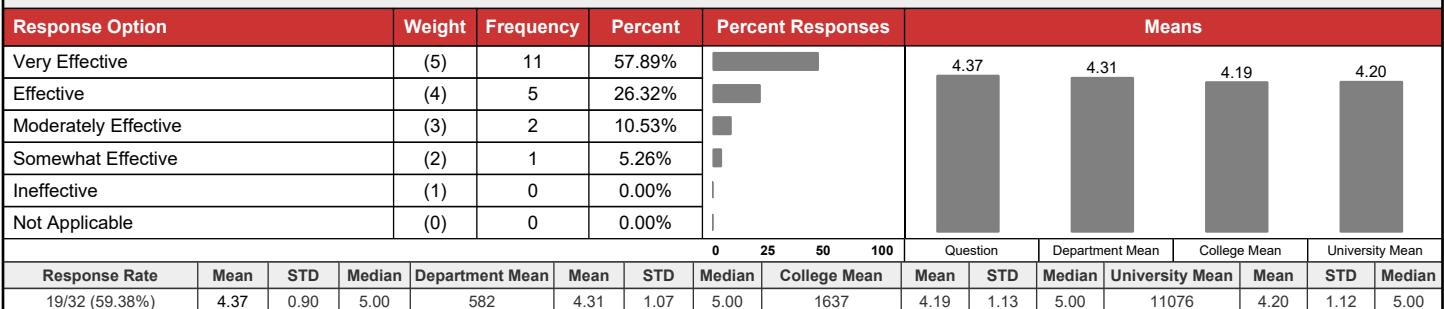
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



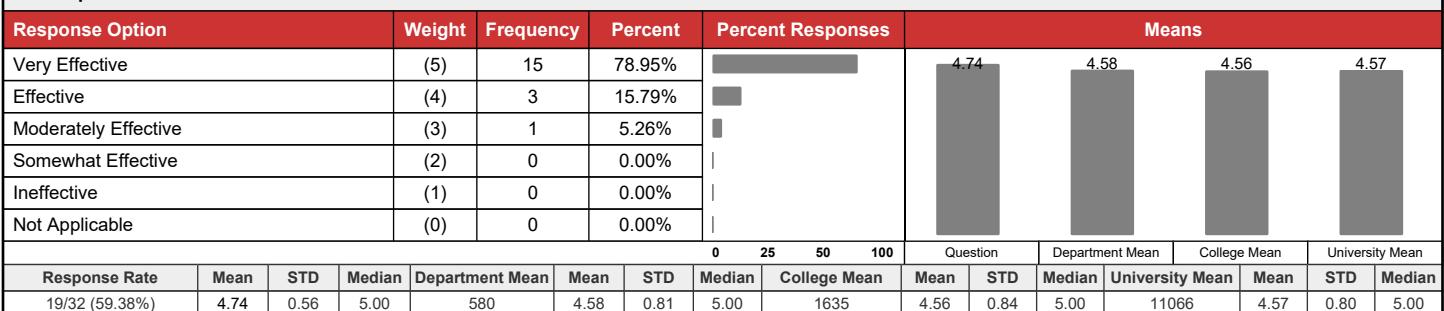
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



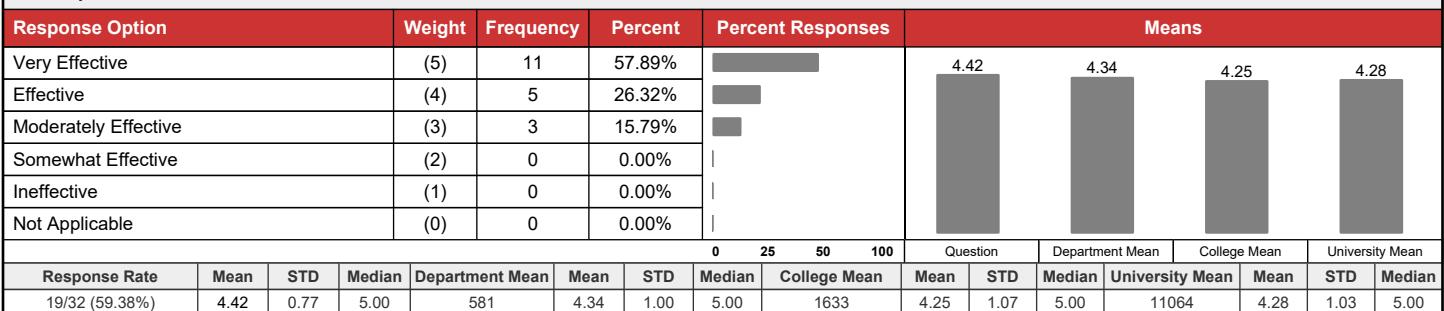
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



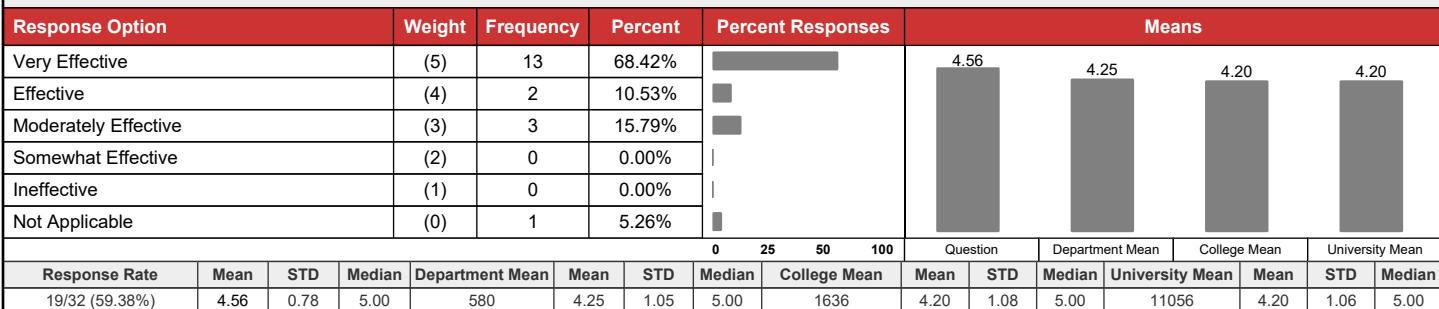


Course: 20F_MNGT475_2T: 20F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

Response Rate: 19/32 (59.38 %)

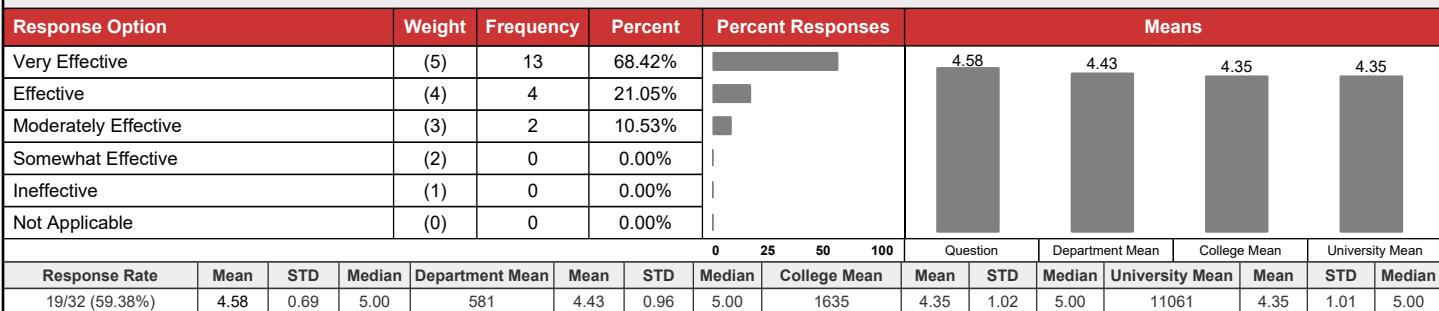
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



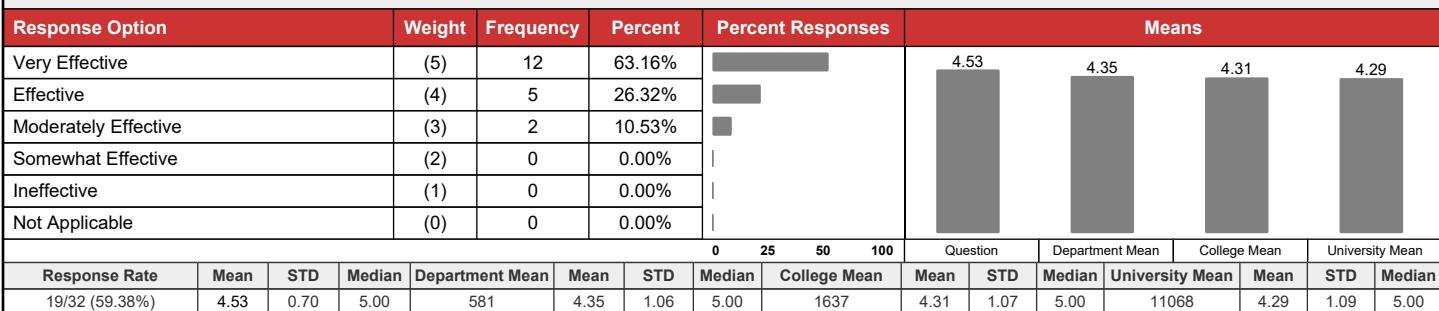
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



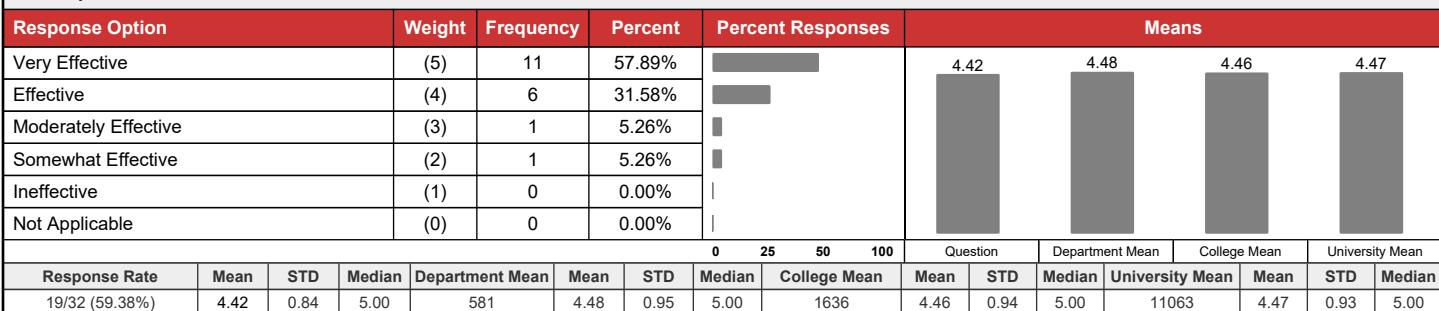
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille

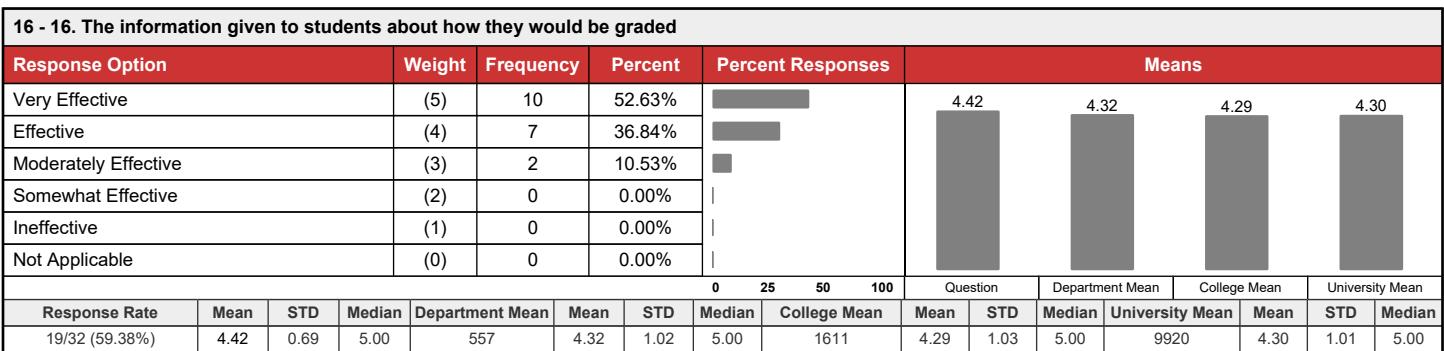
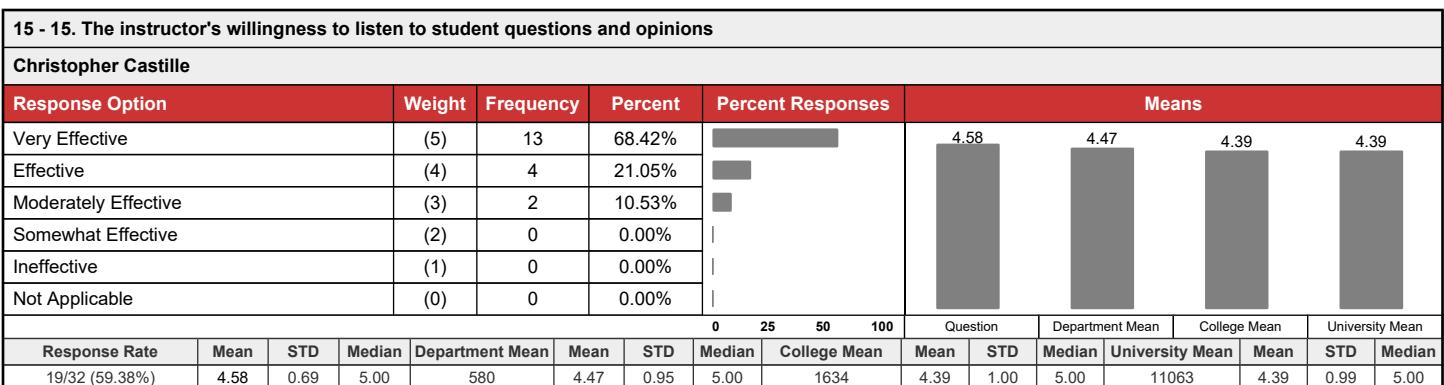
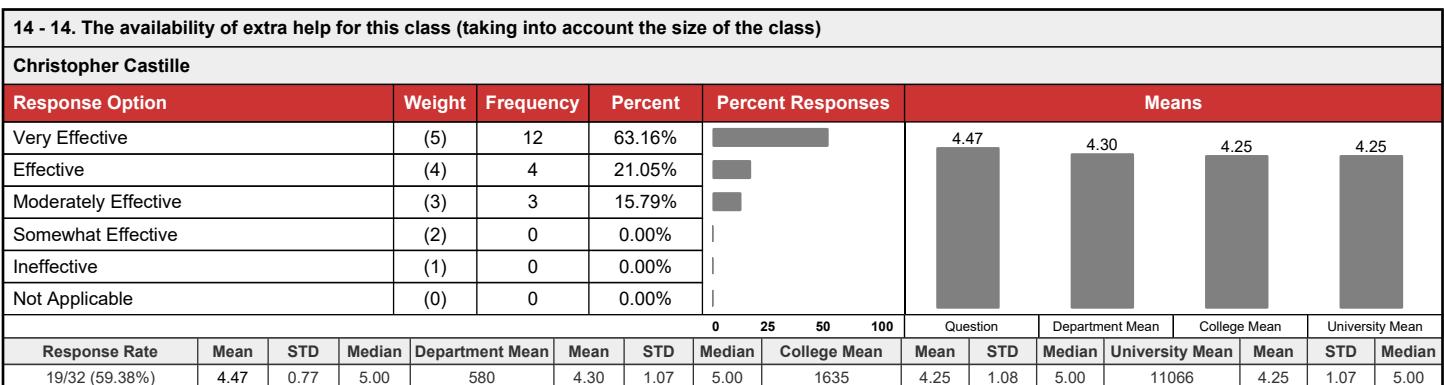
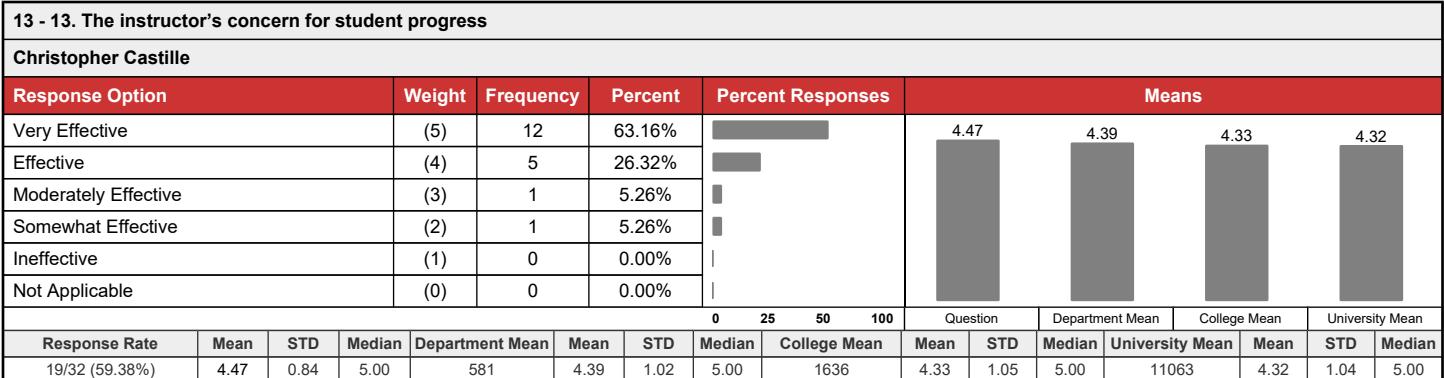


Nicholls State University
Fall 2020 - Full Term Evaluations



Course: 20F_MNGT475_2T: 20F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

Response Rate: 19/32 (59.38 %)

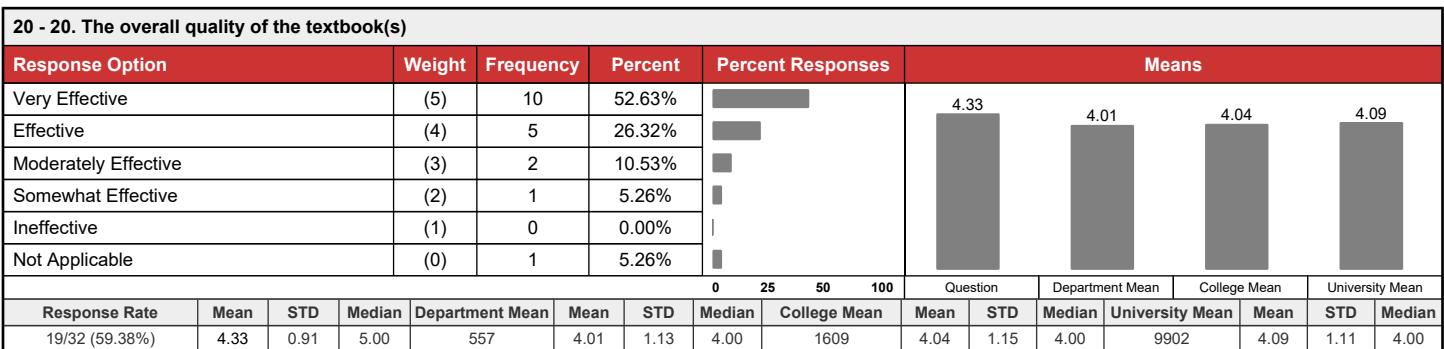
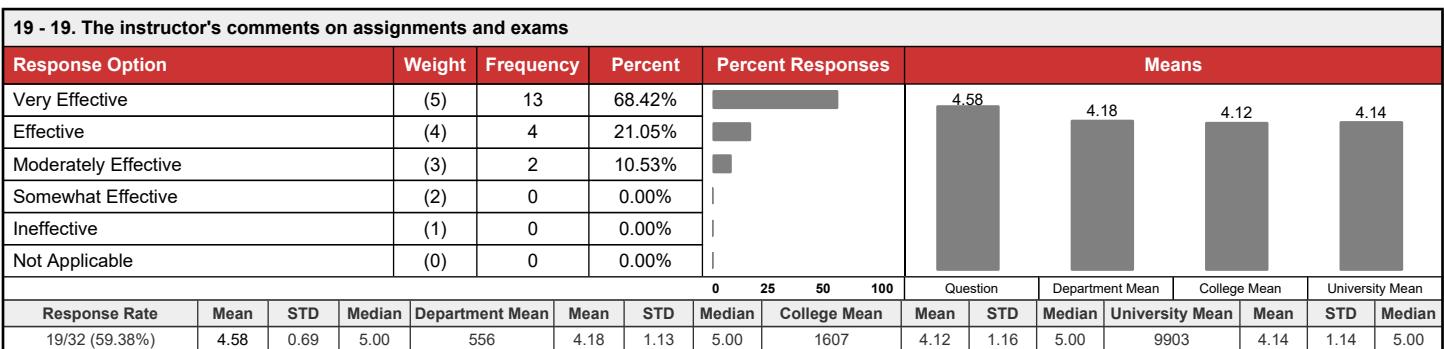
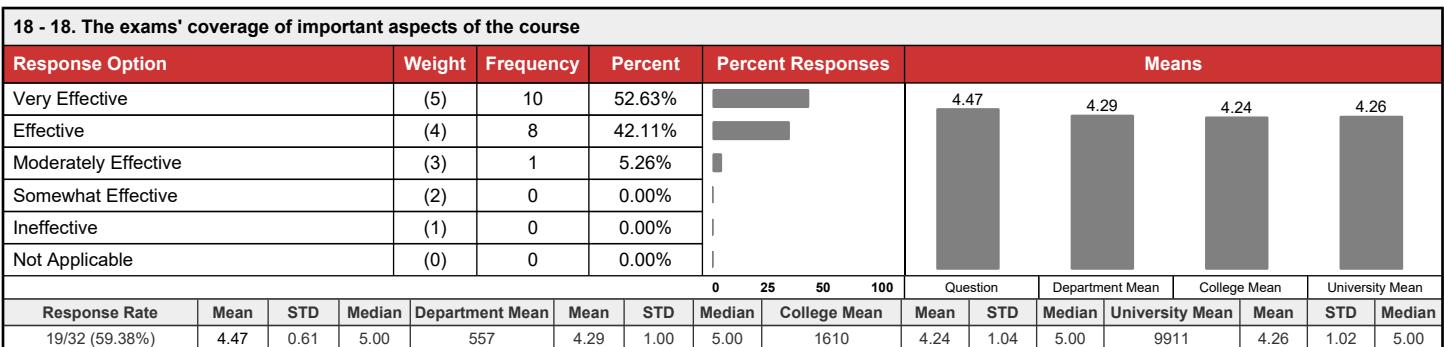
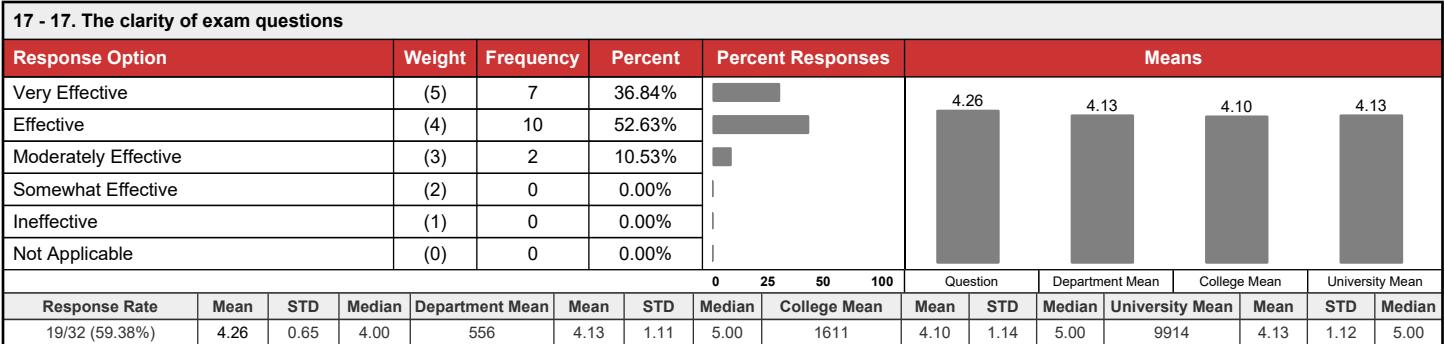


Nicholls State University
Fall 2020 - Full Term Evaluations



Course: 20F_MNGT475_2T: 20F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castile *

Response Rate: 19/32 (59.38 %)



Nicholls State University
Fall 2020 - Full Term Evaluations

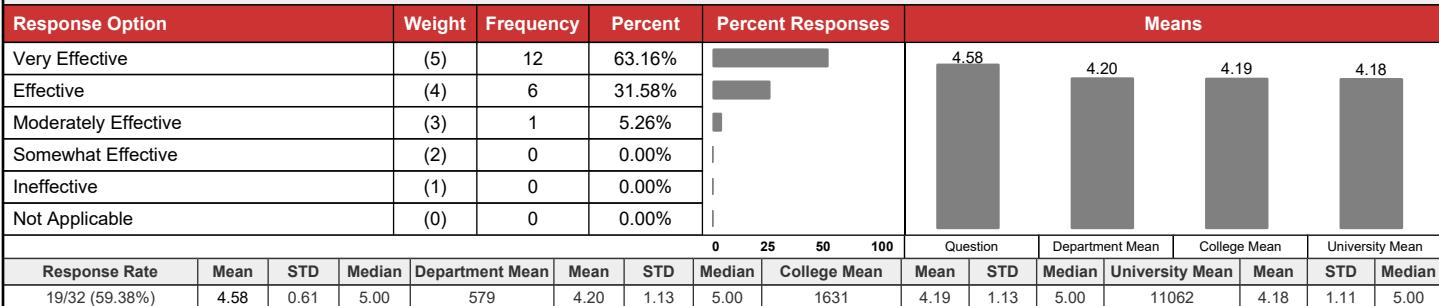


Course: 20F_MNGT475_2T: 20F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

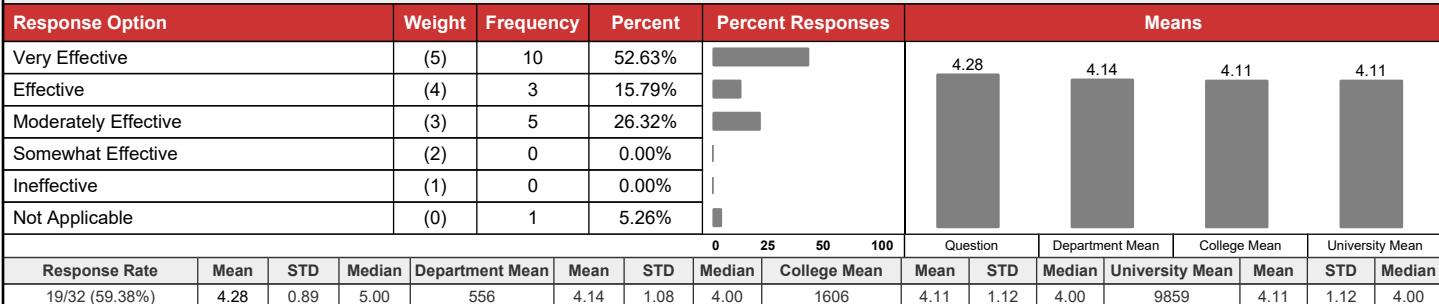
Response Rate: 19/32 (59.38 %)

21 - 21. The helpfulness of assignments in understanding course material

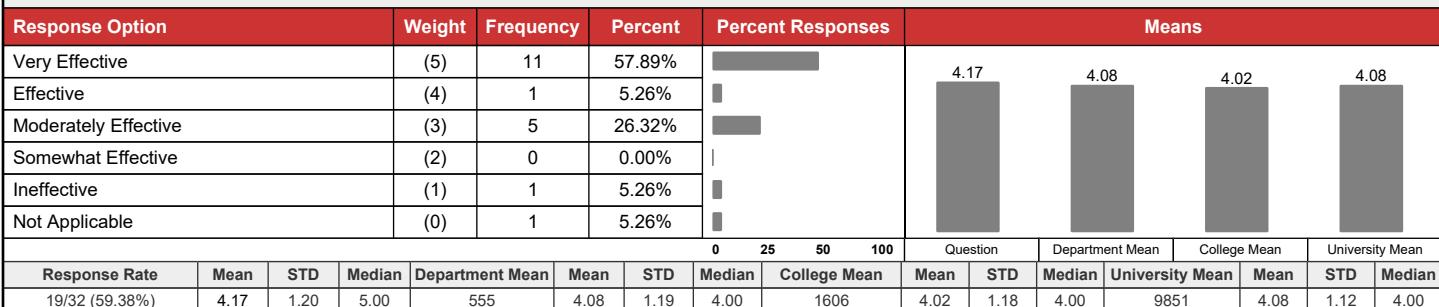
Christopher Castille



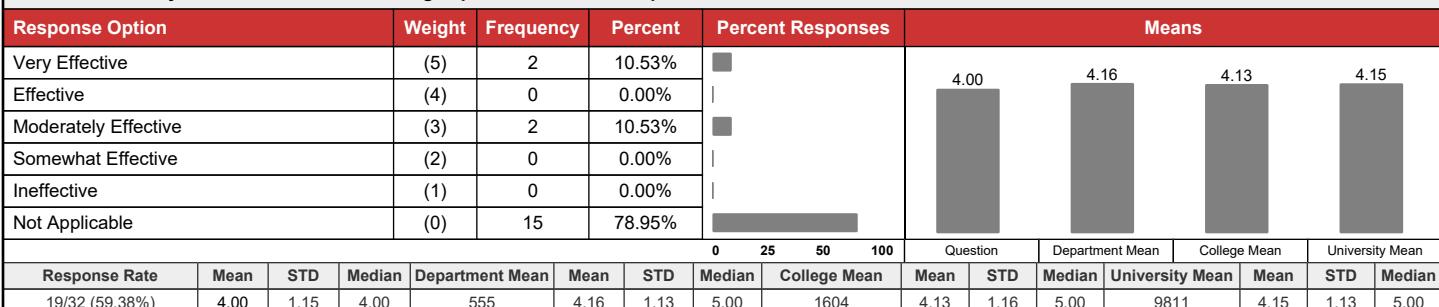
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)



24 - 24. Laboratory exercises for understanding important course concepts

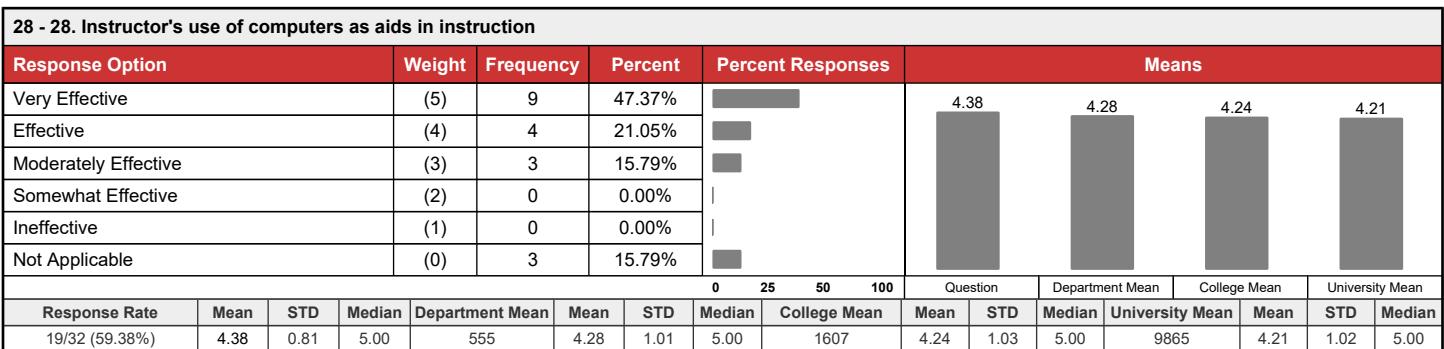
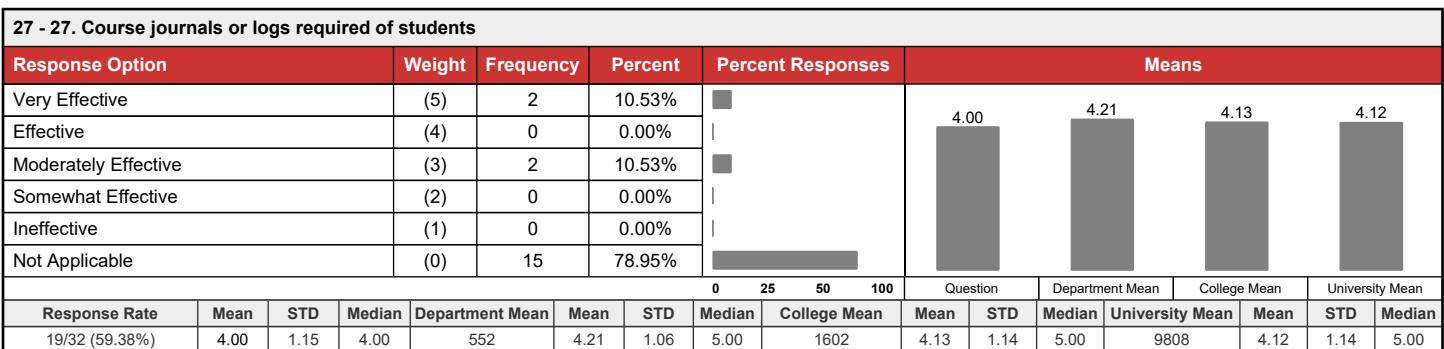
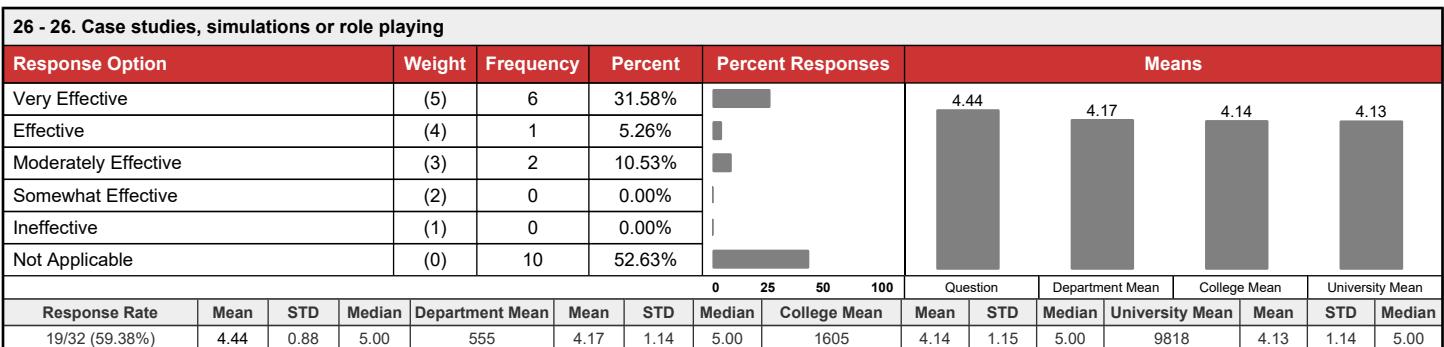
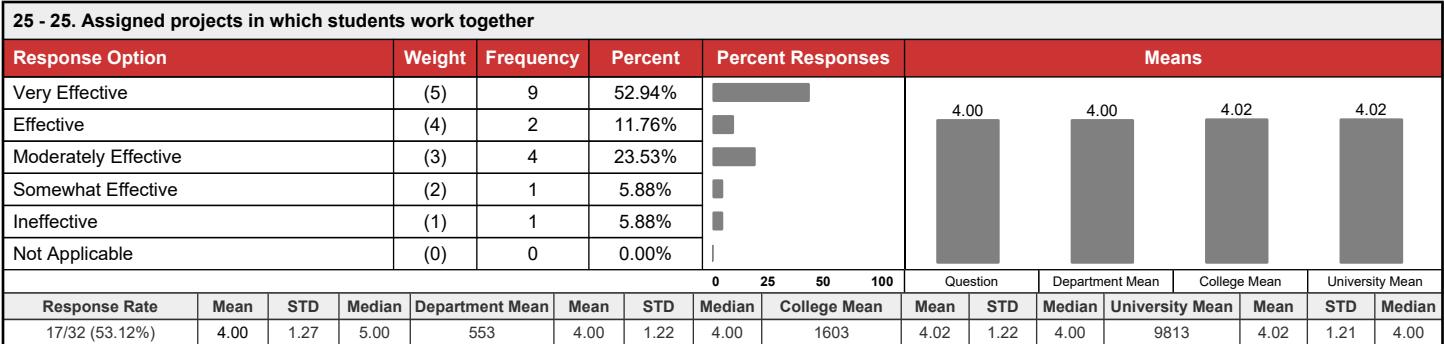


Nicholls State University
Fall 2020 - Full Term Evaluations



Course: 20F_MNGT475_2T: 20F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castile *

Response Rate: 19/32 (59.38 %)

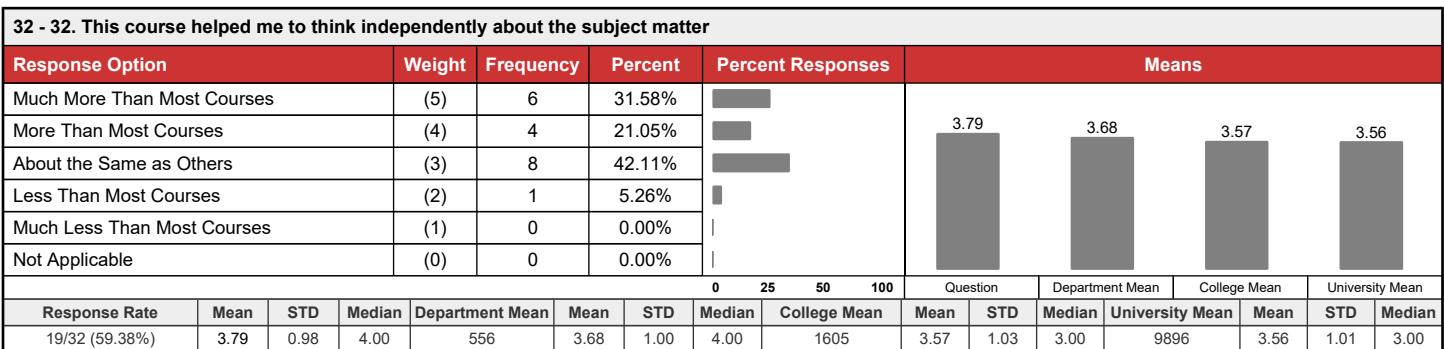
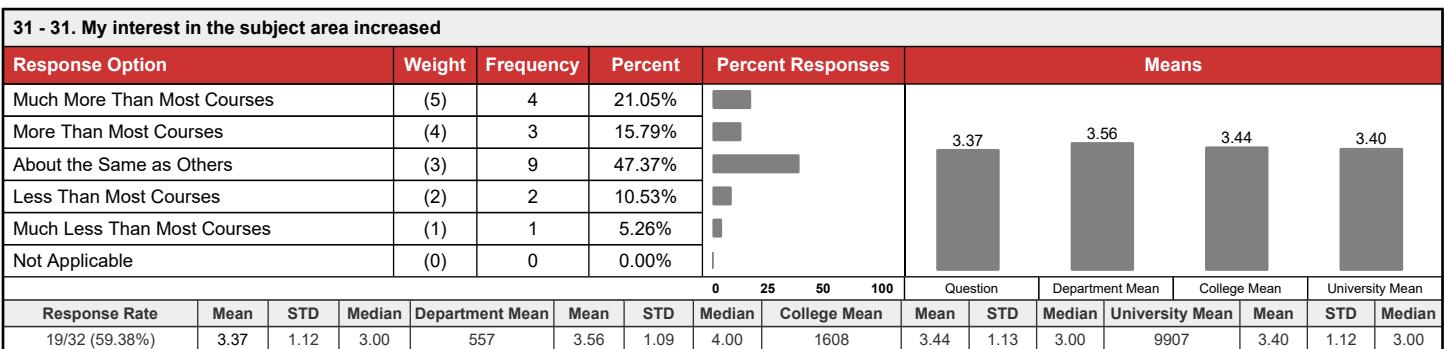
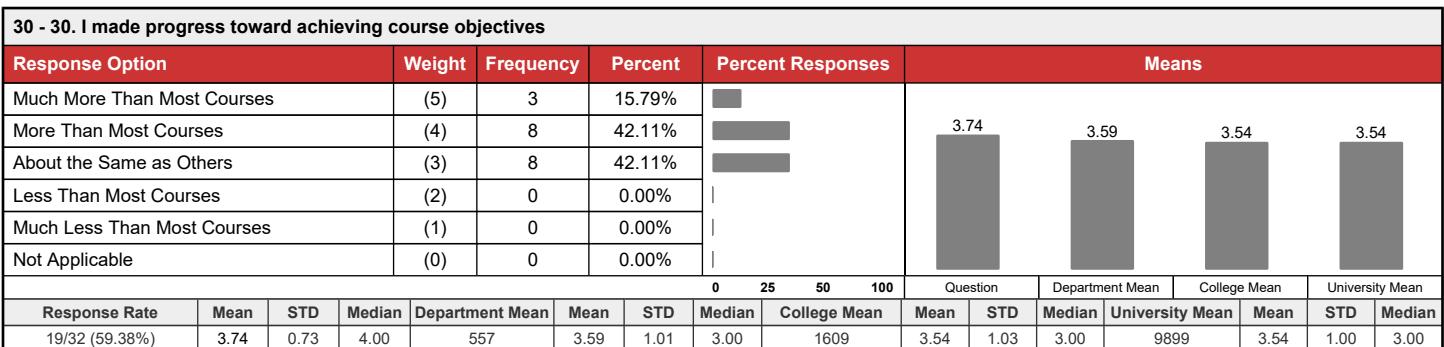
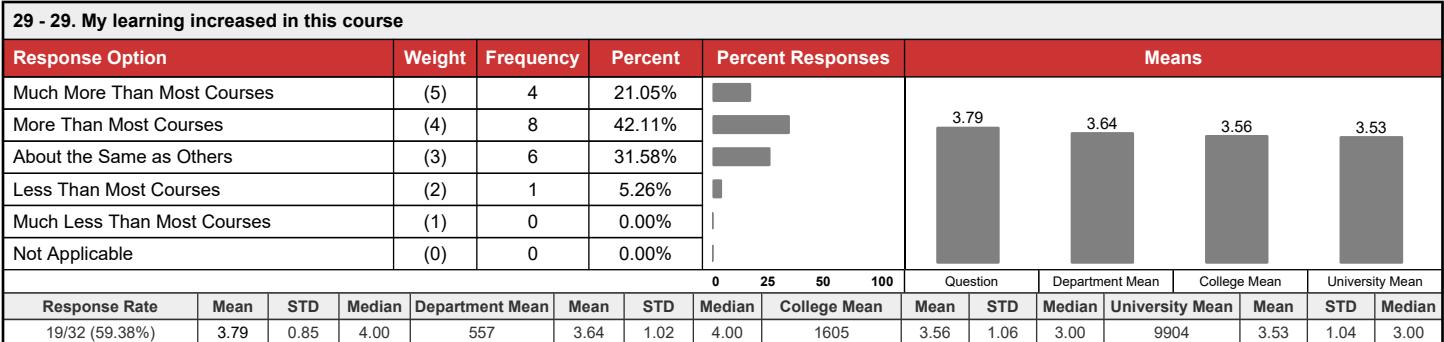


Nicholls State University
Fall 2020 - Full Term Evaluations



Course: 20F_MNGT475_2T: 20F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castile *

Response Rate: 19/32 (59.38 %)

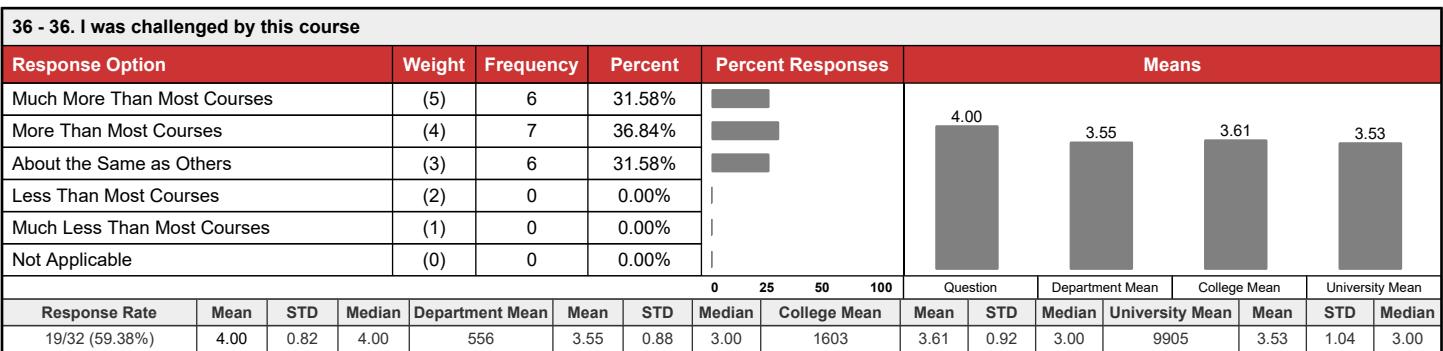
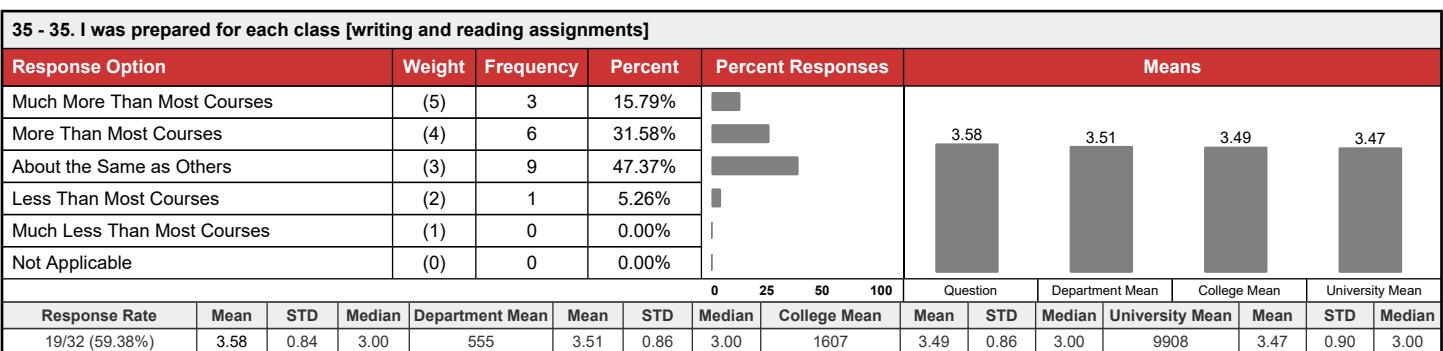
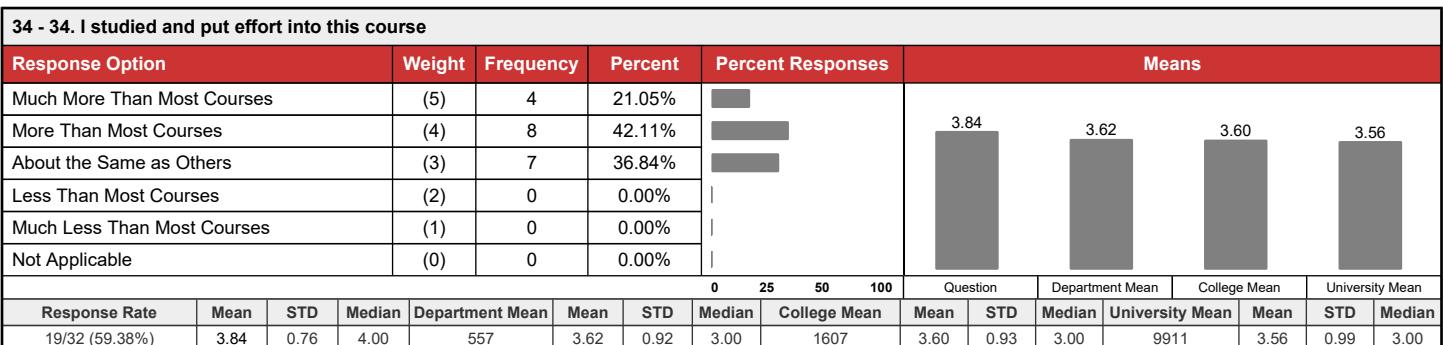
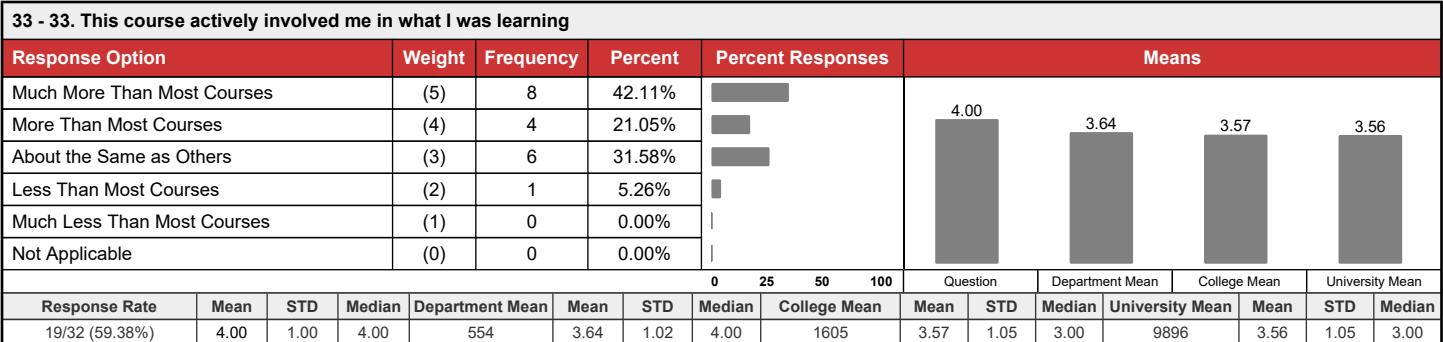


Nicholls State University
Fall 2020 - Full Term Evaluations



Course: 20F_MNGT475_2T: 20F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

Response Rate: 19/32 (59.38 %)



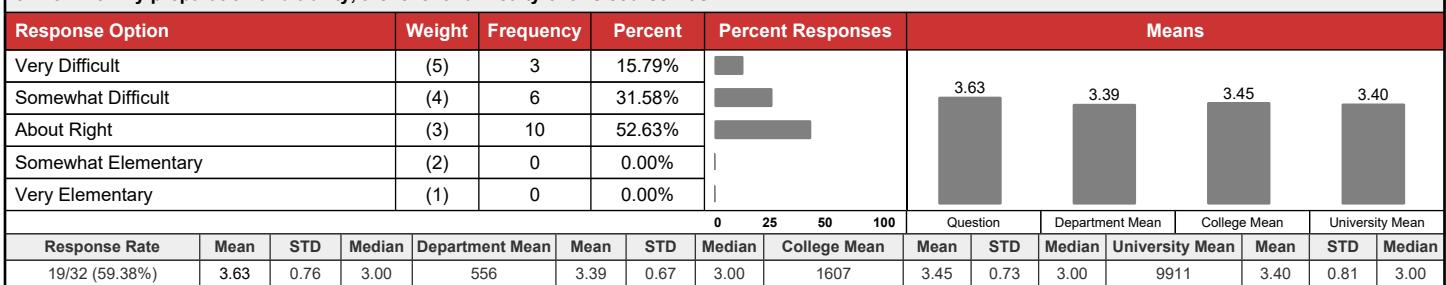
Nicholls State University
Fall 2020 - Full Term Evaluations



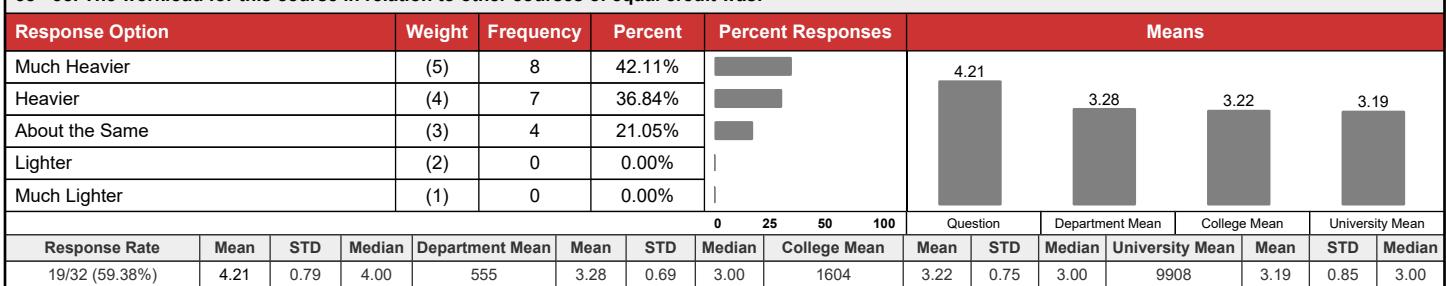
Course: 20F_MNGT475_2T: 20F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

Response Rate: 19/32 (59.38 %)

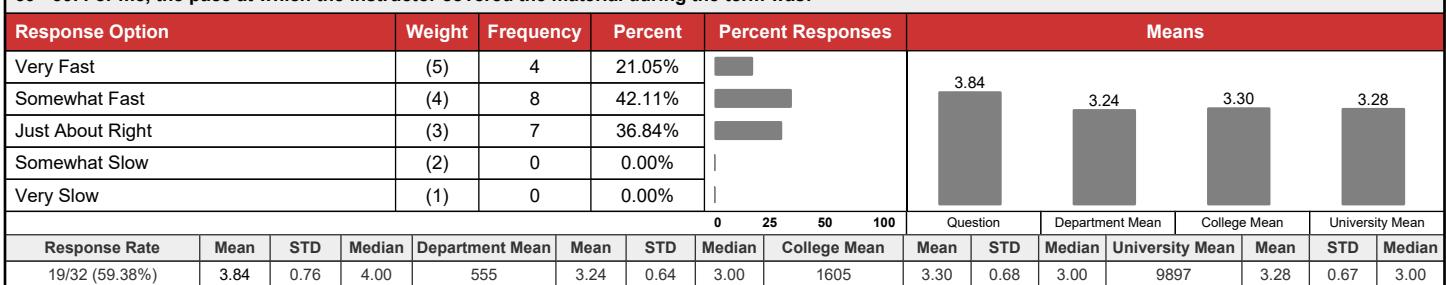
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

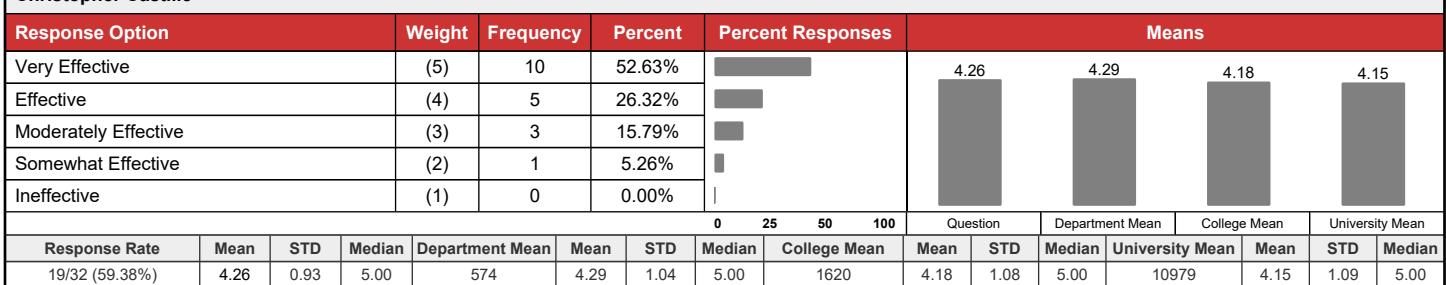


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille



Nicholls State University
Fall 2020 - Full Term Evaluations



Course: 20F_MNGT475_2T: 20F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

Response Rate: 19/32 (59.38 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	18	94.74%		
A College Requirement	(2)	1	5.26%		
An Elective	(3)	0	0.00%		
Other	(4)	0	0.00%		
0 25 50 100					
Response Rate					
19/32 (59.38%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%		
Sophomore/2nd Year	(2)	0	0.00%		
Junior/3rd Year	(3)	1	5.26%		
Senior/4th Year	(4)	18	94.74%		
Graduate	(5)	0	0.00%		
Other	(6)	0	0.00%		
0 25 50 100					
Response Rate					
19/32 (59.38%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	18	94.74%		
Better in another language	(2)	0	0.00%		
Equally well in English and another language	(3)	1	5.26%		
0 25 50 100					
Response Rate					
19/32 (59.38%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	13	68.42%		
Male	(2)	6	31.58%		
0 25 50 100					
Response Rate					
19/32 (59.38%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	3	15.79%		
A-	(2)	4	21.05%		
B+	(3)	5	26.32%		
B	(4)	5	26.32%		
B-	(5)	2	10.53%		
C	(6)	0	0.00%		
Below C	(7)	0	0.00%		
0 25 50 100					
Response Rate					
19/32 (59.38%)					

Nicholls State University
Fall 2020 - Full Term Evaluations



Course: 20F_MNGT475_2T: 20F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *
Response Rate: 19/32 (59.38 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved? 46. Please provide your feedback.

Response Rate	3/32 (9.38%)
----------------------	--------------

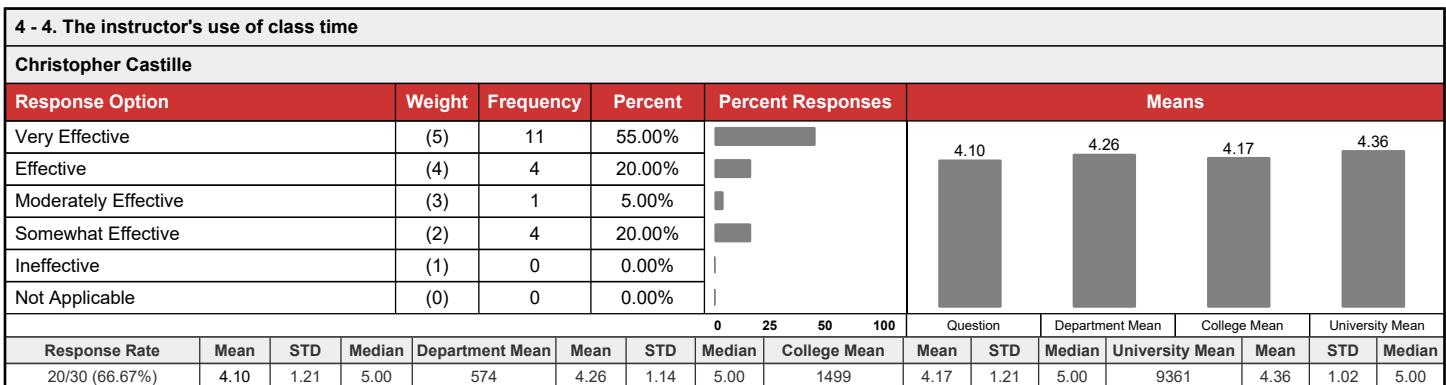
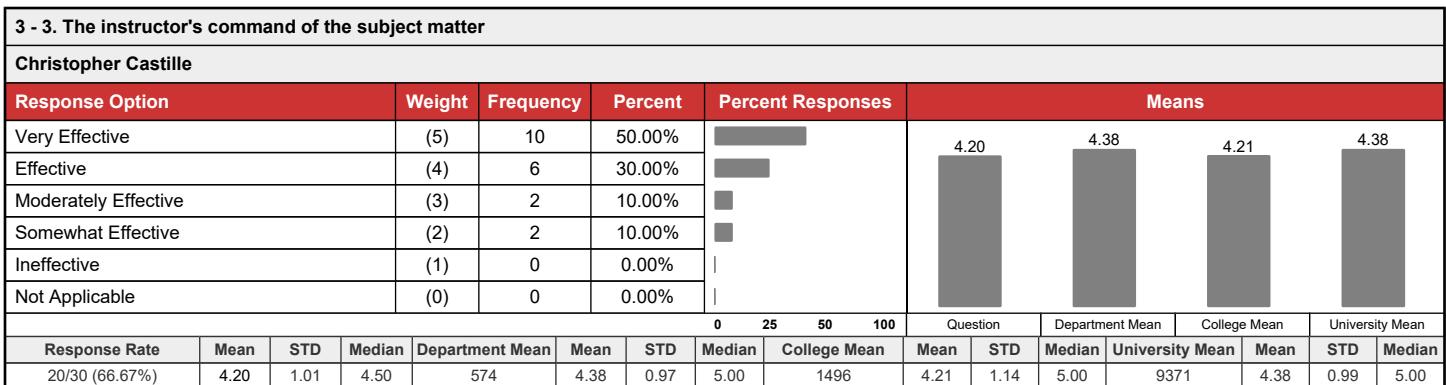
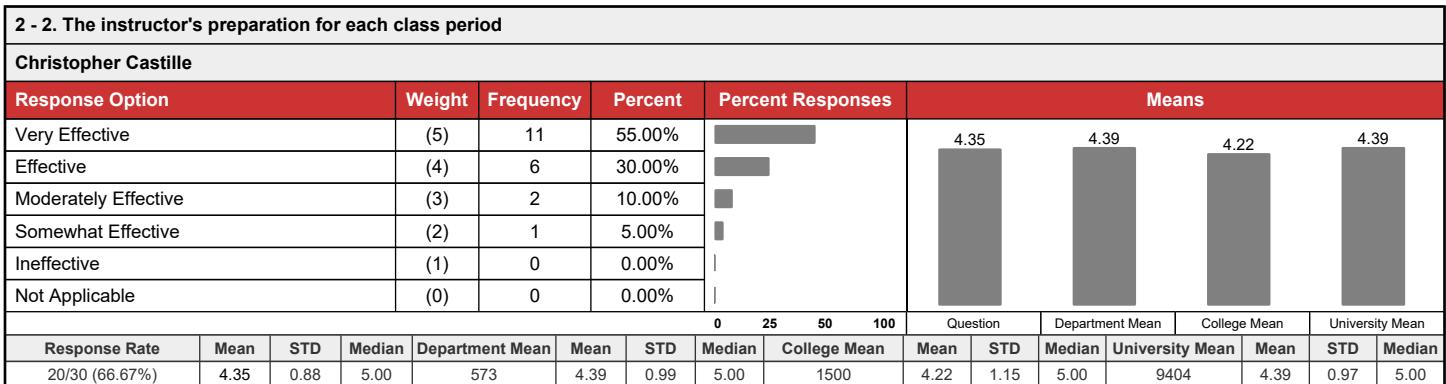
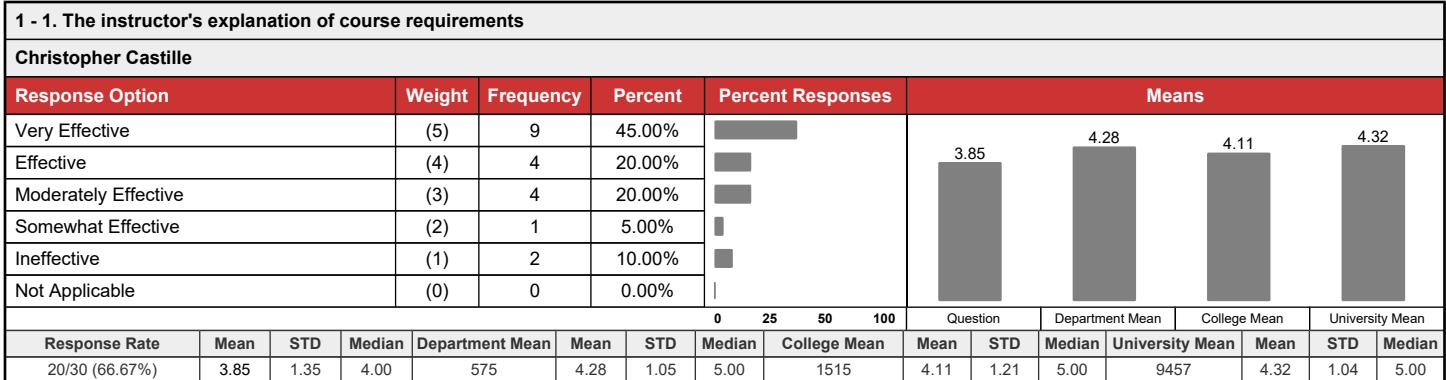
- Although this semester was cut short, I wished the content was delivered at a slower pace so I had the chance to intake all the information better. It was rushed. There was too much focus on the importance of the semester long project than the actual material. There were too many assignments due every single week. It was discouraging to discover the assignments were worth such little points, yet they took many hours every week to do. The assignments were extremely long and tasking. Dr. Castile was willing to listen, but didn't do much to change anything after we shared our concerns. The course material was relevant and easy to learn from the book.
- very good teacher, but this class has lots and lots of work. I suggest either doing exams or just doing the big project. Pick one or the other because we are learning the same things doing both, however, it is a lot of work to do all of it, on top of other classes assignments and tests.
- Professor was great! Need to post the lectures on Moodle to be more helpful.

Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	4.49	4.34	4.25	4.26
B. Communication	4.53	4.38	4.31	4.31
C. Faculty/Staff Interaction	4.47	4.39	4.34	4.35
D. Assignments, Exams, and Grading	4.44	4.16	4.14	4.16
E. Instructional Methods and Materials	4.13	4.09	4.04	4.04
F. Course Outcomes	3.75	3.62	3.54	3.52



Course: 21F_MNGT475_2T: 21F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

Response Rate: 20/30 (66.67 %)



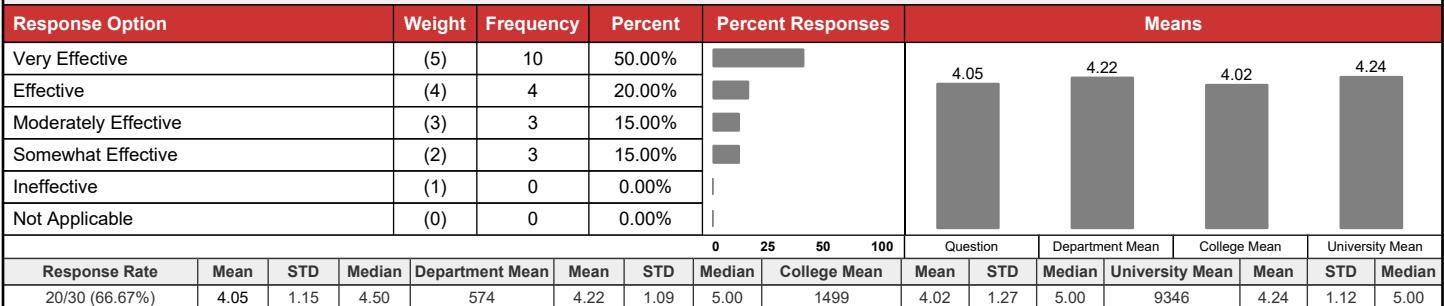


Course: 21F_MNGT475_2T: 21F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

Response Rate: 20/30 (66.67 %)

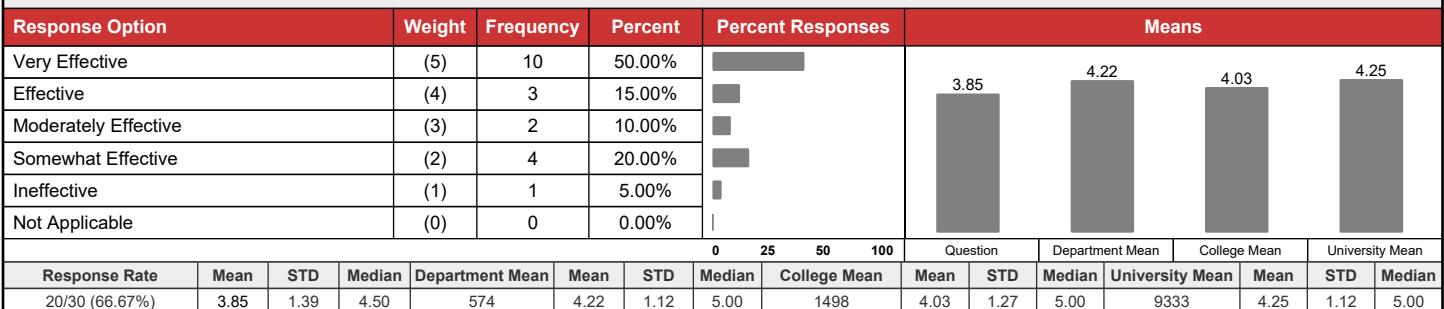
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



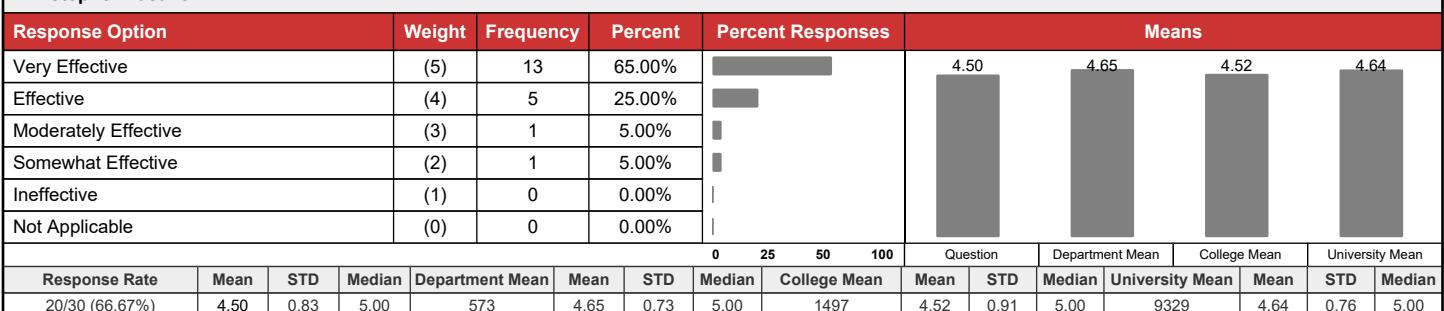
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



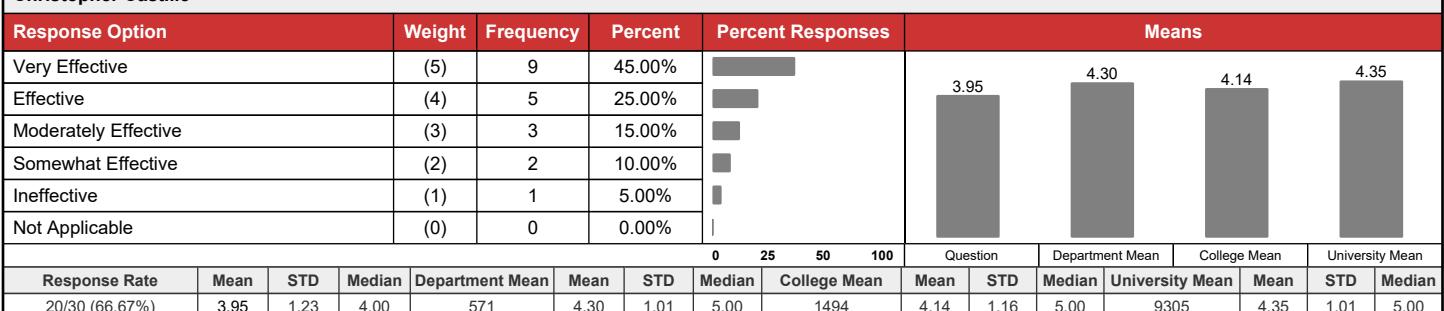
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



Nicholls State University
Fall 2021 - Full Term Evaluations

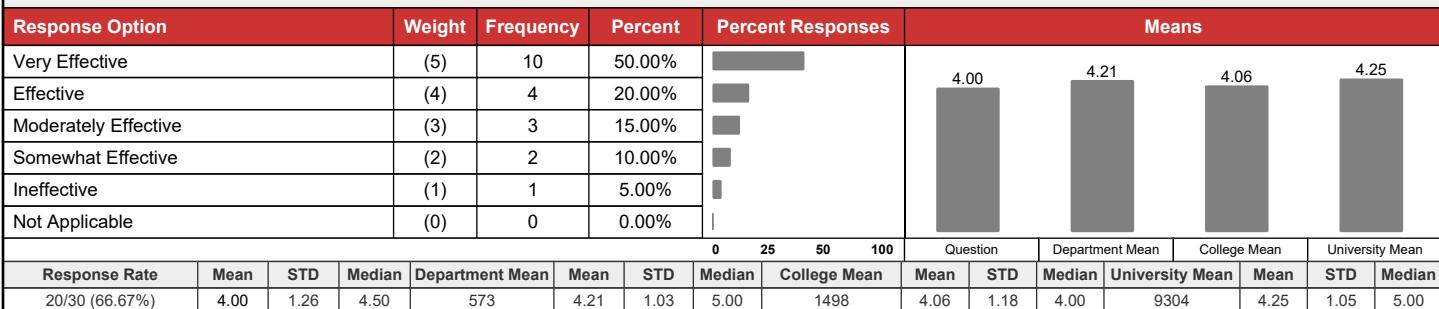


Course: 21F_MNGT475_2T: 21F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

Response Rate: 20/30 (66.67 %)

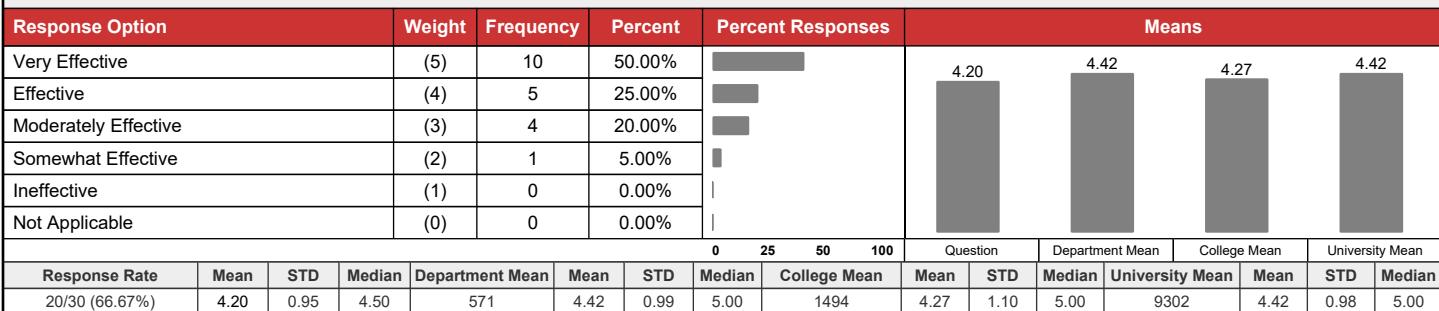
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



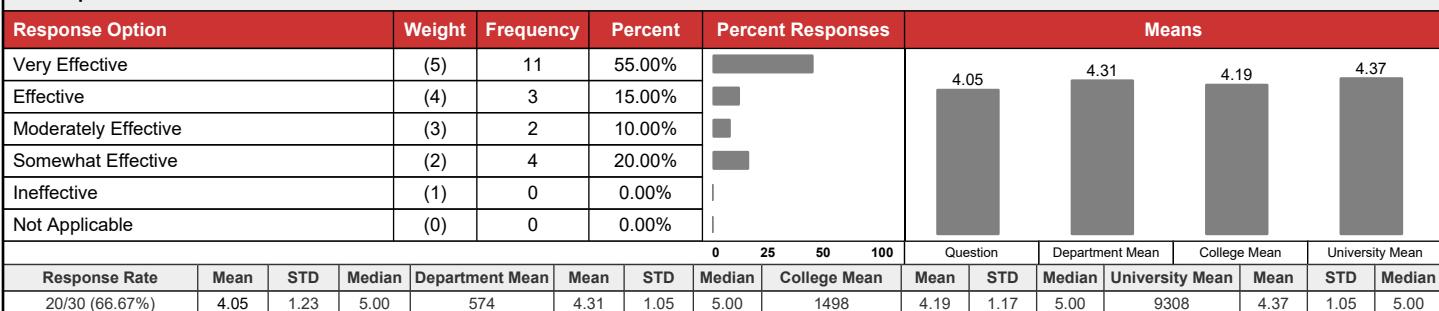
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



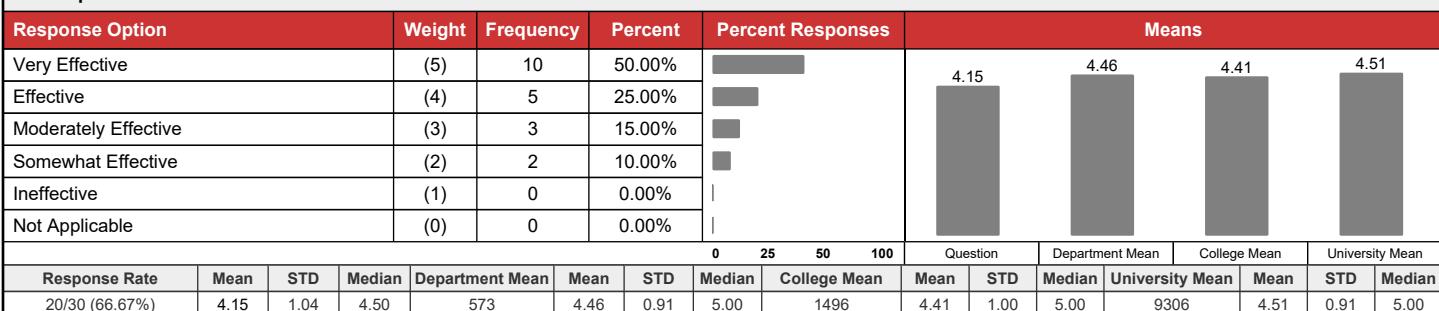
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille



Nicholls State University
Fall 2021 - Full Term Evaluations

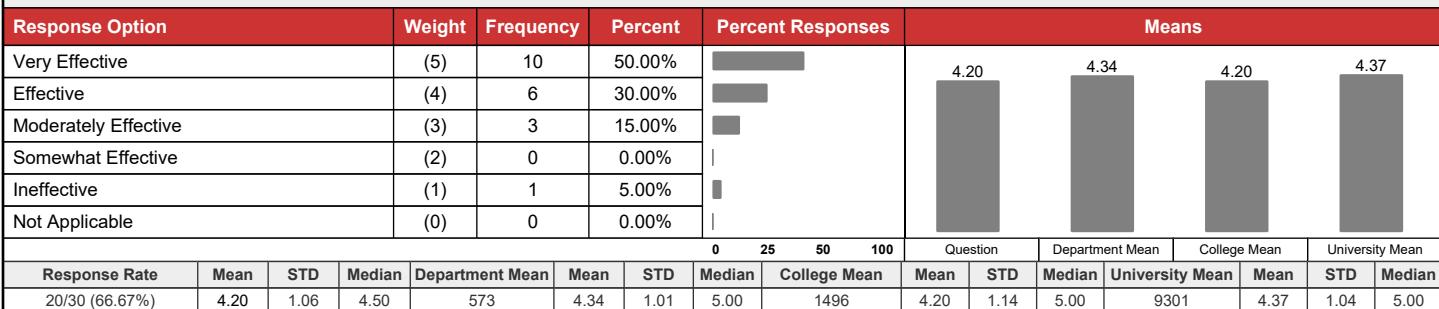


Course: 21F_MNGT475_2T: 21F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

Response Rate: 20/30 (66.67 %)

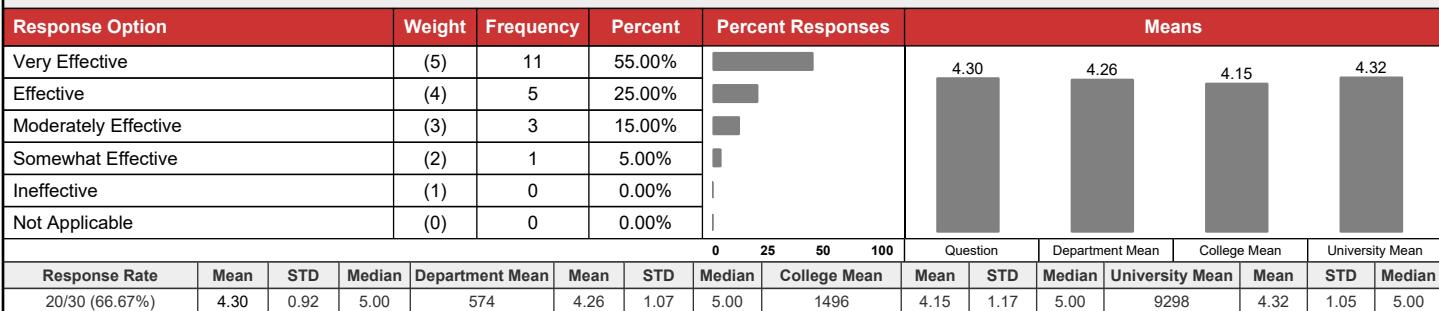
13 - 13. The instructor's concern for student progress

Christopher Castille



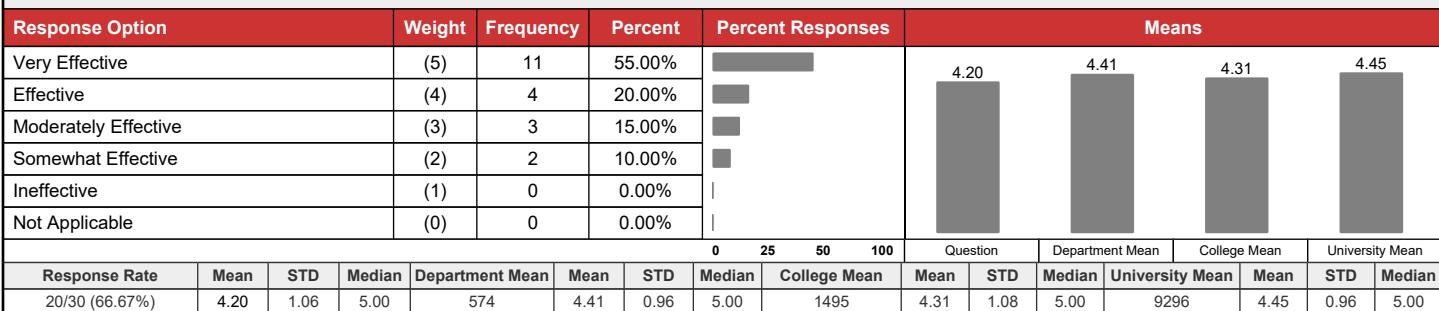
14 - 14. The availability of extra help for this class (taking into account the size of the class)

Christopher Castille

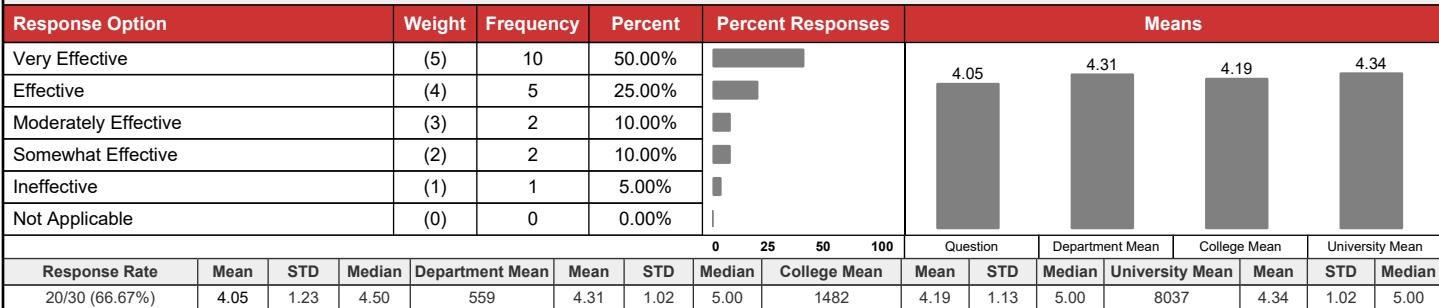


15 - 15. The instructor's willingness to listen to student questions and opinions

Christopher Castille



16 - 16. The information given to students about how they would be graded

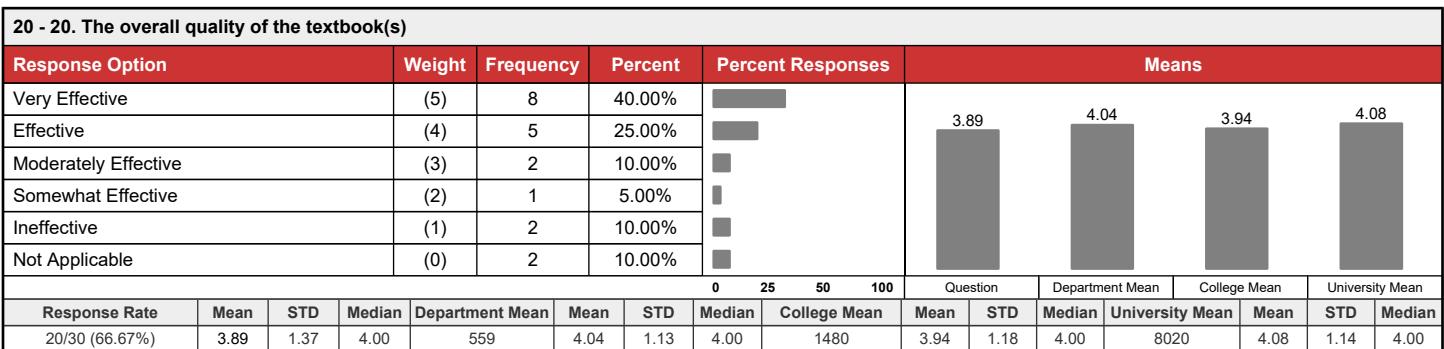
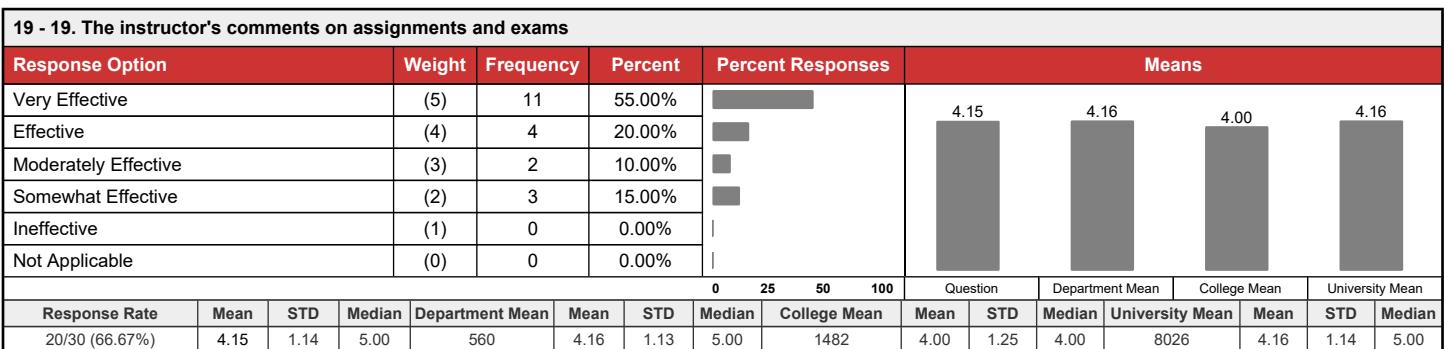
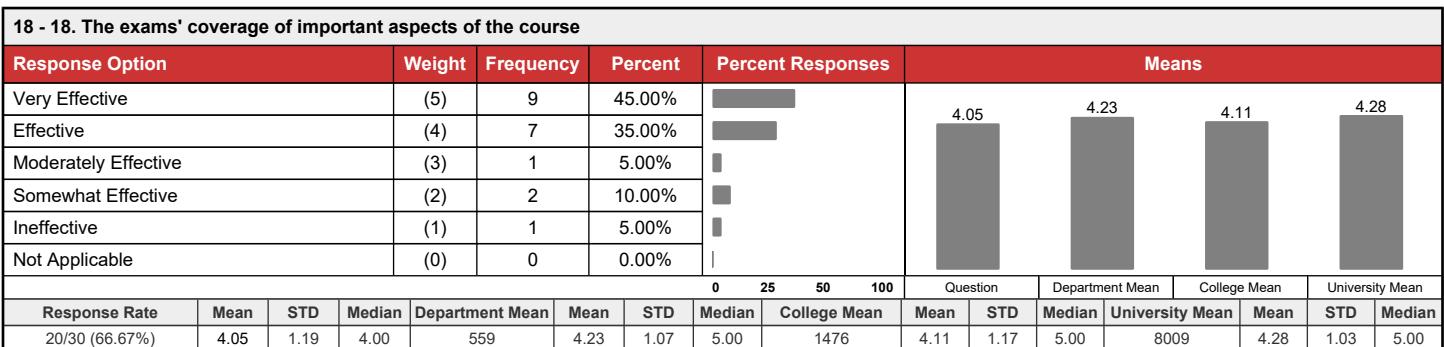
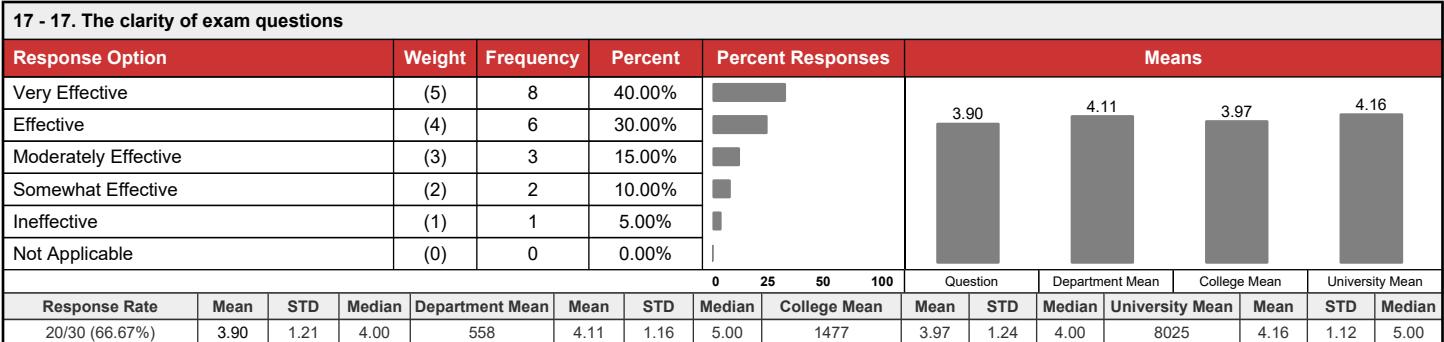


Nicholls State University
Fall 2021 - Full Term Evaluations



Course: 21F_MNGT475_2T: 21F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castile *

Response Rate: 20/30 (66.67 %)



Nicholls State University
Fall 2021 - Full Term Evaluations

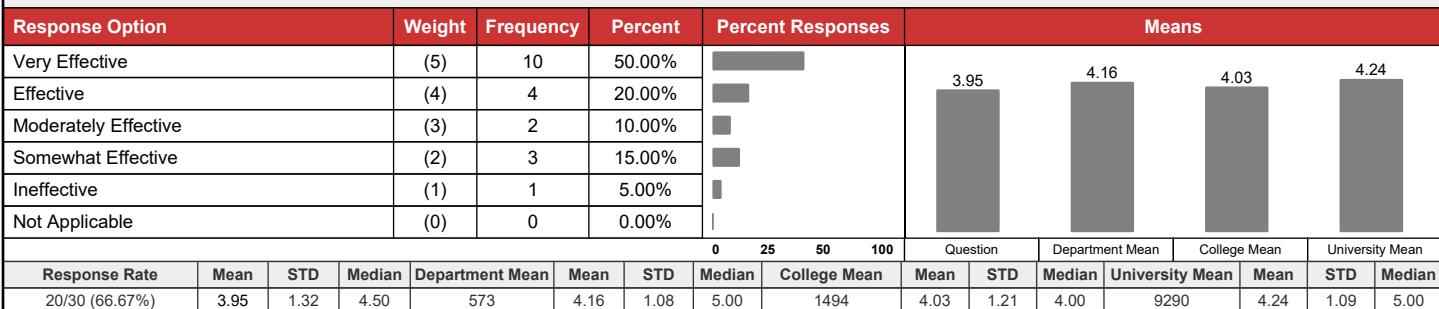


Course: 21F_MNGT475_2T: 21F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

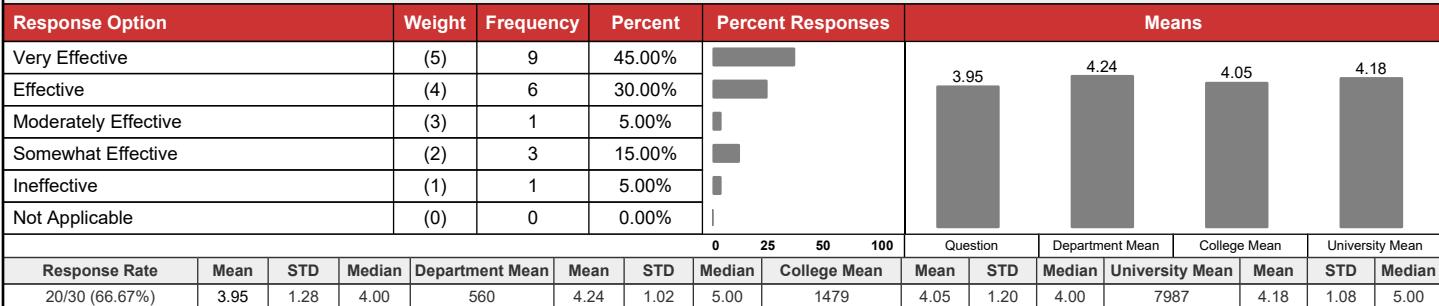
Response Rate: 20/30 (66.67 %)

21 - 21. The helpfulness of assignments in understanding course material

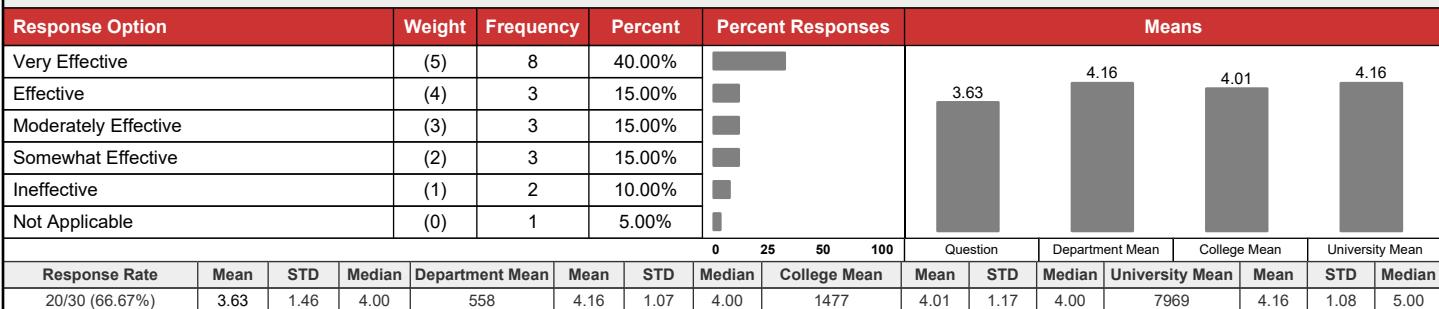
Christopher Castille



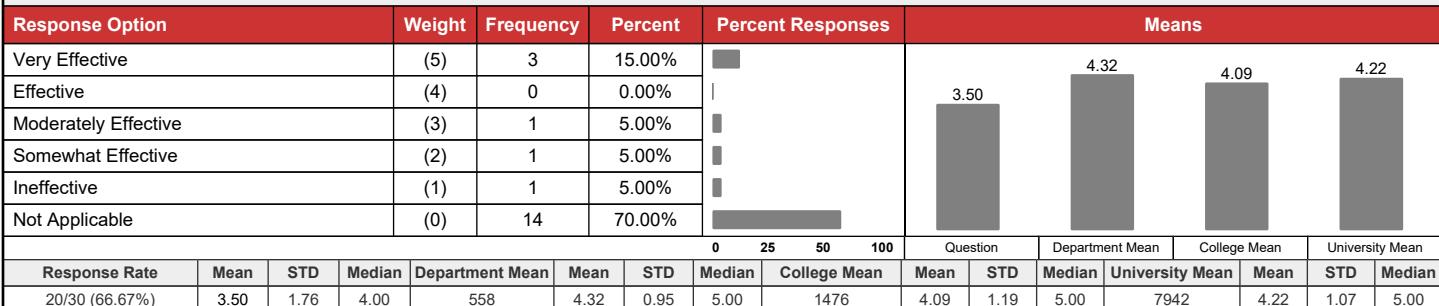
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)



24 - 24. Laboratory exercises for understanding important course concepts

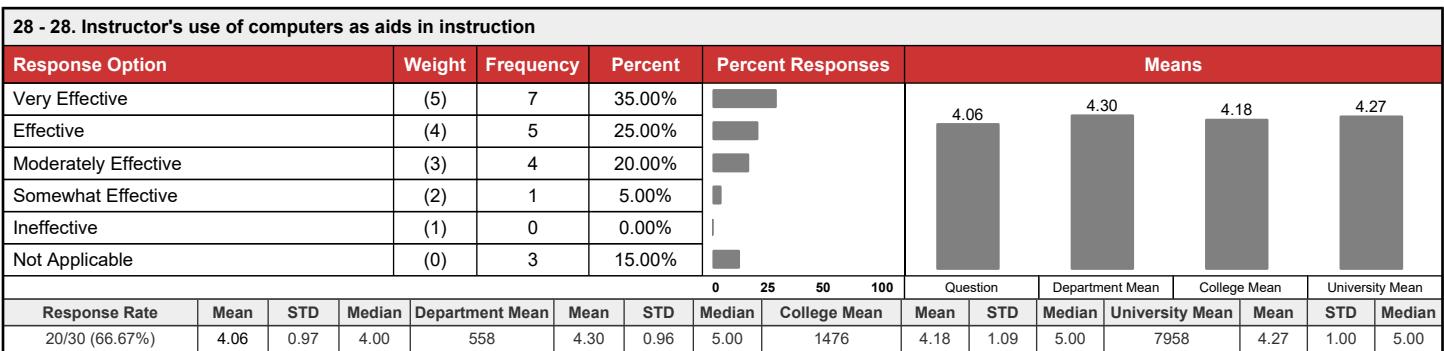
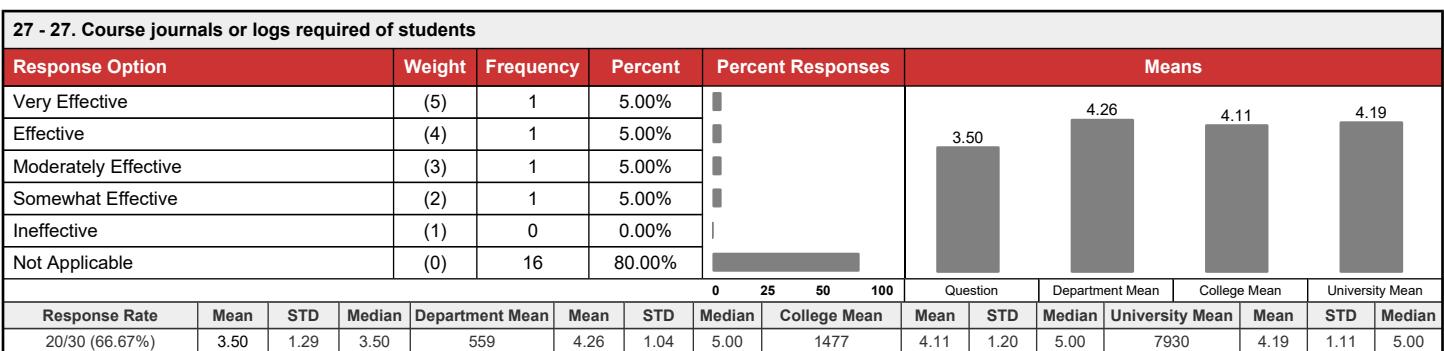
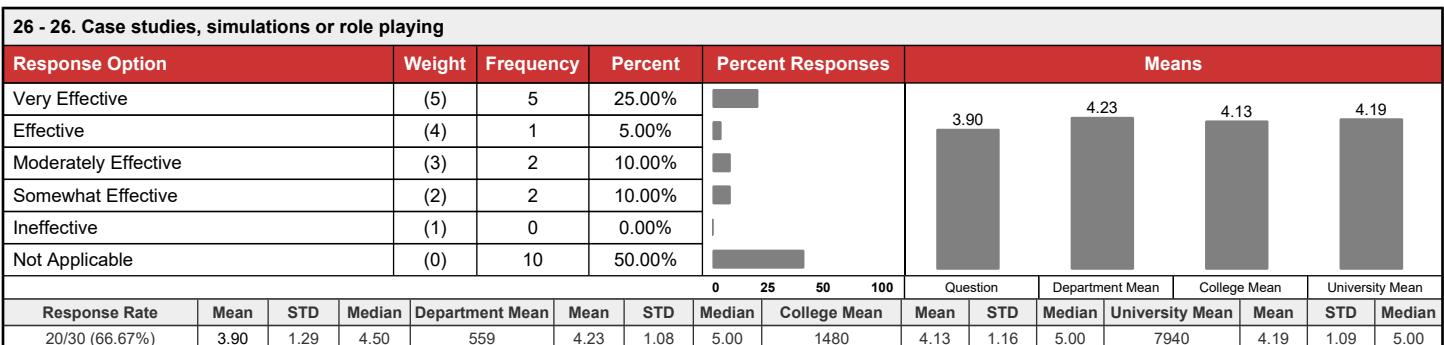
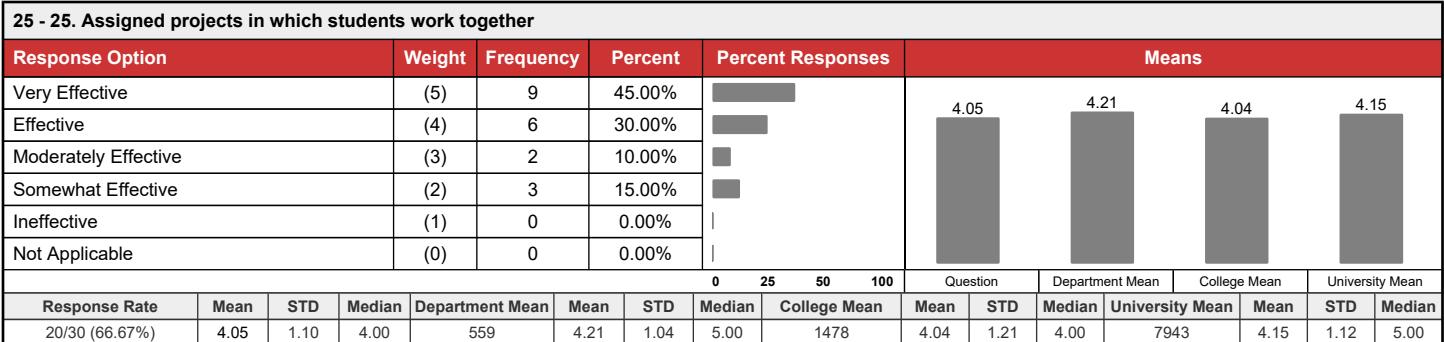


Nicholls State University
Fall 2021 - Full Term Evaluations



Course: 21F_MNGT475_2T: 21F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castile *

Response Rate: 20/30 (66.67 %)

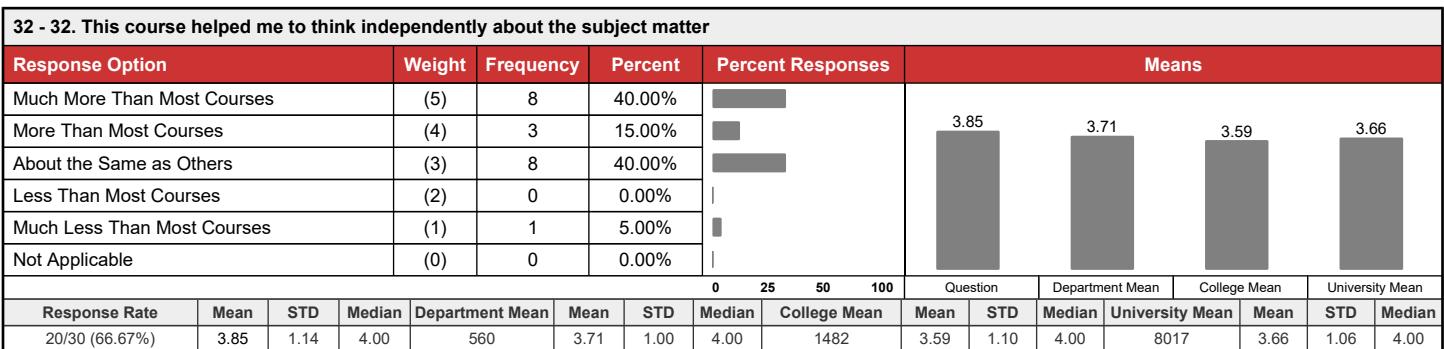
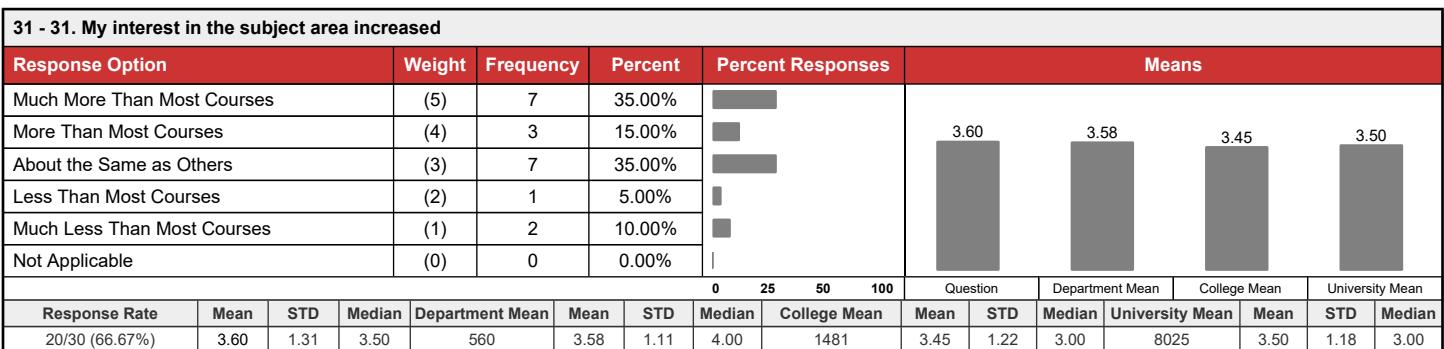
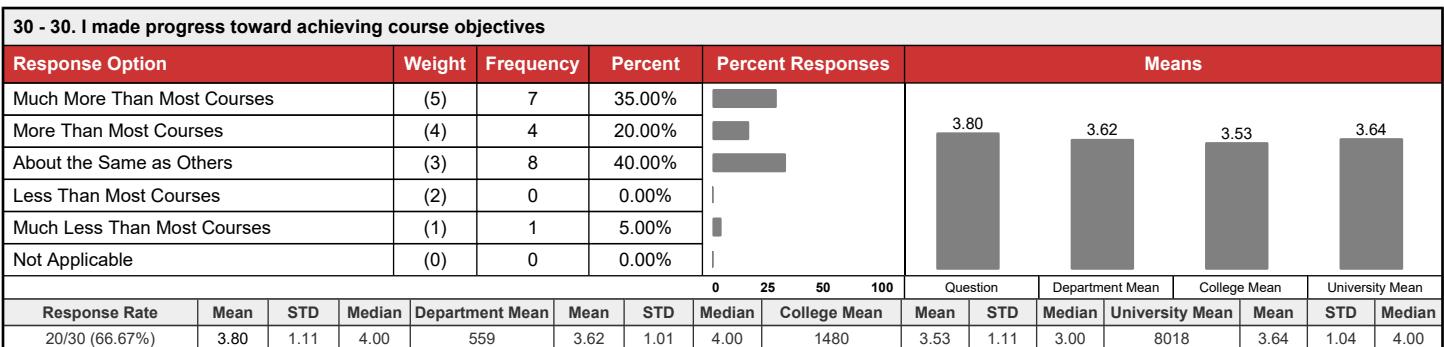
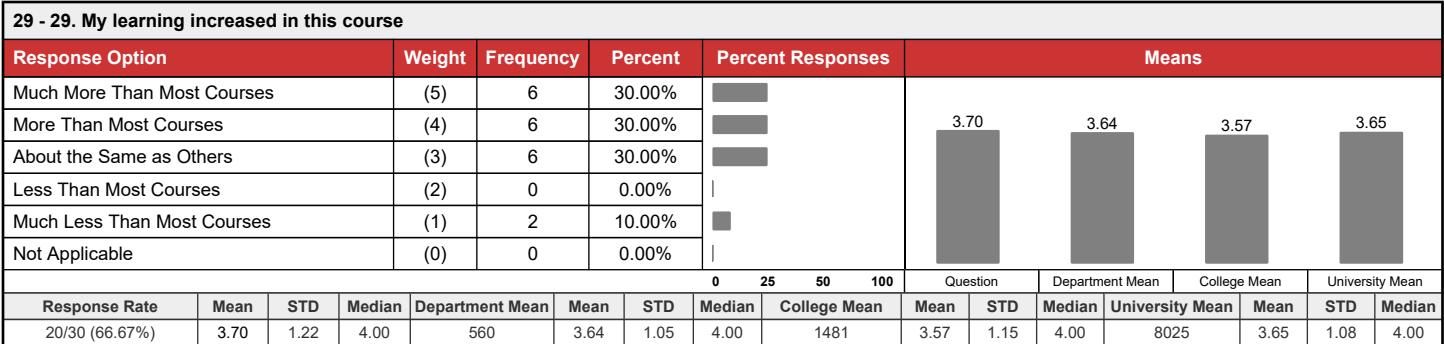


Nicholls State University
Fall 2021 - Full Term Evaluations



Course: 21F_MNGT475_2T: 21F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

Response Rate: 20/30 (66.67 %)

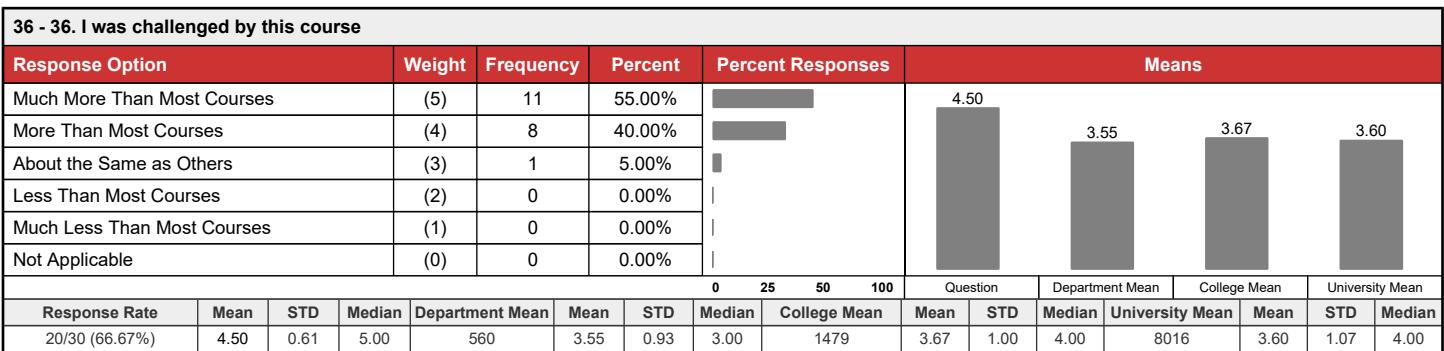
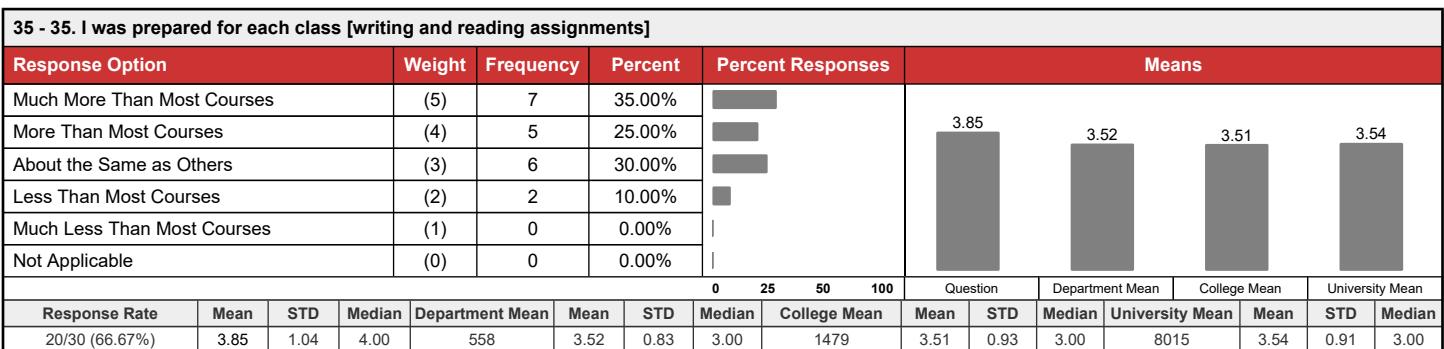
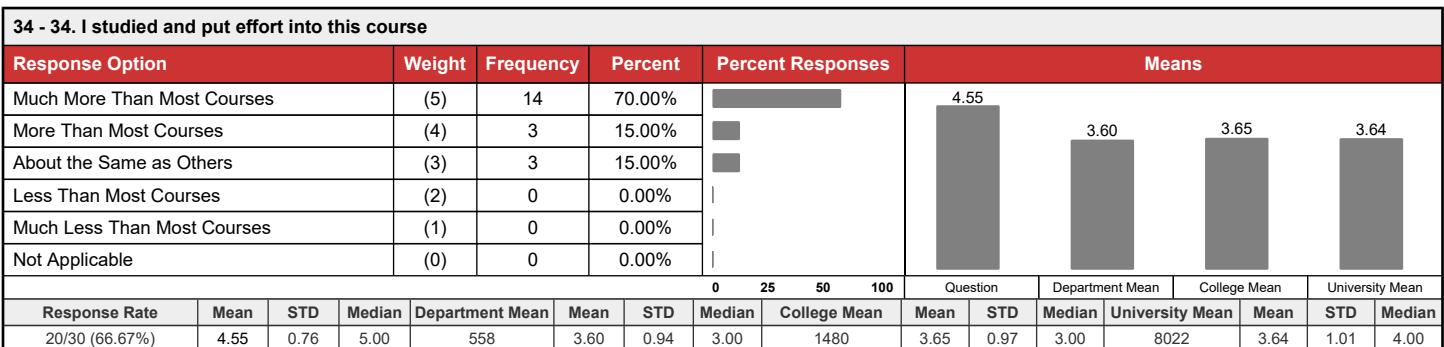
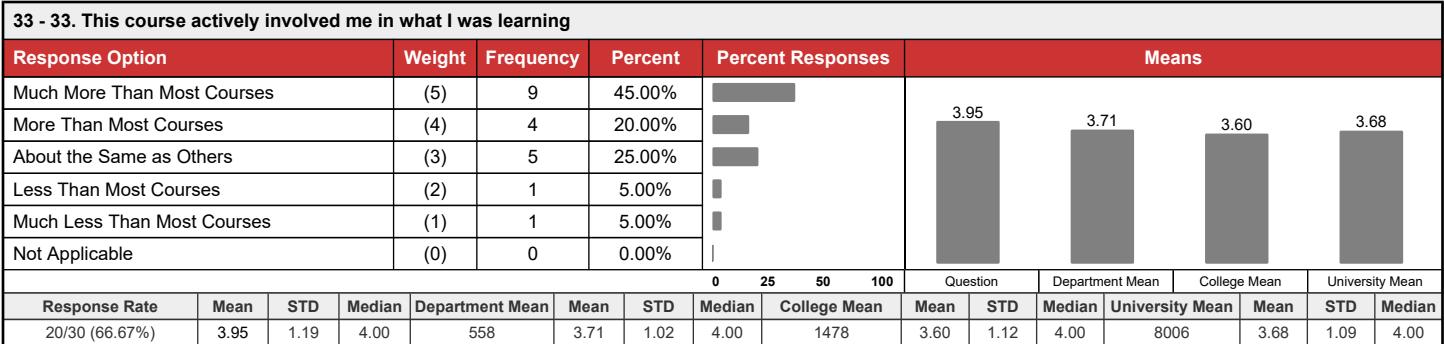


Nicholls State University
Fall 2021 - Full Term Evaluations



Course: 21F_MNGT475_2T: 21F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castile *

Response Rate: 20/30 (66.67 %)



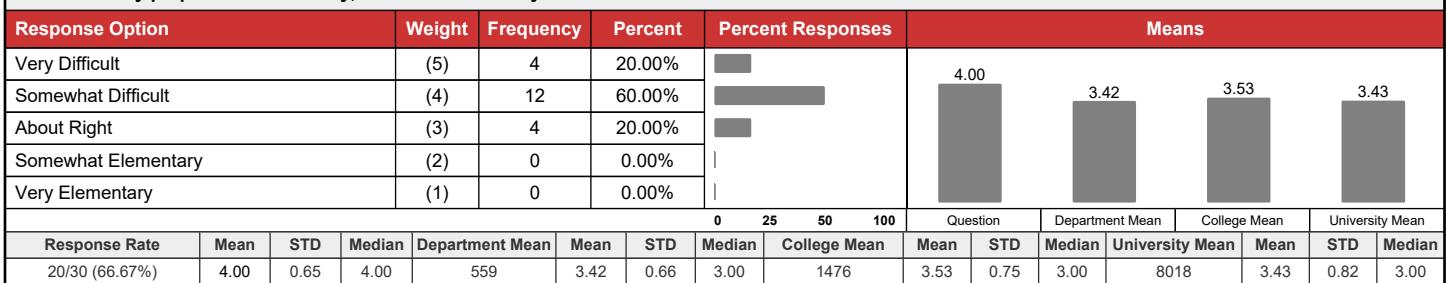
Nicholls State University
Fall 2021 - Full Term Evaluations



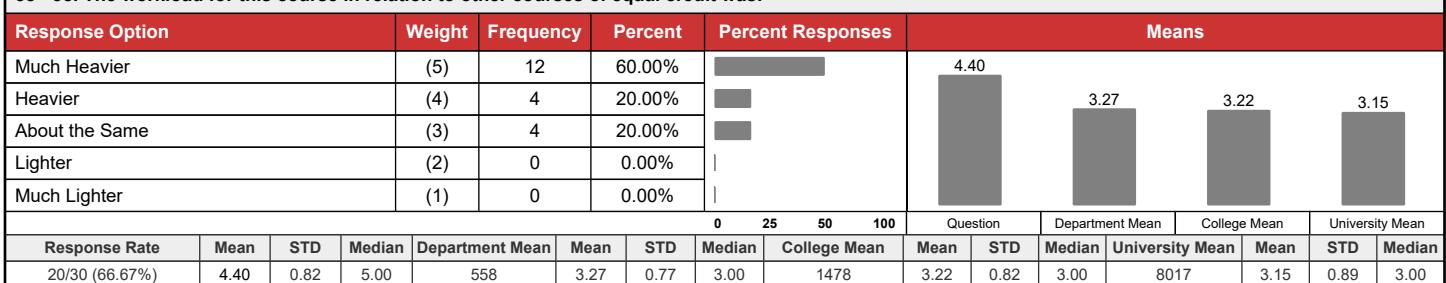
Course: 21F_MNGT475_2T: 21F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *

Response Rate: 20/30 (66.67 %)

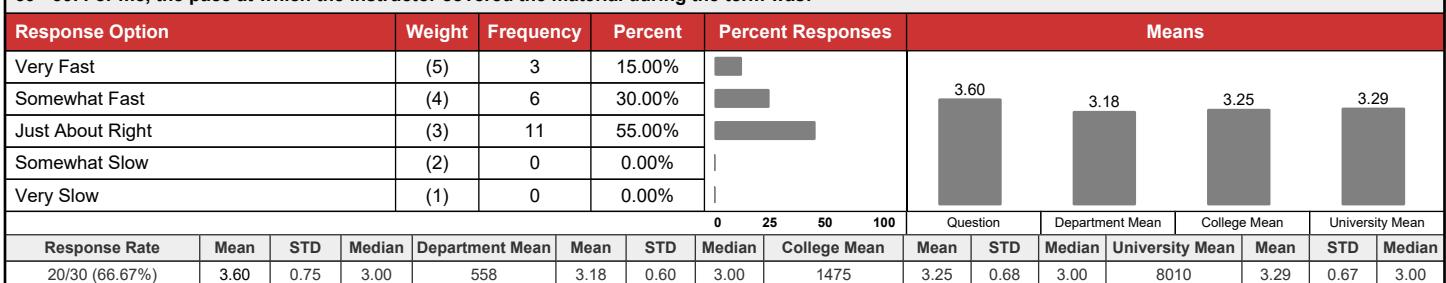
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

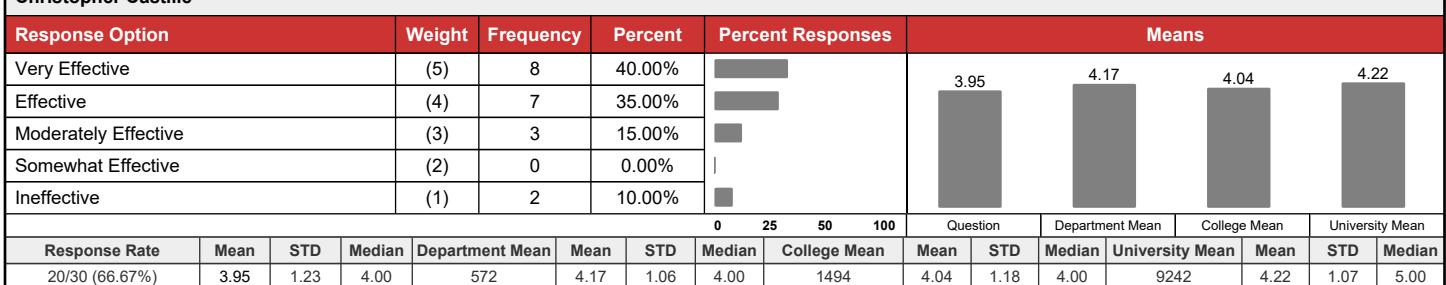


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille





Course: 21F_MNGT475_2T: 21F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castille *
Response Rate: 20/30 (66.67 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	19	95.00%	██████	
A College Requirement	(2)	0	0.00%		
An Elective	(3)	1	5.00%	█	
Other	(4)	0	0.00%		
0 25 50 100					
Response Rate					
20/30 (66.67%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%		
Sophomore/2nd Year	(2)	0	0.00%		
Junior/3rd Year	(3)	0	0.00%		
Senior/4th Year	(4)	19	95.00%	██████	
Graduate	(5)	1	5.00%	█	
Other	(6)	0	0.00%		
0 25 50 100					
Response Rate					
20/30 (66.67%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	20	100.00%	██████	
Better in another language	(2)	0	0.00%		
Equally well in English and another language	(3)	0	0.00%		
0 25 50 100					
Response Rate					
20/30 (66.67%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	12	60.00%	██████	
Male	(2)	8	40.00%	██	
0 25 50 100					
Response Rate					
20/30 (66.67%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	9	45.00%	████	
A-	(2)	5	25.00%	██	
B+	(3)	2	10.00%	█	
B	(4)	3	15.00%	█	
B-	(5)	0	0.00%		
C	(6)	1	5.00%	█	
Below C	(7)	0	0.00%		
0 25 50 100					
Response Rate					
20/30 (66.67%)					

Nicholls State University
Fall 2021 - Full Term Evaluations



Course: 21F_MNGT475_2T: 21F_MNGT475_2T - PERFORMANCE & COMPNSTN MNGT
Instructor: Christopher Castile *
Response Rate: 20/30 (66.67 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?46. Please provide your feedback.

Christopher Castile

Response Rate	9/30 (30%)
---------------	------------

- Dr. Castile's class has been like any other class I have taken before. he treats every student with respect. His class is very course load heavy but its helps you retain the material so well. He puts in so much effort into his class and you can always ask him questions or get assistance with the material. This class has broadened my interest in HR Management and I would recommend Dr. Castile's class to anyone. I look forward to taking more of his classes in the future.
- In this class we do a very big project in which we work in groups. The project is not an overwhelming amount of work and it is not necessarily "hard work". Most of the class agrees with me when I say that we have gotten nothing out of this project, but that probably stems from the type of semester we have all had (Covid and Ida). Most of us have just been "getting it done" and not actually diving as deep into the project as we would have hoped to. I personally think that based on the circumstances of the semester we should have just focused on the actual concepts being taught in class and had exams instead of the project. If the project was the only thing we would do, then I think the results would be a lot better.
- The simulation aspect of this course took away from the effectiveness of this course. His assignments are due with ridiculous due dates with the work required. I was unable to learn effectively from this course because i wasn't able to learn the material. I was doing the work just so i wouldn't get behind. i know i am not the online who felt this way because for each class period, he would constantly have to reexplain himself for 20 minutes before we can begin class. Because of this my other grades suffered drastically. I have worked extremely hard for the past year and a half to bring up my GPA for it to fall in my final semester. Other professors cut some material because of the hurricane, but not him. This was a waste of a class, a waste of money, and most importantly a waste of my time. With that being said, he is a nice and helpful person, but they way he designs his course is extremely ineffective.
- I appreciate you as a professor because you truly care and want your students to learn and succeed in your classes. I also appreciate you taking into consideration any of the suggestions we make for your classes. You were one of the best professors I had in my college career, the work load was a little heavy, but it helped me to actually retain the information you taught us. The only suggestion I have is that you not send attendance reminders. Sending out homework due dates are fine and are appreciated, but we, as young adults, know that we have to attend class daily, it's a part of our job as a student. Once again, I do appreciate you as a professor and I thank you for another awesome semester.
- He cares about his students
- It is obvious Dr. Castile is very intelligent about the course material; however, I did not enjoy the way he conducted class. I feel as though he does not explain information to students well. On many occasions groups in my class were confused on what he expected from us on the projects. When we asked him for help he made it seem we were a "bother" to him because we were preventing him from doing work in his office. He does not communicate information well, most of the time we have to look in the powerpoint to understand our responsibility for the project...Even in there, everything is worded complicated. I also felt as though I did not learn much in this class because I was worried about the project vs. learning the material Although I do appreciate the extra credit opportunities, as they have helped me... the workload in this class is much heavier than other 400 level classes I have.
- Professor Castile is a very knowledgeable professor on the subject matter and has helped me understand compensation systems in a detailed way. He just needs to explain things better when it comes to the compensation project, the math and graph parts, so that the students can understand it and show how to do it in class. Other than that, great teacher!
- Pertaining to the team project for the semester, I'd suggest to give a bit of time in between the phases so students can have a small break and focus on the other course material. I know that the hurricane this past semester had taken 3 weeks from us, so I understand that this was a certain circumstance.
- This will be my third and final time taking Dr. Castile. After three courses with him, I can honestly say that I have enjoyed each one of them more than the last! I can see differences in the way Dr. Castile is conducting his class and I am loving it! I feel like Dr. Castile is really taking students feedback into consideration altering his actions in certain areas. I honestly feel like in this class, I was able to meet my true potential and deeply apply myself to the curriculum. Dr. C just structured this course SO well. And I credit a lot of my own personal experience to him allowing us to choose our own groups. I placed myself with members who cared about their grade. In the past there were certain assignments I hated because I felt like I wasn't getting enough from them- like the team quizzes. A lot of students just don't care to learn, so how do I get the most out of an assignment when I'm the only one that cares, I have no one to bounce ideas off of and clarify things I am seeing improperly. This course however, my group and I discussed everything thoroughly! Honestly, multiple groups all mingled with one another and swapped ideas. We really tried to understand the material as much as possible, so I feel like I took so much from this class! There was honestly so many smart people in this class for us to bounce ideas and thoughts back and forth. I wish I could have had that in his other courses as well! And lastly, I just have to say, Dr. Castile is clearly SO passionate about what he studies and what he teaches us. He really goes into as much detail as possible to get us to fully grasp the topic. He will 100% be one of the most challenging professors and courses you will take in the college of business, but he is one of the top professors that is really preparing you for the real business world. This man wants everyone to succeed and meet their true potential!!

Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	4.11	4.31	4.15	4.34
B. Communication	4.09	4.35	4.20	4.38
C. Faculty/Student Interaction	4.18	4.36	4.25	4.40
D. Assignments, Exams, and Grading	3.99	4.14	4.01	4.18
E. Instructional Methods and Materials	3.79	4.17	4.02	4.13
F. Course Outcomes	3.95	3.64	3.56	3.62

MNGT 502 – Managing Human Capital

Performance Summary

Semester	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22	SUM
Course Enrollment	11	12	14	20	6	7	7	31	16	25	149
# of Students Responding	11	10	11	20	4	7	5	17	9	20	114
Questions											
Q1 Ex. of Requirements	4.00	4.50	3.85	4.30	4.00	4.43	4.20	4.29	3.33	4.10	
Q2 Prep for Class	4.45	4.40	3.36	4.50	4.50	4.71	4.60	4.71	4.22	4.50	
Q3 Command of Subj.	4.73	4.70	4.27	4.45	4.75	4.57	3.80	4.76	3.89	4.79	
Q4 Use of Class Time	4.18	4.50	4.27	4.25	3.00	4.14	3.40	4.12	4.00	4.05	
Q5 Instructor's Way of Summarizing	4.18	4.20	3.73	4.35	3.25	4.14	3.80	4.29	3.89	4.05	
Q6 Presentations	4.00	4.60	4.09	4.30	3.75	4.29	3.60	4.53	3.78	4.35	
Q7 Command of Lang	4.45	4.90	4.82	4.55	5.00	4.86	5.00	4.88	4.67	4.75	
Q8 Use of Examples	4.73	4.60	4.18	4.35	3.75	4.43	4.40	4.35	4.22	4.25	
Q9 Challenging Questions	4.18	4.40	3.73	4.15	3.25	4.14	4.00	4.50	3.67	4.25	
Q10 Enthusiasm	4.18	4.70	4.64	4.60	5.00	4.86	4.40	4.82	4.33	4.70	
Q16 Grading Information	4.00	4.80	3.73	4.37	4.75	4.43	4.60	4.35	3.44	4.15	
Q17 Clarity of Exam Questions	3.82	4.50	3.73	3.95	4.00	3.43	3.40	3.65	3.44	4.05	
Q18 Exam Coverage of Import Mat.	4.27	4.50	3.18	4.00	3.75	4.14	4.20	4.24	4.22	4.33	
Q19 Instructor Comments	4.45	4.50	3.64	4.32	4.25	4.43	4.20	4.24	3.89	4.30	
Q20 Overall Quality of Textbook	3.60	2.50	3.91	3.83	2.25	3.40	4.00	4.00	3.67	3.92	
Q21 Helpfullness of Assignments	4.45	4.33	4.00	4.00	3.00	3.86	3.60	4.41	3.89	4.00	
DELIVERY OF INSTRUCTION	4.23	4.41	3.95	4.27	3.89	4.27	4.08	4.38	3.91	4.28	
Q11 Helpfulness	4.27	4.80	4.36	4.40	4.75	4.57	4.80	4.24	3.89	4.50	
Q12 Respect for Students	5.00	4.80	4.45	4.40	4.75	4.43	4.60	4.41	3.89	4.65	
Q13 Concern for Students	4.64	4.80	4.27	4.45	4.75	4.43	4.80	4.59	4.22	4.65	
Q14 Avail for Extra Help	4.70	4.80	4.27	4.45	4.75	4.57	4.80	4.47	4.22	4.45	
Q15 Listen to Std. Ideas	4.91	4.70	4.36	4.50	5.00	4.57	4.60	4.53	4.33	4.65	
Q16 Inform How Graded	4.11	4.45	3.58	4.11	3.67	3.85	3.88	4.11	3.82	4.12	
INTERACTION	4.61	4.73	4.22	4.39	4.61	4.40	4.58	4.39	4.06	4.50	
OVERALL	4.42	4.57	4.08	4.33	4.25	4.33	4.33	4.39	3.99	4.39	4.31

Management 502
Managing Human Capital

INSTRUCTOR NAME:	Dr. Christopher M. Castille
OFFICE LOCATION:	150 Powell Hall
PHONE NUMBER:	[office] (985) 449-7015 [cell] (337) 256-0664
EMAIL:	christopher.castille@nicholls.edu
OFFICE HOURS:	Tuesday & Thursday: 8:30AM–9:00AM, 10:20AM–12:00PM; 1:20PM–4:00PM Friday: 9:00–9:20AM

DEPARTMENT HEAD:	Dr. Ken Chadwick
OFFICE LOCATION:	146 Powell
PHONE NUMBER:	985-448-4175
EMAIL:	ken.chadwick@nicholls.edu
DEPARTMENT OFFICE HOURS:	Monday-Friday 8:00 am – 4:30 pm

Syllabus Revision Statement:

This syllabus is subject to revision, but not without prior notice by the instructor. (*Must be documented with a revision date.*)

Catalog Description:

An analysis of theories addressing human behavior in work settings and formal processes involved in the management of employees. Special emphasis is placed on the application of theories with respect to interpersonal work interactions and human resource key functions.

Detailed Course Description:

Welcome to Managing Human Capital! You will learn the basics of building and executing an HR strategy while using data to inform how to enhance strategy execution. For instance, you'll learn how to apply financial analysis techniques (e.g., time value of money, net present value, internal rate of return) to make strategic human capital management decisions (e.g., controlling turnover costs, investing in talent acquisition and development functions, etc.). This is a team-based class, allowing us to explore theories of interpersonal work as a key driver of performance.

Prerequisites for Course: NA

AoL Puzzle Insert: NA

Required Text and Other Materials:

Readings: Readings are posted to Moodle. **The reading list is located further in the syllabus.** Access to the **HR Management Simulation** is required. Before the course begins, you should receive an email explaining how to sign up for the simulation.

Student Learning Outcomes:

A chief aim of this course is to cultivate strategic HR thinking. The course revolves around a simulation in which you are in the role of an HR manager of an organization with over 600

employees. In learning to manage human capital, you'll also learn various analytical techniques for making HR decisions. You will manage the HR budget for your organization over a period of 8 quarters (2 years). At the end of each year, you will create an HR Annual Report/presentation that summarizes your HR performance for the 2-year period.

There are four broad course objectives, which include certain narrow objectives.

1. **Be able to explain to a non-HR professional:**
 - How HR affects the bottom line of the company.
 - Why HR needs to align with business strategy.
 - How to diagnose misalignments between HR/business activities and business strategy.
 - Why HR needs to be segmented/tailored for different groups within the organization.
2. **Be able to manage an HR budget in a financially sensible manner:**
 - Be able to explain the components of an HR budget.
 - Be able to explain how investments in the different components affect strategy execution in terms of costs and benefits.
 - Be able to use financial analysis techniques (e.g., net present value, internal rate of return) in Microsoft Excel to inform HR investment decision-making
 - Be able to explain the shortcomings of financial techniques and how to overcome them.
3. **Be able to make the case for adopting or using analytics in HR (e.g., strategic analytics, HR analytics, human capital analytics) to make evidence-based decisions:**
 - Be able to explain key analytics terms (e.g., strategy map, human capital, HR analytics) to a lay audience.
 - Be able to articulate the business impact in more evidence-based decisions (e.g., reducing turnover and absenteeism costs).
 - Be able to leverage published research to help business leaders solve a business problem (e.g., identify relevant literature for predicting employee turnover).
 - Be able to draw a causal model that links HR to organizational outcomes (e.g., ROA).
 - Be able to use basic statistics (e.g., correlation coefficients, Cohen's *d*) for analyzing data and making HR decisions.
 - Have an appreciation for how more advanced statistical methods can be used for analyzing data and making HR decisions.
4. **Be able to communicate, in a compelling manner, insights regarding how human capital is managed:**
 - Be able to analyze HR data and initiatives using software (e.g., MS Excel, R).
 - Be able to create a compelling HR presentation that summarizes the HR function's performance.

Note: since there is a chicken and egg issue (which to do first—simulation or learn how to make decisions), other instructors have discovered over the years that it's probably best to do a little of both. That is, you will get your feet wet by learning how to use the simulation early on (the various decisions you will be making, and a little practice in trying it out). Then, we will take a breather and learn more about how to manage human capital for competitive advantage.

Course Content:

Note: A syllabus is a plan but many times plans change. Students will be given as much advance notice as possible if changes are necessary, but it is each student's responsibility to maintain awareness of change.

SAMPLE COURSE SCHEDULE

Please note that the dates below are used to offer some guidance as to when certain modules and assignments should be completed. Although the dates are generally given as a recommendation, the simulation decisions will have a hard deadline because it is a competitive simulation.

Wk	Day	Topic	Readings	Assignments
1	A	Introduction to the Course	Bauer et al. (2020ab) Barends & Rousseau (2018) Team Norm's Contract	1. Complete the “ Getting to Know You ” Survey 2. Introduce yourself to the class (see discussion board on Moodle) 3. Introductory PPA 4. Introductory Quiz
	B	Introduction to the Business Simulation	1. Student Manual (see the sim website ; this is necessary for you to complete the “Case Discussion” assignment). 2. (optional) Read over the advice from previous students for working in simulation	1. Complete the “ Case Discussion ” simulation assignment (see sim website) and upload it to Moodle 2. Complete the Simulation Quiz 3. Complete two practice decisions in the simulation (video tutorial forthcoming) 4. Team Contract Due Sunday
2	A	The Role of Strategy in Managing Human Capital	1. Wright (2008) 2. Hambrick & Fredrickson (2001) 3. Kaplan & Norton (2004)	1. M1 Quiz 2. (Optional) Interview with Tracy Keogh, HP Chief HR Officer 3. Complete the “ Goals and Strategies ” simulation assignment (see sim website) 4. Complete the “ Budget Allocation ” assignments (see sim website)
	B	Fit	1. Pfeffer (1998) 2. Baron & Kreps (1999) 3. Ulrich et al. (2008)	1. M2 Quiz 2. Domain-specific worksheets (e.g., training ROI) Competitive Play Begins!
3	A	Managing Human Capital for Sustainable Competitive Advantage	1. Barney & Wright (1997) 2. Huselid et al. (2005) 3. Boudreau & Ramstad (2007)	1. M3 Quiz 2. Simulation Decision #1 Due

		4. Lepak & Gowan (2017a)	
	B	Analyzing an Organization's Financial Statements from the HR Perspective	1. M4 Quiz 2. Simulation Decision #2 Due Midterm Exam Goes Live 9/1
4		Managing the HR Budget Strategically	1. Director (2013a,b) 2. Video tutorial posted to Moodle 3. Levenson (2015a,b)
		Compensation and Benefits	1. M5 Quiz 2. Simulation Decision #3 Due 3. Midterm Exam Due
	A	Managing the Talent Pipeline	1. Cascio & Boudreau (2011) 2. Cascio & Aguinis (2011a) 3. Video tutorials online
5	B	The Economic Value of Job Performance and Talent Acquisition	1. Cascio & Boudreau (2011c,d,e) 2. Video tutorials posted to Moodle 3. (optional) <u>Why hiring is the most important thing you do</u>
6	A	Managing Absenteeism and Turnover	1. Cascio & Boudreau (2011a,b) 2. Video tutorials posted to Moodle
	B	The Utility of Training and Developing Employees	1. Cascio & Boudreau (2011f) 2. Cascio & Aguinis (2011bc) 3. Video tutorials posted to Moodle (optional) <u>Delusions of Employee Development</u>
7	A	Final Presentations Posted	A brief (~10 minute) team video presentation must be posted at the beginning of the week

		(Prep for Final Exam)		
B		Votes for “Best Presentation” Due Thursday, Oct. 31. “Best Team” and “Best Pitch Voted By Class” announced on Friday.		
8	A	Final Exam Due (10/4)		

Students who find the interviews with Chief Human Resource Officers (CHROs) interesting and meaningful can find more content (videos and video guides) [here](#).

Course Requirements:

Your course grade will be comprised of two elements, each of which is described in greater detail below:

EXAMS / QUIZZES (70%):

Specific percentages are below:

1. Exams One and Two: 60%
 - Exams are proctored and will involve multiple-choice, multiple answers, matching, and short-answer questions. Each is worth 30% of the final grade.
2. Quizzes: 10%
 - Not proctored and will involve multiple-choice, multiple answer, matching, and short-answer questions.
 - Quizzes are typically mastered if you complete the optional *Participation Preparation Assignments* (PPAs). These assignments focus on key questions from the readings and can be completed as a team for a bonus point toward your overall exam grade. You should expect the quizzes to assess your understanding of the content (e.g., “in this situation, what is most likely to happen if I do y?”); not whether you can regurgitate material. Exams are similar to quizzes but longer and will involve at short-answer questions.

Advice for performing well on these assessments: My assessments are less about “learning facts” and more about applying knowledge to novel situations. You should always pick the best answer that you can reasonably defend – never ever guess. In fact, there is an open-ended question in each test where you can explain your rationale for picking an answer for any question. If the rationale is sensible, you may get credit. If you hit a snag though, try this: go through the test answering all the questions you can. This might trigger a thought that’s helpful. After you are done, go through once more and answer any questions whose answers are now a bit more obvious. Still stuck? Eliminate answer choices for a question that seem incorrect. Then, go through the test one more time to see if your other answers seem plausible (some may not be).¹

TEAMWORK/SIMULATION & PARTICIPATION AND PREPARATION FOR TEAMWORK (30%): Includes the team portion of all your class work (e.g., Goals and Strategies, Budget Allocation) as well as required assignments that are meant to facilitate application of key concepts in the simulation/team setting (e.g., financial analysis of HR

¹ Switching answers generally works. Research by Mueller and Wasser (1977) found that students often – note, *often* – gain more than they lose when they change answers.

initiatives, cash flow analysis, absenteeism and turnover costing, utility analysis). Includes a **Final PowerPoint Presentation** and a peer assessment.

Peer Evaluations: Peer evaluations will be collected from team members at the end of the semester and used to inform my judgment regarding the final grade you will be assigned regarding teamwork. Additionally, because the possibility of social loafing exists with team projects, groups have the right to **FIRE a team member** for not participating in the team assignments. If a team **decides to FIRE a member**, they must provide some proof (e.g., repeated email contacts) that the team member truly has not performed his/her part in the teamwork. At that time, the team member will receive a **ZERO** for any graded teamwork up to that point in the semester. From that time forward, this individual will be required to perform all future team assignments by his/herself. Failure to complete these future assignments will also result in a **ZERO**.

Methods of Evaluation:

In this class, we focus on the mastery of the topics and concepts we are covering. I use criterion-referenced grading rather than normative grading. Criterion-referenced grading means that the grade you are assigned reflects how well you have met particular learning goals and objectives. Normative grading means – essentially – that you are competing against your peers for a given grade. I want our climate to be a supportive one where you feel safe taking intellectual risks, which is why **I do not grade on a curve**. Therefore, it is advantageous for you to form study groups and support one another's learning. I will provide opportunities to demonstrate improvement – even when you have not demonstrated mastery over a learning objective. For instance, if you bomb a quiz or an exam, I'll allow you to do a correction.

1. Quizzes & Exams: 70%
2. Team Project (Simulation) and Presentation: 30%

Final grades will be determined on the following basis:²

- A = 90.00% or better (All major and minor goals achieved)
B = 80.00 – 89.99% (All major goals achieved; some minor ones not)
C = 70.00 – 79.99% (All major goals achieved; many minor ones not)

² Adapted from Travers (1950).

D = 60.00 – 69.99% (A few major goals achieved, but the student is not prepared for advanced work)

F = 59.99% or less (None of the major goals achieved)

Note: While I do not round up, I will change your grade manually upon request if I see that you have developed a lot over our time together. This means consistently showing up to class consistently, participating actively in discussions, and showing evidence of growth in the course.

Late Assignments:

Late assignments will be penalized by 20% of full credit.

Make-up Procedure:

If you miss an **exam**, you must make every effort to contact me **before** the exam. I also require a valid, written excuse indicating the reason for your absence. For example, in the event of illness, you must present a medical note signed by a doctor or nurse. Failure to contact me within 24 hours of the exam will result in an automatic **zero**. In the event of a make-up, the professor reserves the right to alter the format (e.g., multiple choice to essay format) of the exam.

College of Business Testing Policy: In an effort to maintain the highest standard of academic integrity, the College of Business has adopted a testing policy to which this class will adhere. It addresses behavior before, during and after testing. This policy is posted on the College's website:

<https://www.nicholls.edu/business/wp-content/uploads/sites/20/2019/10/CBA-testing-policy-fall-18.pdf>

Attendance Policy:

Not applicable to an online asynchronous course.

DROP DATE: The last day to drop a course with a “W” is:

Academic Dishonesty Policy / Cheating / Disruptive Behavior: (*use of cell phones, distracting behavior, sleeping, use of computers for purposes other than class related, etc.)*

Any student(s) caught violating the University Academic Dishonesty Policy (cheating, plagiarism, etc.) on ANY graded assignment will receive a grade of "0" on the assignment. Depending upon the severity of the infraction, this instructor reserves the right to assign a semester grade of "F" in the course. All issues of Academic Dishonesty will be reported to the Dean of the College of Business Administration and/or Dean of Student Life for further actions. [Students should familiarize themselves with the terms of dishonesty, cheating/plagiarism, and disruptive behavior in the Student Policy and Procedure Manual.](#)

Cell Phone & Other Classroom Behavior Policy:

Not applicable

Multiple Cheating Offenses:

The Academic Integrity Section of the Student Policy and Procedure Manual includes a requirement that faculty file a charge complaint statement with their respective dean whenever a student is confronted or disciplined for cheating. The Office of Academic Affairs will maintain these records, and any student confronted and/or disciplined for multiple offenses of academic dishonesty will be brought before the Academic Affairs Integrity Committee for further review and potential sanctions **that may include dismissal from the University up to one academic year.** Please read the Student Policy and Procedure Manual for further details regarding this policy.

Academic Grievances:

The proper procedure for filing grade appeals or grievances related to academic matters is listed in the Academic Integrity Section of the Student Policy and Procedure Manual at the following link:

<https://www.nicholls.edu/student-policy/academic-integrity/>

Chain of Command

Nicholls is committed to providing the best class experience possible. If you have any concerns about this course outside of what your instructor or professor can address, please follow the chain of command that has been established as part of university protocol:

1. Contact your professor or advisor, again, to find a potential solution.

If your concern was not resolved, then:

2. Contact your Department Head of Management & Marketing
 - o Dr. Ken Chadwick
 - o Email: ken.chadwick@nicholls.edu
 - o Office 146 Powell
 - o Phone: 985-448-4175

If your concern was still not resolved, then:

3. Contact the Dean of the College of Business Administration:
 - o Dr. Marilyn Macik-Frey
 - o Email: marilyn.macik-frey@nicholls.edu
 - o Office: 106 White Hall
 - o Phone: 985-448-4171

If your concern warrants further consideration by university administration, the Dean will contact the appropriate person.

Classwork During Extreme Emergencies

During extreme weather or other emergency situations, the President of the university may declare either **Closure Status** or **Remote Learning Status** for a period of one or more days. During these times, students and faculty are responsible for reading and remaining familiar with (1) official emergency notifications through the Nicholls website and (2) all emergency guidelines of the university.

CLOSURE STATUS. When the university is officially closed, all teaching operations are suspended. During these days, there will be neither classroom nor online teaching, no expectation of class participation, no assignments due, and no tests or quizzes administered.

REMOTE LEARNING STATUS. When the university is open but it is unsafe to travel to or work on campus, students and faculty are responsible for continued learning through remote (online) means. During these days, teaching will occur and class participation is expected. Assignments, tests, and quizzes will be administered as planned unless otherwise directed by the faculty instructor. Under this status, for learning to continue:

- Students must (1) maintain access to Moodle, Nicholls email, phone, and textbooks and other course materials and (2) remain in contact with their course instructors.

- Students are required to have access to the following to participate in remote learning: 1) A computer with broadband internet access. As courses may require the watching of video lessons and the completion of online lessons, an internet connection of 5mbps is a minimum requirement. 2) Access to a webcam and microphone. These will be needed for class discussions, as well as for taking exams. 3) The ability to download the following software which may differ for each faculty member but could be Zoom, ProctorU, Respondus, Skype, Discord, etc.
- Faculty will (1) conduct teaching through online means, (2) ensure opportunities for student progress and completion, and (3) adjust course requirements as necessary to accommodate special courses like labs, studios, and clinicals.

Student Portfolio – Watermark Student Learning and Licensure (SLL)

Nicholls State University has adopted Watermark's Student Learning and Licensure (SLL) and Outcomes Assessment Projects (OAP) as its Assessment System. SLL allows you to set up a personal portfolio highlighting the skills you acquire in your time at Nicholls, including activities outside of the classroom. This class is using this system to assess learning outcomes of your academic program or of the university. All students are assessed a fee called Electronic Assessment Fee in their first semester at Nicholls. SLL and OAP assignments will be loaded through Moodle. You will be sent an invitation from Watermark in the second week of the semester. Inquiries about any Watermark product can be sent to watermark@nicholls.edu.

University Title IX Statement

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the University's Title IX Coordinator (titleix@nicholls.edu) or visit <http://nicholls.edu/titleix>. This link does not work, for information about campus resources and confidential support services, including confidential counseling services.

Americans With Disabilities Act: If you have a documented disability that requires assistance, you will need to register with the Student Access Center for coordination of your academic accommodations. The Student Access Center is located in 137 Peltier Hall . The phone number is (985) 448-4430 or (TTY 449-0002). Additional information can be found at <https://www.nicholls.edu/student-access-center/>

Assisting with Studying and Assignments:

- **The Tutoring Center.** Call 985-448-4100, email: tutoring@nicholls.edu, or visit <https://www.nicholls.edu/tutoring/>.
- **The Writing Center.** Call 985-448-4100, email: writingcenter@nicholls.edu, or visit <https://www.nicholls.edu/tutoring/>.
- **Online Tutoring Resources through Moodle.** Locate the *University Services* menu and select "Tutoring Services." Then scroll down to the "Online Resources" section on the webpage.
- **Remote Online Tutoring/Skills Building.** On Moodle main page, under My Courses, choose "Tutoring for Students." Select Brainfuse to access a comprehensive suite of online academic services designed to support many learning needs and styles. There is a \$55 charge for two hours of live tutoring.

Reading List

Introductory Material

- Bauer, T., Erdogan, B., Caughlin, D., & Truxillo, D. (2020a). Chapter 1: Introduction to Human Resource Management. In *Human Resource Management: People, Data, and Analytics*. Sage.
- Bauer, T., Erdogan, B., Caughlin, D., & Truxillo, D. (2020b). Chapter 2: Strategic HRM, Data-Driven Decision Making and HR Analytics. In *Human Resource Management: People, Data, and Analytics*. Sage.
- Barends, E., & Rousseau, D. M. (2018). Evidence-based management: the basic principles. *Evidence-Based Management: How to Use Evidence to Make Better Organizational Decisions*. KoganPage.

Linking HR to the Bottom Line

- Rucci, A.J., Kirn, S.P., & Quinn, R.T. (January-February 1998). "The employee-customer-profit chain at Sears," *Harvard Business Review*, 82-97. (Optional)

Strategy Basics

- Hambrick, D. C., & Fredrickson, J. W. (2001). "Are you sure you have a strategy?" *The Academy of Management Executive*, 15, 51-62.
- Kaplan, R.S., & Norton, D.P. (2004). "Strategy maps." *Strategic Finance*, 27-35.
- Levenson, A. (2015a). "Of elephants and incomplete analytics." In *Strategic analytics: Advancing strategy execution and organizational effectiveness*. Oakland, CA: Berrett-Koehler Publishers
- Levenson, A. (2015b). "Beware the ROI bogeyman and other monsters." In *Strategic analytics: Advancing strategy execution and organizational effectiveness*. Oakland, CA: Berrett-Koehler Publishers

External HR Alignment

- Pfeffer, J. (1998). "Aligning business strategy and management practices." (pp. 99-128) In *The human equation: Building profits by putting people first*. Boston MA: Harvard Business School Press.

Internal HR Alignment

- Baron, J.N., & Kreps, D.M. (1999). Consistent human resource practices. *California Management Review*, 41, 29-53.
- Ulrich, D., Younger, J., & Brockbank, W. (2008). The twenty-first-century HR

organization. *Human Resource Management*, 47(4), 829-850.

Workforce Segmentation

- Huselid, M. A., Beatty, R. W., & Becker, B. E. (2005). 'A players' or 'A positions'?'. *Harvard Business Review*, 83(12), 110-117.
- Boudreau, J.W., & Ramstad, P.M. (2007). "Pivot points in impact and effectiveness," (pp. 47-64) in J.W. Boudreau & P.M. Ramstad, *Beyond HR: The new science of human capital*. Boston MA: Harvard Business School Press.

Compensation and Benefits

- Lepak, D., & Gowan, M. (2017b). Chapter 10: "Compensating employees," (pp. 367-406), in D. Lepak & M. Gowan, *Human resource management: Managing employees for competitive advantage* (2nd ed.), Chicago IL: Chicago Business Press.
- Lepak, D., & Gowan, M. (2017c). Chapter 11: "Incentives and rewards," (pp. 407-439), in D. Lepak & M. Gowan, *Human resource management: Managing employees for competitive advantage* (2nd ed.), Chicago IL: Chicago Business Press.
- Lepak, D., & Gowan, M. (2017c). Chapter 12: "Employee benefits and safety programs," (pp. 440-486), in D. Lepak & M. Gowan, *Human resource management: Managing employees for competitive advantage* (2nd ed.), Chicago IL: Chicago Business Press.

HR Budgeting (IRR, NPV)

- Director, S. (2013). "Capital budgeting and discounted cash flows," (pp. 71-95) in *Financial analysis for HR managers*, Upper Saddle River NJ: Pearson Education, Inc.
- Director, S. (2013). "Financial analysis of human resource initiatives," (pp. 97-126) in *Financial analysis for HR managers*, Upper Saddle River NJ: Pearson Education, Inc.

Costing HR

- [a] Chapter 3: The Hidden Costs of Absenteeism (pp. 51-78) in W. Cascio & J. Boudreau, *Investing in People: Financial Impact of Human Resource Initiatives* (2011). Upper Saddle River, NJ: Financial Times Press.
- [b] Chapter 4: The High Cost of Employee Separations (pp. 79-113) in W. Cascio & J. Boudreau, *Investing in People: Financial Impact of Human Resource Initiatives*

- (2011). Upper Saddle River, NJ: Financial Times Press.
- [c] Chapter 8: Staffing Utility: The Concept and Its Measurement in W. Cascio & J. Boudreau, *Investing in People: Financial Impact of Human Resource Initiatives* (2011). Upper Saddle River, NJ: Financial Times Press.
- [d] Chapter 9: The Payoff of Enhanced Selection in W. Cascio & J. Boudreau, *Investing in People: Financial Impact of Human Resource Initiatives* (2011). Upper Saddle River, NJ: Financial Times Press.
- [e] Chapter 10: The Utility of Selection Programs. in W. Cascio & J. Boudreau, *Investing in People: Financial Impact of Human Resource Initiatives* (2011). Upper Saddle River, NJ: Financial Times Press.
- [f] Chapter 11: Costs and Benefits of HR Development Programs (pp. 283-307) in W. Cascio & J. Boudreau, *Investing in People: Financial Impact of Human Resource Initiatives* (2011). Upper Saddle River, NJ: Financial Times Press.

Training and Development

- Cascio, W. F., & Aguinis, H. (2011b). "Training and Development: Considerations in Design". In *Applied psychology in human resource management* (7th Ed) (pp. 343-367)). Upper Saddle River, NJ: Pearson
- Cascio, W. F., & Aguinis, H. (2011c). "Training and Development: Implementation and the Measurement of Outcomes". In *Applied psychology in human resource management* (7th Ed) (pp. 368-391). Upper Saddle River, NJ: Pearson

Workforce Analytics

- Bauer, T., Erdogan, B., Caughlin, D., & Truxillo, D. (2020c). Chapter 4: Diversity, Inclusion, and Equal Employment Laws. In *Human Resource Management: People, Data, and Analytics*. Sage.
- Bauer, T., Erdogan, B., Caughlin, D., & Truxillo, D. (2020b). Chapter 2: Strategic HRM, Data-Driven Decision Making and HR Analytics. In *Human Resource Management: People, Data, and Analytics*. Sage.
- Cascio, W. F., & Aguinis, H. (2011a). "Strategic workforce planning". In *Applied psychology in human resource management* (7th Ed) (pp. 217-234). Upper Saddle River, NJ: Pearson
- Cascio, W. F., & Boudreau, J. (2011). Utility of selection systems: Supply-chain analysis applied to staffing decisions. In Zedeck, S. (Ed) *APA Handbook of Industrial and Organizational Psychology: Vol 2 Selecting and Developing Members for the Organization*.

SIMULATION DETAILS

Details Regarding the Simulation in-use can be found here:



HRManagement

Human Resource Management Simulation

Recommended for: Human Resource Management

Main Decision Areas: Staffing, Compensation, Training & Development, Employee Relations & Compliance

Level: Intermediate

Competition Type: Direct and/or Benchmark Competition

Duration: Up to 12 periods (simulated years)

Authors: Jerald R. Smith, Peggy A. Golden, Michael Deighan

Overview

Objectives

Assessment

Incidents

Demo

Resources

HRManagement is a competitive Human Resource Management simulation based on the human resources management function. Students will be acting as the newly-appointed Human Resource Director of a medium sized organization, making the types of decisions required of a human resource department while operating within the constraints of an annual budget. The simulation offers students valuable experience with decisions that affect compensation, turnover, productivity, diversity, morale, quality, accident rate, grievances, fringe benefits, absenteeism, and budget utilization. By using the simulation, your students will make the connection between HR principles and how those play out in a for-profit or non-profit organization.

Nicholls State University

Fall 2017 Student Instructional Report

Faculty:

College:

Course:

Castille/Christopher

BA

Department: MNMK

MNGT 502 EW (80130)

Course Enrollment:

11

Evaluations Processed:

11

Num	Rank							No Resp.	Mean			Standard Deviation			Vale	Question Description								
	5-Very Effect	4-Effective	3-Moderately Effective	2-Some Ineff	1-Ineffective	0-N/A			Class	Dept	Col	Univ	Class	Dept	Col	Univ								
A. Course Organization and Planning																								
1	3	27%	5	45%	3	27%	0	0%	0	0%	0	0%	4.00	4.31	4.30	4.39	0.77	0.90	0.91	0.89	18	Expl of Requirements		
2	5	45%	6	55%	0	0%	0	0%	0	0%	0	0%	4.45	4.45	4.40	4.43	0.52	0.79	0.83	0.86	36	Prep for Class		
3	8	73%	3	27%	0	0%	0	0%	0	0%	0	0%	4.73	4.44	4.40	4.45	0.47	0.83	0.88	0.87	66	Command of Subj		
4	6	55%	3	27%	0	0%	2	18%	0	0%	0	0%	4.18	4.27	4.30	4.40	1.17	0.98	0.97	0.92	24	Use of Class Time		
5	6	55%	2	18%	2	18%	1	9%	0	0%	0	0%	4.18	4.29	4.25	4.33	1.08	0.97	1.01	0.99	26	Sum Important Pts		
Weighted Average for A. Course Organization and Planning																	4.31							
B. Communication																								
6	5	45%	3	27%	2	18%	1	9%	0	0%	0	0%	4.09	4.38	4.30	4.36	1.04	0.91	0.97	0.96	24	Presentations		
7	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	5.00	4.60	4.57	4.68	0.00	0.74	0.80	0.67	100	Command of Lang		
8	6	55%	4	36%	1	9%	0	0%	0	0%	0	0%	4.45	4.43	4.36	4.43	0.69	0.83	0.90	0.89	39	Use of Examples		
9	7	64%	3	27%	1	9%	0	0%	0	0%	0	0%	4.55	4.36	4.29	4.34	0.69	0.85	0.93	0.93	58	Challenging Probs		
10	8	73%	3	27%	0	0%	0	0%	0	0%	0	0%	4.73	4.49	4.46	4.51	0.47	0.81	0.88	0.84	58	Enthusiasm		
Weighted Average for B. Communication																	4.56							
C. Faculty/Student Interaction																								
11	6	55%	2	18%	3	27%	0	0%	0	0%	0	0%	4.27	4.51	4.47	4.48	0.90	0.81	0.86	0.90	23	Helpfulness		
12	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	5.00	4.61	4.60	4.61	0.00	0.76	0.76	0.78	100	Respect for Stds		
13	8	73%	2	18%	1	9%	0	0%	0	0%	0	0%	4.64	4.51	4.47	4.46	0.67	0.79	0.84	0.89	51	Concern-Progress		
14	7	64%	3	27%	0	0%	0	0%	0	0%	0	0%	4.70	4.48	4.43	4.42	0.48	0.82	0.87	0.92	66	Avail for Extra Help		
15	10	91%	1	9%	0	0%	0	0%	0	0%	0	0%	4.91	4.57	4.55	4.55	0.30	0.76	0.78	0.82	83	Listen to Std Ideas		
Weighted Average for C. Faculty/Student Interaction																	4.70							
D. Assignment, Exams and Grading																								
16	4	36%	4	36%	2	18%	1	9%	0	0%	0	0%	4.00	4.38	4.41	4.44	1.00	0.92	0.89	0.90	16	Inform How Graded		
17	4	36%	3	27%	3	27%	0	0%	1	9%	0	0%	3.82	4.18	4.22	4.30	1.25	1.05	1.00	0.99	15	Clarity of Exam		
18	6	55%	3	27%	1	9%	1	9%	0	0%	0	0%	4.27	4.37	4.38	4.43	1.01	0.88	0.89	0.90	27	Exam Coverage		
19	8	73%	1	9%	1	9%	1	9%	0	0%	0	0%	4.45	4.25	4.24	4.31	1.04	0.96	1.00	0.99	46	Comments on Work		
20	4	36%	1	9%	3	27%	1	9%	1	9%	0	0%	3.60	4.19	4.15	4.29	1.43	1.01	1.05	1.02	9	Quality of Text		
21	7	64%	2	18%	2	18%	0	0%	0	0%	0	0%	4.45	4.21	4.25	4.32	0.82	0.98	1.00	0.99	44	Assignment Helpful		
Weighted Average for D. Assignment, Exams and Grading																	4.11							
E. Supplementary Instruction Methods																								
22	8	73%	2	18%	1	9%	0	0%	0	0%	0	0%	4.64	4.15	4.18	4.30	0.67	0.94	0.95	0.93	73	Small Group Discuss		
23	4	36%	4	36%	2	18%	0	0%	0	0%	1	9%	0	0%	4.20	4.02	4.07	4.26	0.79	1.02	1.01	0.97	37	Term Paper/Project
24	3	27%	3	27%	0	0%	0	0%	0	0%	5	45%	0	0%	4.50	4.16	4.22	4.36	0.55	0.97	0.97	0.94	58	Lab Exercises
25	6	55%	3	27%	0	0%	2	18%	0	0%	0	0%	0	0%	4.18	4.08	4.11	4.26	1.17	1.03	1.04	1.00	36	Group Projects
26	4	36%	4	36%	1	9%	1	9%	0	0%	1	9%	0	0%	4.10	4.04	4.17	4.31	0.99	1.05	1.00	0.98	32	Case Studies, ...
27	2	18%	0	0%	1	9%	0	0%	0	0%	8	73%	0	0%	4.33	4.06	4.18	4.32	1.15	1.11	1.03	0.98	45	Course Journals
28	7	64%	2	18%	2	18%	0	0%	0	0%	0	0%	0	0%	4.45	4.33	4.38	4.39	0.82	0.89	0.86	0.90	46	Use of Computers
Weighted Average for E. Supplementary Instruction Methods																	4.34							

Nicholls State University

Fall 2017 Student Instructional Report

Faculty: Castille/Christopher

Course Enrollment: 11

College: BA

Evaluations Processed: 11

Department: MNMK

Course: MNGT 502 EW (80130)

Num	Rank							No Resp	Mean			Standard Deviation			Vtile	QuestionDescription								
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A	1		Class	Dept	Col	Univ	Class	Dept	Col	Univ								
F. Course Outcomes																								
29	1	9%	5	45%	3	27%	2	18%	0	0%	0	0%	0	0%	3.45	3.69	3.69	3.85	0.93	0.96	1.04	1.05	21	Learning Increased
30	0	0%	6	55%	3	27%	2	18%	0	0%	0	0%	0	0%	3.36	3.59	3.68	3.87	0.81	0.94	0.99	1.01	15	Achieved Objectives
31	1	9%	4	36%	4	36%	1	9%	1	9%	0	0%	0	0%	3.27	3.54	3.58	3.78	1.10	1.05	1.13	1.15	18	Interest in Subject
32	3	27%	7	64%	0	0%	1	9%	0	0%	0	0%	0	0%	4.09	3.72	3.70	3.89	0.83	0.99	1.03	1.05	60	Think Independently
33	5	45%	5	45%	0	0%	1	9%	0	0%	0	0%	0	0%	4.27	3.79	3.74	3.92	0.90	0.99	1.05	1.06	69	Actively Involved
Weighted Average for F. Course Outcomes																	3.69							
34	0	0%	7	64%	3	27%	1	9%	0	0%	0	0%	0	0%	3.55	3.76	3.74	3.91	0.69	0.92	0.99	1.02	20	Effort Put In
35	0	0%	4	36%	6	55%	1	9%	0	0%	0	0%	0	0%	3.27	3.64	3.69	3.86	0.65	0.89	0.93	0.98	7	Prepared for Class
36	1	9%	7	64%	3	27%	0	0%	0	0%	0	0%	0	0%	3.82	3.69	3.70	3.87	0.60	0.98	1.05	1.08	46	Challenged by Crs
Num 5-Very Diff 4-Some Diff 3-About Right 2-Some Diffr 1-Very Diff																	No Resp Class Dept Col Univ Class Dept Col Univ Vtile QuestionDescription							
37	1	9%	4	36%	5	45%	1	9%	0	0%	0	0%	0	0%	3.45	3.30	3.36	3.40	0.82	0.62	0.72	0.76		Level of Difficulty
Num 5-Much Heav 4-Heaver 3-About Some 2-Lighter 1-Much Light																	No Resp Class Dept Col Univ Class Dept Col Univ Vtile QuestionDescription							
38	0	0%	6	55%	5	45%	0	0%	0	0%	0	0%	0	0%	3.55	3.20	3.10	3.21	0.52	0.75	0.78	0.84		Work Load
Num 5-Perv Fast 4-Some Fast 3-About Right 2-Some Slow 1-Very Slow																	No Resp Class Dept Col Univ Class Dept Col Univ Vtile QuestionDescription							
39	0	0%	3	30%	7	70%	0	0%	0	0%	0	0%	1	9%	3.30	3.12	3.19	3.27	0.48	0.53	0.60	0.64		Pace of Course
Num 5-Very Effect 4-Effective 3-Mod Effect 2-Some Ineff 1-Ineffective 0-N/A																	No Resp Class Dept Col Univ Class Dept Col Univ Vtile QuestionDescription							
40	5	45%	2	18%	3	27%	1	9%	0	0%	0	0%	0	0%	4.00	3.98	3.97	4.06	1.10	0.90	0.95	0.95	39	Quality of Instruct
Num 1-Mail/Minor 2-College Req 3-Elective 4-Other																	No Resp Class Dept Col Univ Class Dept Col Univ Vtile QuestionDescription							
41	8	73%	0	0%	0	0%	3	27%	0	0%	0	0%	0	0%	1.82	1.31	1.29	1.40	1.40	0.65	0.62	0.68		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 Vtile QuestionDescription							
42	0	0%	0	0%	0	0%	0	0%	11	100%	0	0%	0	0%	5.00	3.84	3.13	2.50	0.00	0.67	1.16	1.25		Class Level
Num 1-Better Final 2-Better Other 3-Equal																	No Resp Class Dept Col Univ Class Dept Col Univ Vtile QuestionDescription							
43	9	82%	2	18%	0	0%	0	0%	0	0%	0	0%	1.18	1.11	1.08	1.05	0.40	0.40	0.35	0.30		Comm in English		
Num 1-Female 2-Male																	No Resp Class Dept Col Univ Class Dept Col Univ Vtile QuestionDescription							
44	6	55%	5	45%	0	0%	0	0%	0	0%	0	0%	0	0%	1.45	1.50	1.52	1.33	0.52	0.50	0.50	0.47		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 Vtile QuestionDescription							
45	2	18%	5	45%	1	9%	1	9%	2	18%	0	0%	0	0%	2.64	3.00	3.00	2.93	1.43	1.60	1.73	1.73		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:

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

- Warm up exercises
- Slides
- Study guide
- Cases

Almost every other material you used.

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

- I think whatever you are doing is really effective in making us understand real world management practices.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

- I am thankful to the knowledge you have given us. I am glad to be your student. You are really hardworking person and I really appreciate the effort you put in each class. I bet you work more than we do for each class.

OPEN COMMENTS:

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

Discussion about case study

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

upload the powerpoint before class starting

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Your profession & enthusiasm inspire of me for the Human Management. Thank you.

OPEN COMMENTS:

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

Weekly case studies from Harvard website

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

I think a method that would have helped me understand better would have been a single case study that would be followed throughout the semester. Very abstract material, so more concrete examples/applications = better.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Interesting class overall. A little above my head most of the time, but interesting material to discuss.

OPEN COMMENTS:

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

- Group discussion/ very open classroom setting
- Class wide study guide

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

- Project more focused on evaluating Human Capital Management. Focus is on UN GOALS RATHER THAN HR.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I HAVE TRULY GAINED INSIGHT OF HR MANAGEMENT FOR NOT HAVING A DEGREE IN IT.

OPEN COMMENTS:

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

Innovative class participation in lectures. Activities during class time are interesting and makes unbearable concepts digestable. Personal attention toward student achievement is unparalleled.

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

Toward the end of the semester, some concepts were getting quite technical, especially involving computer skills. Sometimes, some of the concepts are not that readily applied to some of the technical computer programs that are out there. Students need need to have a better understanding and application of concepts before diving into such computerized applications for staffing, training, etc.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Thank you for the personal attention you have shown your students!

OPEN COMMENTS:

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

CROSS Wide Study guide & open classroom discussions were productive and gave me the opportunity to get others' insights.

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

Although the cases were semi-relevant to course objectives I find that they took up too much time to read each week. I believe would have been more effective to assign homework from the textbook or lecture.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I enjoyed the classroom material, and I learned a lot. I think the project and cases could be a little more relevant to class.

OPEN COMMENTS:

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

the cases because it made me see the material in ways it could actually happen in the business setting.

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

Should provide the slide presentations before the class period so it will help with answering case discussion questions.

Provide company choices for students to use for AIM2flourish project that need human capital management

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT: Improvement

This course has made me enjoy management more; before I never really liked any of my qualitative business courses (other than PSAD 490).

OPEN COMMENTS:

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

The Cards gave students a place to practice their own learning.

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

The Aim2Flourish project, was not effective in relating the course materials to reality.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

- 1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS: class discussions when everyone was involved.
- 2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR SHOULD: have clearer instructions. I found myself lost lots of time,
- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT: this course was hard to follow throughout the semester

OPEN COMMENTS:

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

Case Studies pertaining to the topics discussed in lecture/class & in the textbook readings.

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR: May provide the ppt. presentation before the start of class. May provide discussion questions for following week's class the night of prior week's class.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I enjoyed the group discussion and learning exercises that challenged the way that I would typically view a particular situation.

OPEN COMMENTS:

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

- Learning the difference between human capital Management and human resources.
- Learning how the correct human capital can help the business achieve its competitive advantage.

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

- Continue with the learning objectives
- Allow assignments to be handed in at the beginning of class.
- Require the book for the course.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I don't feel as if I had enough background in management to fully understand the concepts. Using the first class to review or introduce general concepts with definitions would have helped me.

Nicholls State University

Spring 2018 Student Instructional Report

Faculty: Castille/Christopher
 College: BA Department: MNNMK
 Course: MNGT 502 EW (11128)

Course Enrollment: 12
 Evaluations Processed: 10

Num	Rank							No Resp	Mean			Standard Deviation			%ile	Question Description						
	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A	Class		Dept	Col	Univ	Class	Dept	Col	Univ							
A. Course Organization and Planning																						
1	5	50%	5	50%	0	0%	0	0%	0	0%	0	0%	4.50	4.28	4.28	4.41	0.53	0.91	0.93	0.87	49	Expl of Requirements
2	6	60%	2	20%	2	20%	0	0%	0	0%	0	0%	4.40	4.39	4.36	4.46	0.84	0.82	0.88	0.83	35	Prep for Class
3	7	70%	3	30%	0	0%	0	0%	0	0%	0	0%	4.70	4.40	4.36	4.49	0.48	0.82	0.90	0.82	60	Command of Subj
4	5	50%	5	50%	0	0%	0	0%	0	0%	0	0%	4.50	4.22	4.25	4.42	0.53	1.02	1.02	0.92	49	Use of Class Time
5	3	30%	6	60%	1	10%	0	0%	0	0%	0	0%	4.20	4.24	4.20	4.37	0.63	0.95	1.02	0.95	31	Sum Important Pts
Weighted Average for A. Course Organization and Planning												4.46										
B. Communication																						
6	6	60%	4	40%	0	0%	0	0%	0	0%	0	0%	4.60	4.27	4.21	4.38	0.52	0.93	1.01	0.93	55	Presentations
7	9	90%	1	10%	0	0%	0	0%	0	0%	0	0%	4.90	4.46	4.54	4.69	0.32	0.91	0.82	0.67	71	Command of Lang
8	7	70%	2	20%	1	10%	0	0%	0	0%	0	0%	4.60	4.35	4.28	4.45	0.70	0.91	0.97	0.87	53	Use of Examples
9	6	60%	2	20%	2	20%	0	0%	0	0%	0	0%	4.40	4.28	4.25	4.37	0.84	0.90	0.95	0.90	43	Challenging Probs
10	7	70%	3	30%	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												4.64										
C. Faculty/Student Interaction																						
11	8	80%	2	20%	0	0%	0	0%	0	0%	0	0%	4.80	4.42	4.38	4.48	0.42	0.87	0.94	0.88	69	Helpfulness
12	8	80%	2	20%	0	0%	0	0%	0	0%	0	0%	4.80	4.56	4.52	4.60	0.42	0.77	0.83	0.78	61	Respect for Stds
13	8	80%	2	20%	0	0%	0	0%	0	0%	0	0%	4.80	4.43	4.36	4.48	0.42	0.82	0.93	0.87	71	Concern-Progress
14	8	80%	2	20%	0	0%	0	0%	0	0%	0	0%	4.80	4.42	4.33	4.42	0.42	0.80	0.93	0.91	77	Avail for Extra Help
15	8	80%	1	10%	1	10%	0	0%	0	0%	0	0%	4.70	4.52	4.46	4.54	0.67	0.80	0.87	0.83	52	Listen to Std Ideas
Weighted Average for C. Faculty/Student Interaction												4.78										
D. Assignment, Exams and Grading																						
16	8	80%	2	20%	0	0%	0	0%	0	0%	0	0%	4.80	4.36	4.37	4.45	0.42	0.87	0.91	0.89	78	Inform How Graded
17	5	50%	5	50%	0	0%	0	0%	0	0%	0	0%	4.50	4.15	4.15	4.32	0.53	1.02	1.02	0.96	55	Clarity of Exam
18	5	50%	5	50%	0	0%	0	0%	0	0%	0	0%	4.50	4.32	4.31	4.44	0.53	0.91	0.91	0.87	47	Exam Coverage
19	7	70%	1	10%	2	20%	0	0%	0	0%	0	0%	4.50	4.19	4.16	4.33	0.85	0.98	1.03	0.97	54	Comments on Work
20	0	0%	1	11%	0	0%	0	0%	1	11%	7	78%	2.50	4.19	4.15	4.27	2.12	1.02	1.04	1.02	3	Quality of Text
21	6	67%	0	0%	3	33%	0	0%	0	0%	0	0%	4.33	4.16	4.21	4.34	1.00	1.00	1.01	0.97	40	Assignment Helpful
Weighted Average for D. Assignment, Exams and Grading												4.45										
E. Supplementary Instruction Methods																						
22	5	50%	4	40%	1	10%	0	0%	0	0%	0	0%	4.40	4.16	4.12	4.32	0.70	0.91	1.01	0.92	49	Small Group Discuss
23	4	40%	6	60%	0	0%	0	0%	0	0%	0	0%	4.40	4.03	4.04	4.24	0.52	1.03	1.07	0.98	52	Term Paper/Project
24	0	0%	2	22%	0	0%	0	0%	0	0%	1	10%	4.00	4.17	4.22	4.39	0.00	1.01	1.02	0.91	27	Lab Exercises
25	6	60%	3	30%	0	0%	0	0%	0	0%	1	10%	4.67	4.07	4.04	4.29	0.50	1.03	1.09	0.98	73	Group Projects
26	7	70%	2	20%	0	0%	0	0%	0	0%	1	10%	5.00	4.20	4.21	4.35	0.00	0.99	1.02	0.96	100	Case Studies, ...
27	1	11%	0	0%	0	0%	0	0%	8	89%	1	10%	4.33	4.26	4.29	4.41	0.71	0.88	0.94	0.89	39	Course Journals
28	4	40%	4	40%	1	10%	0	0%	0	0%	1	10%	4.33	4.26	4.29	4.41	0.71	0.88	0.94	0.89	39	Use of Computers
Weighted Average for E. Supplementary Instruction Methods												4.50										

Nicholls State University

Spring 2018 Student Instructional Report

Faculty: Castille/Christopher
College: BA **Department:** MNMK
Course: MNGT 502 EW (11128)

Course Enrollment: 12
Evaluations Processed: 10

Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription									
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ									
F. Course Outcomes																								
29	2	20%	3	30%	3	30%	2	20%	0	0%	0	0%	0	0%	3.50	3.59	3.60	3.84	1.08	0.98	1.05	1.03	26	Learning Increased
30	2	20%	4	40%	4	40%	0	0%	0	0%	0	0%	0	0%	3.80	3.59	3.62	3.84	0.79	0.92	0.99	1.00	44	Achieved Objectives
31	2	20%	2	20%	6	60%	0	0%	0	0%	0	0%	0	0%	3.60	3.53	3.50	3.77	0.84	1.06	1.14	1.12	36	Interest in Subject
32	1	10%	3	30%	5	50%	1	10%	0	0%	0	0%	0	0%	3.40	3.67	3.63	3.88	0.84	1.01	1.06	1.04	14	Think Independently
33	1	10%	5	50%	3	30%	1	10%	0	0%	0	0%	0	0%	3.60	3.67	3.66	3.90	0.84	1.03	1.08	1.05	25	Actively Involved
Weighted Average for F. Course Outcomes																3.58								
34	2	20%	5	50%	3	30%	0	0%	0	0%	0	0%	0	0%	3.90	3.69	3.73	3.88	0.74	0.88	0.94	0.99	53	Effort Put In
35	0	0%	3	30%	7	70%	0	0%	0	0%	0	0%	0	0%	3.30	3.56	3.63	3.81	0.48	0.89	0.91	0.96	9	Prepared for Class
36	1	10%	6	60%	3	30%	0	0%	0	0%	0	0%	0	0%	3.80	3.63	3.73	3.85	0.63	0.96	0.99	1.03	48	Challenged by Crs
G. Instructors																QuestionDescription								
37	0	0%	3	30%	7	70%	0	0%	0	0%	0	0%	0	0%	3.30	3.34	3.41	3.40	0.48	0.64	0.71	0.73		Level of Difficulty
H. Course Workload																QuestionDescription								
38	2	20%	6	60%	2	20%	0	0%	0	0%	0	0%	0	0%	4.00	3.24	3.19	3.24	0.67	0.74	0.76	0.83		Work Load
I. Pace of Course																QuestionDescription								
39	0	0%	2	20%	8	80%	0	0%	0	0%	0	0%	0	0%	3.20	3.16	3.27	3.25	0.42	0.59	0.65	0.64		Pace of Course
J. Quality of Instruct																QuestionDescription								
40	5	50%	4	40%	1	10%	0	0%	0	0%	0	0%	0	0%	4.40	3.92	3.90	4.09	0.70	0.92	0.98	0.93	70	Quality of Instruct
K. Description of Crs																QuestionDescription								
41	8	80%	2	20%	0	0%	0	0%	0	0%	0	0%	0	0%	1.20	1.31	1.27	1.37	0.42	0.68	0.62	0.69		Description of Crs
L. Class Level																QuestionDescription								
42	0	0%	0	0%	0	0%	0	0%	10	100%	0	0%	0	0%	5.00	3.74	3.16	2.61	0.00	0.69	1.07	1.22		Class Level
M. Comm in English																QuestionDescription								
43	7	70%	2	20%	1	10%	0	0%	0	0%	0	0%	0	0%	1.40	1.10	1.09	1.06	0.70	0.40	0.37	0.31		Comm in English
N. Gender																QuestionDescription								
44	3	30%	7	70%	0	0%	0	0%	0	0%	0	0%	0	0%	1.70	1.50	1.50	1.34	0.48	0.50	0.50	0.48		Gender
O. Grade Expected																QuestionDescription								
45	5	50%	4	40%	0	0%	1	10%	0	0%	0	0%	0	0%	1.70	2.95	3.04	2.94	0.95	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:

502

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

By far the simulation & writing the HR Report

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

- Make clear what is expected to turn in for all assignments
- Introduce Tableau differently & spend time in class teaching it.
- Less structured powerpoints and more time for open discussion.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

The simulation was by far the best part of the class. I wish there was more of that and also more focus there in class time. It's where I learned most in this class.

OPEN COMMENTS:

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

using the simulation

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

Introduce Tableau sooner.

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I appreciated your level of preparation. Also, the extra time you made yourself available was really helpful to my advancement in this course.

OPEN COMMENTS:

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

I believe the lectures were most effective but also I feel the Annual report helped to solidify all the concepts.

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

Don't try to do too much. Some classes felt overwhelming to prepare for.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I enjoyed the class. I think you are very knowledgeable on the subject matter.

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS: the simulation and slides.

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR: should try to organize the Moodle page as well as assignment instructions better.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:
I felt a bit scatter brain sometimes and overwhelmed by tons of information, but I like his command and knowledge of the subject.

OPEN COMMENTS:

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

Structure, professionalism

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

We covered many interesting things that was new for me. Sometimes the pace was very high and it was difficult for me to follow during the course. I would appreciate sometimes to go deeper in some subject in order to really acquire an applicable knowledge.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I really appreciate his professionalism and the structure of the course. A patient teacher is always better for transmitting information and knowledge.

OPEN COMMENTS:

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

use of data analytics to see the clear picture of organization

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

May be sometime, we got information about the assignment & quizzes late. May be improvement on that. Just happened once though.

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

He is doing great job & the way he teaches for the subject matter is perfect for graduate student

OPEN COMMENTS:

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

This course had a perfect combination of both theory and practical applications. The readings were interesting and his lectures kept you engaged in the topic. He taught us different softwares and tools that will definitely will be helpful in the future.

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

The simulation was a fun and great assignment. I believe more insight about the results after each decision would improve the learning experience.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Best class in the MBA program so far. Changed my view of the HR function from a mundane thing to how it plays a strategic role in any business.

OPEN COMMENTS:

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

The ability to gain extra credit regarding exams.

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

Decrease workload

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Although this was a difficult course, I enjoyed this course.

Nicholls State University

Fall 2018 Student Instructional Report

Faculty: Castille/Christopher
College: BA **Department:** MNMK
Course: MNGT 502 EW (80205)

Course Enrollment: 14
Evaluations Processed: 11

Num	Rank							No Resp	Mean			Standard Deviation			%ile	QuestionDescription										
	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A			Class	Dept	Col	Univ	Class	Dept	Col	Univ										
A. Course Organization and Planning																										
1	1	9%	5	45%	3	27%	1	9%	1	9%	0	0%			0	0%	3.36	4.36	4.33	4.38	1.12	0.84	0.91	0.90	5	Expl of Requirements
2	4	36%	6	55%	1	9%	0	0%	0	0%	0	0%			0	0%	4.27	4.51	4.45	4.44	0.65	0.73	0.83	0.86	23	Prep for Class
3	4	36%	6	55%	1	9%	0	0%	0	0%	0	0%			0	0%	4.27	4.48	4.43	4.43	0.65	0.77	0.86	0.89	24	Command of Subj
4	1	9%	7	64%	2	18%	1	9%	0	0%	0	0%			0	0%	3.73	4.31	4.33	4.40	0.79	0.95	0.97	0.93	10	Use of Class Time
5	1	9%	5	45%	5	45%	0	0%	0	0%	0	0%			0	0%	3.64	4.34	4.29	4.32	0.67	0.88	0.99	1.00	11	Sum Important Pts
Weighted Average for A. Course Organization and Planning																	3.85									
B. Communication																										
6	2	18%	8	73%	1	9%	0	0%	0	0%	0	0%			0	0%	4.09	4.41	4.30	4.33	0.54	0.84	0.98	0.99	23	Presentations
7	9	82%	2	18%	0	0%	0	0%	0	0%	0	0%			0	0%	4.82	4.58	4.61	4.67	0.40	0.72	0.75	0.72	57	Command of Lang
8	3	27%	7	64%	1	9%	0	0%	0	0%	0	0%			0	0%	4.18	4.42	4.37	4.41	0.60	0.80	0.92	0.91	21	Use of Examples
9	3	27%	3	27%	4	36%	1	9%	0	0%	0	0%			0	0%	3.73	4.30	4.28	4.31	1.01	0.86	0.93	0.95	11	Challenging Probs
10	7	64%	4	36%	0	0%	0	0%	0	0%	0	0%			0	0%	4.64	4.54	4.46	4.48	0.50	0.77	0.87	0.88	49	Enthusiasm
Weighted Average for B. Communication																	4.29									
C. Faculty/Student Interaction																										
11	5	45%	5	45%	1	9%	0	0%	0	0%	0	0%			0	0%	4.36	4.46	4.41	4.44	0.67	0.88	0.93	0.93	28	Helpfulness
12	7	64%	3	27%	0	0%	1	9%	0	0%	0	0%			0	0%	4.45	4.60	4.55	4.58	0.93	0.76	0.82	0.80	23	Respect for Stds
13	5	45%	4	36%	2	18%	0	0%	0	0%	0	0%			0	0%	4.27	4.53	4.45	4.45	0.79	0.74	0.86	0.90	23	Concern-Progress
14	5	45%	4	36%	2	18%	0	0%	0	0%	0	0%			0	0%	4.27	4.48	4.39	4.39	0.79	0.80	0.91	0.94	27	Avail for Extra Help
15	6	55%	4	36%	0	0%	1	9%	0	0%	0	0%			0	0%	4.36	4.58	4.50	4.53	0.92	0.75	0.85	0.85	22	Listen to Std Ideas
Weighted Average for C. Faculty/Student Interaction																	4.35									
D. Assignment, Exams and Grading																										
16	2	18%	6	55%	1	9%	2	18%	0	0%	0	0%			0	0%	3.73	4.38	4.41	4.44	1.01	0.88	0.88	0.88	8	Inform How Graded
17	1	9%	3	27%	4	36%	3	27%	0	0%	0	0%			0	0%	3.18	4.26	4.22	4.28	0.98	0.92	0.99	1.00	5	Clarity of Exam
18	1	9%	6	55%	3	27%	1	9%	0	0%	0	0%			0	0%	3.64	4.35	4.38	4.39	0.81	0.84	0.87	0.93	9	Exam Coverage
19	4	36%	3	27%	3	27%	1	9%	0	0%	0	0%			0	0%	3.91	4.22	4.22	4.29	1.04	0.95	1.00	1.01	17	Comments on Work
20	1	9%	0	0%	1	9%	0	0%	9	82%					0	0%	4.00	4.19	4.21	4.28	1.41	0.94	0.99	1.00	24	Quality of Text
21	1	9%	4	36%	5	45%	0	0%	1	9%	0	0%			0	0%	3.36	4.19	4.25	4.31	1.03	0.95	1.01	1.00	6	Assignment Helpful
Weighted Average for D. Assignment, Exams and Grading																	3.58									
E. Supplementary Instruction Methods																										
22	2	18%	5	45%	2	18%	1	9%	1	9%	0	0%			0	0%	3.55	4.13	4.18	4.29	1.21	0.88	0.94	0.94	9	Small Group Discus
23	4	36%	5	45%	2	18%	0	0%	0	0%	0	0%			0	0%	4.18	3.91	4.13	4.26	0.75	1.01	0.95	0.95	36	Term Paper/Project
24	2	18%	2	18%	1	9%	1	9%	0	0%	5	45%			0	0%	3.83	4.17	4.25	4.35	1.17	0.85	0.92	0.94	15	Lab Exercises
25	6	55%	4	36%	1	9%	0	0%	0	0%	0	0%			0	0%	4.45	3.99	4.14	4.29	0.69	1.03	1.00	0.97	56	Group Projects
26	4	36%	4	36%	0	0%	1	9%	0	0%	2	18%			0	0%	4.22	4.10	4.24	4.33	0.97	1.01	0.97	0.97	38	Case Studies, ...
27	1	9%	0	0%	1	9%	1	9%	0	0%	8	73%			0	0%	3.33	4.22	4.27	4.32	1.53	0.93	0.96	0.99	10	Course Journals
28	4	36%	4	36%	2	18%	0	0%	1	9%	0	0%			0	0%	3.91	4.25	4.36	4.39	1.22	0.88	0.88	0.91	14	Use of Computers
Weighted Average for E. Supplementary Instruction Methods																	4.00									

Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription									
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ									
F. Course Outcomes																								
29	0	0%	4	36%	6	55%	1	9%	0	0%	0	0%	0	0%	3.27	3.64	3.69	3.81	0.65	0.94	1.02	1.04	14	Learning Increased
30	0	0%	2	18%	9	82%	0	0%	0	0%	0	0%	0	0%	3.18	3.64	3.69	3.83	0.40	0.90	0.97	1.02	10	Achieved Objectives
31	0	0%	4	36%	7	64%	0	0%	0	0%	0	0%	0	0%	3.36	3.62	3.57	3.72	0.50	1.01	1.12	1.15	25	Interest in Subject
32	1	9%	4	36%	5	45%	0	0%	1	9%	0	0%	0	0%	3.36	3.66	3.70	3.85	1.03	0.95	1.03	1.06	14	Think Independently
33	1	9%	5	45%	5	45%	0	0%	0	0%	0	0%	0	0%	3.64	3.71	3.73	3.87	0.67	0.96	1.04	1.09	27	Actively Involved
<i>Weighted Average for F. Course Outcomes</i>																3.36								
34	1	9%	5	45%	5	45%	0	0%	0	0%	0	0%	0	0%	3.64	3.68	3.76	3.88	0.67	0.87	0.97	1.03	29	Effort Put In
35	1	9%	2	18%	7	64%	0	0%	1	9%	0	0%	0	0%	3.18	3.57	3.70	3.84	0.98	0.83	0.91	0.98	5	Prepared for Class
36	2	18%	4	36%	5	45%	0	0%	0	0%	0	0%	0	0%	3.73	3.57	3.73	3.84	0.79	0.93	1.03	1.10	40	Challenged by Crs
Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription									
	5-Verv Diff	4-Some Diff	3-About Right	2-Some Elem	1-Very Elem			Class	Dept	Col	Univ	Class	Dept	Col	Univ									
37	3	27%	4	36%	4	36%	0	0%	0	0%			0	0%	3.91	3.28	3.38	3.39	0.83	0.61	0.73	0.77		Level of Difficulty
Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription									
	5-Much Heav	4-Heavier	3-About Same	2-Lighter	1-Much Light			Class	Dept	Col	Univ	Class	Dept	Col	Univ									
38	8	73%	1	9%	2	18%	0	0%	0	0%			0	0%	4.55	3.26	3.17	3.20	0.82	0.75	0.76	0.85		Work Load
Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription									
	5-Very Fast	4-Some Fast	3-About Right	2-Some Slow	1-Very Slow			Class	Dept	Col	Univ	Class	Dept	Col	Univ									
39	1	9%	6	55%	3	27%	1	9%	0	0%			0	0%	3.64	3.13	3.23	3.28	0.81	0.59	0.65	0.66		Pace of Course
Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription									
	5-Very Effec	4-Effective	3-Mod Effec	2-Some Ineff	1-Ineffective	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ									
40	0	0%	7	64%	3	27%	1	9%	0	0%	0	0%	0	0%	3.55	3.99	3.97	4.04	0.69	0.90	0.96	0.96	13	Quality of Instruct
Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription									
	1-Mai/Minor	2-College Rea	3-Elective	4-Other				Class	Dept	Col	Univ	Class	Dept	Col	Univ									
41	10	91%	0	0%	0	0%	1	9%			0	0%	1.27	1.32	1.28	1.42	0.90	0.67	0.61	0.68		Description of Crs		
Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription									
	1-Freshman	2-Sophomore	3-Junior	4-Senior	5-Graduate	6-Other		Class	Dept	Col	Univ	Class	Dept	Col	Univ									
42	0	0%	0	0%	0	0%	11	100%	0	0%	0	0%	5.00	3.86	2.99	2.42	0.00	0.60	1.16	1.25		Class Level		
Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription									
	1-Better Engl	2-Better Other	3-Eual					Class	Dept	Col	Univ	Class	Dept	Col	Univ									
43	11	100%	0	0%	0	0%					0	0%	1.00	1.08	1.08	1.06	0.00	0.35	0.36	0.32		Comm in English		
Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription									
	1-Female	2-Male						Class	Dept	Col	Univ	Class	Dept	Col	Univ									
44	3	27%	8	73%							0	0%	1.73	1.55	1.53	1.35	0.47	0.50	0.50	0.48		Gender		
Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription									
	1-A	2-A-	3-B+	4-B	5-B-	6-C		Class	Dept	Col	Univ	Class	Dept	Col	Univ									
45	5	45%	1	9%	4	36%	1	9%	0	0%	0	0%	2.09	2.73	2.90	2.75	1.14	1.54	1.70	1.70		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.

502
F 16

OPEN COMMENTS:

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

The simulation, general concepts discussed in class, using Tableau :

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

- Remove "R" Trainings (waste of time) - No
- Make the Practice Simulation be due for a grade to incentivise the Students to do it. - Can't do... so far as I know.
- Space out simulation due dates and don't make them due on weekends.
↳ Allow students a choice

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

- I did not read a single article for this class
↳ Reading reviews was required.
- I found the professor very knowledgeable and taught the concepts well

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS

COURSE WAS: The simulation. This allowed me to really see what an HR professional would do and how expensive decisions are.

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR:

other than through the simulation, it was tough to really figure out what an HR professional would do on a day to day basis, what exactly their job is. → Not the purpose of the course.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

To explain the purpose of R, the purpose of it is exposure. Also showing how to connect it to Tableau.

↳ Done.

OPEN COMMENTS:

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

The first exam articles and questions.
The Interviews and questions.
The Simulation.

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR:

→ Should require students to take the new undergrad class including R Studio and Tableau before this one. More focus can then be put onto working with the software instead of just trying to understand / learn how to use it.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I would have liked to learn the more practical / realistic side of HR. For example, if I started a HR job tomorrow, where would I start? What are the day-to-day requirements of HR?

You probably
wouldn't...

Papers. Not what the course is about.

This was covered in
Module 1 on HR tasks

OPEN COMMENTS:

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

the slideshows and learning DataCamp.

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

Should separate the workload of the course throughout the semester better.
It feels very overwhelming in the first 4-5 weeks.

Allows for
readings to
be delegated
& insights
shared.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

It is hard to see the connections of all the different parts of the course to each other as a whole course. They all just feel like completely unrelated topics that do not tie into each other at all.

OPEN COMMENTS:

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

The powerpoint presentations were very informative, especially the notes section.

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

Done.
Divide workload between group members early on in the semester. Use R and/or Jupyter as a module in the course as in-class instruction.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I really enjoyed the interview assignment for the course. They provided great amounts of insight for real HR professionals. I also really enjoyed the simulation. The simulation enabled us to see real world what happens within the HR department

OPEN COMMENTS:

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

Simulation,

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

Maybe offset R assignments (due Saturday/Sunday) to lessen the amount of work-load due before each class; Rearrange R lessons to better suit the learner
Remove Tableau from class or move till the end to make R the focal point. Possibly set aside a class for R training

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Your enthusiasm for course material was contagious. Really enjoyed the challenge this class presented.

OPEN COMMENTS:

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

The simulation

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

Balance the workload. Extremely easy to be burned out before half semester is over due to workload.

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:**

It's very discouraging to feel as if you are putting in this much work & the grade does not necessarily reflect. More balanced workload would hopefully help

OPEN COMMENTS:

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

The Simulation

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

① Students should be told that Tableau R wasn't that useful. Jobs posted does not facilitate a deep analysis of data. Do have Tableau as a requirement Only surface level.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Good job.

OPEN COMMENTS:

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

- summarized powerpoints
- constructive feed back

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

- take out R & lessen data camp load - just expose us
- fewer assignments on the programs - too many leads to burn out, then the students are disengaged

→ set the syllabus at the beginning - no changes throughout the semester

→ take our feed back into account after 4 weeks

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

These two comments don't fit.

Not all
feedback
should be
taken into
account

OPEN COMMENTS:

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

Discussion

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

Explain/show Re more in class if you will suggest in Turnitin

will do

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

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

The Simulation

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

1 tone down the work load some.
2 Simulation within 3 days is difficult
leaving you to fall short in other aspects

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

1

2

Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription							
	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ							
A. Course Organization and Planning																						
1	9	45%	8	40%	3	15%	0	0%	0	0%	0	0%	4.30	4.32	4.29	4.43	0.73	0.95	0.98	0.87	31	Expl of Requirements
2	11	55%	8	40%	1	5%	0	0%	0	0%	0	0%	4.50	4.47	4.38	4.49	0.61	0.86	0.91	0.81	41	Prep for Class
3	12	60%	6	30%	1	5%	1	5%	0	0%	0	0%	4.45	4.50	4.41	4.50	0.83	0.86	0.92	0.82	32	Command of Subj
4	11	55%	6	30%	1	5%	1	5%	1	5%	0	0%	4.25	4.34	4.27	4.43	1.12	0.99	1.04	0.89	26	Use of Class Time
5	11	55%	7	35%	1	5%	0	0%	1	5%	0	0%	4.35	4.36	4.26	4.38	0.99	0.94	1.02	0.94	36	Sum Important Pts
<i>Weighted Average for A. Course Organization and Planning</i>																4.37						
B. Communication																						
6	10	50%	8	40%	1	5%	0	0%	1	5%	0	0%	4.30	4.41	4.29	4.40	0.98	0.94	1.00	0.92	32	Presentations
7	12	60%	7	35%	1	5%	0	0%	0	0%	0	0%	4.55	4.53	4.56	4.67	0.60	0.84	0.80	0.69	22	Command of Lang
8	11	55%	6	30%	2	10%	1	5%	0	0%	0	0%	4.35	4.46	4.35	4.47	0.88	0.88	0.96	0.86	29	Use of Examples
9	8	40%	9	45%	1	5%	2	10%	0	0%	0	0%	4.15	4.40	4.32	4.40	0.93	0.86	0.94	0.89	22	Challenging Probs
10	13	65%	6	30%	1	5%	0	0%	0	0%	0	0%	4.60	4.58	4.48	4.54	0.60	0.79	0.87	0.82	44	Enthusiasm
<i>Weighted Average for B. Communication</i>																4.39						
C. Faculty/Student Interaction																						
11	11	55%	6	30%	3	15%	0	0%	0	0%	0	0%	4.40	4.42	4.41	4.50	0.75	0.99	0.96	0.87	31	Helpfulness
12	12	60%	5	25%	2	10%	1	5%	0	0%	0	0%	4.40	4.57	4.53	4.60	0.88	0.84	0.85	0.78	21	Respect for Stds
13	10	50%	9	45%	1	5%	0	0%	0	0%	0	0%	4.45	4.44	4.39	4.50	0.60	0.93	0.95	0.86	35	Concern-Progress
14	11	55%	7	35%	2	10%	0	0%	0	0%	0	0%	4.45	4.42	4.35	4.45	0.69	0.91	0.97	0.90	40	Avail for Extra Help
15	12	60%	6	30%	2	10%	0	0%	0	0%	0	0%	4.50	4.51	4.47	4.55	0.69	0.90	0.89	0.82	35	Listen to Std Ideas
<i>Weighted Average for C. Faculty/Student Interaction</i>																4.44						
D. Assignment, Exams and Grading																						
16	9	45%	8	40%	2	10%	0	0%	0	0%	1	5%	4.37	4.41	4.36	4.47	0.68	0.92	0.97	0.88	32	Inform How Graded
17	4	20%	12	60%	3	15%	1	5%	0	0%	0	0%	3.95	4.17	4.16	4.33	0.76	1.09	1.06	0.98	18	Clarity of Exam
18	5	25%	11	55%	3	15%	1	5%	0	0%	0	0%	4.00	4.35	4.32	4.44	0.79	0.93	0.95	0.90	16	Exam Coverage
19	8	40%	9	45%	2	10%	0	0%	0	0%	1	5%	4.32	4.27	4.21	4.37	0.67	1.02	1.06	0.96	36	Comments on Work
20	0	0%	5	25%	1	5%	0	0%	0	0%	14	70%	3.83	4.20	4.16	4.35	0.41	1.03	1.05	0.97	13	Quality of Text
21	5	25%	10	50%	5	25%	0	0%	0	0%	0	0%	4.00	4.23	4.23	4.36	0.73	1.04	1.06	0.97	22	Assignment Helpful
<i>Weighted Average for D. Assignment, Exams and Grading</i>																4.11						
E. Supplementary Instruction Methods																						
22	6	30%	13	65%	0	0%	0	0%	0	0%	1	5%	4.32	4.30	4.23	4.37	0.48	0.91	0.97	0.88	38	Small Group Discuss
23	8	40%	11	55%	1	5%	0	0%	0	0%	0	0%	4.35	4.16	4.11	4.30	0.59	1.01	1.06	0.95	47	Term Paper/Project
24	4	20%	3	15%	1	5%	0	0%	0	0%	12	60%	4.38	4.26	4.20	4.42	0.74	0.97	1.03	0.90	41	Lab Exercises
25	8	40%	11	55%	1	5%	0	0%	0	0%	0	0%	4.35	4.22	4.18	4.35	0.59	1.00	1.05	0.94	43	Group Projects
26	9	45%	10	50%	0	0%	0	0%	0	0%	1	5%	4.47	4.23	4.24	4.41	0.51	0.99	1.00	0.91	48	Case Studies, ...
27	3	15%	3	15%	0	0%	0	0%	0	0%	14	70%	4.50	4.21	4.22	4.39	0.55	1.01	1.02	0.92	53	Course Journals
28	8	40%	9	45%	1	5%	1	5%	0	0%	1	5%	4.26	4.39	4.35	4.44	0.81	0.84	0.92	0.86	27	Use of Computers
<i>Weighted Average for E. Supplementary Instruction Methods</i>																4.36						

Nicholls State University

Spring 2019 Student Instructional Report

Faculty: Castille/Christopher

College: BA Department: MNMK

Course: MNGT 502 EW (10218)

Course Enrollment:

20

Evaluations Processed:

20

Num	Rank							No Resp	Mean				Standard Deviation				%ile	QuestionDescription						
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A			Class	Dept	Col	Univ	Class	Dept	Col	Univ								
F. Course Outcomes																								
29	5	25%	8	40%	5	25%	2	10%	0	0%	0	0%	0	0%	3.80	3.78	3.67	3.87	0.95	1.04	1.09	1.04	41	Learning Increased
30	4	20%	9	45%	6	30%	1	5%	0	0%	0	0%	0	0%	3.80	3.81	3.69	3.88	0.83	0.95	1.03	1.01	43	Achieved Objectives
31	7	35%	6	30%	5	25%	1	5%	1	5%	0	0%	0	0%	3.85	3.77	3.59	3.79	1.14	1.09	1.15	1.13	51	Interest in Subject
32	5	25%	9	45%	5	25%	1	5%	0	0%	0	0%	0	0%	3.90	3.86	3.72	3.91	0.85	0.99	1.06	1.04	47	Think Independently
33	6	30%	8	40%	4	20%	1	5%	1	5%	0	0%	0	0%	3.85	3.91	3.75	3.93	1.09	1.00	1.07	1.05	40	Actively Involved
Weighted Average for F. Course Outcomes																		3.84						
34	4	20%	10	50%	6	30%	0	0%	0	0%	0	0%	0	0%	3.90	3.85	3.78	3.94	0.72	0.90	0.98	1.00	48	Effort Put In
35	4	20%	9	45%	7	35%	0	0%	0	0%	0	0%	0	0%	3.85	3.74	3.68	3.86	0.75	0.91	0.94	0.97	55	Prepared for Class
36	3	16%	7	37%	8	42%	0	0%	1	5%	0	0%	1	5%	3.58	3.76	3.78	3.90	0.96	0.97	1.01	1.04	28	Challenged by Crs
Num	5-Very Diff							No Resp	Mean				Standard Deviation				%ile	QuestionDescription						
	2	10%	9	45%	8	40%	1		0	0%	0	0%	0	0%	3.60	3.42	3.44	3.43	0.75	0.70	0.72	0.74		Level of Difficulty
Num	5-Much Heav							No Resp	Mean				Standard Deviation				%ile	QuestionDescription						
	10	50%	6	30%	3	15%	1		0	0%	0	0%	0	0%	4.25	3.40	3.27	3.28	0.91	0.80	0.79	0.84		Work Load
Num	5-Very Fast							No Resp	Mean				Standard Deviation				%ile	QuestionDescription						
	2	10%	4	20%	13	65%	0		1	5%	0	0%	0	0%	3.30	3.23	3.26	3.30	0.86	0.58	0.63	0.66		Pace of Course
Num	5-Very Effect							No Resp	Mean				Standard Deviation				%ile	QuestionDescription						
	10	50%	6	30%	3	15%	1		0	0%	0	0%	0	0%	4.25	4.09	3.95	4.09	0.91	0.98	1.01	0.93	57	Quality of Instruct
Num	1-Maj/Minor							No Resp	Mean				Standard Deviation				%ile	QuestionDescription						
	14	70%	6	30%	0	0%	0		0	0%	0	0%	0	0%	1.30	1.30	1.30	1.36	0.47	0.65	0.64	0.68		Description of Crs
Num	1-Freshman							No Resp	Mean				Standard Deviation				%ile	QuestionDescription						
	0	0%	0	0%	0	0%	0		19	95%	1	5%	0	0%	5.05	3.73	3.05	2.57	0.22	0.67	1.08	1.20		Class Level
Num	1-Better Engl							No Resp	Mean				Standard Deviation				%ile	QuestionDescription						
	16	80%	3	15%	1	5%	0		0	0%	0	0%	0	0%	1.25	1.08	1.08	1.06	0.55	0.35	0.35	0.31		Comm in English
Num	1-Female							No Resp	Mean				Standard Deviation				%ile	QuestionDescription						
	8	42%	11	58%	0	0%	0		1	5%	0	0%	1	5%	1.58	1.49	1.54	1.34	0.51	0.51	0.50	0.48		Gender
Num	1-A							No Resp	Mean				Standard Deviation				%ile	QuestionDescription						
	11	55%	3	15%	1	5%	5		0	0%	0	0%	0	0%	2.00	3.08	3.14	2.91	1.30	1.71	1.80	1.77		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:

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

I think the youtube videos/interviews were very insightful & I enjoyed the simulation a lot

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

Not sure, I enjoyed the course.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I learned valuable information throughout this course that I can apply for my job today.

OPEN COMMENTS:

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

Having Dr Castille really care about us learning the material, without any pressure.

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

- 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:**

Keep up the great work, and willingness to help us.

OPEN COMMENTS:

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

the simulation

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR:

should spread out the workload, it is kinda difficult to balance w/ 2 jobs & 2 other classes

↳ No...

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Overall, I learned plenty in this class. I enjoyed your lectures & the simulation the most.

OPEN COMMENTS:

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

You are a great teacher and I learned a lot in your class

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

Cut down on the workload. Many times it becomes an overload and the material does not stick. Learning R, DataCamp, Tableau, the simulation, reading, and interviews are too much.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

exposure...

I expect a lot from you. Stick... communicate. Fly's more effectively.

OPEN COMMENTS:

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

The Homework but it was a lot

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

Spread the simulation out. Have a text book.
↓

Done.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

While this course is challenging, I enjoyed it. I think 1 of the best parts is how you make the class flexible,

OPEN COMMENTS:

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

- group assignments
- applying what we learned in class to simulation, group readings, etc.
- the openness of class discussion

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

- start interpretive earlier in the semester. our team felt rushed to get presentation / justifications done.
- demonstrate R earlier in course before assignments are due.

would ~~increase~~ ^{increase} workload substantially at the end of course.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

- I really enjoyed your class! one of my favorite classes in my time at Nichols!
- Thank you for being so open to students' questions & concerns.

OPEN COMMENTS:

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

The simulation and the fact that we always working in groups.

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

Could had more options to the simulation where different teams can help and learn from each other.

~~I want to do this!~~ Requires a minimum of 10th students per class.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I really enjoy his class. So far as a graduate student it was my favorite class. Thank you

OPEN COMMENTS:

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

- This is a course that
wasn't designed well
and should be cut*
1. Financial analysis of HR initiatives
 2. HR management simulation
 3. HR audits
- students probably won't
work about this*

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

Decrease the workload. It was a lot.

It was hard to get much out of the assignments since there were so many at once.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I like the course. I just felt that there was so much content. It was hard to see the true meaning.

I learned a little about a lot, but I wish it was the other way around. I think the course should focus on fewer aspects that seem unrelated.

OPEN COMMENTS:

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

Learning New online tools for assignments

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: Simulation

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR:

1. Replace weekly readings with a textbook.
2. The structure of the course was confusing. I wish we would have focused more on power points, tests and simulation rather than R and Tableau.

→ No - but add a textbook

→ then they won't connect this course to others

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT: (e.g., stats)

OPEN COMMENTS:

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

having the ability to correct out quizzes after the fact. This helped make the course about learning and not purely about a letter grade

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

Increase group meeting time during class

↳ Working on files... hard to do.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

OPEN COMMENTS:

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

Small discussions in class.

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

I really believe that the pace we went over & studio did not make me learn any coding. In my opinion this should be a course

for it self. I like the fact I know what it is, but I wish I could spend more time on it. It is very time consuming.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I really appreciate the hard work. But I think all the material included is really too much. I strongly believe I would learn more if I had less things to do, but actually could spend more time on it.

OPEN COMMENTS:

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

The simulation was a great hands on way to learn how HR individuals make decisions. I have definitely learned a great deal through the simulation especially through the special decisions.

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

The Tableau and R assignments should be spread out at the beginning of the course, so they are finished before the simulation decisions begin. This will allow for more of the student's focus to be on the decisions.

Idea: consider pushing analytics to end of semester?
Not what student asked, but maybe better.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Thank you for your enthusiasm for the subject matter and showing that you care for our education. It is relieving that you care about more about us learning than just slapping a letter grade next to our name.

Nicholls State University

Fall 2019 Student Instructional Report

Faculty: Castille/Christopher

Course Enrollment:

6

College: BA

Department: MNMK

4

Course: MNGT 502 EW (82027)

Evaluations Processed:

Num	Rank						No Resp	Mean				Standard Deviation				%ile	QuestionDescription							
	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ									
A. Course Organization and Planning																								
1	2	50%	0	0%	2	50%	0	0%	0	0%	0	0%	4.00	4.27	4.33	4.41	1.15	1.01	0.92	0.89	16	Expl of Requirements		
2	3	75%	0	0%	1	25%	0	0%	0	0%	0	0%	4.50	4.34	4.40	4.47	1.00	1.02	0.89	0.84	40	Prep for Class		
3	3	75%	1	25%	0	0%	0	0%	0	0%	0	0%	4.75	4.36	4.40	4.47	0.50	0.99	0.91	0.86	68	Command of Subj		
4	1	25%	0	0%	1	25%	2	50%	0	0%	0	0%	3.00	4.13	4.29	4.42	1.41	1.23	1.05	0.93	3	Use of Class Time		
5	1	25%	0	0%	2	50%	1	25%	0	0%	0	0%	3.25	4.16	4.23	4.35	1.26	1.18	1.07	1.00	5	Sum Important Pts		
<i>Weighted Average for A. Course Organization and Planning</i>																		3.90						
B. Communication																								
6	2	50%	1	25%	0	0%	0	0%	1	25%	0	0%	3.75	4.23	4.28	4.38	1.89	1.12	1.03	0.96	12	Presentations		
7	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	5.00	4.67	4.65	4.69	0.00	0.70	0.72	0.68	100	Command of Lang		
8	1	25%	2	50%	0	0%	1	25%	0	0%	0	0%	3.75	4.32	4.34	4.44	1.26	1.01	0.95	0.88	8	Use of Examples		
9	1	25%	1	25%	1	25%	0	0%	1	25%	0	0%	3.25	4.20	4.29	4.36	1.71	1.09	0.99	0.93	3	Challenging Probs		
10	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	5.00	4.47	4.47	4.53	0.00	0.92	0.86	0.84	100	Enthusiasm		
<i>Weighted Average for B. Communication</i>																		4.15						
C. Faculty/Student Interaction																								
11	3	75%	1	25%	0	0%	0	0%	0	0%	0	0%	4.75	4.32	4.42	4.48	0.50	1.12	0.95	0.91	61	Helpfulness		
12	3	75%	1	25%	0	0%	0	0%	0	0%	0	0%	4.75	4.48	4.54	4.59	0.50	0.93	0.83	0.80	52	Respect for Stds		
13	3	75%	1	25%	0	0%	0	0%	0	0%	0	0%	4.75	4.34	4.42	4.47	0.50	1.04	0.93	0.90	65	Concern-Progress		
14	3	75%	1	25%	0	0%	0	0%	0	0%	0	0%	4.75	4.27	4.37	4.44	0.50	1.07	0.96	0.93	69	Avail for Extra Help		
15	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	5.00	4.44	4.49	4.54	0.00	0.99	0.89	0.85	100	Listen to Std Ideas		
<i>Weighted Average for C. Faculty/Student Interaction</i>																		4.80						
D. Assignment, Exams and Grading																								
16	3	75%	1	25%	0	0%	0	0%	0	0%	0	0%	4.75	4.31	4.41	4.46	0.50	1.04	0.91	0.89	74	Inform How Graded		
17	1	25%	2	50%	1	25%	0	0%	0	0%	0	0%	4.00	4.10	4.19	4.31	0.82	1.20	1.06	1.00	23	Clarity of Exam		
18	1	25%	1	25%	2	50%	0	0%	0	0%	0	0%	3.75	4.20	4.33	4.43	0.96	1.15	0.98	0.92	9	Exam Coverage		
19	2	50%	1	25%	1	25%	0	0%	0	0%	0	0%	4.25	4.13	4.22	4.33	0.96	1.15	1.05	0.99	31	Comments on Work		
20	1	25%	0	0%	0	0%	1	25%	2	50%	0	0%	2.25	4.07	4.17	4.30	1.89	1.17	1.08	1.01	2	Quality of Text		
21	1	25%	1	25%	0	0%	1	25%	1	25%	0	0%	3.00	4.07	4.21	4.33	1.83	1.23	1.09	1.01	4	Assignment Helpful		
<i>Weighted Average for D. Assignment, Exams and Grading</i>																		3.67						
E. Supplementary Instruction Methods																								
22	2	50%	0	0%	1	25%	1	25%	0	0%	0	0%	3.75	4.21	4.25	4.35	1.50	1.06	0.98	0.92	10	Small Group Discuss		
23	0	0%	2	50%	2	50%	0	0%	0	0%	0	0%	3.50	4.13	4.16	4.29	0.58	1.04	1.00	0.96	9	Term Paper/Project		
24	1	25%	0	0%	0	0%	1	25%	0	0%	0	0%	3.50	4.17	4.23	4.37	2.12	1.10	1.01	0.95	11	Lab Exercises		
25	1	25%	1	25%	2	50%	0	0%	0	0%	0	0%	3.67	4.11	4.22	4.34	1.15	1.17	1.06	0.98	15	Case Studies, ...		
26	1	25%	0	0%	2	50%	0	0%	0	0%	1	25%	0	0%	4.00	4.23	4.28	4.36	0.00	1.04	0.99	0.97	26	Course Journals
27	0	0%	1	25%	0	0%	0	0%	3	75%	0	0%	4.00	4.28	4.35	4.41	1.15	1.00	0.93	0.90	18	Use of Computers		
28	2	50%	0	0%	2	50%	0	0%	0	0%	0	0%	4.00	4.28	4.35	4.41	1.15	1.00	0.93	0.90	18			
<i>Weighted Average for E. Supplementary Instruction Methods</i>																		3.73						

Nicholls State University

Fall 2019 Student Instructional Report

Faculty: Castille/Christopher
College: BA
Course: MNGT 502 EW (82027)

Course Enrollment: 6
Evaluations Processed: 4

Num	Rank						No Resp	Mean			Standard Deviation			%ile	QuestionDescription											
	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A		Class	Dept	Col	Univ	Class	Dept	Col	Univ											
F. Course Outcomes																										
29	1	25%	0	0%	1	25%	1	25%	1	25%	0	0%			0	0%	2.75	3.61	3.69	3.84	1.71	1.11	1.06	1.08	4	Learning Increased
30	1	25%	1	25%	0	0%	1	25%	1	25%	0	0%			0	0%	3.00	3.64	3.71	3.86	1.83	1.05	1.02	1.04	7	Achieved Objectives
31	1	25%	0	0%	1	25%	1	25%	1	25%	0	0%			0	0%	2.75	3.59	3.56	3.74	1.71	1.17	1.17	1.18	6	Interest in Subject
32	1	25%	0	0%	0	0%	2	50%	1	25%	0	0%			0	0%	2.50	3.66	3.70	3.88	1.73	1.13	1.08	1.07	1	Think Independently
33	1	25%	0	0%	3	75%	0	0%	0	0%	0	0%			0	0%	3.50	3.68	3.74	3.90	1.00	1.11	1.08	1.09	21	Actively Involved
Weighted Average for F. Course Outcomes																2.90										
34	1	25%	2	50%	1	25%	0	0%	0	0%	0	0%			0	0%	4.00	3.73	3.78	3.91	0.82	0.90	0.95	1.04	63	Effort Put In
35	1	25%	0	0%	3	75%	0	0%	0	0%	0	0%			0	0%	3.50	3.63	3.69	3.85	1.00	0.86	0.92	0.99	19	Prepared for Class
36	2	50%	1	25%	1	25%	0	0%	0	0%	0	0%			0	0%	4.25	3.67	3.77	3.86	0.96	0.95	1.01	1.12	74	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	1	25%	1	25%	2	50%	0	0%	0	0%					0	0%	3.75	3.40	3.43	3.39	0.96	0.66	0.72	0.79		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	2	50%	1	25%	1	25%	0	0%	0	0%					0	0%	4.25	3.25	3.24	3.20	0.96	0.73	0.75	0.87		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	1	25%	2	50%	1	25%	0	0%	0	0%					0	0%	4.00	3.21	3.27	3.29	0.82	0.66	0.63	0.67		Pace of Course
Num	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A		No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription								
40	1	25%	1	25%	0	0%	2	50%	0	0%	0	0%			0	0%	3.25	3.90	3.93	4.07	1.50	1.12	1.04	0.97	6	Quality of Instruct
Num	1-Maj/Minor	2-College Rea	3-Elective	4-Other				No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription								
41	2	50%	2	50%	0	0%	0	0%							0	0%	1.50	1.31	1.28	1.42	0.58	0.67	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%	0	0%	4	100%	0	0%					0	0%	5.00	3.74	3.08	2.43	0.00	0.69	1.06	1.22		Class Level
Num	1-Better Engl	2-Better Other	3-Fault					No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription								
43	3	75%	0	0%	1	25%									0	0%	1.50	1.05	1.06	1.05	1.00	0.27	0.30	0.30		Comm in English
Num	1-Female	2-Male						No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription								
44	1	33%	2	67%											1	25%	1.67	1.51	1.52	1.34	0.58	0.50	0.50	0.47		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%	2	50%	0	0%	1	25%	1	25%	0	0%	0	0%	0	0%	3.25	3.28	3.20	2.89	1.50	1.71	1.78	1.78		Grade Expected

Footnotes

- 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.
- 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.
- N/A and missing responses were not included in the computation of means or percentiles.

OPEN COMMENTS:

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

Simulation - enjoyed the interactive aspect, but we did the majority of it by guess because we had no idea what we were doing because we never covered scenarios in class

2) TO IMPROVE THIS COURSE IN FUTURE

SEMESTERS, THE PROFESSOR:

Lighten the workload, most have full-time jobs and spending hours on material we talk on for 5 minutes and never use again is frustrating.

Simplify the learning everything we talked about was difficult to understand for someone who never

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

TOOK HR
THIS CLASS WAS A LOT FOR HOW LITTLE I
FELT LIKE I LEARNED. THIS CLASS WAS WAY TOO
FAST AND WAY TOO MUCH WORK I HAVE NO BETTER
UNDERSTANDING OF HUMAN RESOURCES THAN I DID
BEFORE. I AM VERY DISAPPOINTED IN THE MBA
PROGRAM.

OPEN COMMENTS:

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

The simulation although we did it blind & slightly clueless

I think the course should be taught around the simulation

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

Quit teaching R (took way too much time)

less homework -- we all have other classes & jobs
keep the take home quit

Do HR background

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

- This class was way too much of a workload,
we crammed way too much into the semester,
I don't feel any more knowledgeable about HR or
human capital

- I didn't enjoy this class - it was too overwhelming (I dreaded every Wednesday evening)

- I do appreciate Dr. C's availability & flexibility when it came to helping us out - he really does care about the students

OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS: The use of computer exercises to engage the information that we were learning. The use of Excel and Tableau specifically increased my knowledge.

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

The amount of different work was too much. Too many different things trying to learn at once. I would like to spend more time on Exercises that's going to also benefit me going forward like Tableau.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I enjoyed having this class with you. You were very nice and open to new ideas. Thank you for your time! Thank you for increasing my knowledge.

OPEN COMMENTS:

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

Use of computer exercises to demonstrate material objectives

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

Make every quiz take home

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I thoroughly enjoyed your class!

Nicholls State University
Spring 2020 - Full Term Evaluations

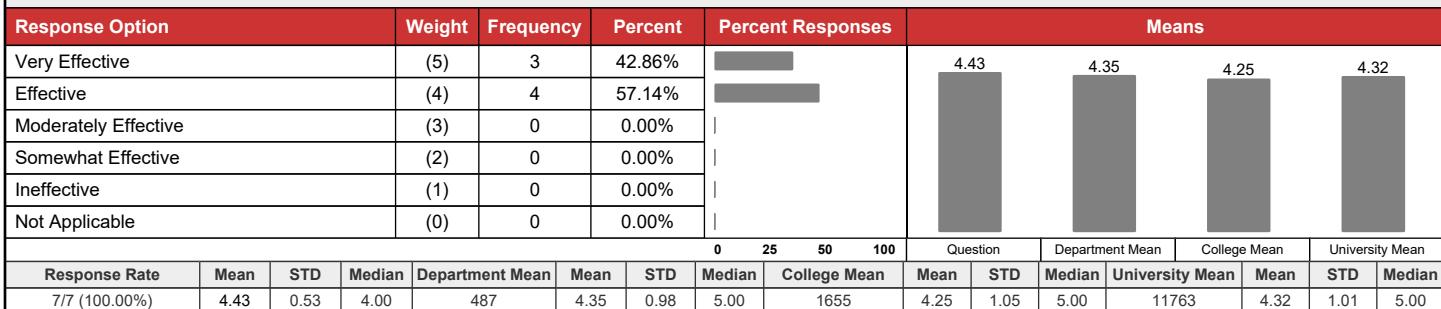


Course: 20S_MNGT502_EW: 20S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 7/7 (100.00 %)

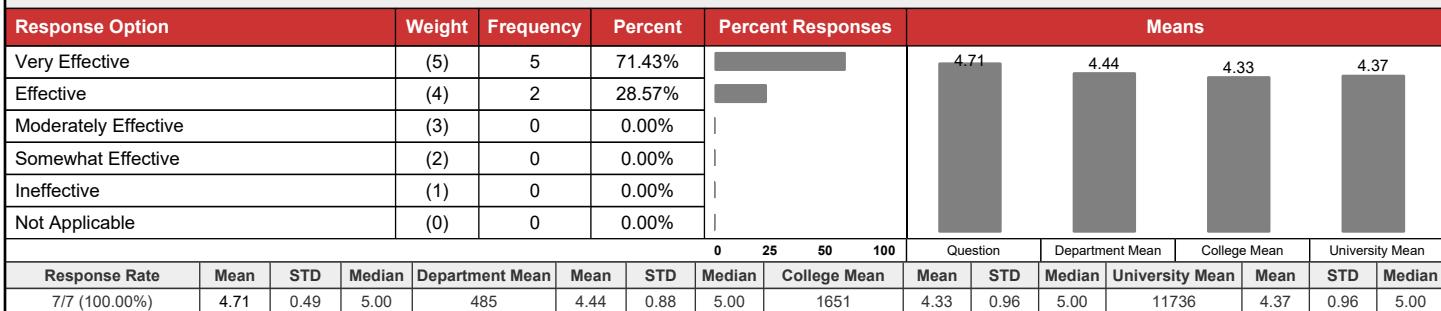
1 - 1. The instructor's explanation of course requirements

Christopher Castille



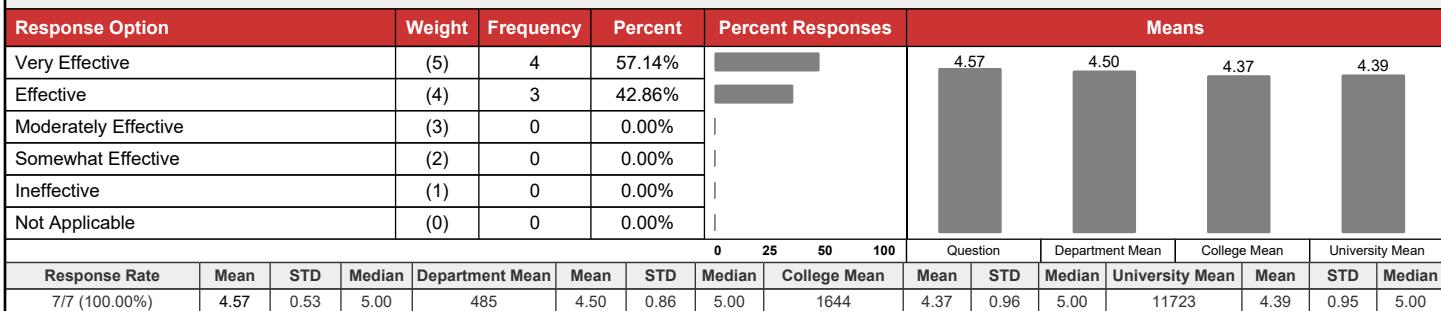
2 - 2. The instructor's preparation for each class period

Christopher Castille



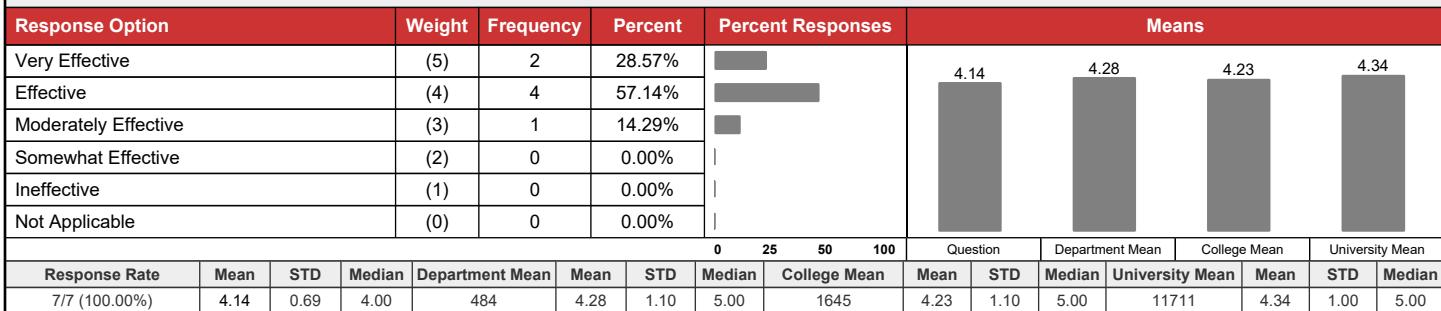
3 - 3. The instructor's command of the subject matter

Christopher Castille



4 - 4. The instructor's use of class time

Christopher Castille



Nicholls State University
Spring 2020 - Full Term Evaluations

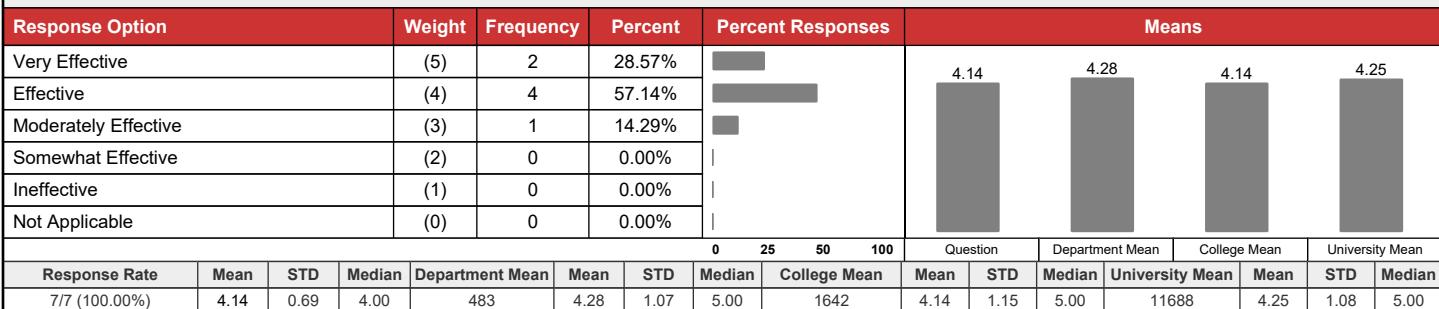


Course: 20S_MNGT502_EW: 20S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 7/7 (100.00 %)

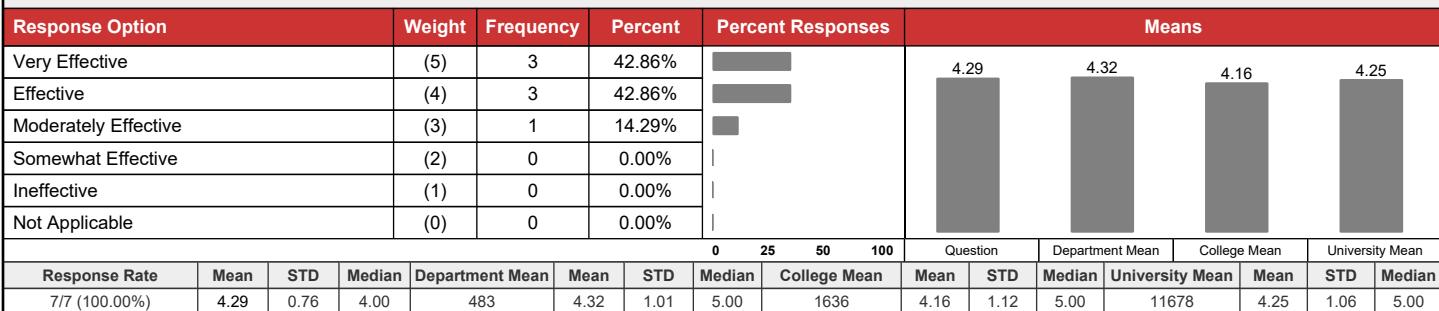
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



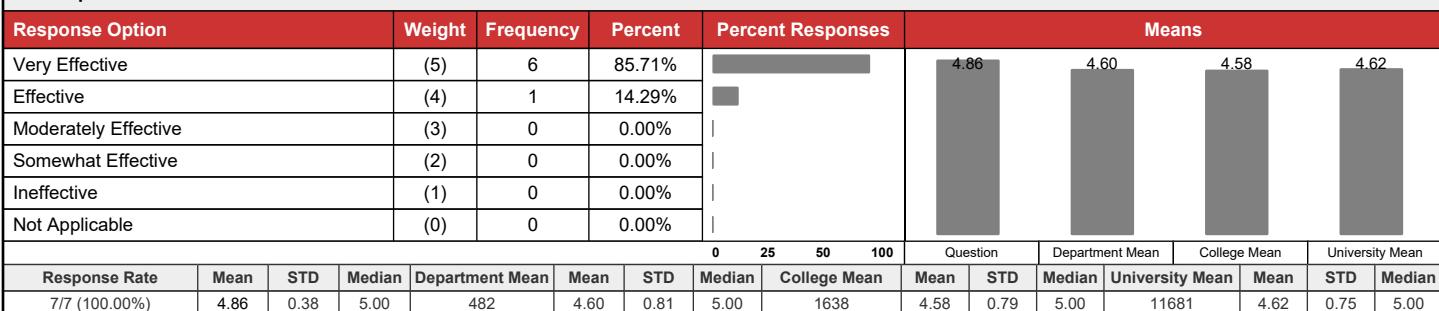
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



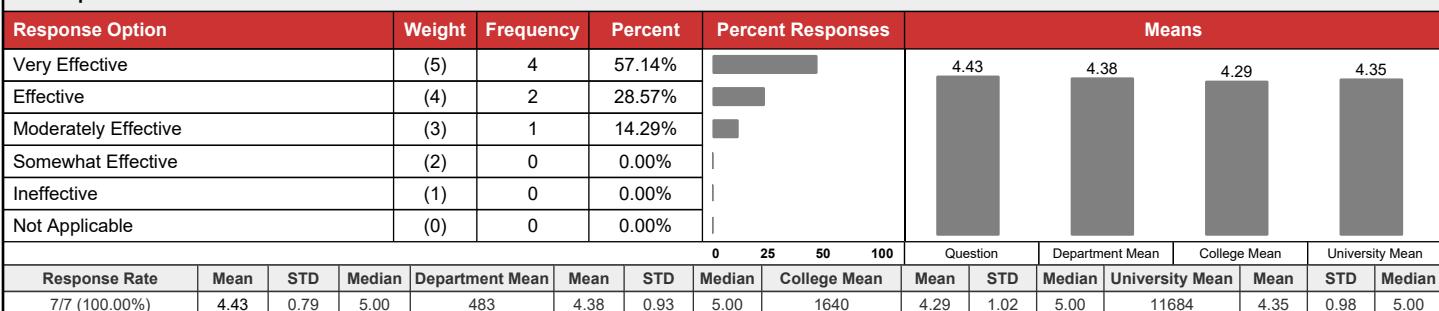
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



Nicholls State University
Spring 2020 - Full Term Evaluations

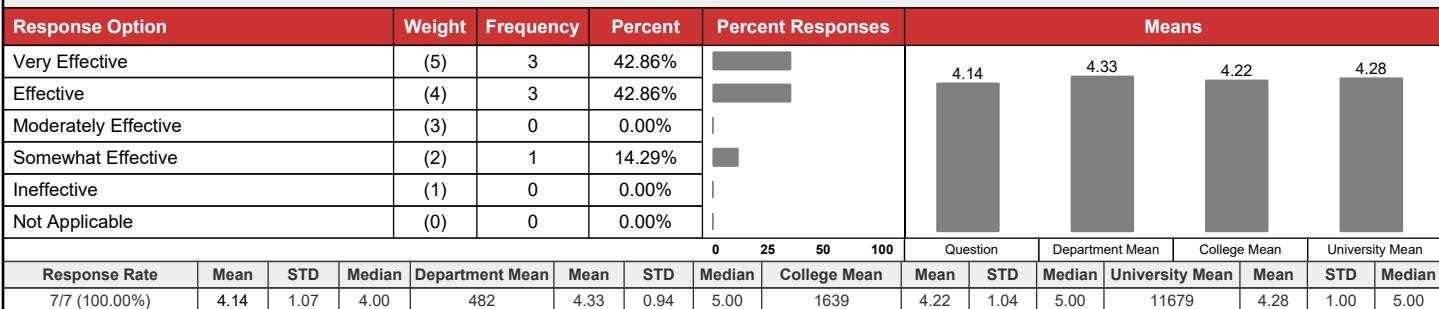


Course: 20S_MNGT502_EW: 20S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 7/7 (100.00 %)

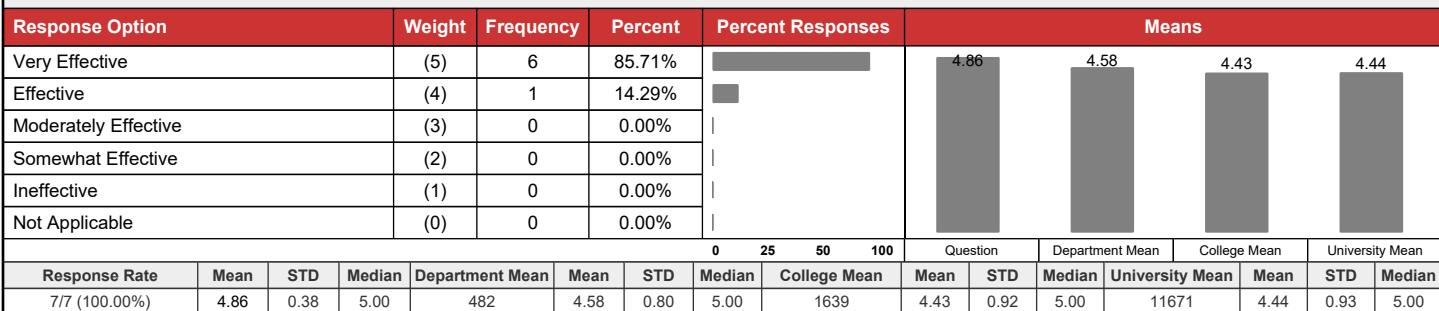
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



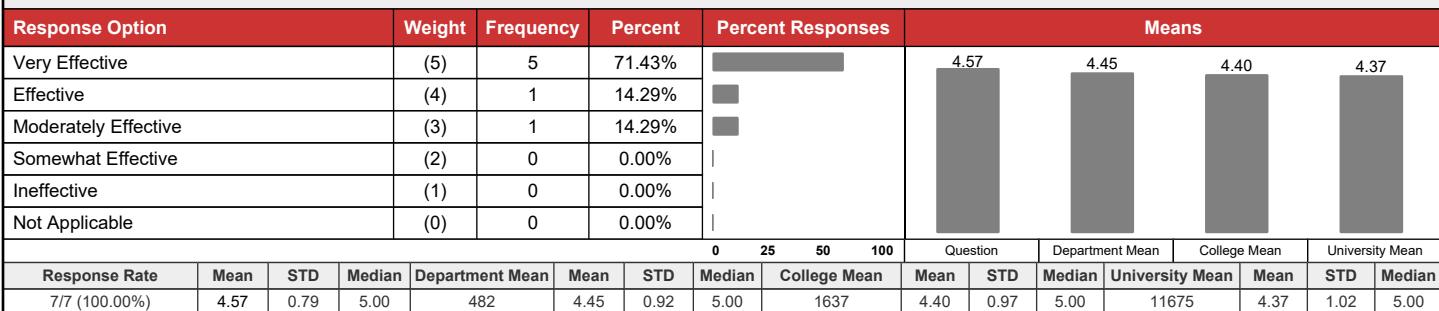
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



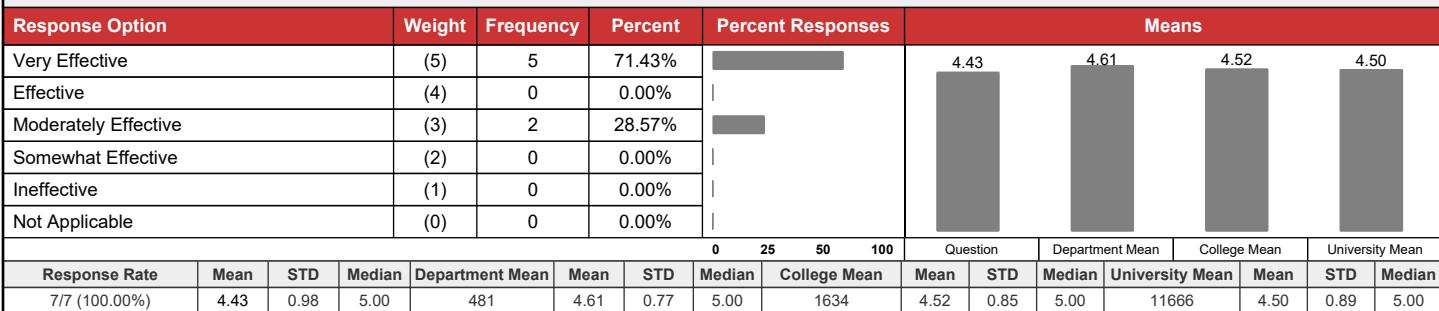
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille



Nicholls State University
Spring 2020 - Full Term Evaluations

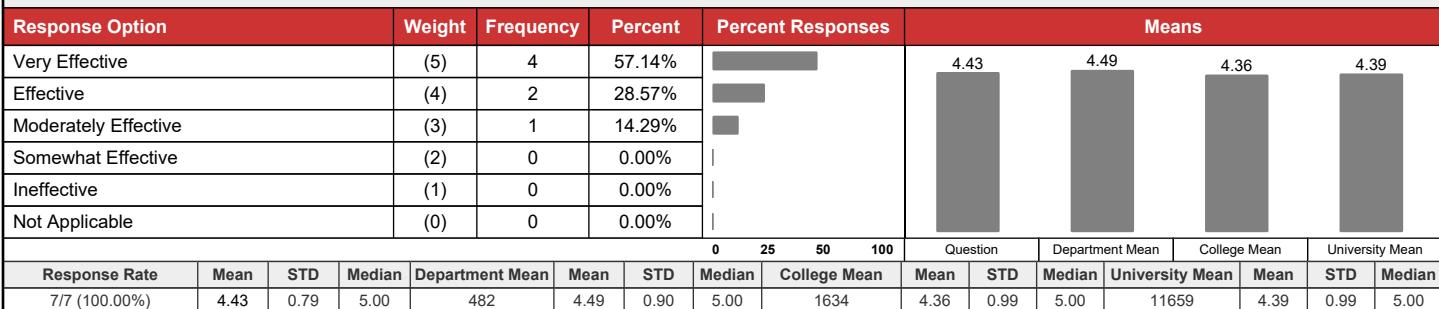


Course: 20S_MNGT502_EW: 20S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 7/7 (100.00 %)

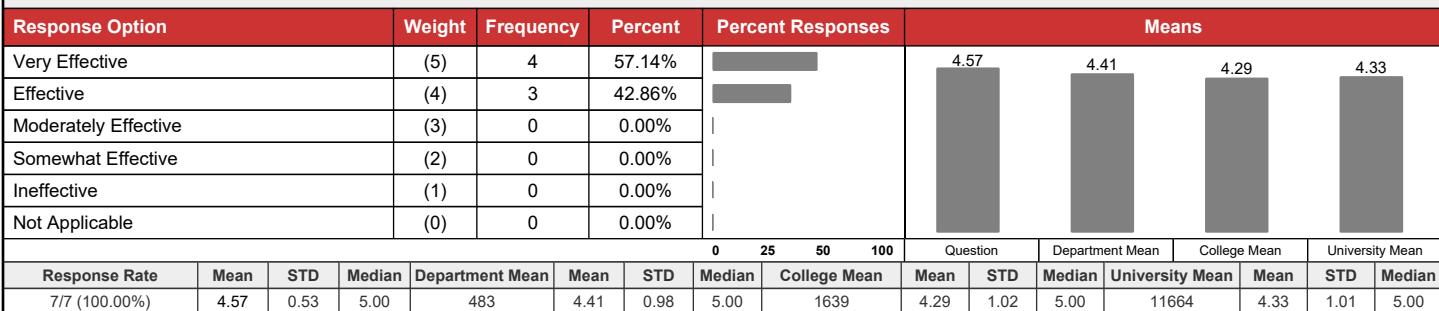
13 - 13. The instructor's concern for student progress

Christopher Castille



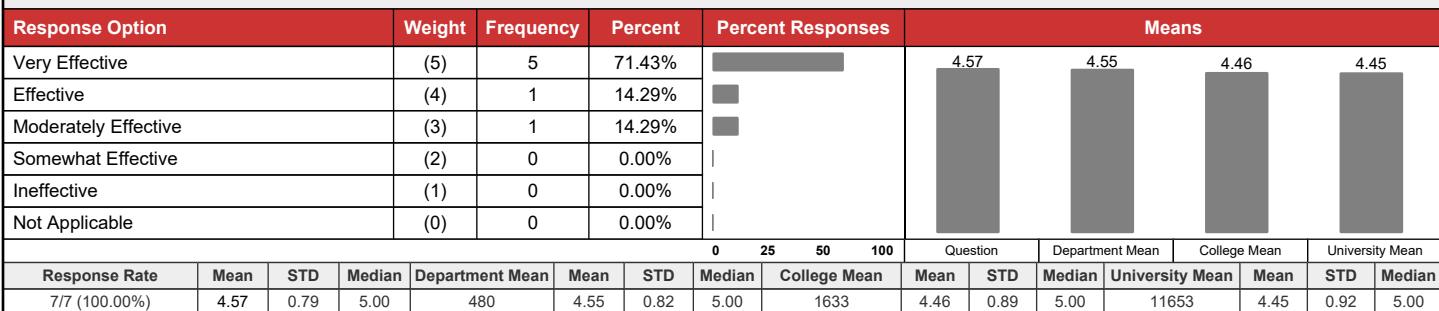
14 - 14. The availability of extra help for this class (taking into account the size of the class)

Christopher Castille

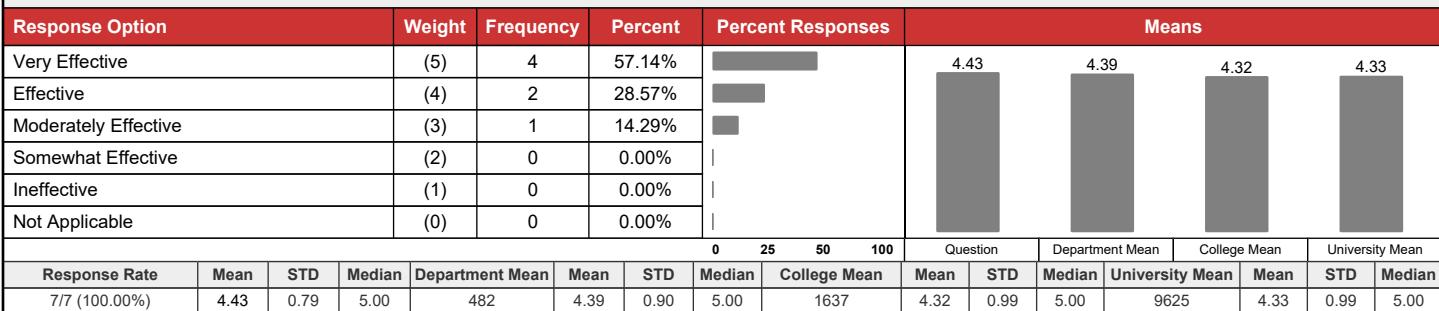


15 - 15. The instructor's willingness to listen to student questions and opinions

Christopher Castille



16 - 16. The information given to students about how they would be graded



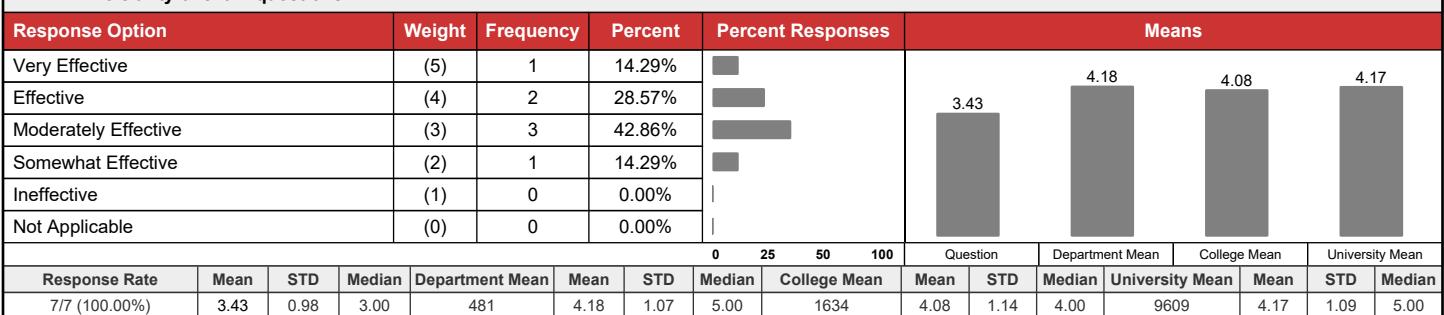
Nicholls State University
Spring 2020 - Full Term Evaluations



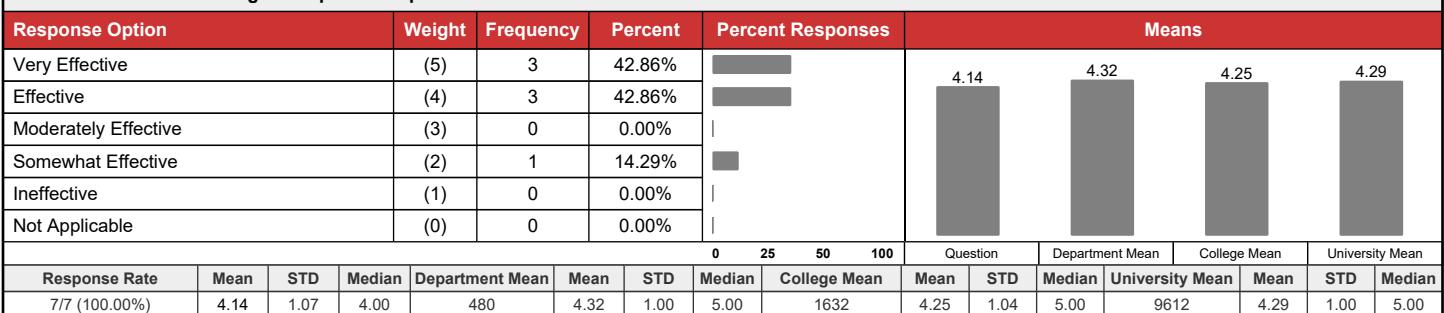
Course: 20S_MNGT502_EW: 20S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 7/7 (100.00 %)

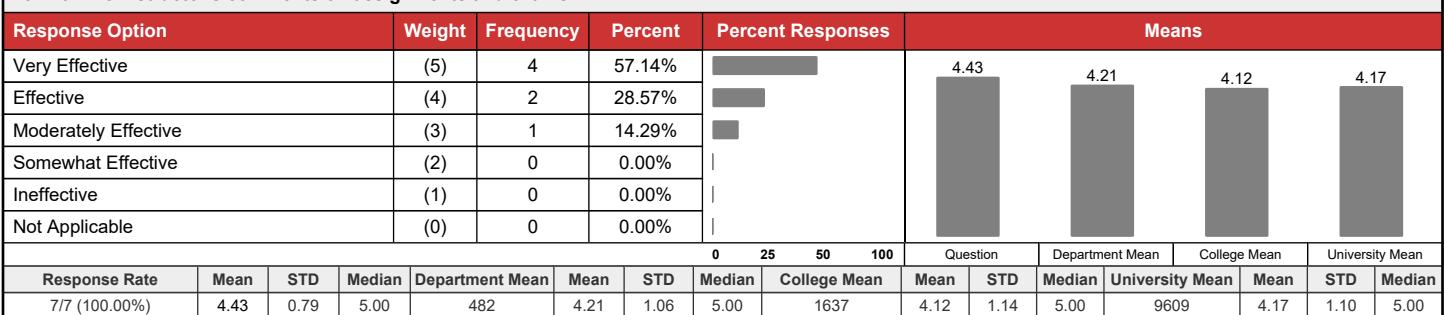
17 - 17. The clarity of exam questions



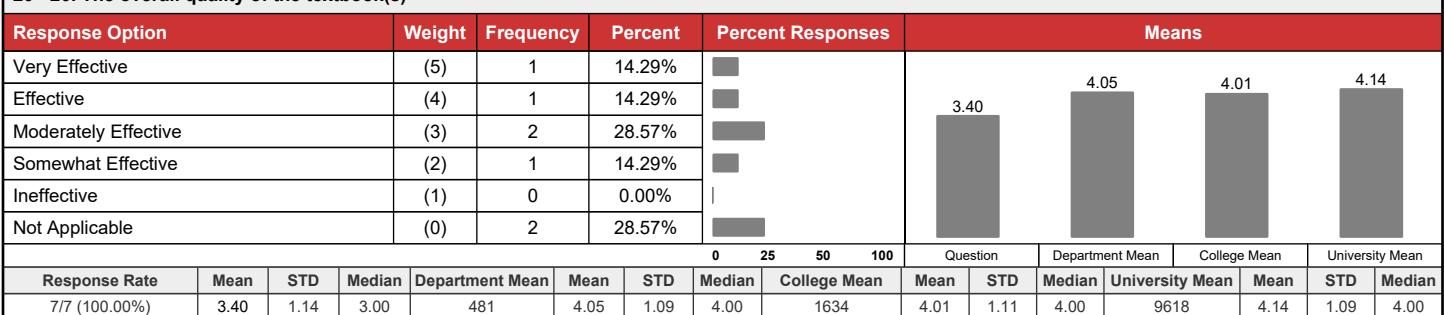
18 - 18. The exams' coverage of important aspects of the course



19 - 19. The instructor's comments on assignments and exams



20 - 20. The overall quality of the textbook(s)



Nicholls State University
Spring 2020 - Full Term Evaluations

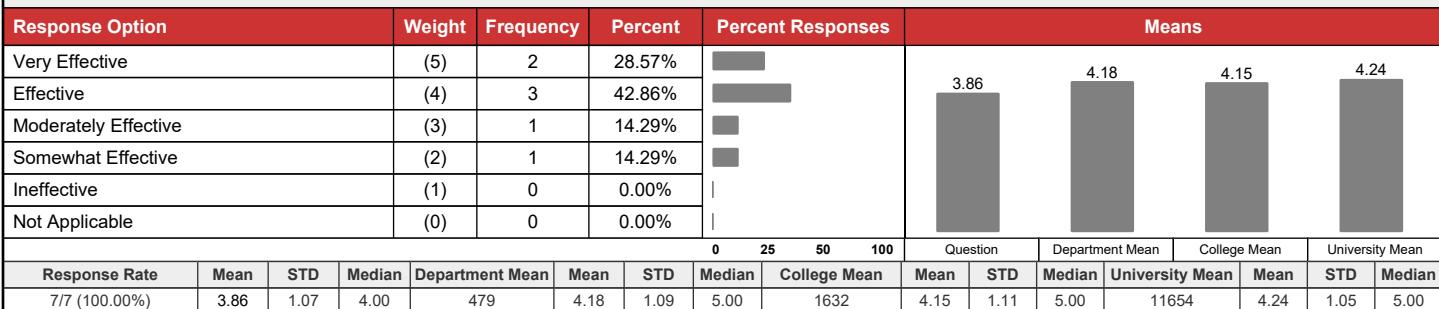


Course: 20S_MNGT502_EW: 20S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

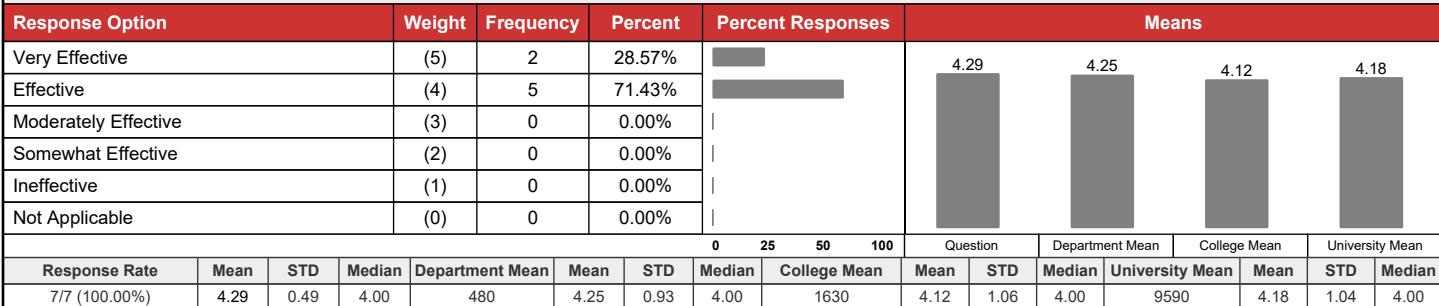
Response Rate: 7/7 (100.00 %)

21 - 21. The helpfulness of assignments in understanding course material

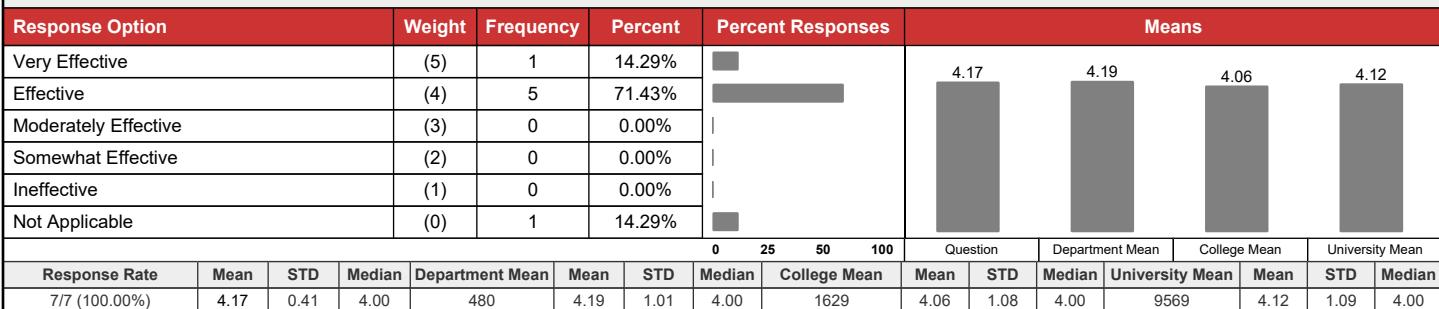
Christopher Castille



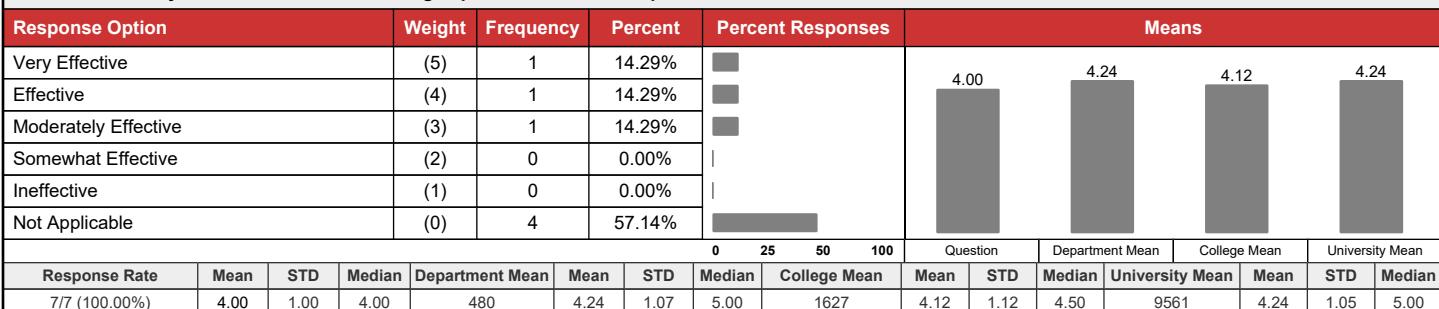
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)



24 - 24. Laboratory exercises for understanding important course concepts



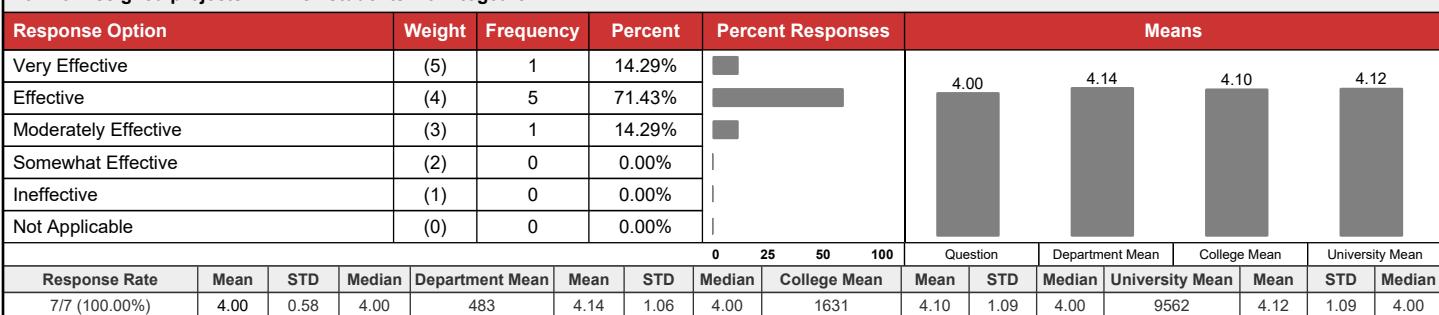
Nicholls State University
Spring 2020 - Full Term Evaluations



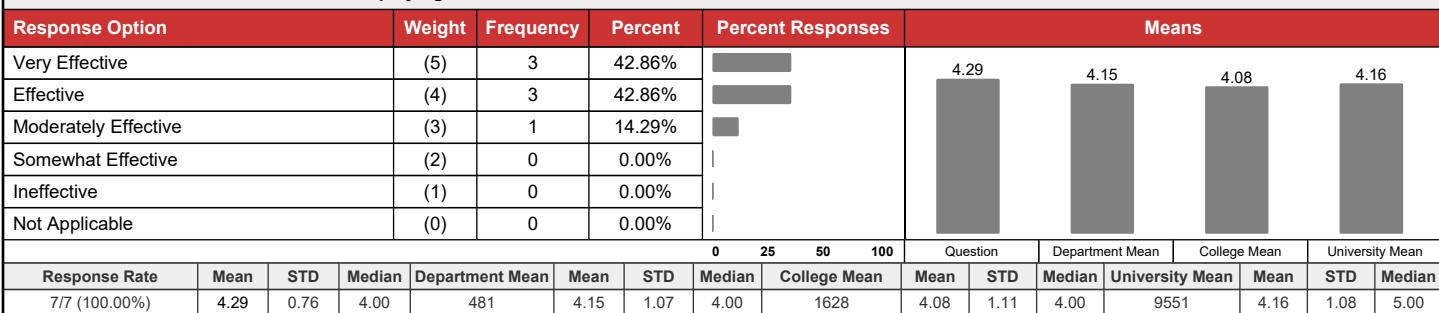
Course: 20S_MNGT502_EW: 20S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 7/7 (100.00 %)

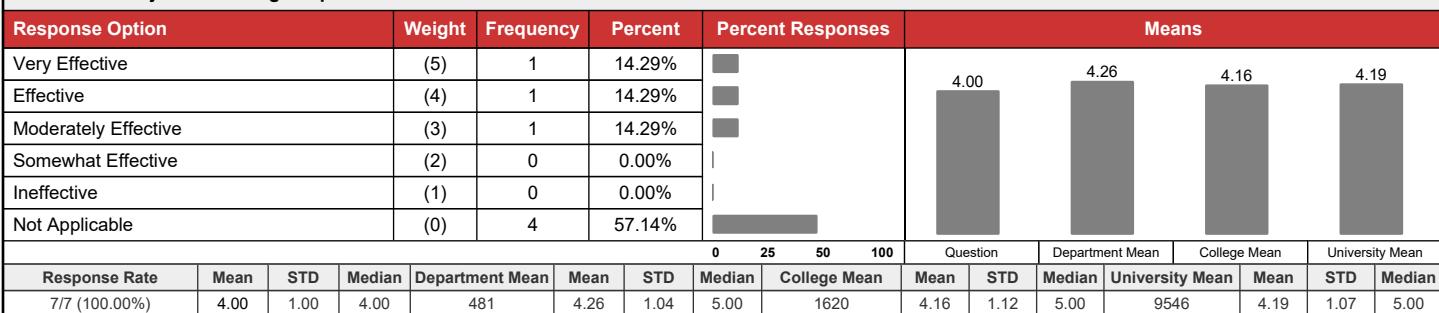
25 - 25. Assigned projects in which students work together



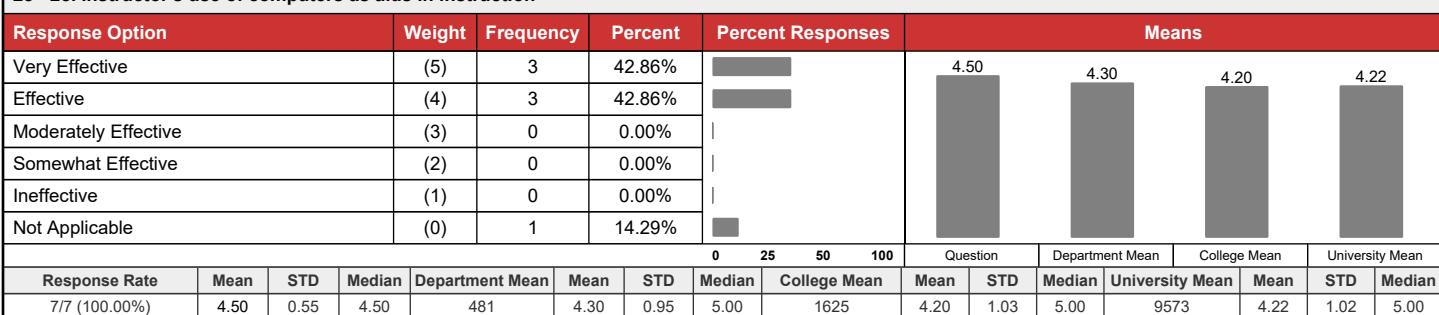
26 - 26. Case studies, simulations or role playing



27 - 27. Course journals or logs required of students



28 - 28. Instructor's use of computers as aids in instruction

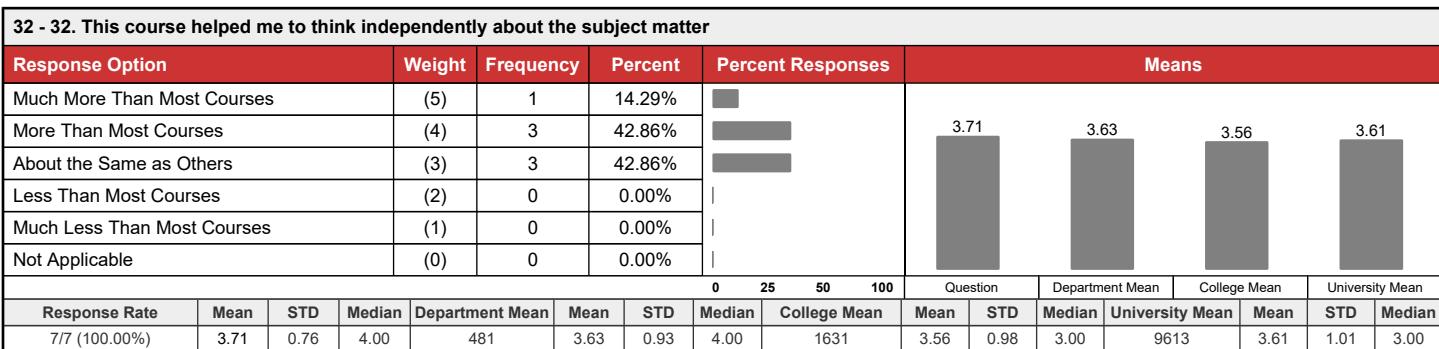
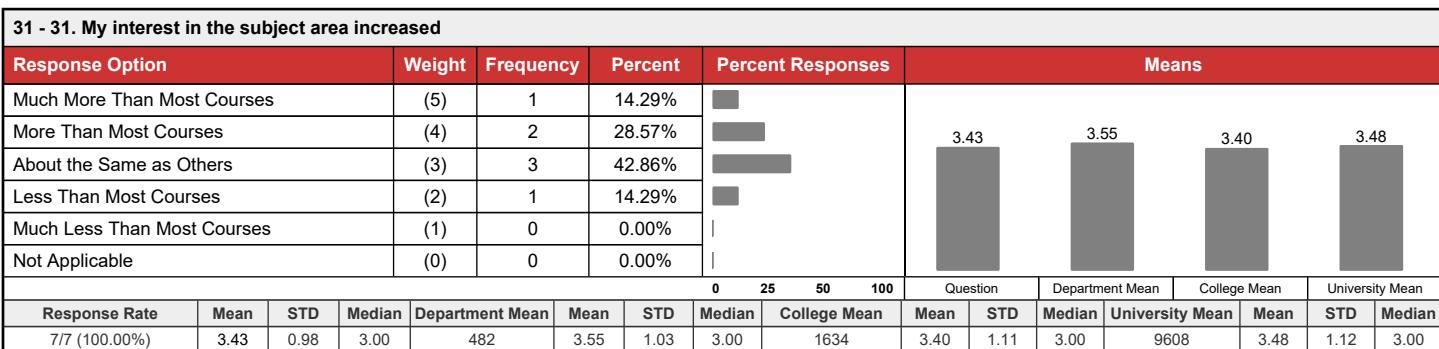
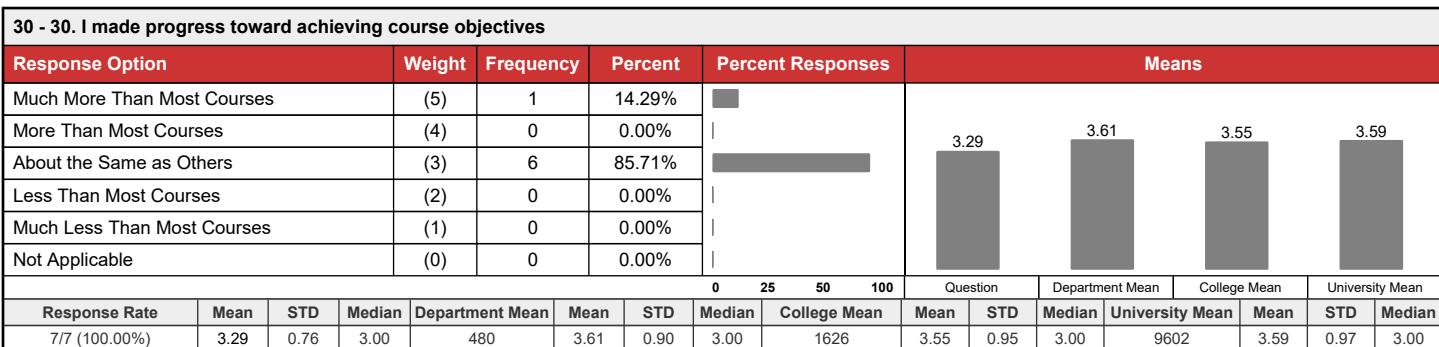
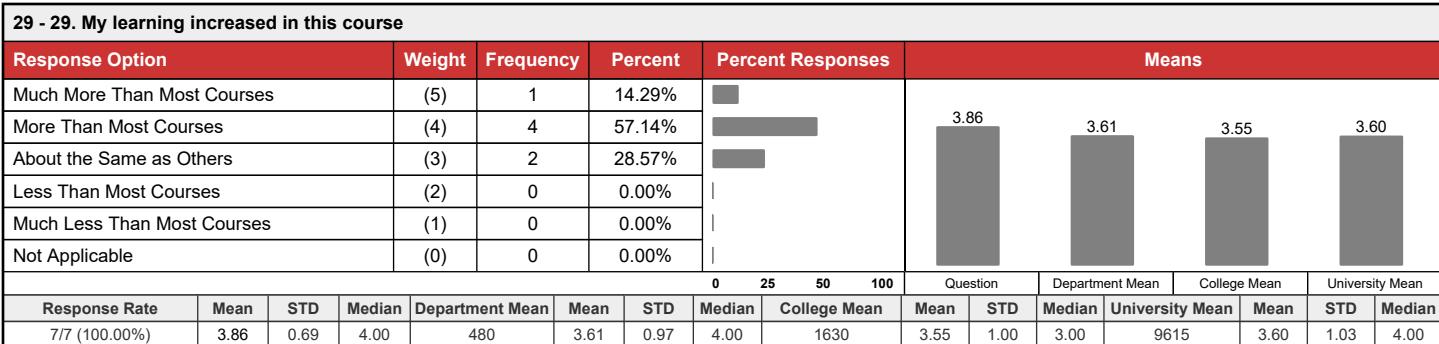


Nicholls State University
Spring 2020 - Full Term Evaluations



Course: 20S_MNGT502_EW: 20S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

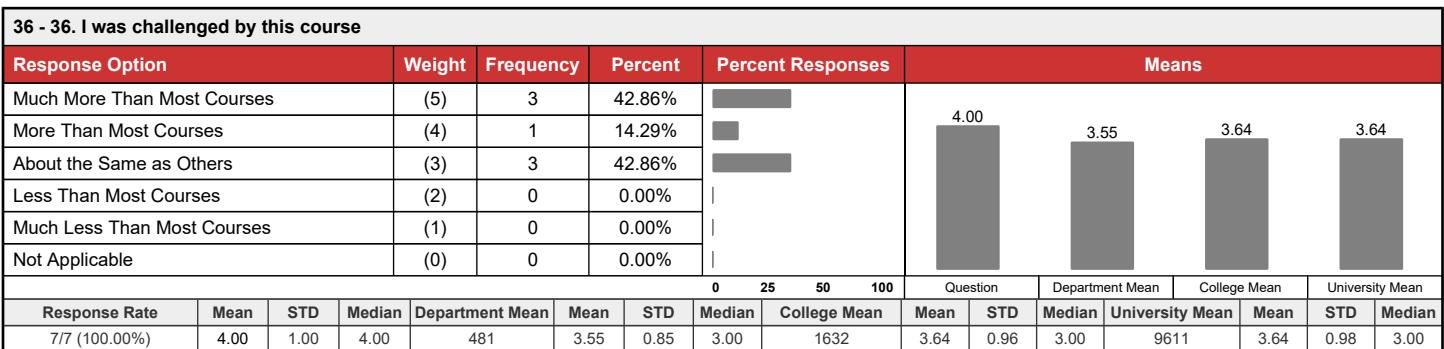
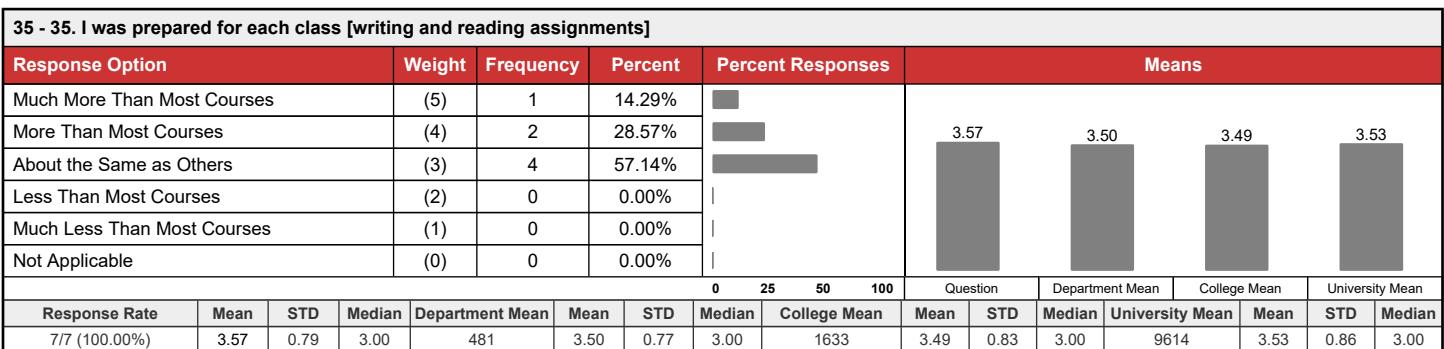
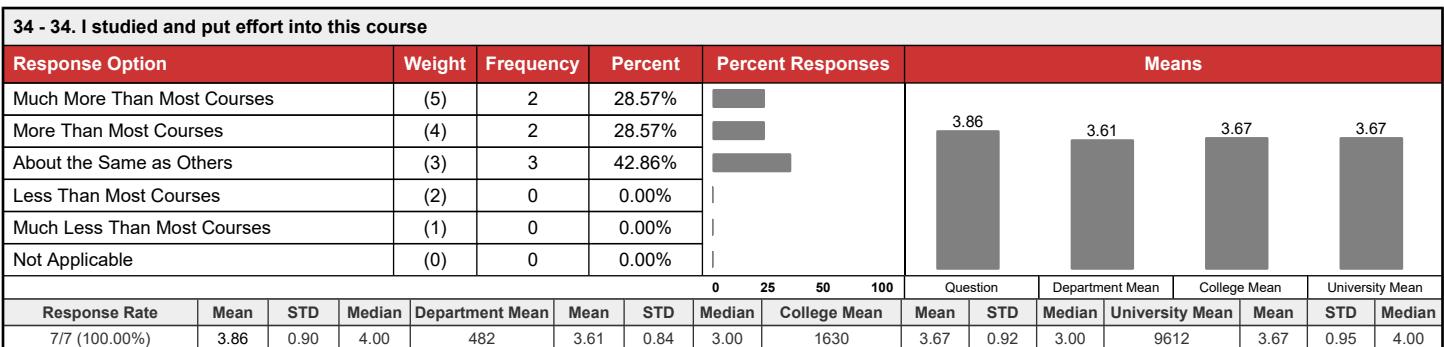
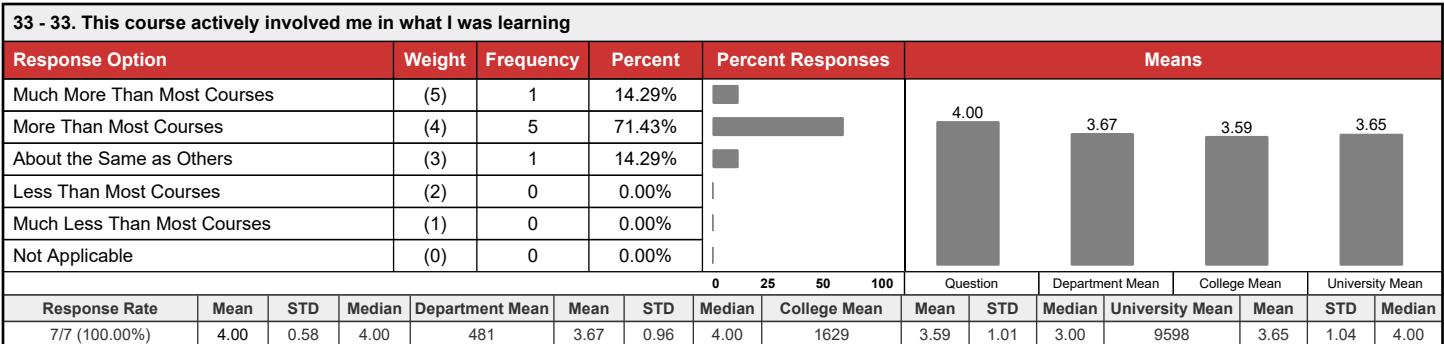
Response Rate: 7/7 (100.00 %)



Nicholls State University
Spring 2020 - Full Term Evaluations



Course: 20S_MNGT502_EW: 20S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 7/7 (100.00 %)



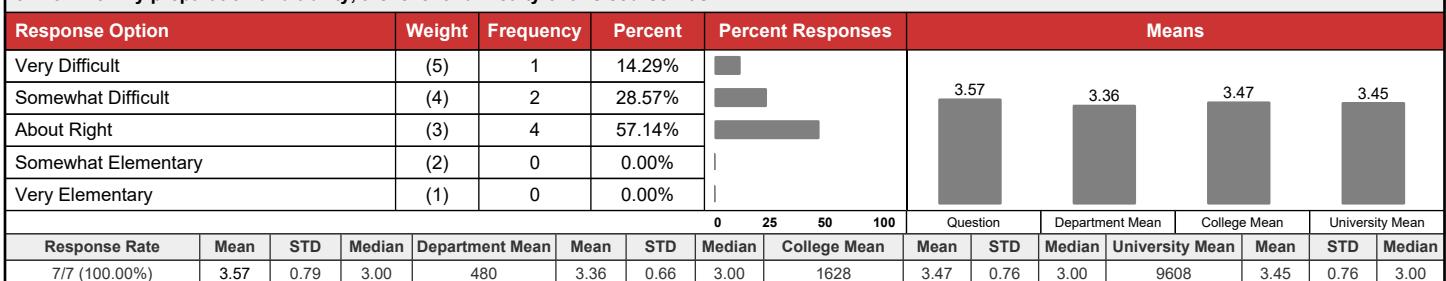
Nicholls State University
Spring 2020 - Full Term Evaluations



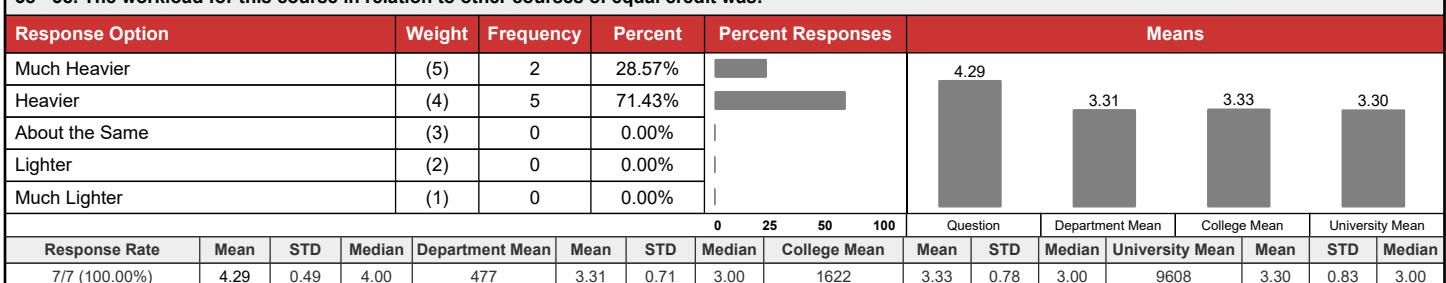
Course: 20S_MNGT502_EW: 20S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 7/7 (100.00 %)

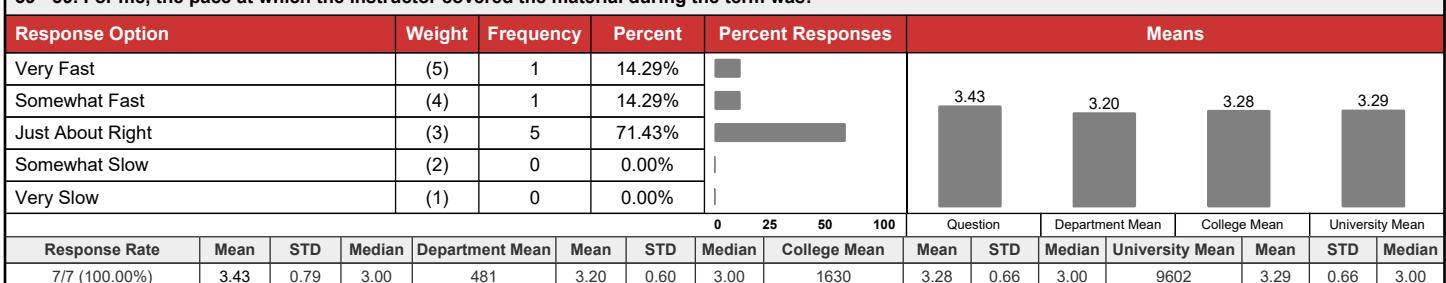
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

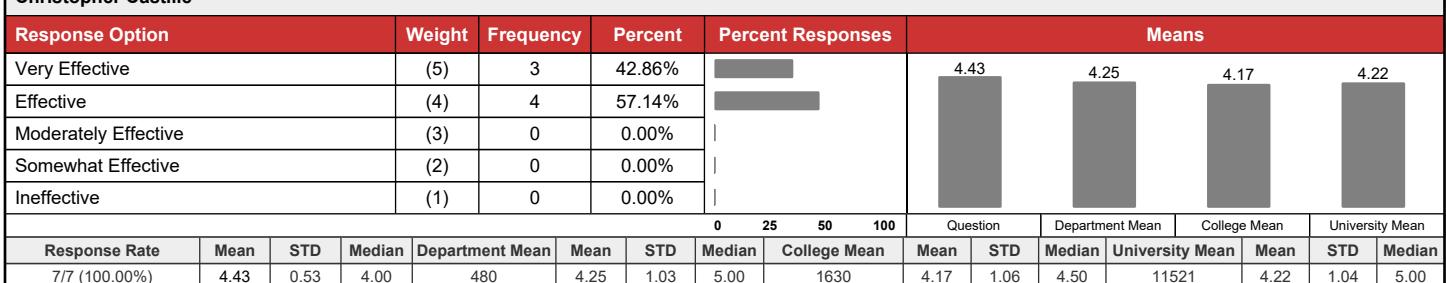


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille



Nicholls State University
Spring 2020 - Full Term Evaluations



Course: 20S_MNGT502_EW: 20S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 7/7 (100.00 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	7	100.00%	[Progress Bar]	
A College Requirement	(2)	0	0.00%		
An Elective	(3)	0	0.00%		
Other	(4)	0	0.00%		
0 25 50 100					
Response Rate					
7/7 (100.00%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%		
Sophomore/2nd Year	(2)	0	0.00%		
Junior/3rd Year	(3)	0	0.00%		
Senior/4th Year	(4)	1	14.29%	[Progress Bar]	
Graduate	(5)	6	85.71%	[Progress Bar]	
Other	(6)	0	0.00%		
0 25 50 100					
Response Rate					
7/7 (100.00%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	6	85.71%	[Progress Bar]	
Better in another language	(2)	1	14.29%	[Progress Bar]	
Equally well in English and another language	(3)	0	0.00%		
0 25 50 100					
Response Rate					
7/7 (100.00%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	4	57.14%	[Progress Bar]	
Male	(2)	3	42.86%	[Progress Bar]	
0 25 50 100					
Response Rate					
7/7 (100.00%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	4	57.14%	[Progress Bar]	
A-	(2)	3	42.86%	[Progress Bar]	
B+	(3)	0	0.00%		
B	(4)	0	0.00%		
B-	(5)	0	0.00%		
C	(6)	0	0.00%		
Below C	(7)	0	0.00%		
0 25 50 100					
Response Rate					
7/7 (100.00%)					

Nicholls State University
Spring 2020 - Full Term Evaluations



Course: 20S_MNGT502_EW: 20S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 7/7 (100.00 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?46. Please provide your feedback.

Response Rate	3/7 (42.86%)
<p>• You switched from in class to online the most effectively out of the professors that I had during this semester. Other than driving to the school, and having an easier way to communicate in teams, the class was the same online as in person. I do not think it is intentional, but sometimes it can feel like you are speaking down to the students and it can jade their opinion about the course.</p> <p>• Wish the PowerPoints would be posted before class as it makes it easier to follow along especially online. The majority of readings for the PPAs we're hard to get through and hard to understand. Going over the PPAs during class definitely helped in understanding what I was suppose to be getting out of the PPAs better. Liked that we got to do the individual simulation before going to group play to understand how to operate the simulation. Liked that Dr. Castile left comments on assignments and stuff through google docs and being able to respond to clarify my reasoning behind my answers. Also having 15 minutes for individual and team quizzes definitely helped compared to 10 minutes. I also liked having 2 weeks to complete exams as it allowed me to take it when I felt fully prepared and had time instead of rushing to finish it. Liked being able to contact Dr. Castile with any questions and him being understanding if we needed more time for an assignment. He's always quick to answer and open to if changes are needed in due dates or more clarification. Wish that due dates were more spread out that not everything was due on the same day with sometimes 3 or more assignments due sometimes on a single day. Like have the exam due on Friday night that week it's scheduled to be due. Did find that some assignments were unnecessarily hard or in-depth that did not need to be. Overall, a class with lots of information especially if you're interested in management and HR; however, HR is not something that interests me. I did like getting a taste of it and think it'll help to fully round me out as an MBA student to see different areas of a business.</p> <p>• Your class is very helpful in understanding the intricacies of common HR functions. I often found myself struggling to keep focus and keep up with your pace. There was times I felt that the topics explored in the class were too specific. Overall, the class introduced a new perspective and increased my appreciation for the HR role of a company.</p>	

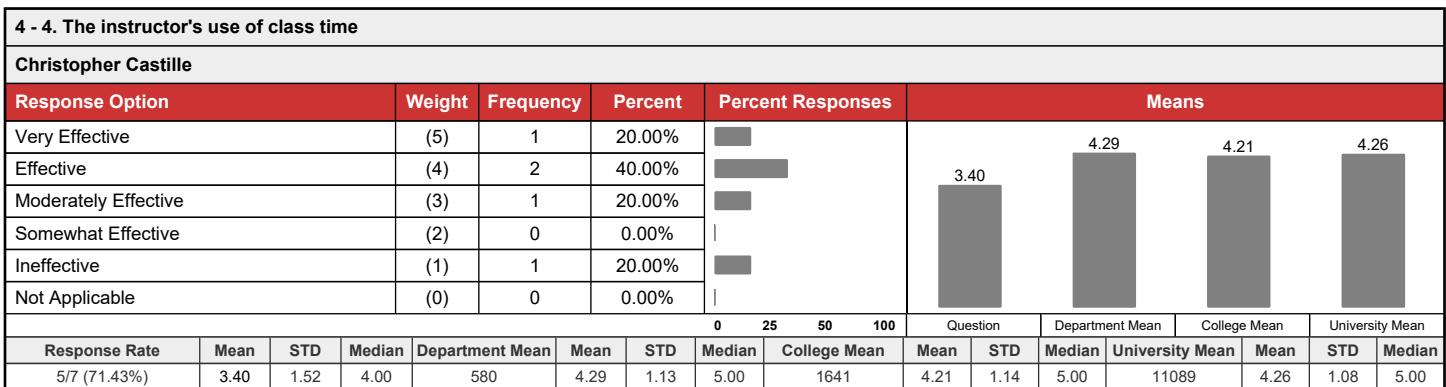
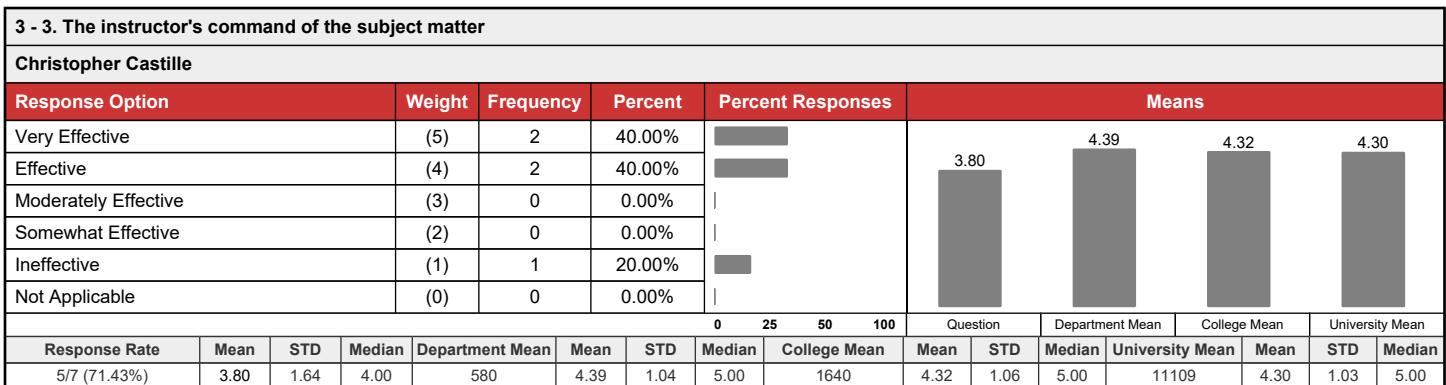
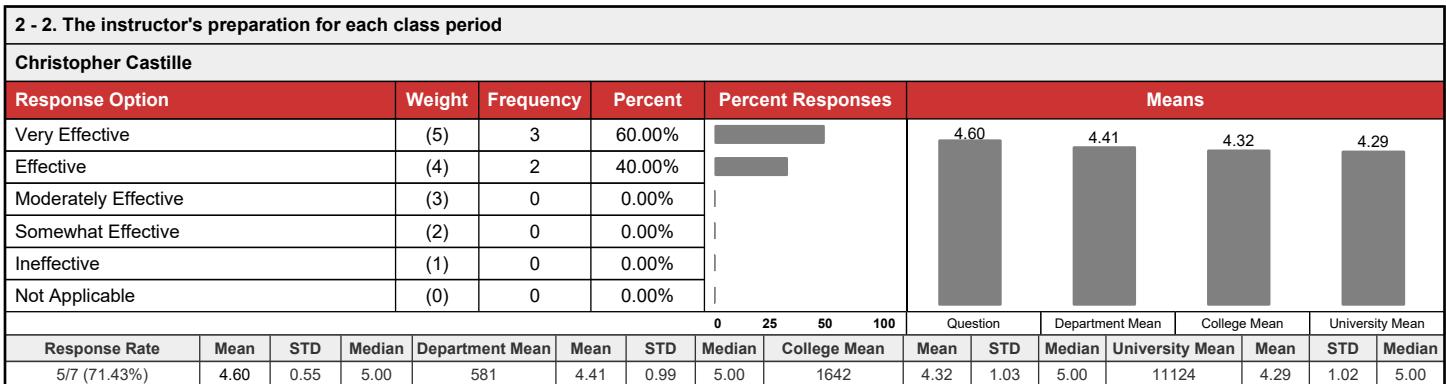
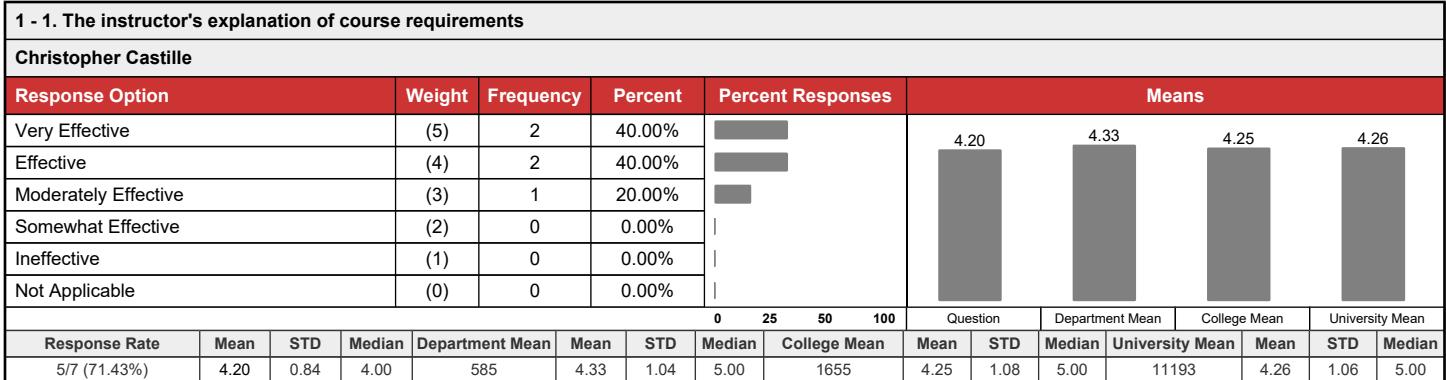
Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	4.40	4.37	4.26	4.33
B. Communication	4.53	4.44	4.35	4.38
C. Faculty/Student Interaction	4.49	4.49	4.39	4.40
D. Assignments, Exams, and Grading	3.85	4.19	4.12	4.20
E. Instructional Methods and Materials	4.14	4.14	4.05	4.10
F. Course Outcomes	3.66	3.61	3.55	3.60

Nicholls State University
Fall 2020 - Full Term Evaluations



Course: 20F_MNGT502_EW: 20F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 5/7 (71.43 %)



Nicholls State University
Fall 2020 - Full Term Evaluations

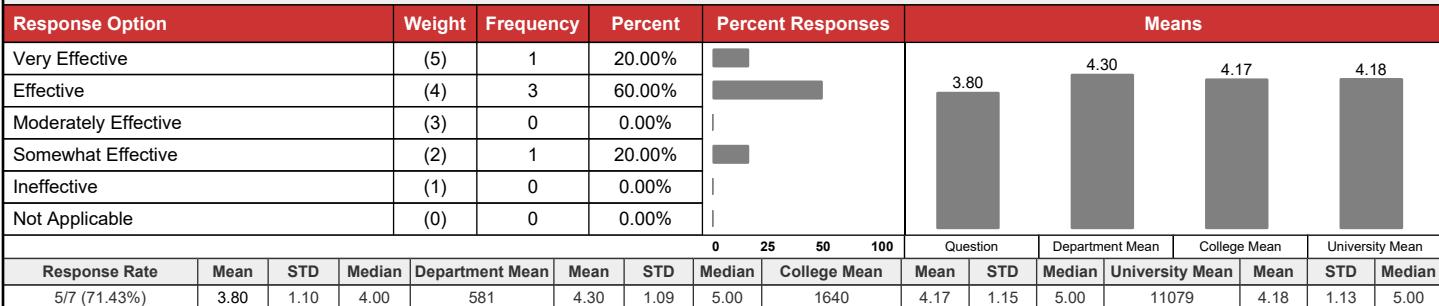


Course: 20F_MNGT502_EW: 20F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 5/7 (71.43 %)

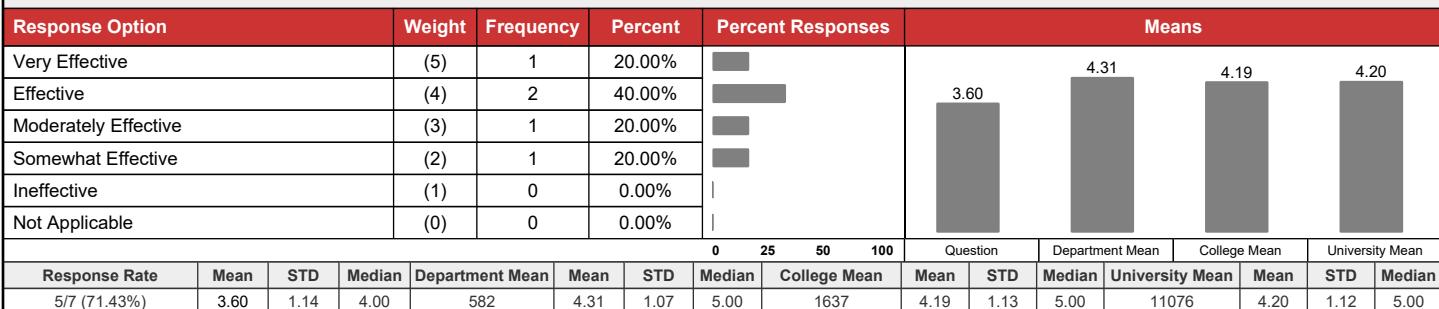
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



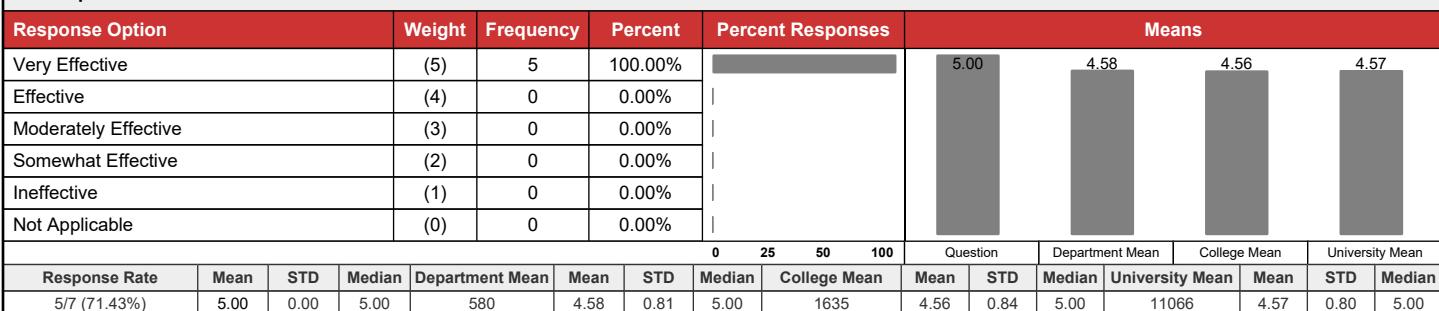
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



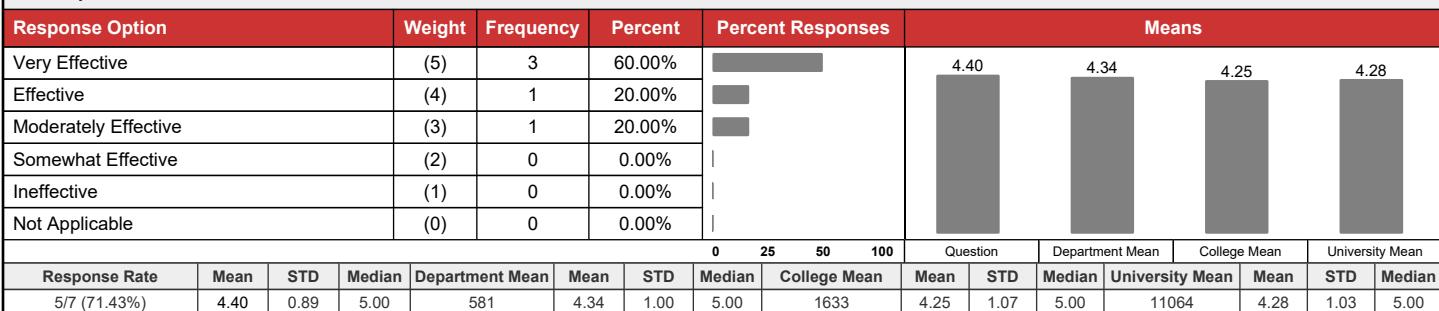
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



Nicholls State University
Fall 2020 - Full Term Evaluations

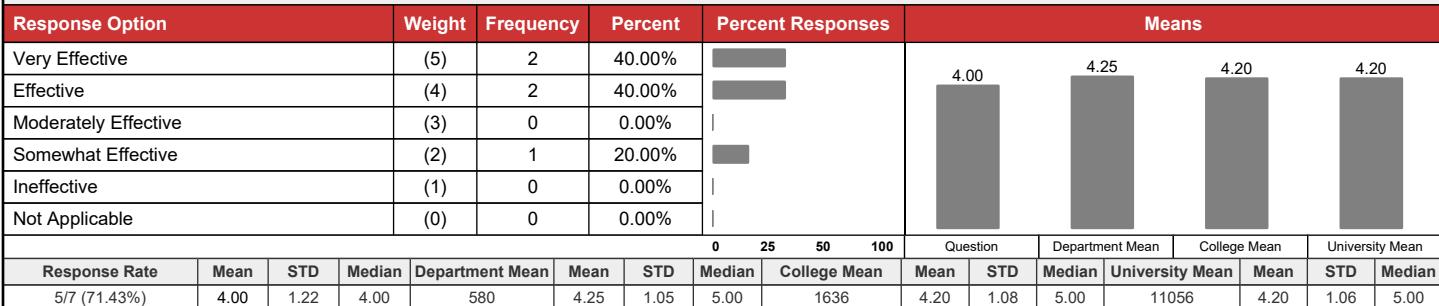


Course: 20F_MNGT502_EW: 20F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 5/7 (71.43 %)

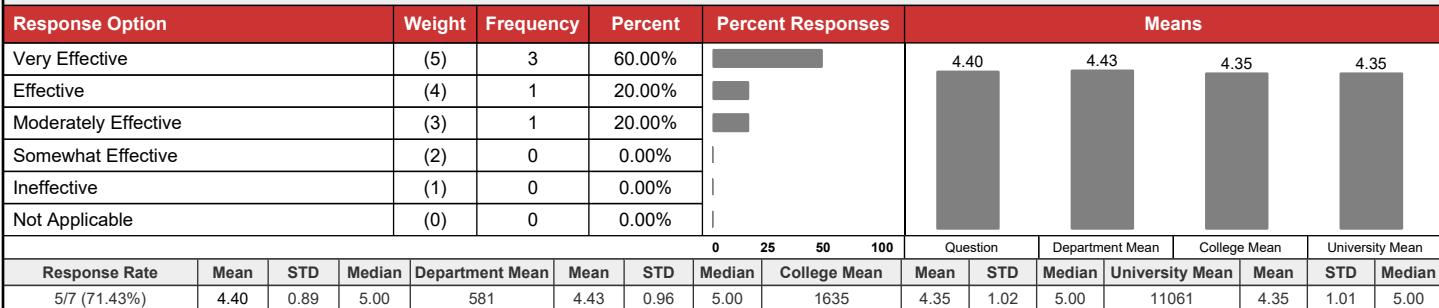
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



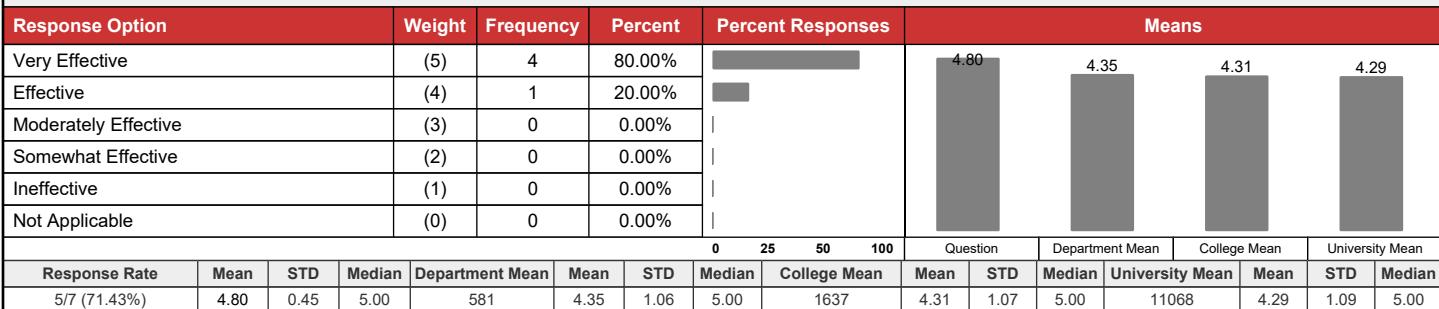
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



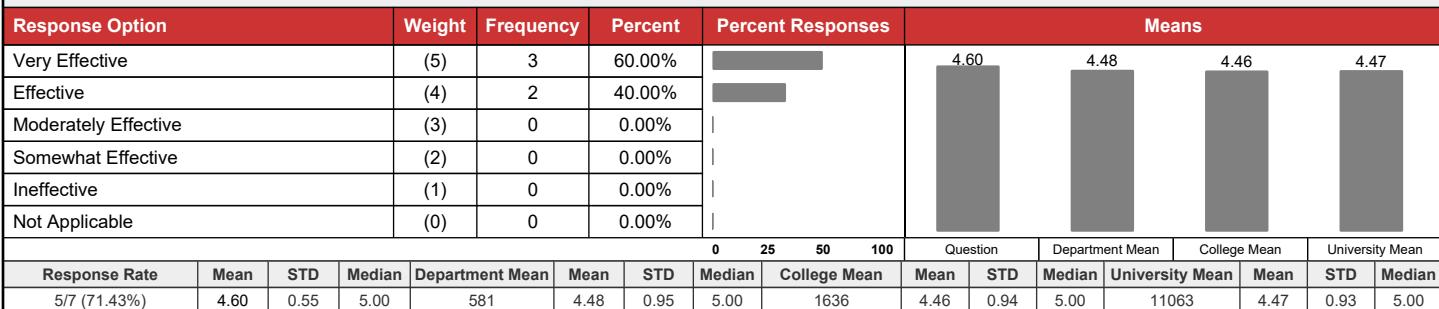
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille



Nicholls State University
Fall 2020 - Full Term Evaluations

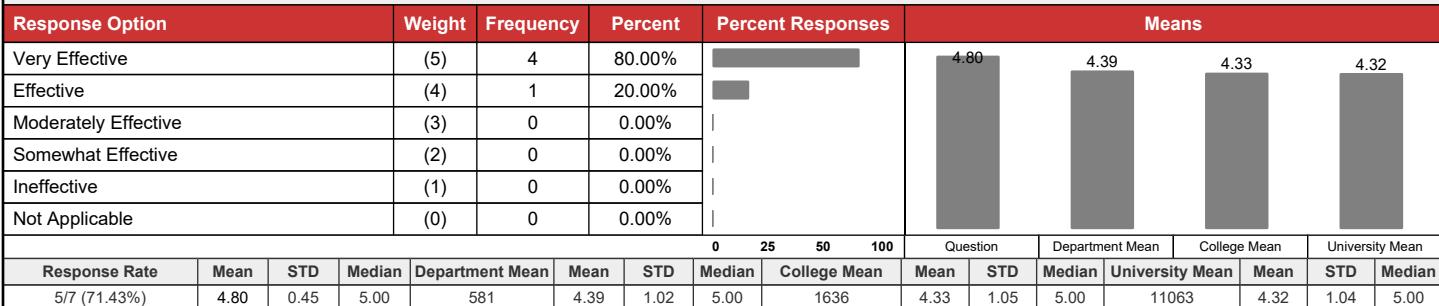


Course: 20F_MNGT502_EW: 20F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 5/7 (71.43 %)

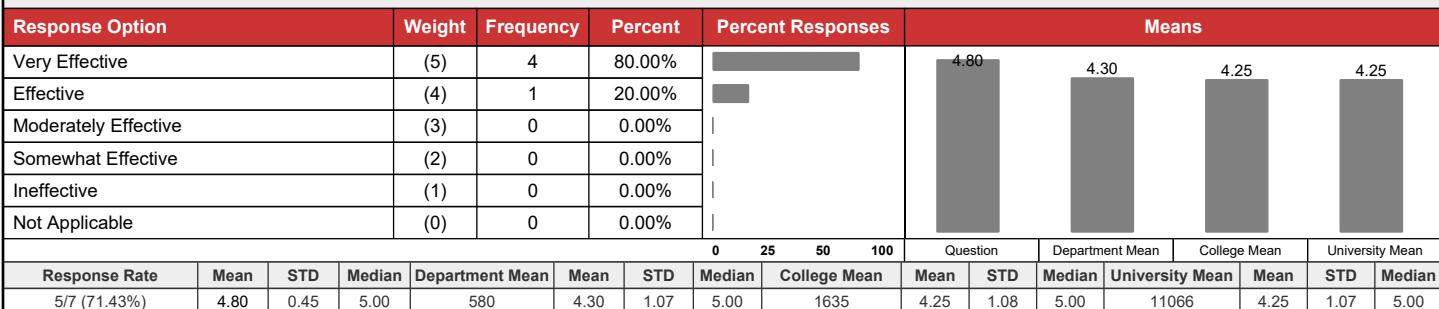
13 - 13. The instructor's concern for student progress

Christopher Castille



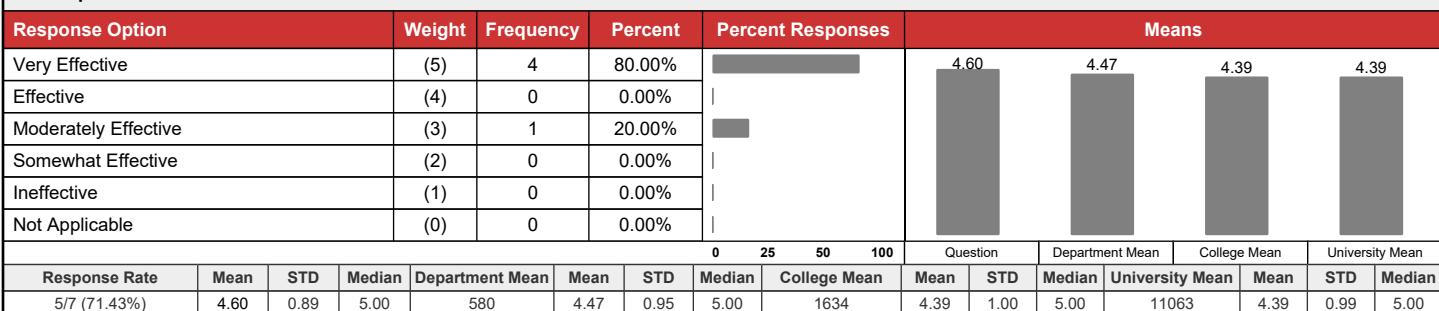
14 - 14. The availability of extra help for this class (taking into account the size of the class)

Christopher Castille

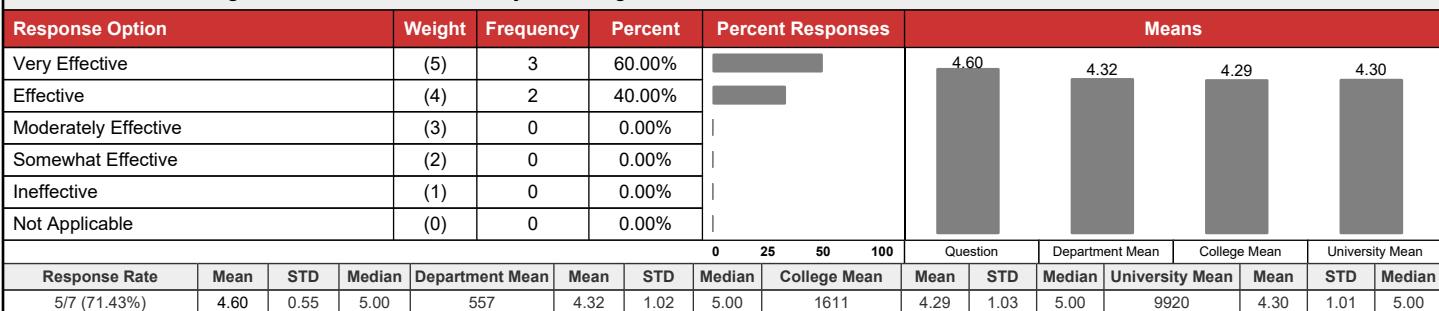


15 - 15. The instructor's willingness to listen to student questions and opinions

Christopher Castille



16 - 16. The information given to students about how they would be graded

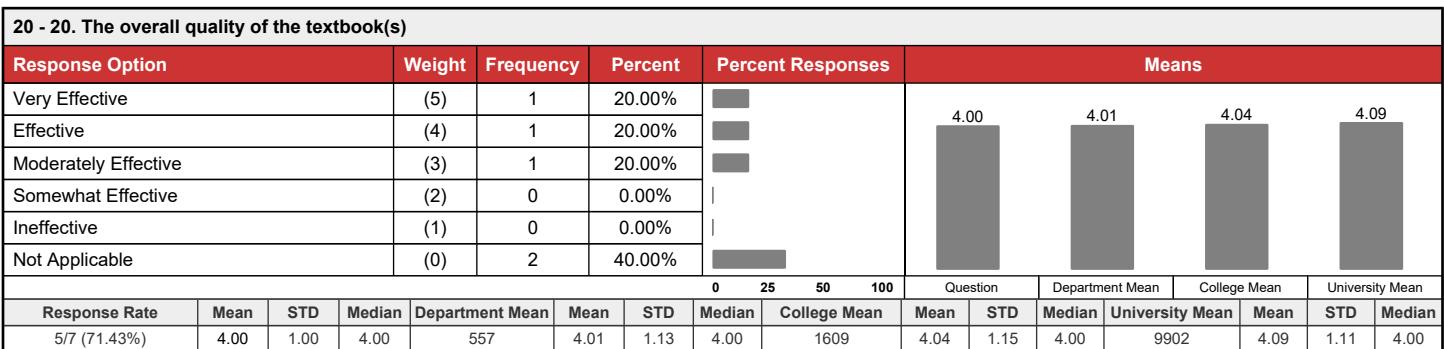
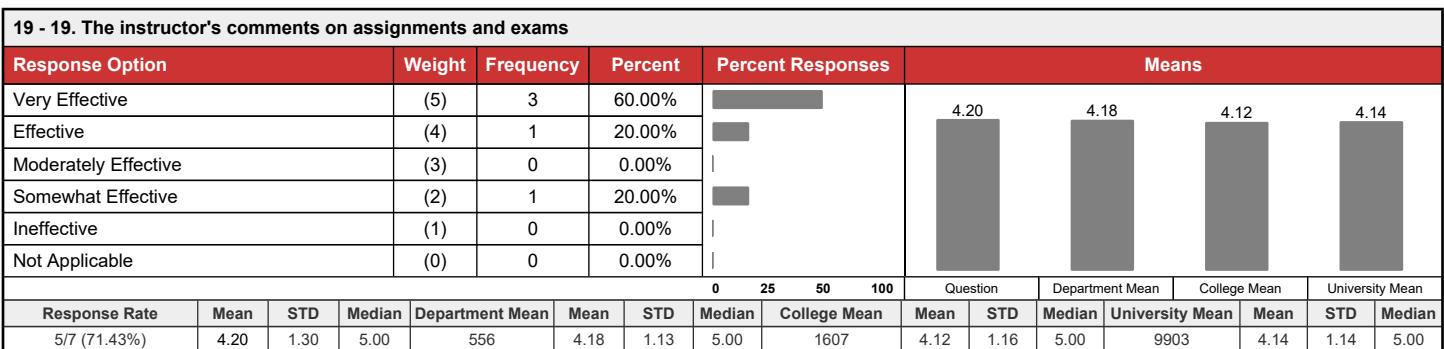
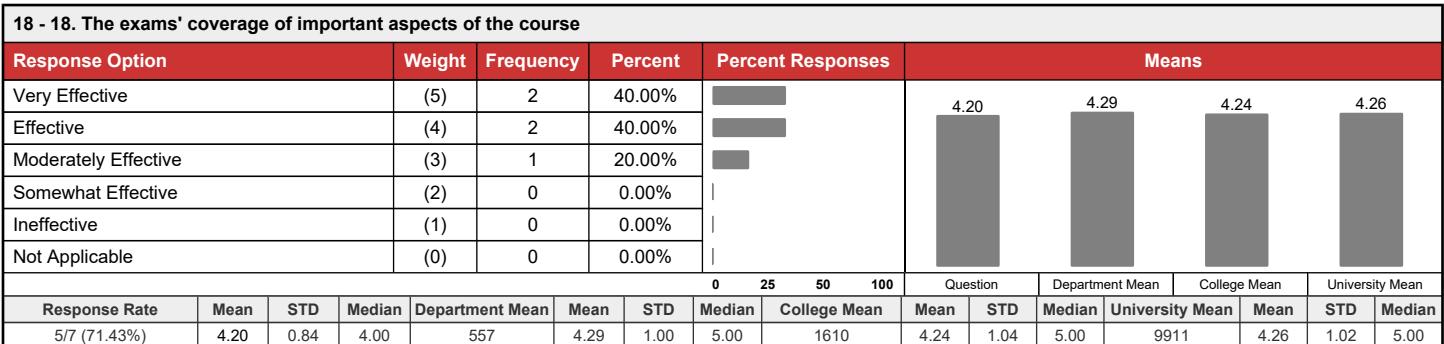
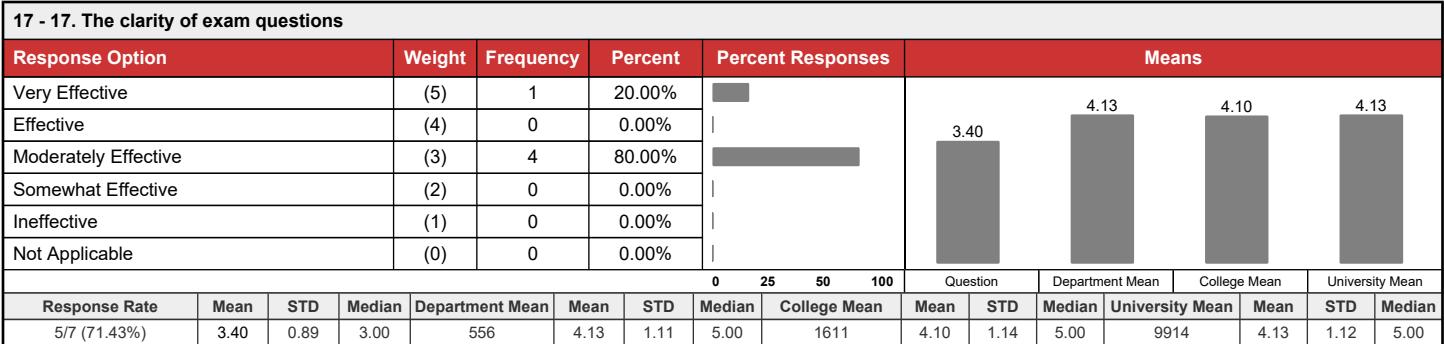


Nicholls State University
Fall 2020 - Full Term Evaluations



Course: 20F_MNGT502_EW: 20F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 5/7 (71.43 %)



Nicholls State University
Fall 2020 - Full Term Evaluations

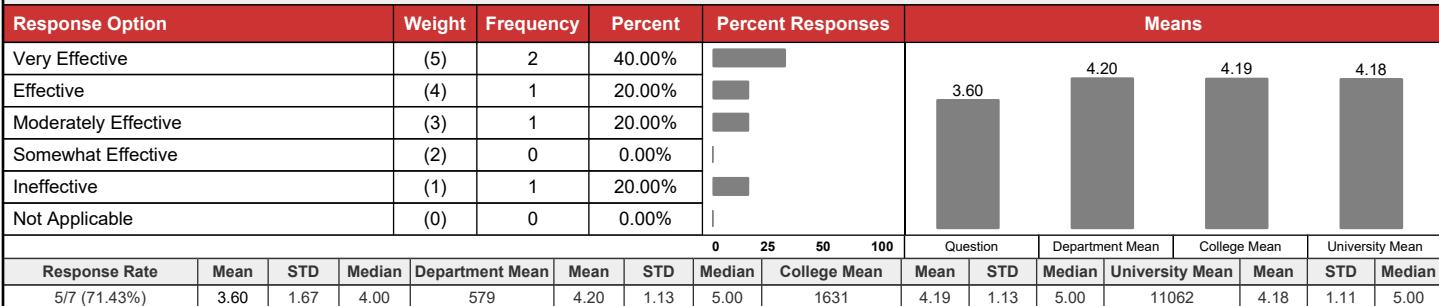


Course: 20F_MNGT502_EW: 20F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

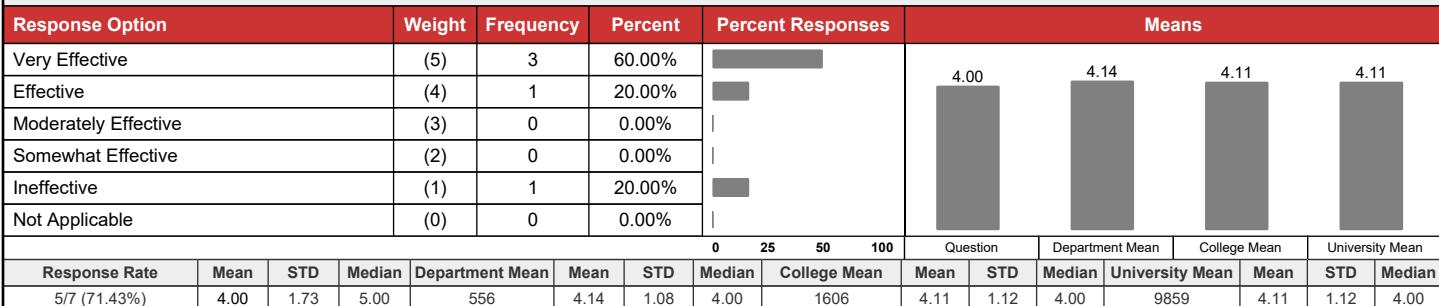
Response Rate: 5/7 (71.43 %)

21 - 21. The helpfulness of assignments in understanding course material

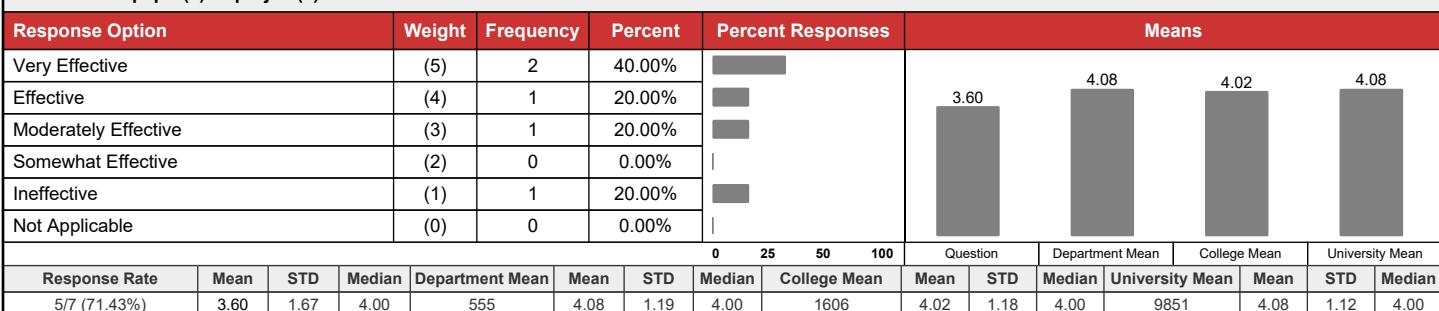
Christopher Castille



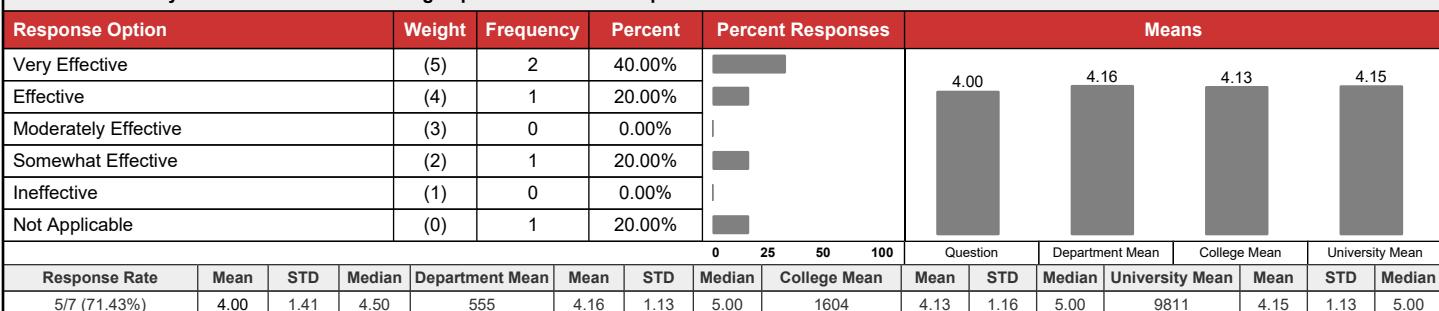
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)



24 - 24. Laboratory exercises for understanding important course concepts



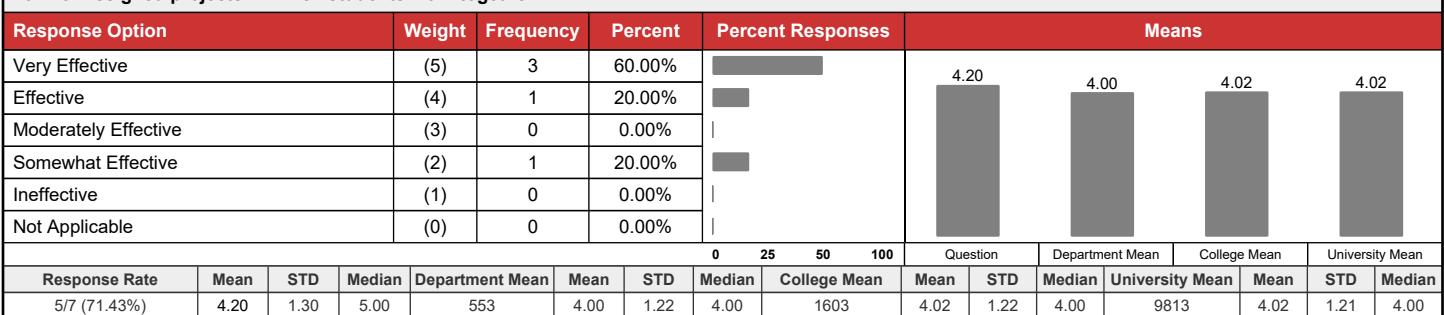
Nicholls State University
Fall 2020 - Full Term Evaluations



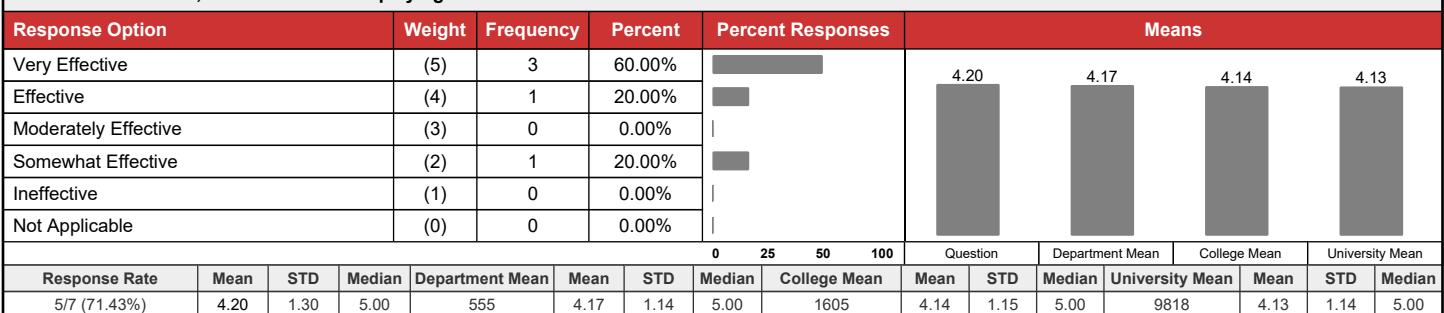
Course: 20F_MNGT502_EW: 20F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 5/7 (71.43 %)

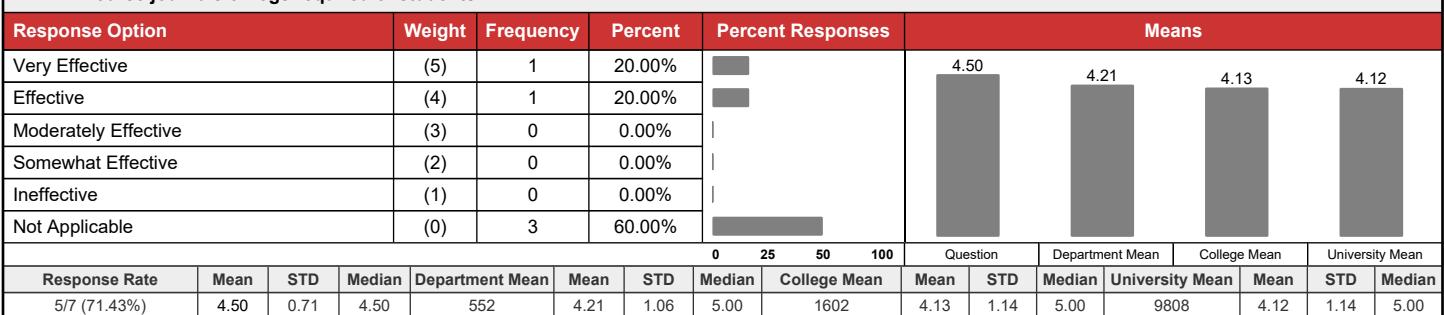
25 - 25. Assigned projects in which students work together



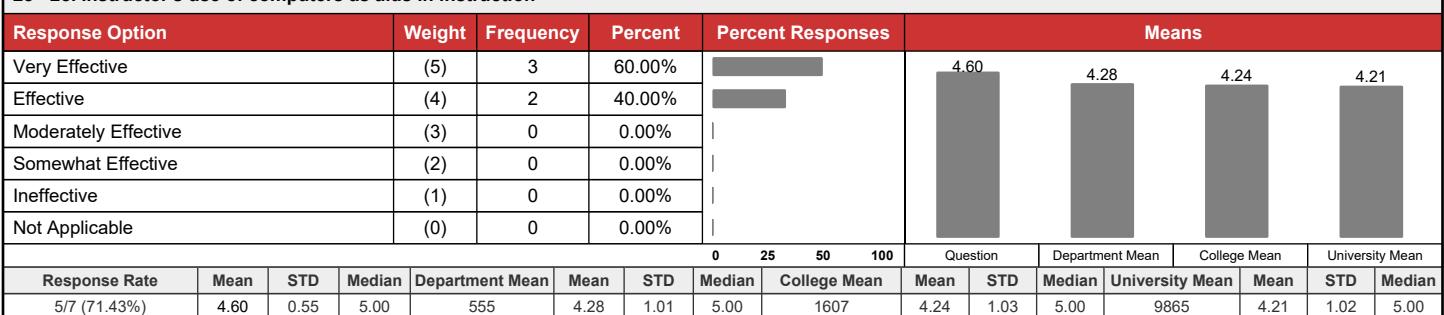
26 - 26. Case studies, simulations or role playing



27 - 27. Course journals or logs required of students

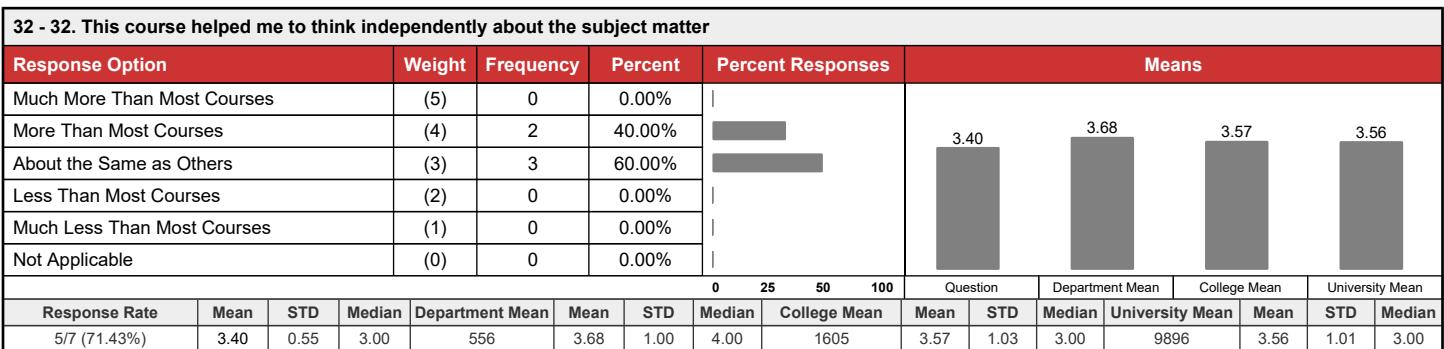
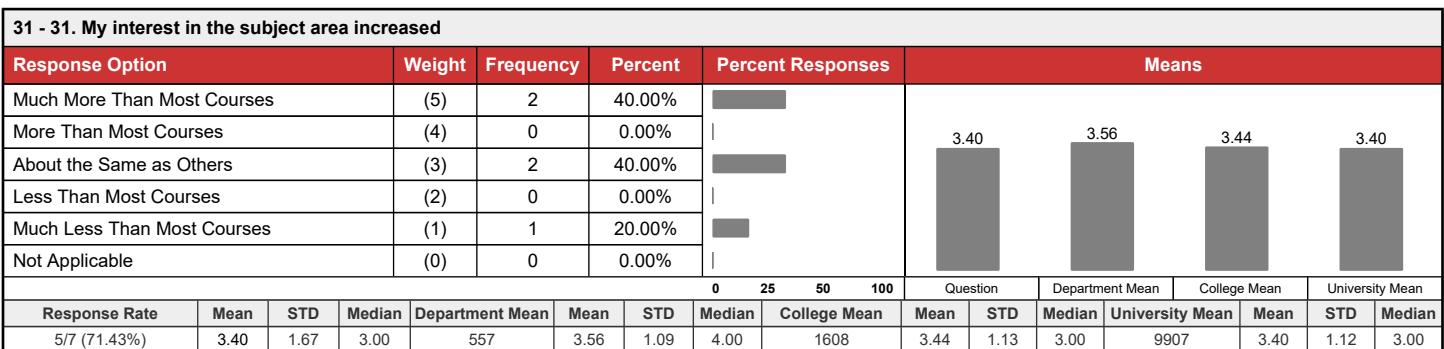
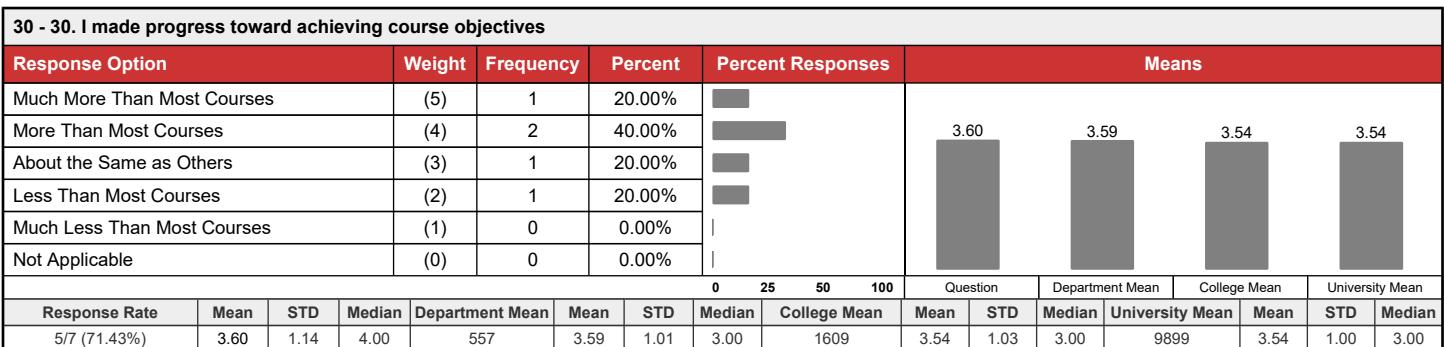
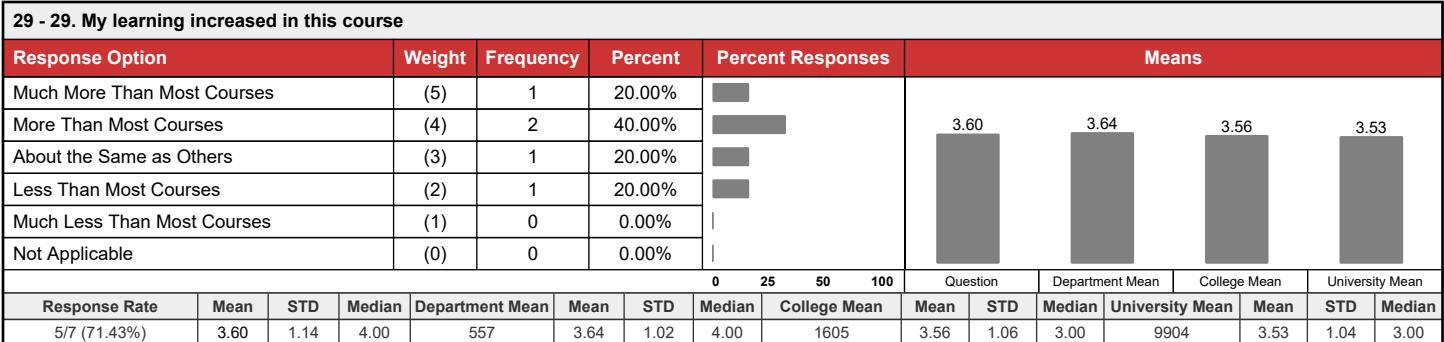


28 - 28. Instructor's use of computers as aids in instruction



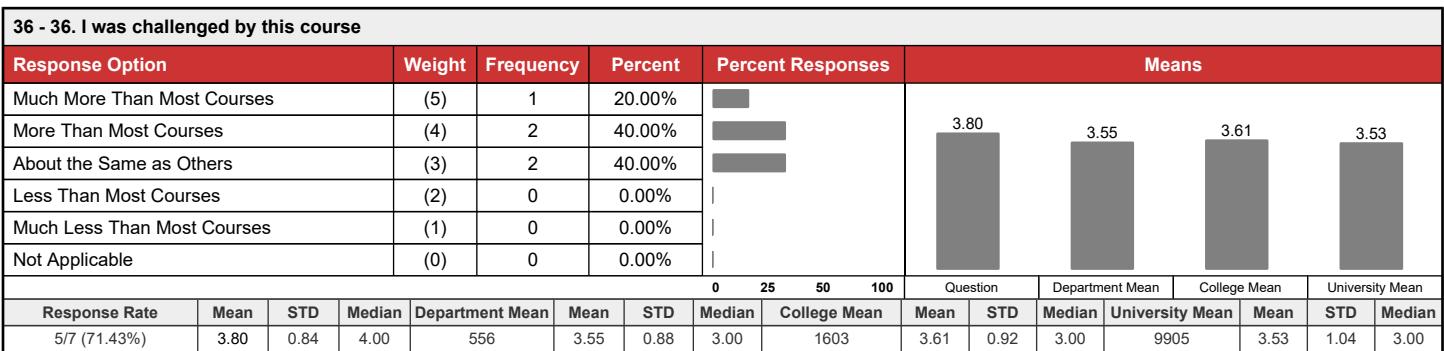
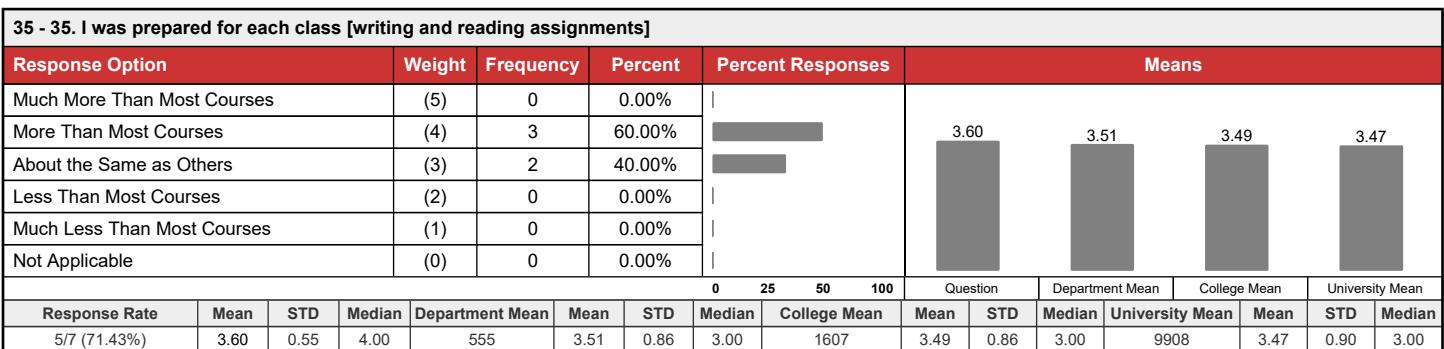
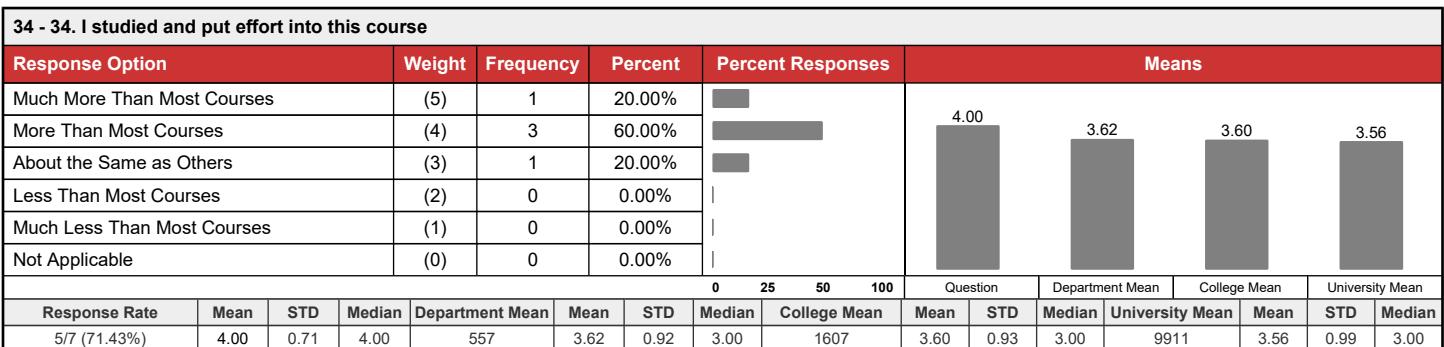
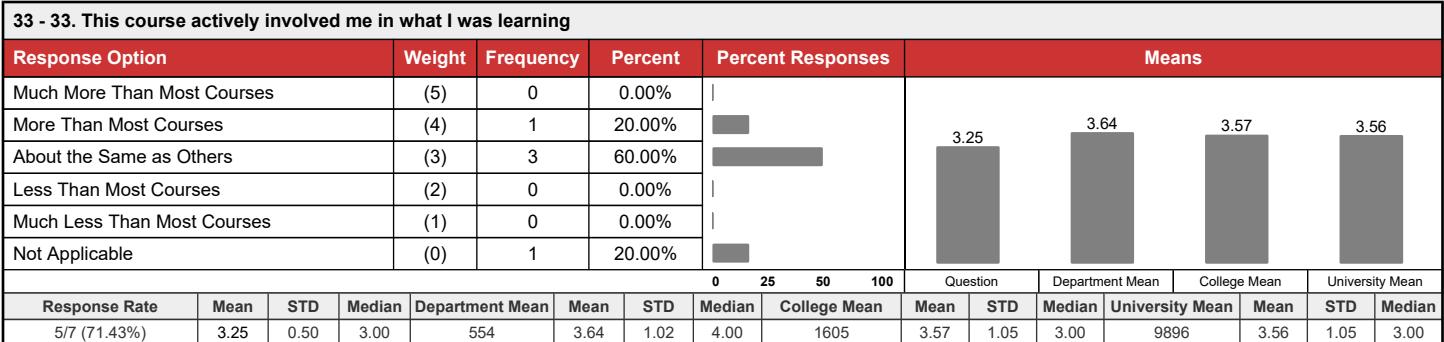


Course: 20F_MNGT502_EW: 20F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 5/7 (71.43 %)





Course: 20F_MNGT502_EW: 20F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 5/7 (71.43 %)



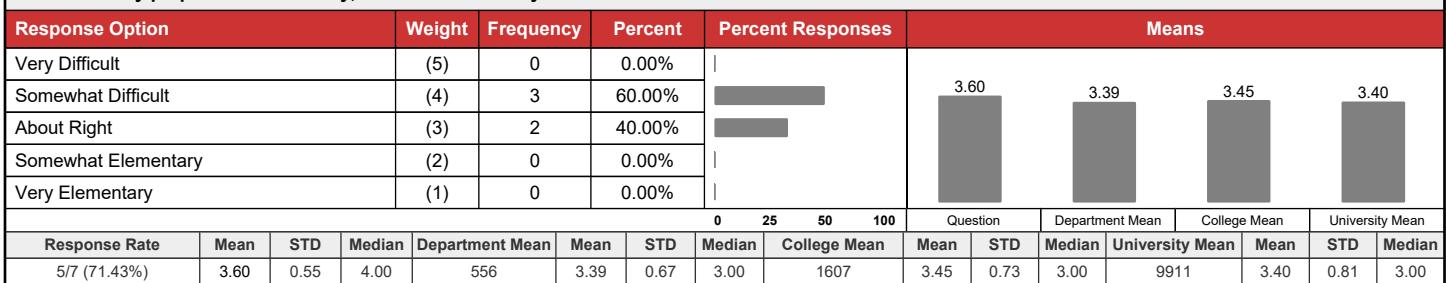
Nicholls State University
Fall 2020 - Full Term Evaluations



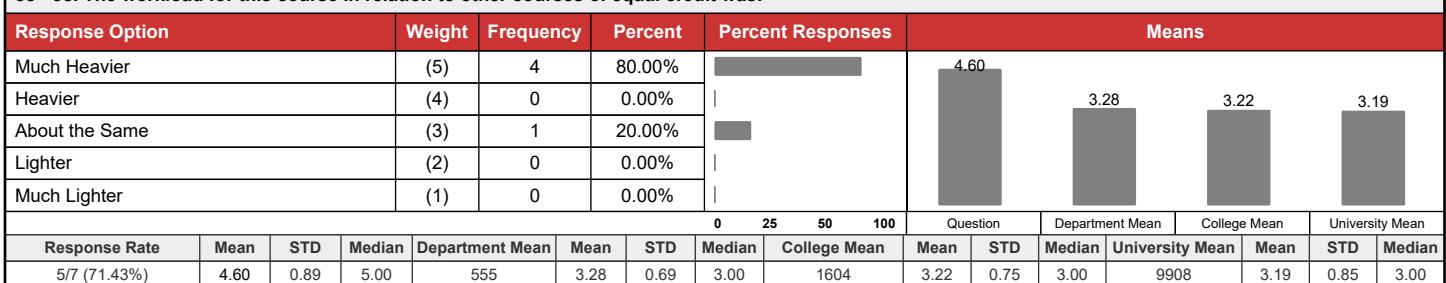
Course: 20F_MNGT502_EW: 20F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 5/7 (71.43 %)

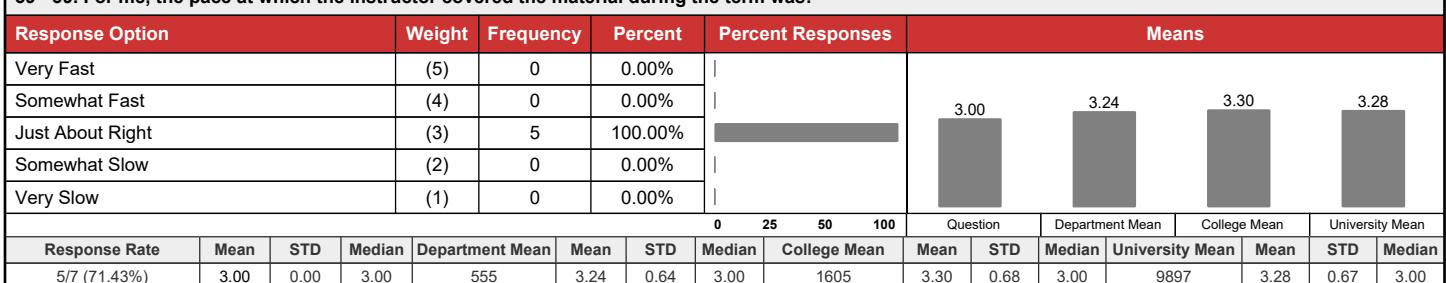
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

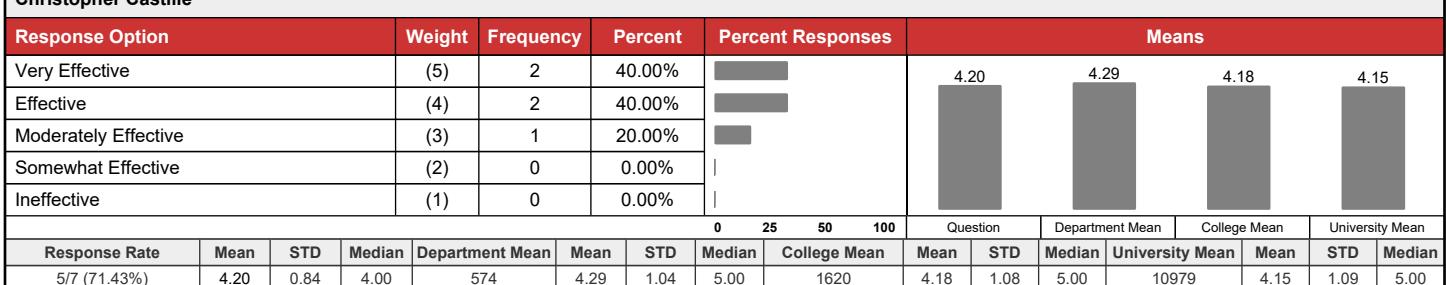


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille





Course: 20F_MNGT502_EW: 20F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 5/7 (71.43 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	3	60.00%	50	
A College Requirement	(2)	2	40.00%	25	
An Elective	(3)	0	0.00%	0	
Other	(4)	0	0.00%	0	
0 25 50 100					
Response Rate					
5/7 (71.43%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%	0	
Sophomore/2nd Year	(2)	0	0.00%	0	
Junior/3rd Year	(3)	0	0.00%	0	
Senior/4th Year	(4)	0	0.00%	0	
Graduate	(5)	5	100.00%	100	
Other	(6)	0	0.00%	0	
0 25 50 100					
Response Rate					
5/7 (71.43%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	5	100.00%	100	
Better in another language	(2)	0	0.00%	0	
Equally well in English and another language	(3)	0	0.00%	0	
0 25 50 100					
Response Rate					
5/7 (71.43%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	5	100.00%	100	
Male	(2)	0	0.00%	0	
0 25 50 100					
Response Rate					
5/7 (71.43%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	3	60.00%	50	
A-	(2)	1	20.00%	25	
B+	(3)	0	0.00%	0	
B	(4)	1	20.00%	25	
B-	(5)	0	0.00%	0	
C	(6)	0	0.00%	0	
Below C	(7)	0	0.00%	0	
0 25 50 100					
Response Rate					
5/7 (71.43%)					

Nicholls State University
Fall 2020 - Full Term Evaluations



Course: 20F_MNGT502_EW: 20F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 5/7 (71.43 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?46. Please provide your feedback.

Response Rate	3/7 (42.86%)
----------------------	--------------

- Really enjoyed the simulation -Would rather discuss the PPA's in class and have a conversation about the material -Would not recommend timing exams
- 1. Questions on the exams and quizzes are too wordy that it is confusing and takes a long time to read and interpret 2. I wish we could take the team at the end of the class when our understanding of the materials is a bit better.
- There is way too much homework assigned in a given week. If that much homework is assigned we should be able to work ahead on our schoolwork for weeks where our other classes have a lot of homework assigned as well.

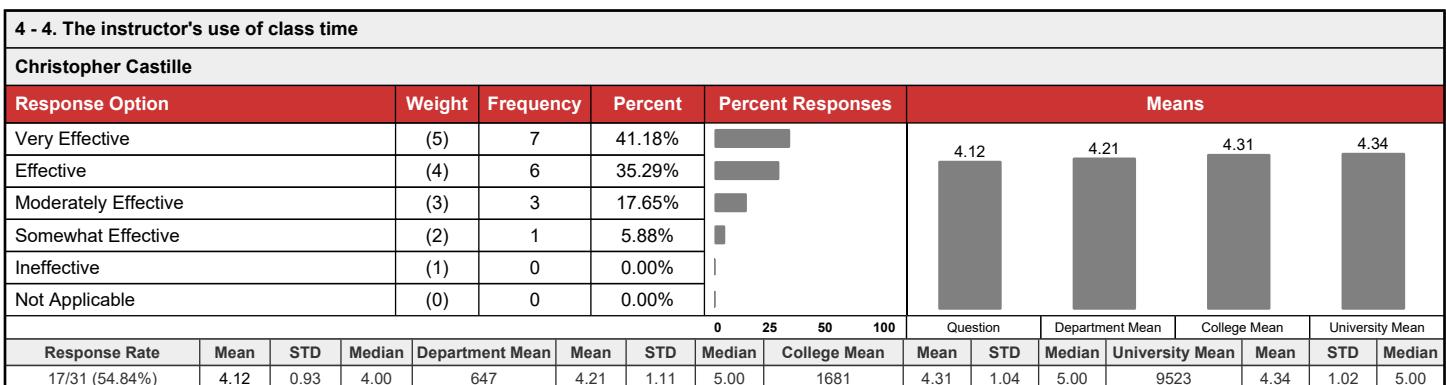
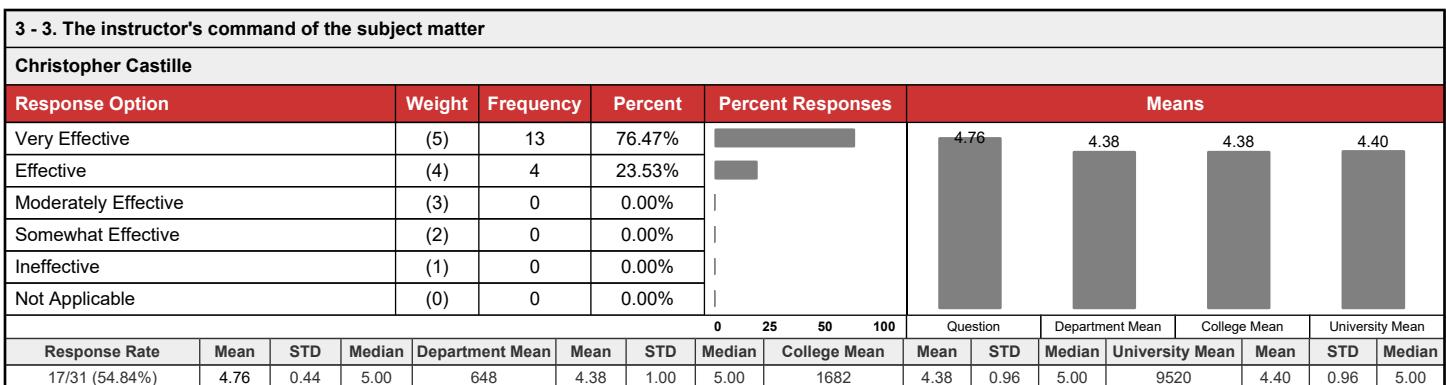
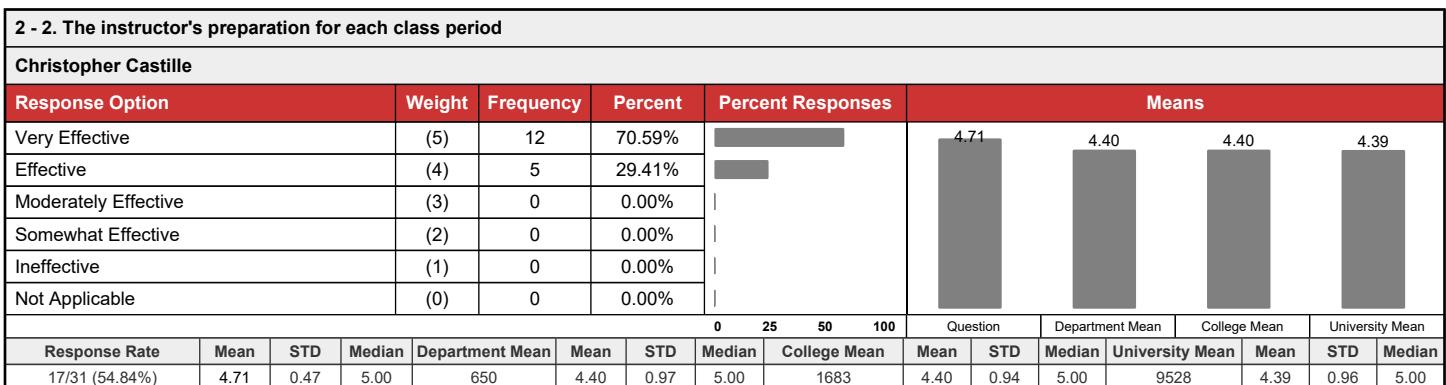
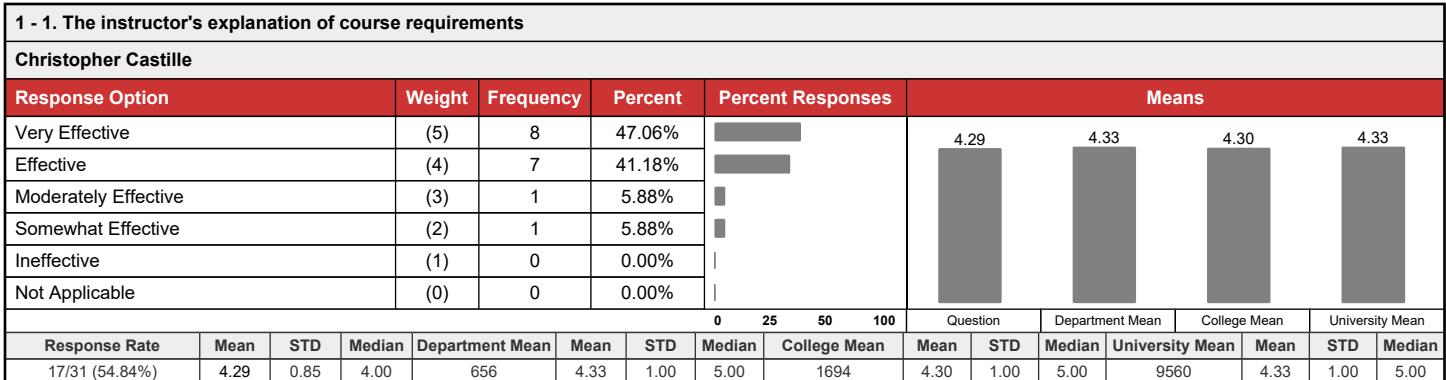
Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	3.96	4.34	4.25	4.26
B. Communication	4.37	4.38	4.31	4.31
C. Faculty/Staff Interaction	4.68	4.39	4.34	4.35
D. Assignments, Exams, and Grading	3.88	4.16	4.14	4.16
E. Instructional Methods and Materials	4.09	4.09	4.04	4.04
F. Course Outcomes	3.53	3.62	3.54	3.52

Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT502_EW: 21S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 17/31 (54.84 %)



Nicholls State University
Spring 2021 - Full Term Evaluations

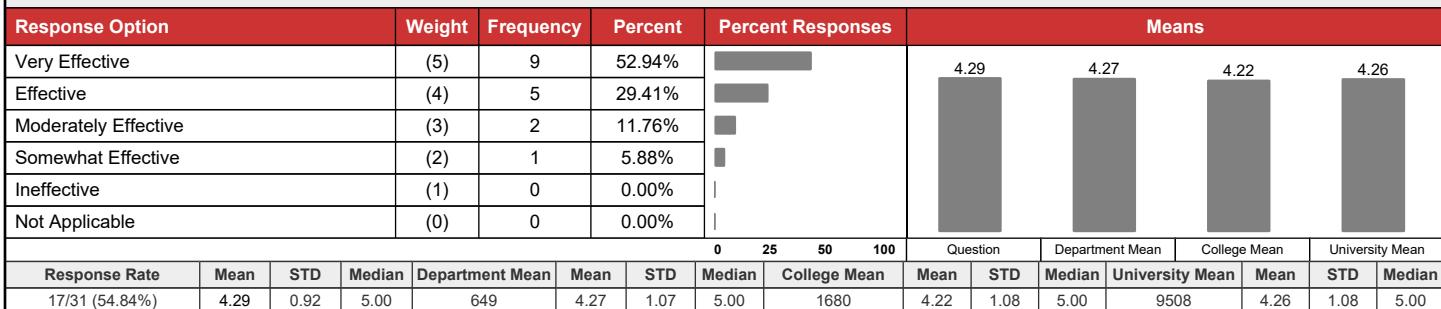


Course: 21S_MNGT502_EW: 21S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 17/31 (54.84 %)

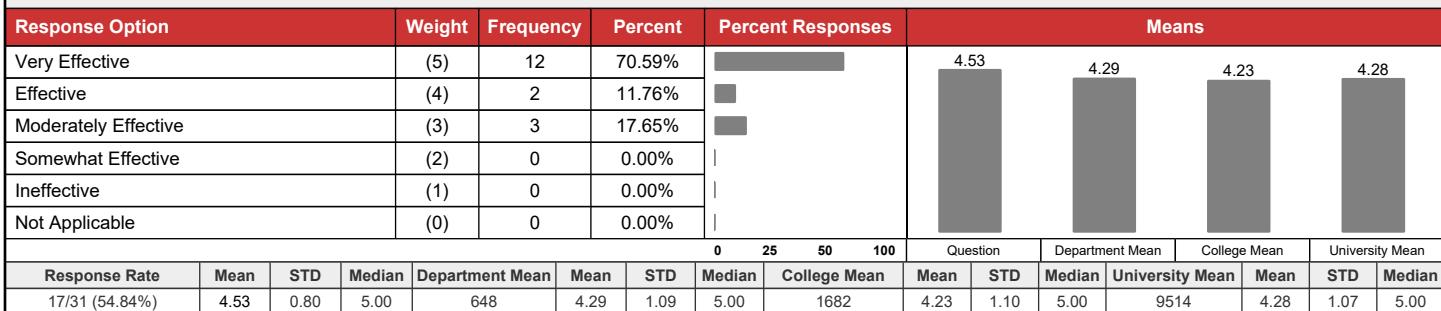
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



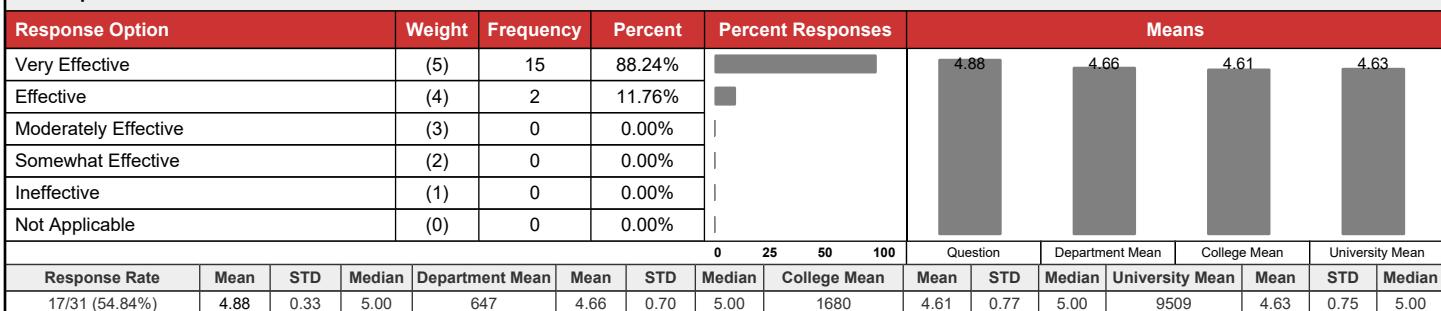
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



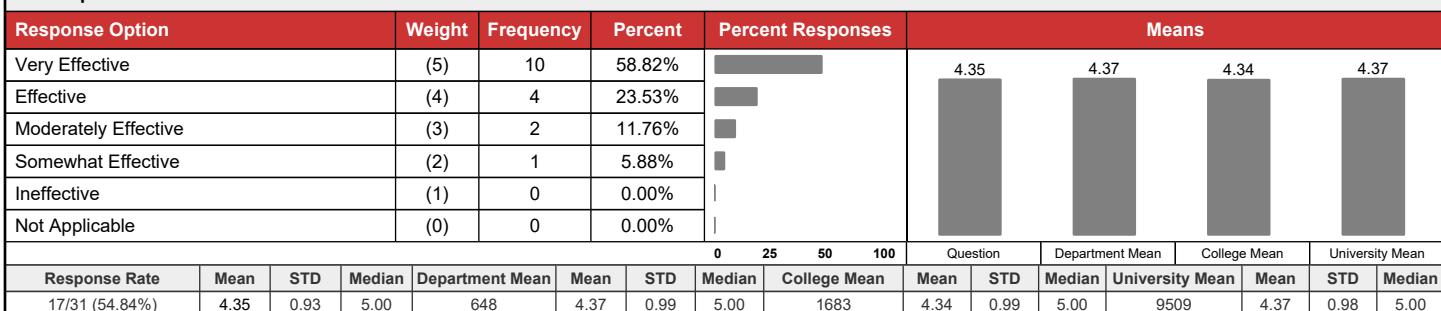
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



Nicholls State University
Spring 2021 - Full Term Evaluations

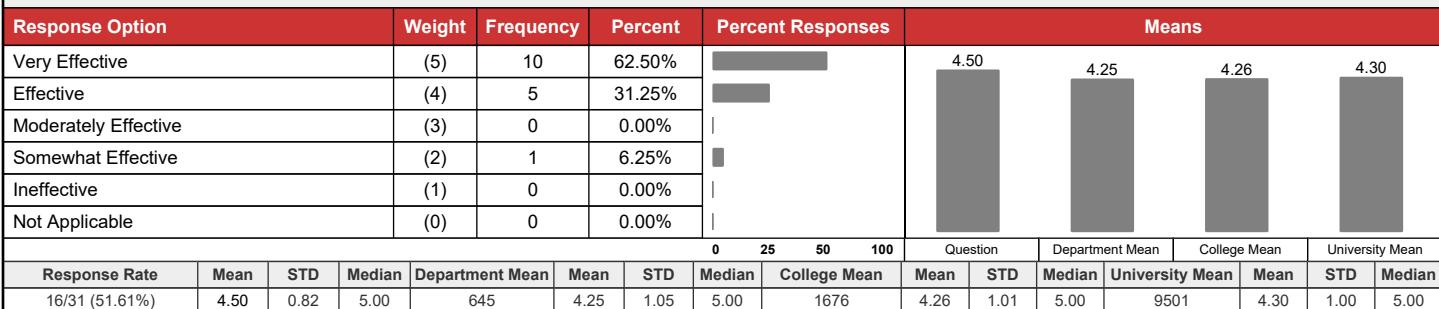


Course: 21S_MNGT502_EW: 21S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 17/31 (54.84 %)

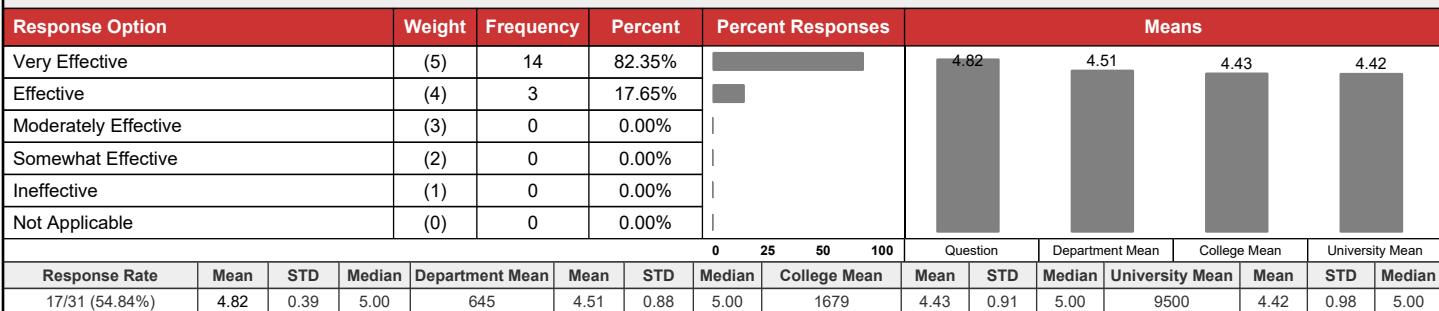
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



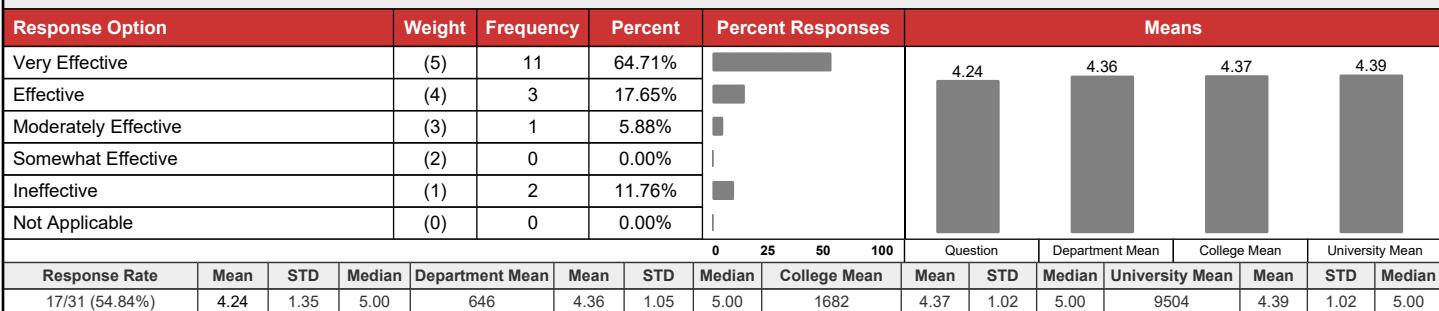
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



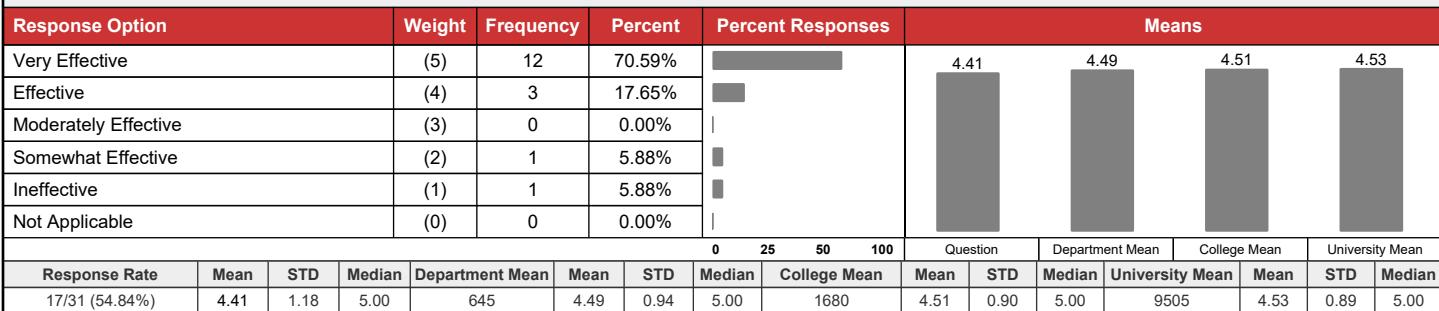
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille



Nicholls State University
Spring 2021 - Full Term Evaluations

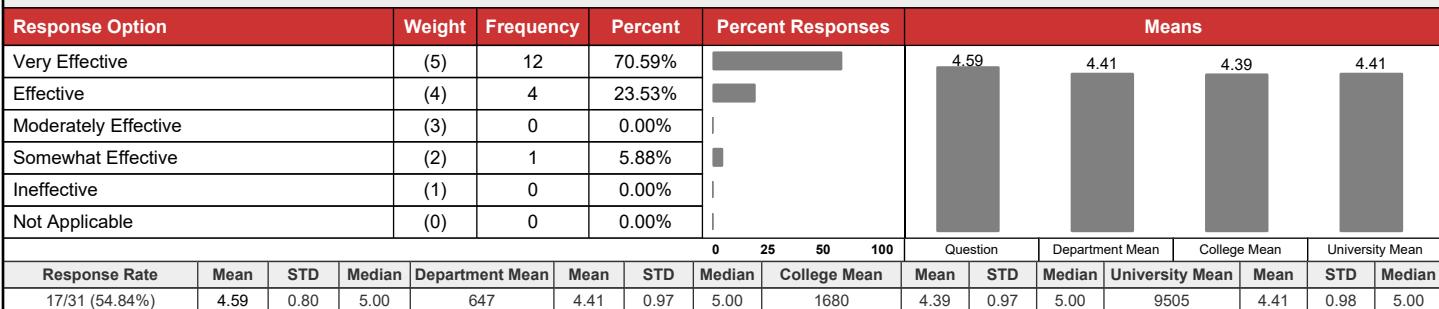


Course: 21S_MNGT502_EW: 21S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 17/31 (54.84 %)

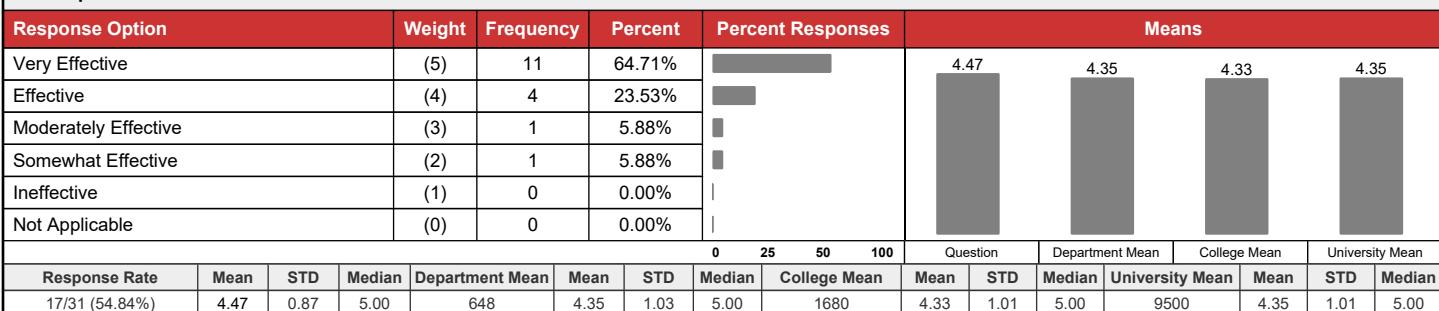
13 - 13. The instructor's concern for student progress

Christopher Castille



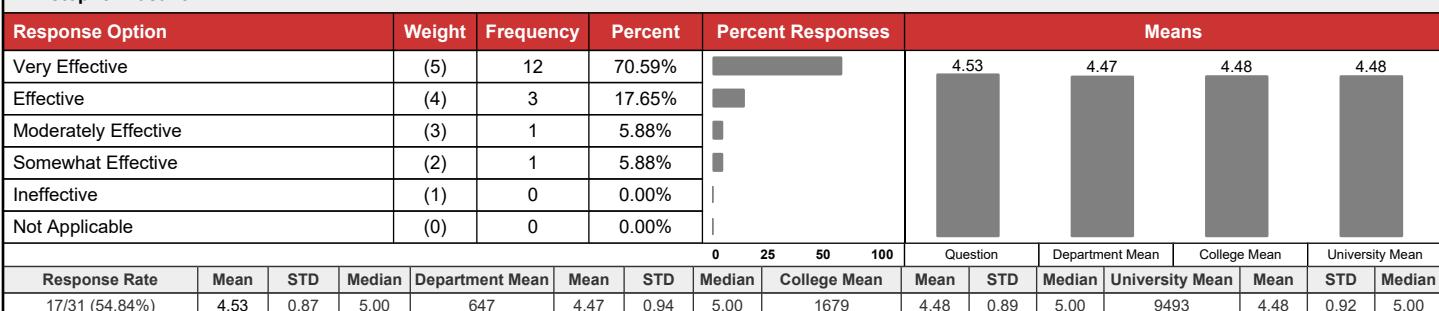
14 - 14. The availability of extra help for this class (taking into account the size of the class)

Christopher Castille

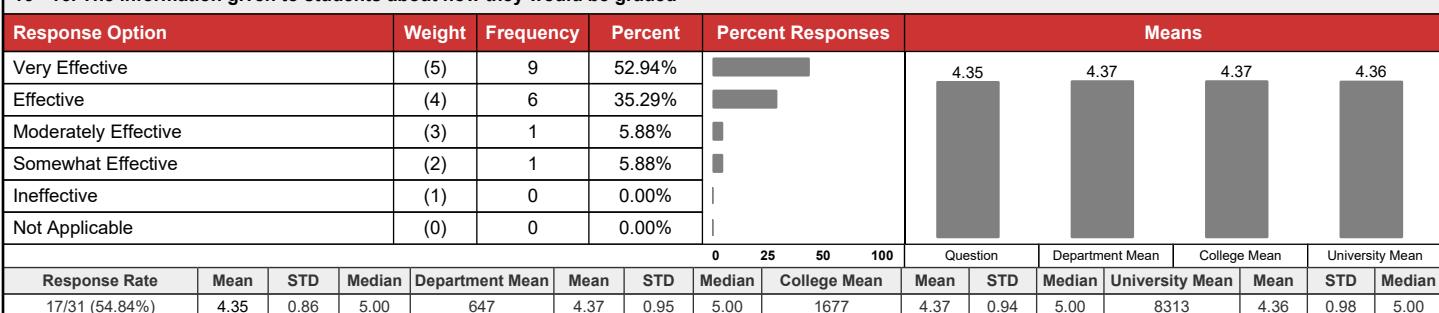


15 - 15. The instructor's willingness to listen to student questions and opinions

Christopher Castille



16 - 16. The information given to students about how they would be graded

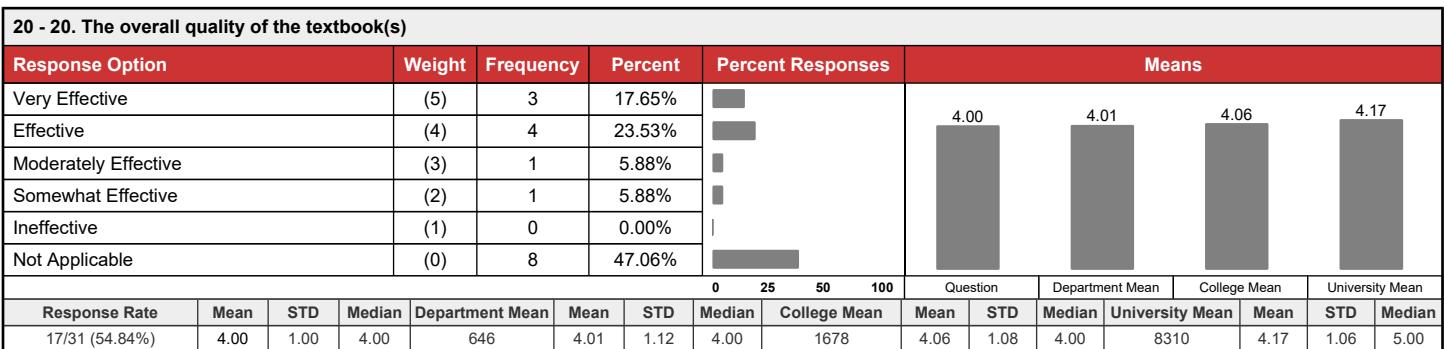
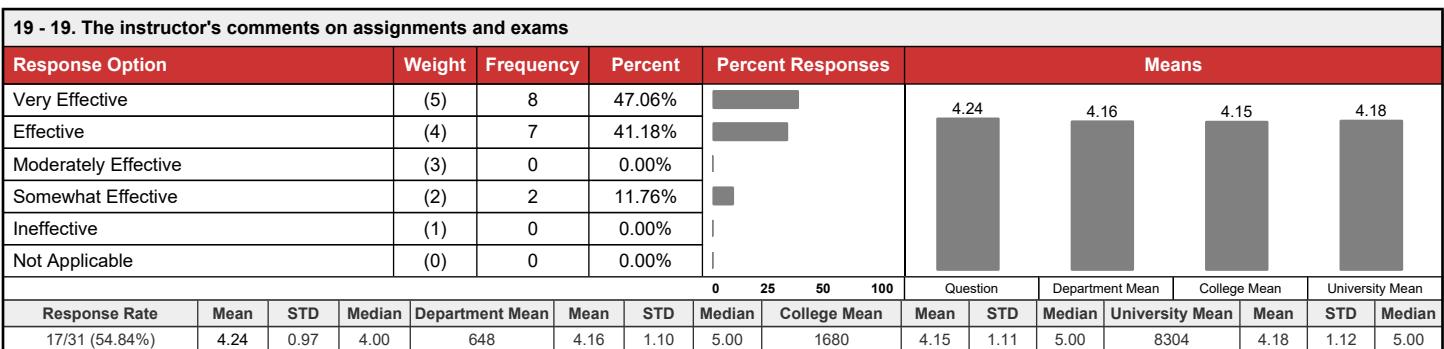
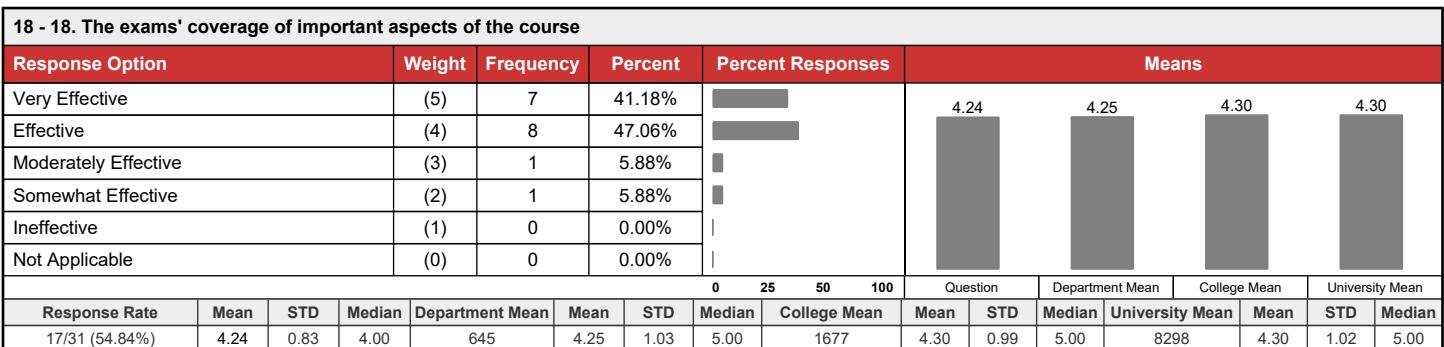
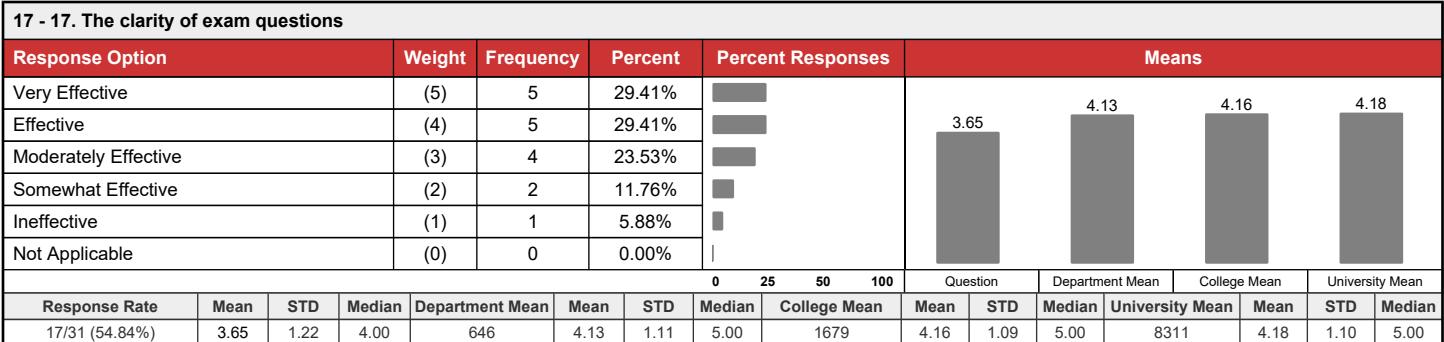


Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT502_EW: 21S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 17/31 (54.84 %)



Nicholls State University
Spring 2021 - Full Term Evaluations

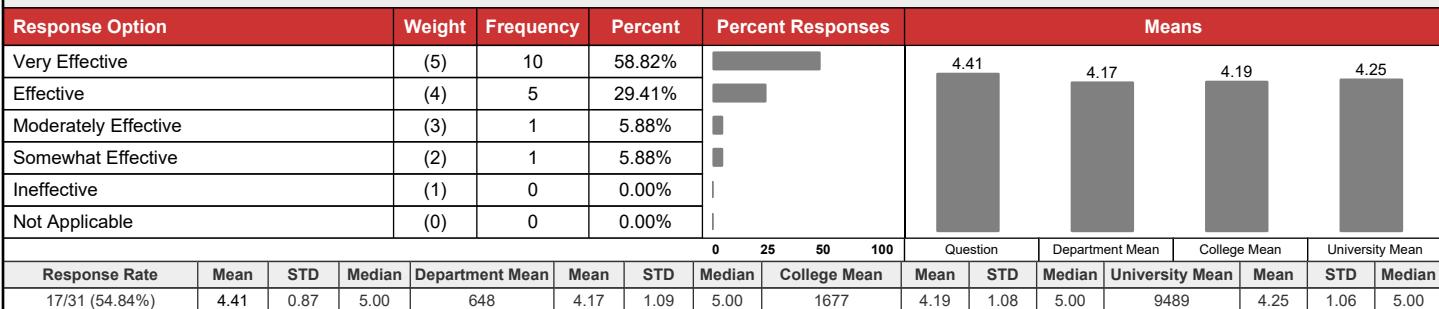


Course: 21S_MNGT502_EW: 21S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

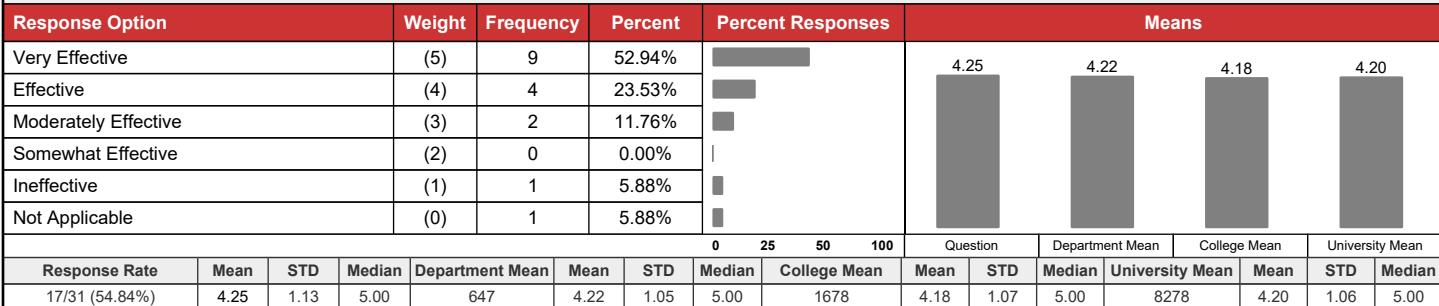
Response Rate: 17/31 (54.84 %)

21 - 21. The helpfulness of assignments in understanding course material

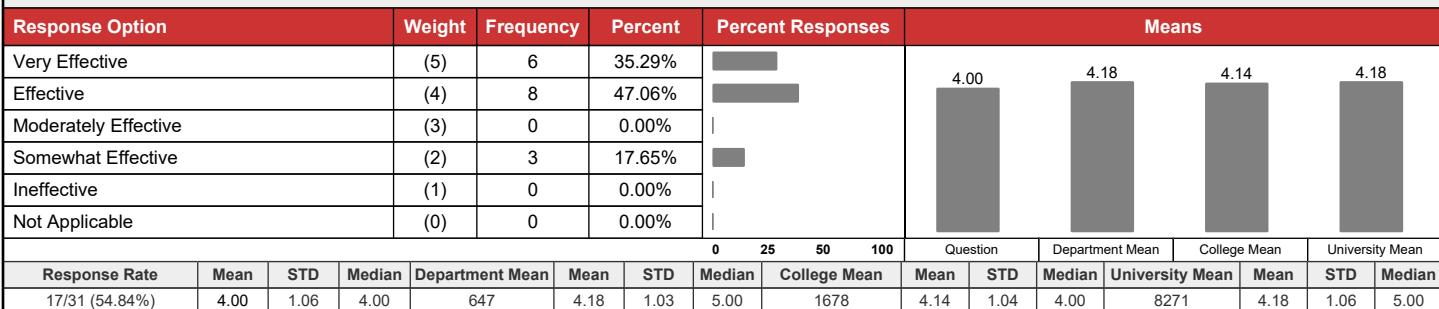
Christopher Castille



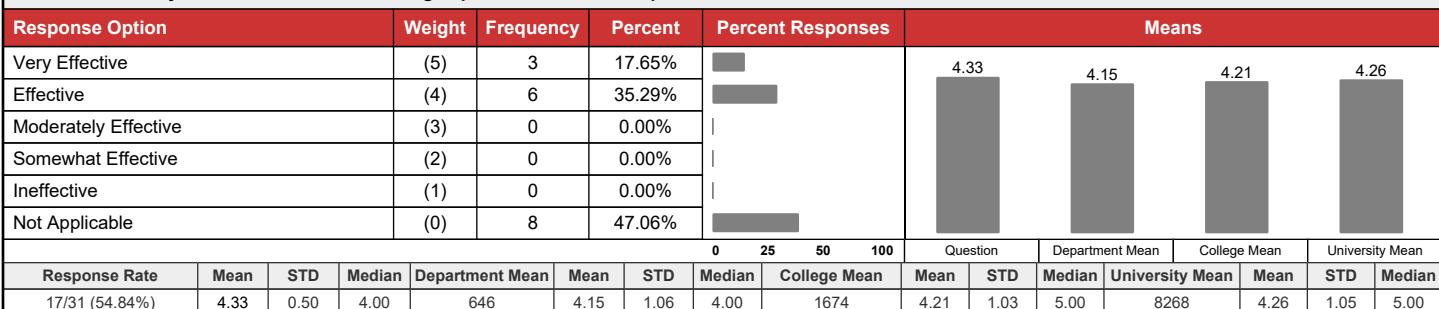
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)



24 - 24. Laboratory exercises for understanding important course concepts

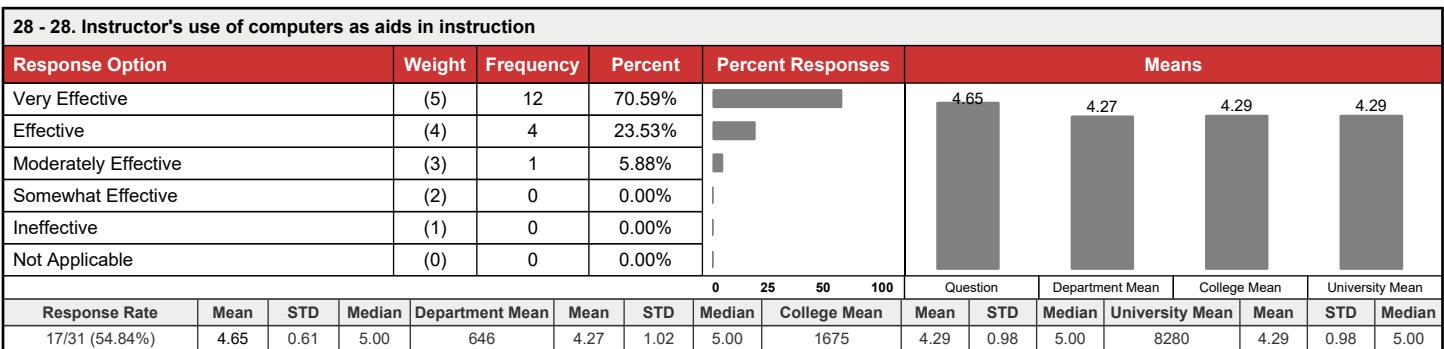
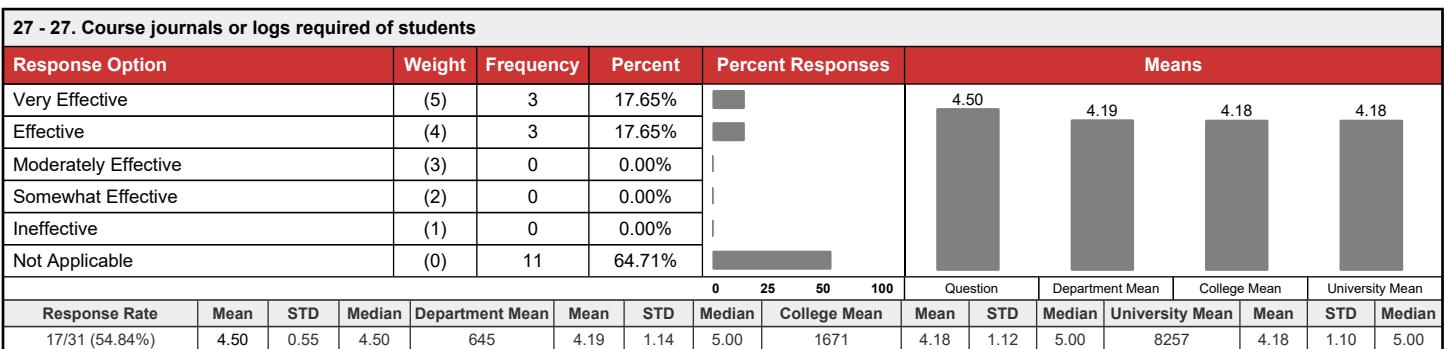
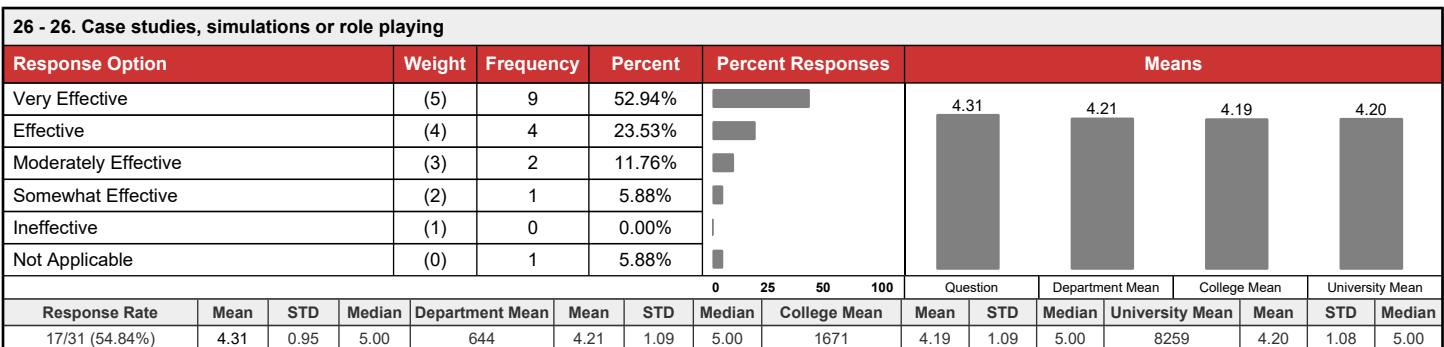
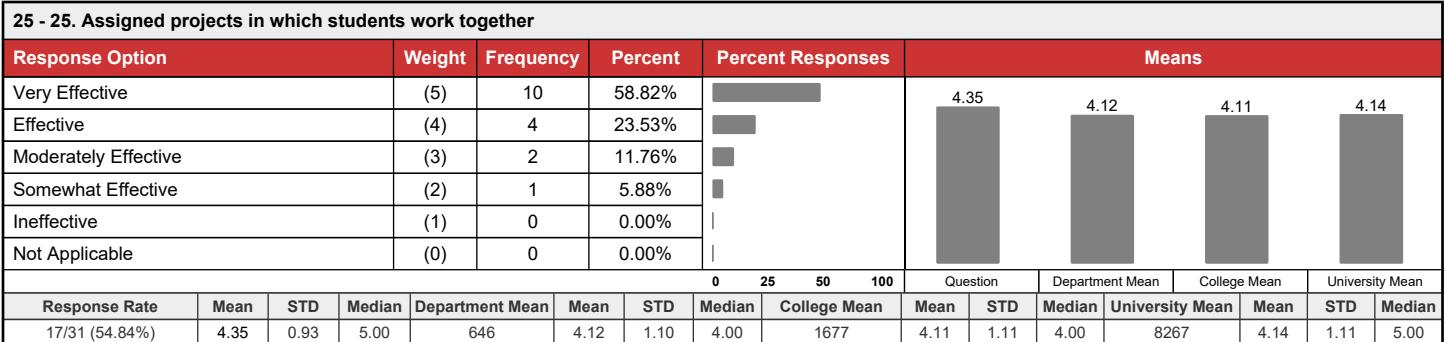


Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT502_EW: 21S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 17/31 (54.84 %)

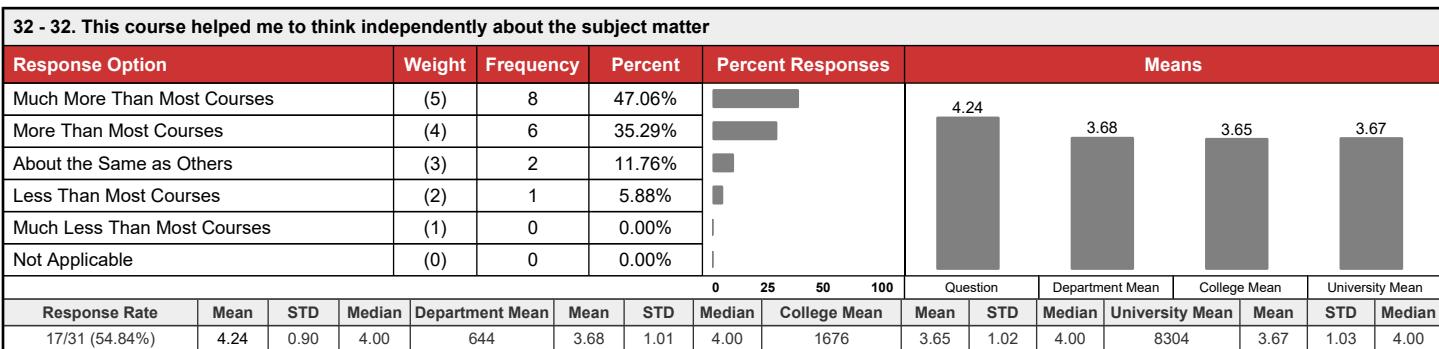
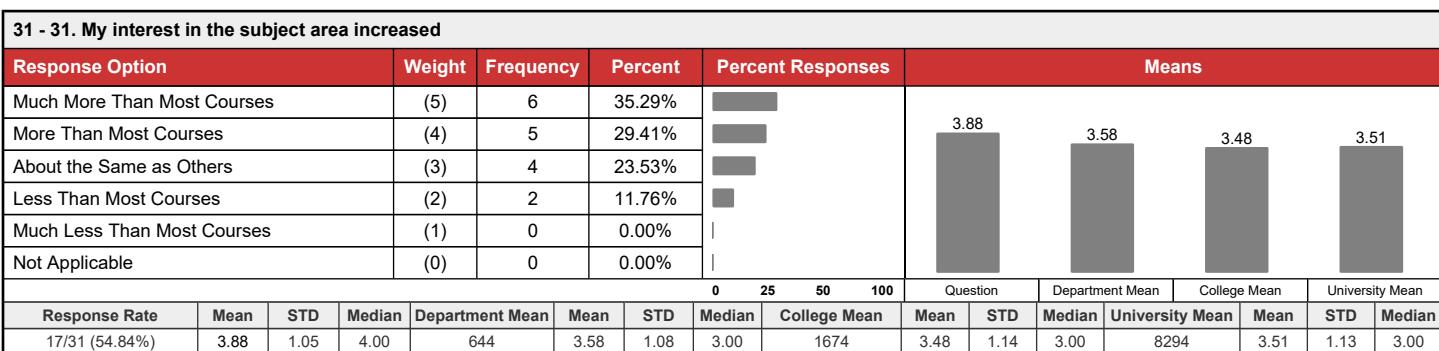
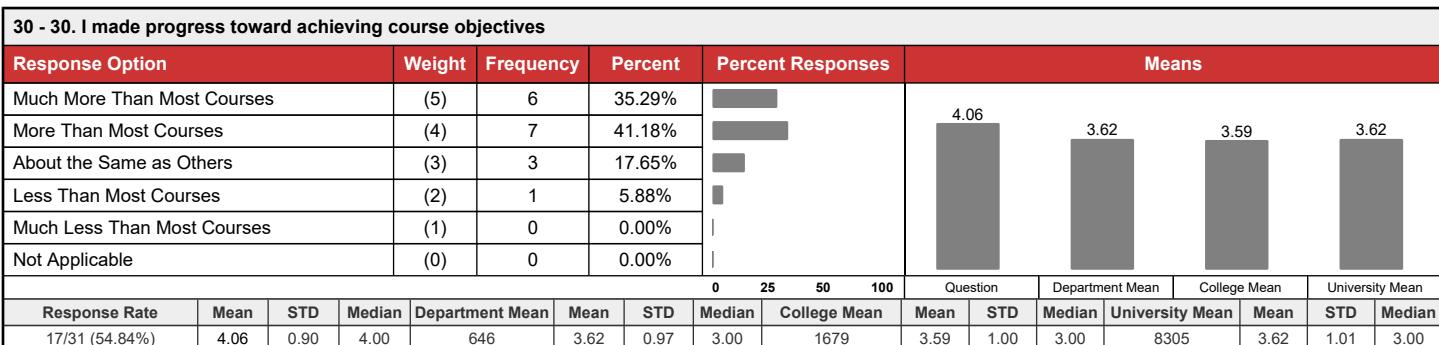
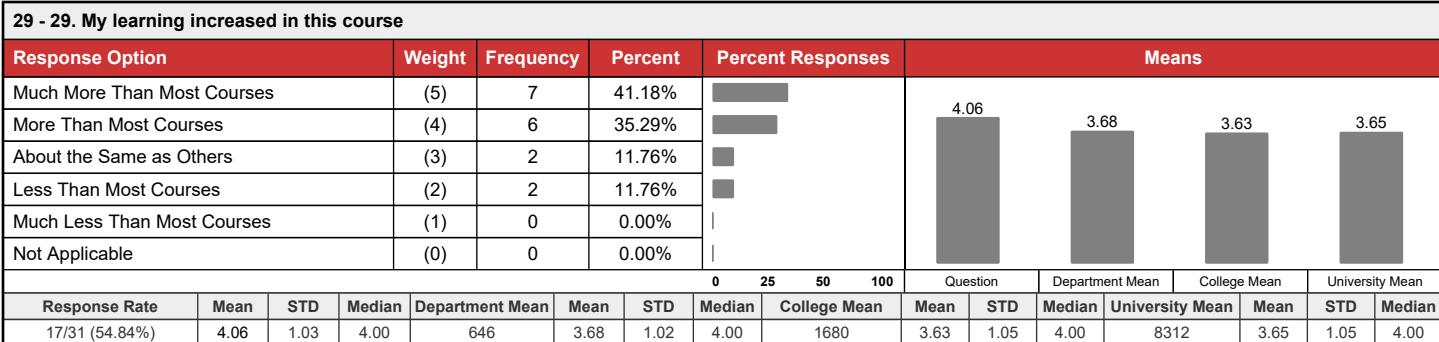


Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT502_EW: 21S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 17/31 (54.84 %)



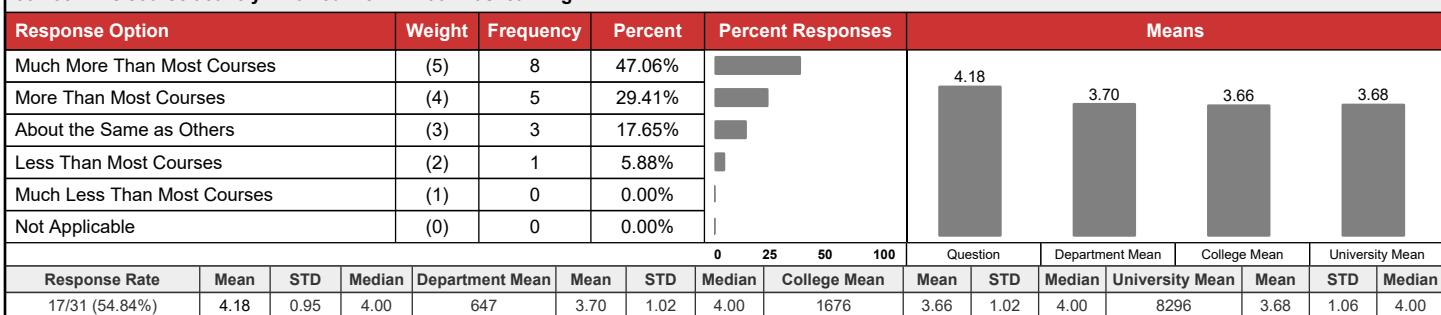
Nicholls State University
Spring 2021 - Full Term Evaluations



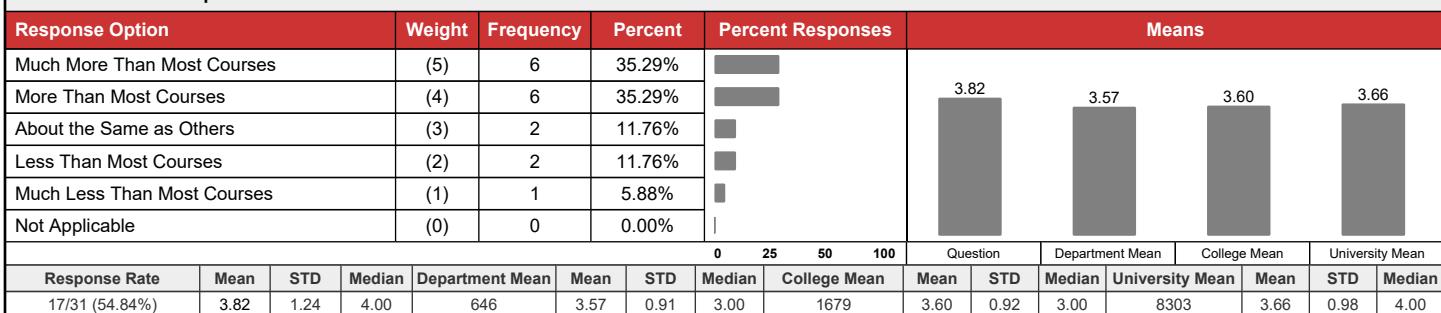
Course: 21S_MNGT502_EW: 21S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 17/31 (54.84 %)

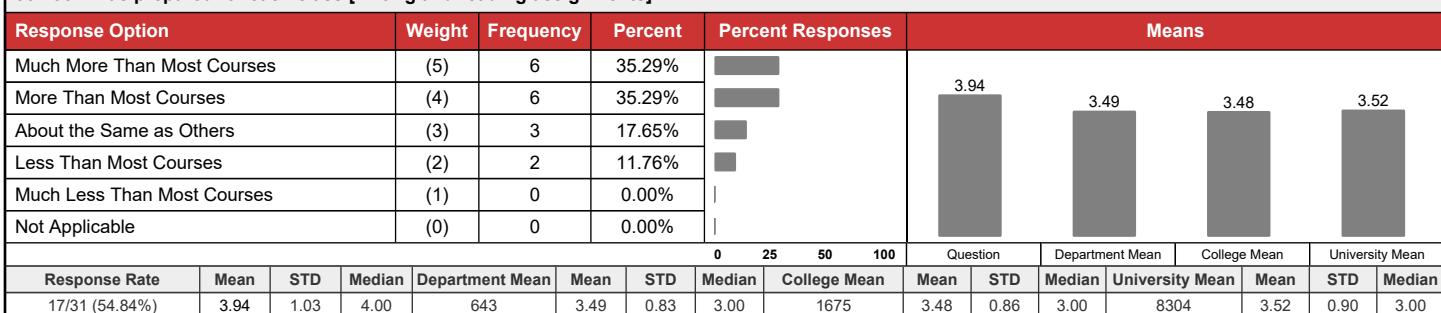
33 - 33. This course actively involved me in what I was learning



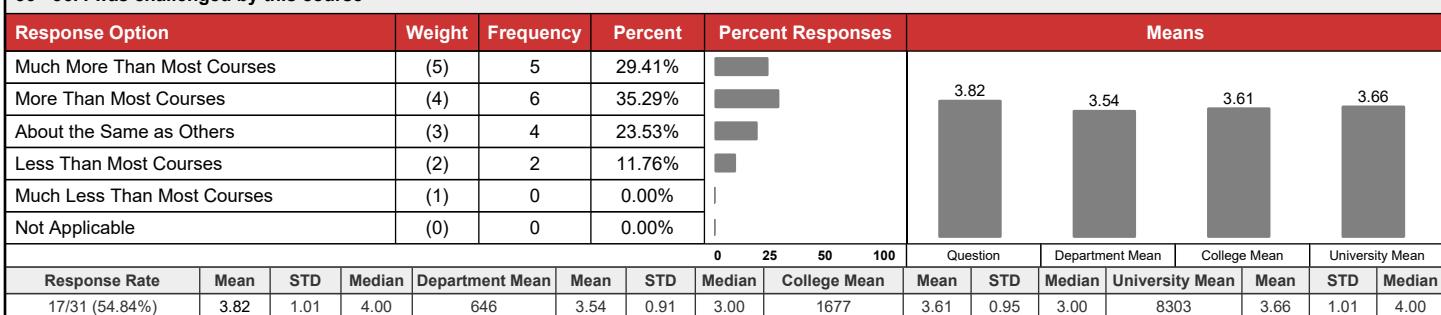
34 - 34. I studied and put effort into this course



35 - 35. I was prepared for each class [writing and reading assignments]



36 - 36. I was challenged by this course



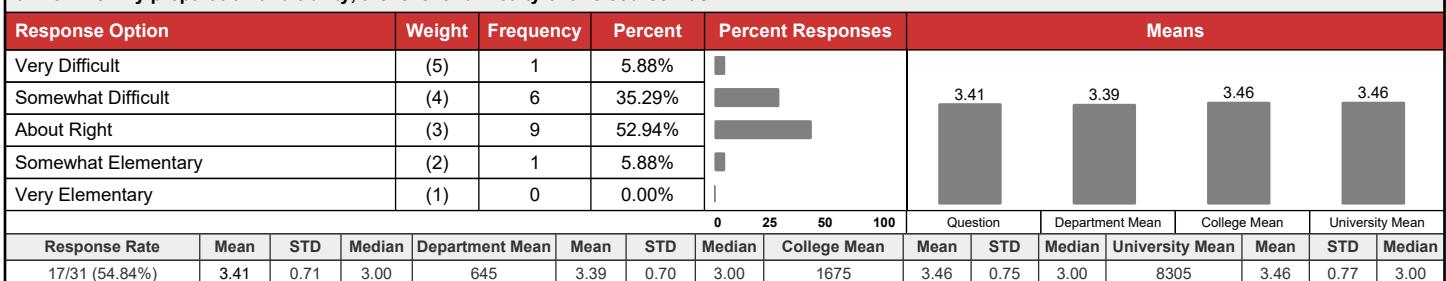
Nicholls State University
Spring 2021 - Full Term Evaluations



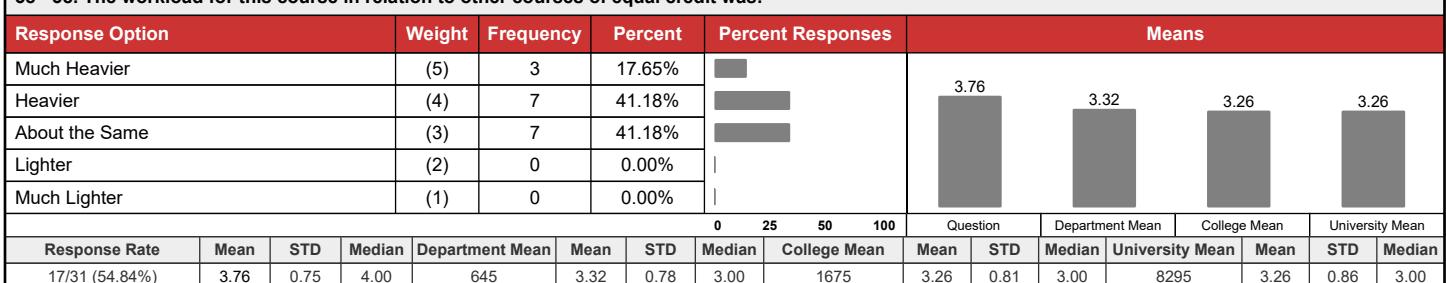
Course: 21S_MNGT502_EW: 21S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 17/31 (54.84 %)

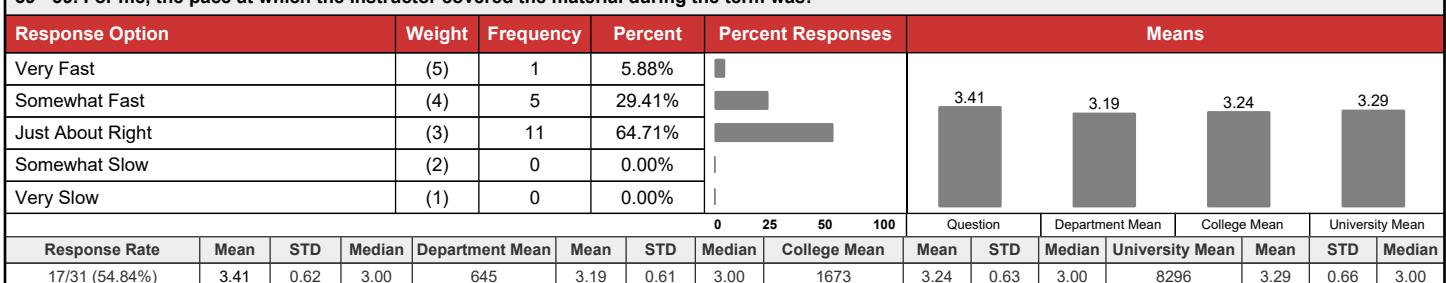
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

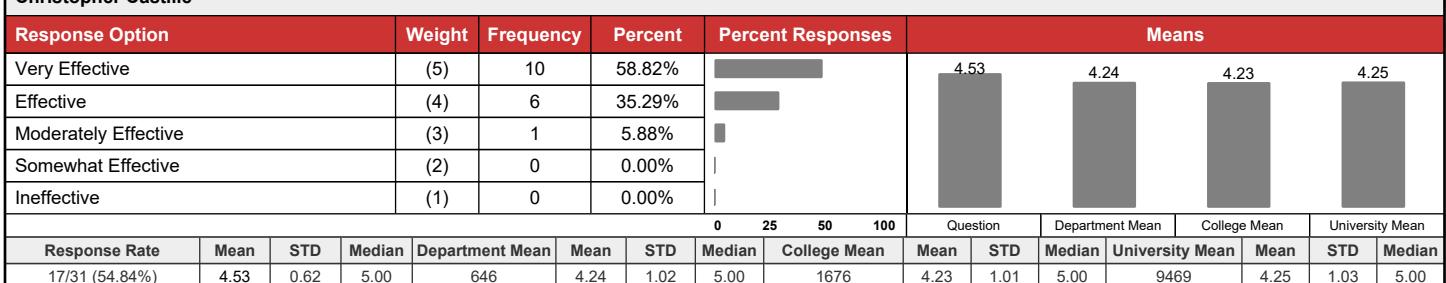


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille



Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT502_EW: 21S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 17/31 (54.84 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	13	76.47%		
A College Requirement	(2)	2	11.76%		
An Elective	(3)	0	0.00%		
Other	(4)	2	11.76%		
0 25 50 100					
Response Rate					
17/31 (54.84%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%		
Sophomore/2nd Year	(2)	0	0.00%		
Junior/3rd Year	(3)	0	0.00%		
Senior/4th Year	(4)	0	0.00%		
Graduate	(5)	17	100.00%		
Other	(6)	0	0.00%		
0 25 50 100					
Response Rate					
17/31 (54.84%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	15	88.24%		
Better in another language	(2)	1	5.88%		
Equally well in English and another language	(3)	1	5.88%		
0 25 50 100					
Response Rate					
17/31 (54.84%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	9	52.94%		
Male	(2)	8	47.06%		
0 25 50 100					
Response Rate					
17/31 (54.84%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	8	47.06%		
A-	(2)	7	41.18%		
B+	(3)	2	11.76%		
B	(4)	0	0.00%		
B-	(5)	0	0.00%		
C	(6)	0	0.00%		
Below C	(7)	0	0.00%		
0 25 50 100					
Response Rate					
17/31 (54.84%)					

Nicholls State University
Spring 2021 - Full Term Evaluations



Course: 21S_MNGT502_EW: 21S_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 17/31 (54.84 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved? 46. Please provide your feedback.

Christopher Castille

Response Rate	7/31 (22.58%)
----------------------	---------------

- Initially, I was amazed by Dr. Castille's command of the subject matter. His enthusiasm made me excited to attend class and engage with peers during lectures. There are videos of lectures at Harvard Business School and his class reminded me of that. However, I was extremely disappointed in the discriminatory email that Dr. Castille sent to me and another student. None of our peers received this email, we even asked previous students. This email contained language that instituted bias and discrimination. Dr. Castille refused to meet during his office hours to discuss the email and said he was only available during class time. As a HR professional, Dr. Castille should have been aware of the language he used and how it affects women of color. It affected me so much that I spent a week crying to my mom and asking other women of color how they navigate these situations. I'm not sure if that was Dr. Castille's intent, but it became a traumatizing experience for me. I hope that Dr. Castille learns to acknowledge his bias and amend it in future courses.
- Dr. Castille is an great professor. His enthusiasm for this course made me much more interested in the material. Dr. Castille is very passionate about teaching this material and makes sure that his students are understanding all concepts. The course-load in this course was extremely heavy, but it was workable. Even though the work in the course was heavy, Dr. Castille was very understandable and was always willing to help out anywhere he could. The class was heavily based around groupwork. I was never a fan of working in groups, but Dr. Castille made sure to reach out to each group in class to make sure everyone is on track and the workload was evenly distributed. Overall, I really enjoyed this course with Dr. Castille. He is very knowledgeable about the material and excited to teach each class, which made learning enjoyable.
- Please consider how to approach students with conflicts before you actually do. Be sure to hear all sides of the story because it can be taken as an offense when you approach one student differently from others. Do not assume things about a student based off of what you've heard!!!!!!
- I think that at first the course was quite challenging, because I was being taught things that I've never saw previously on any courses I took. But Dr. Castille gave us enough resources to gain knowledge on those, and the way he taught the course by assigning some work prior to the classes helped me to go over the theory twice and facilitated the learning. Overall I think it was a very dynamic way of learning which I highly recommend to other business students. The professor was always very enthusiastic about teaching, and also always willing to help students.
- The best teacher I have had in my college career. He was willing to work with students and made the material practical through projects and useful assignments.
- As a student who has had this professor twice before as an undergrad I would like to complement him on how much I believe he has improved as a teacher. I never had any doubts about his knowledge of the material, but now that knowledge is paired with a very natural and conversational teaching style that make class that much more enjoyable. He is very willing to talk to and help students. He has respect for MBA level students and it genuinely seems like he wants to learn from us as much as teach us. I think his method of having us talk first with our simulation group before having a class-wide discussion is a brilliant way to break the ice and encourage class participation. I think other teachers who want to get more student involvement should consider adopting this strategy.
- It has been a pleasure to be in your class. Thanks for always being available to help. I learned that HR is so much more than I originally thought coming into the class. The simulation was very effective at showing what happens behind the scenes in running the typical HR department in a fairly realistic, real world scenario. It put what we were learning into actual practice, which is something very few, if any, other courses are able to do.

Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	4.43	4.32	4.32	4.34
B. Communication	4.55	4.41	4.37	4.40
C. Faculty/Staff Interaction	4.47	4.42	4.42	4.43
D. Assignments, Exams, and Grading	4.11	4.14	4.17	4.22
E. Instructional Methods and Materials	4.31	4.13	4.12	4.14
F. Course Outcomes	4.04	3.63	3.60	3.63

(in response to the first student comment) I deeply regret that this student felt what they did in response to my tactics. I did not mean to say anything that a student would see as discriminatory. However, I can explain what I think gave rise to this particular comment and what I am doing about it.

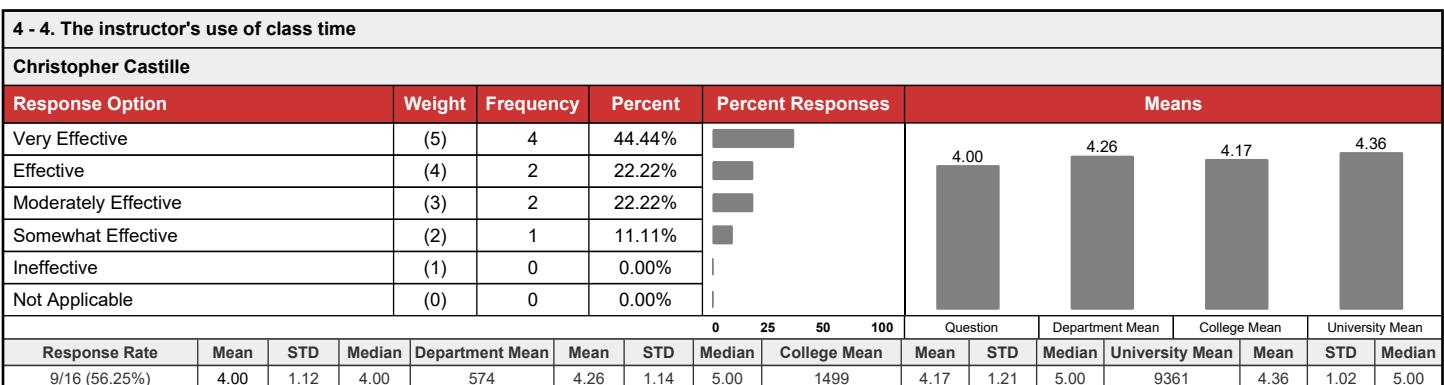
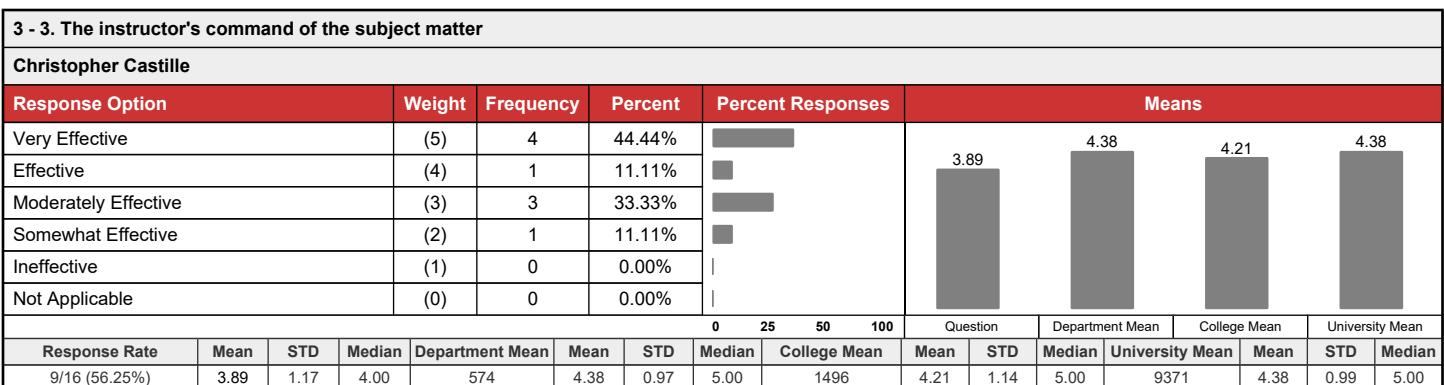
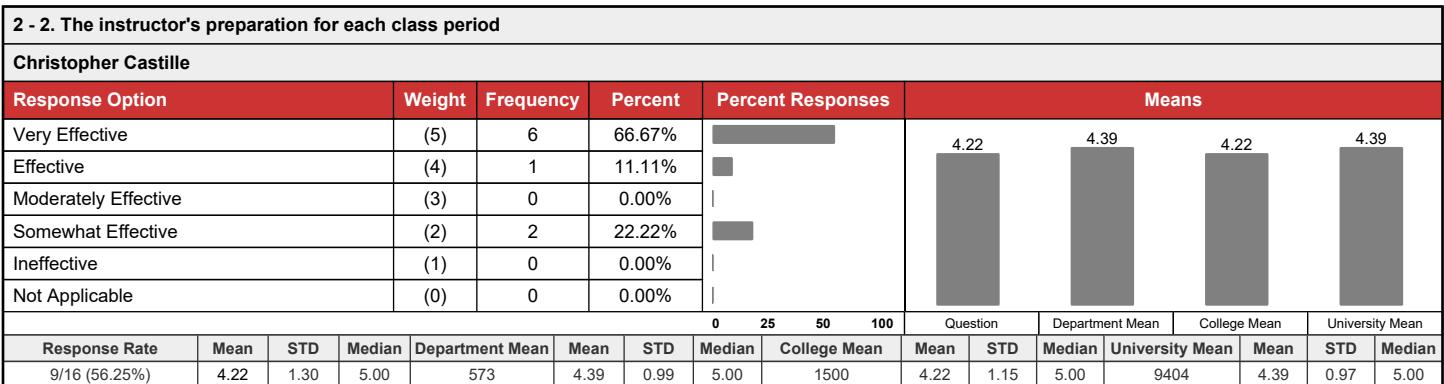
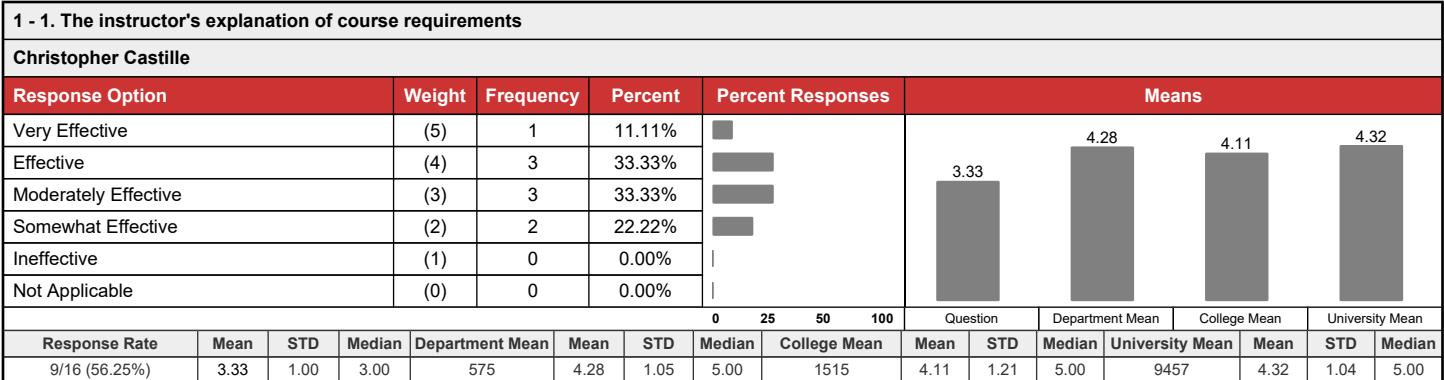
In my course, students compete in a team-based competitive business simulation that grades them on their performance on key outcomes (e.g., productivity, turnover, absenteeism, female and minority representation). To prepare for the simulation, students must complete assignments. One involves a "Demographic Analysis" of female and minority representation of the firm and surrounding community. Another involves "Diversity Management", which concerns the activities that are required by the firm to raise female and minority representation. In virtually every class I teach, these assignments are completed by token minorities (or female minorities).

In this class, I wanted to learn more about what these particular students saw as their struggles in encouraging their teammates to take diversity management more seriously. I reached out to these students directly and asked that they meet with me to discuss their work in my class. I genuinely wanted to learn from their perspective. Unfortunately, the students and I never met and I did not think to follow up (I should have).

Moving forward, I now teach the diversity content much more intentionally, highlighting what does and does not work to promote a more inclusive workplace as well as what can cause diversity efforts to backfire. For instance, this article from The Economist became a discussion point in my online course in the beginning of F22 (<https://www.economist.com/graphic-detail/2022/08/25/workplace-diversity-programmes-often-fail-or-backfire>).



Course: 21F_MNGT502_EW: 21F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 9/16 (56.25 %)

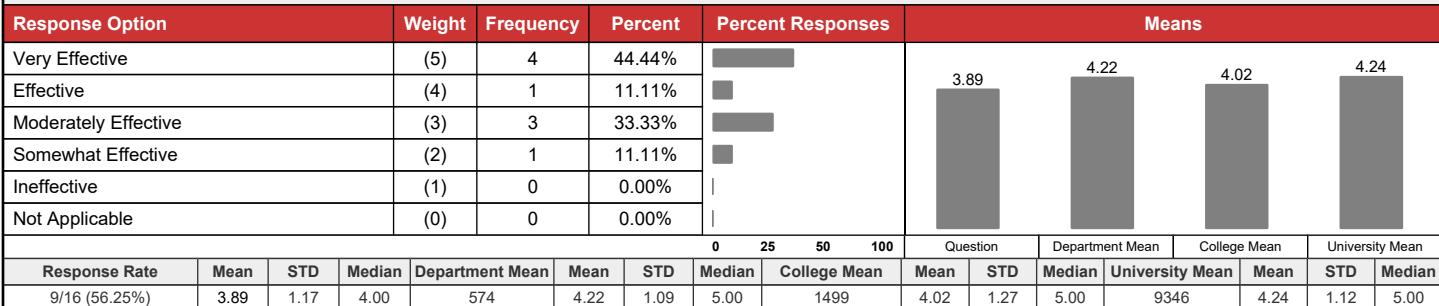




Course: 21F_MNGT502_EW: 21F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 9/16 (56.25 %)

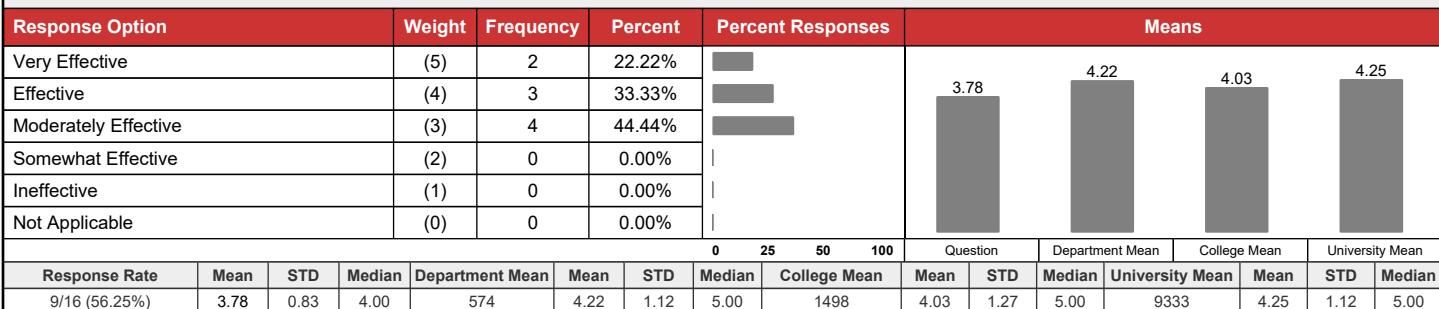
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



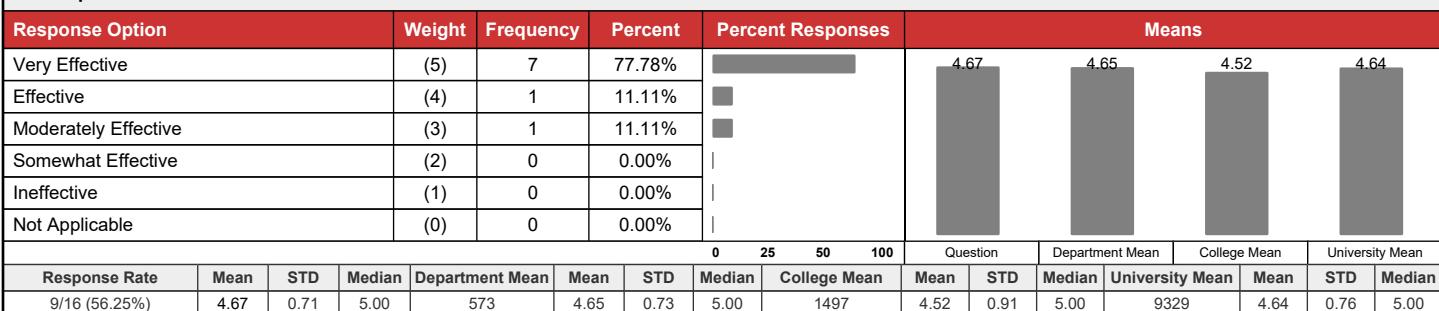
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



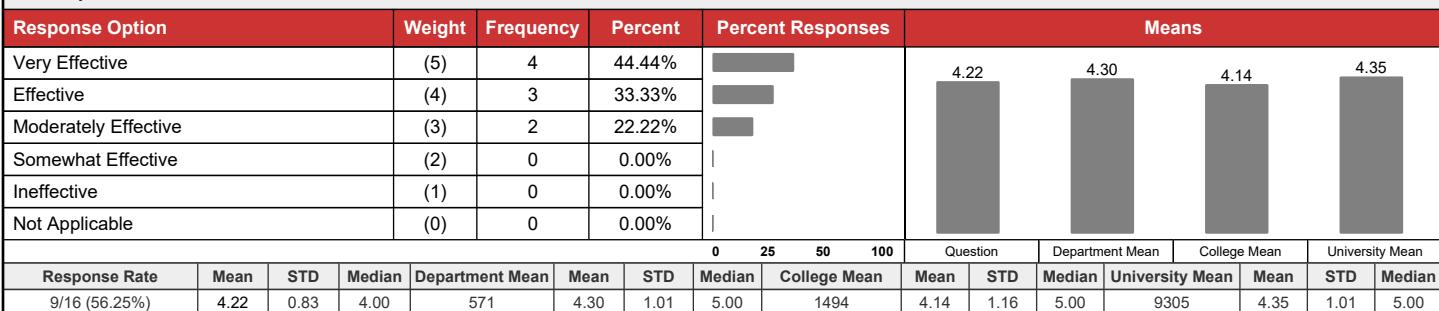
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



Nicholls State University
Fall 2021 - Full Term Evaluations

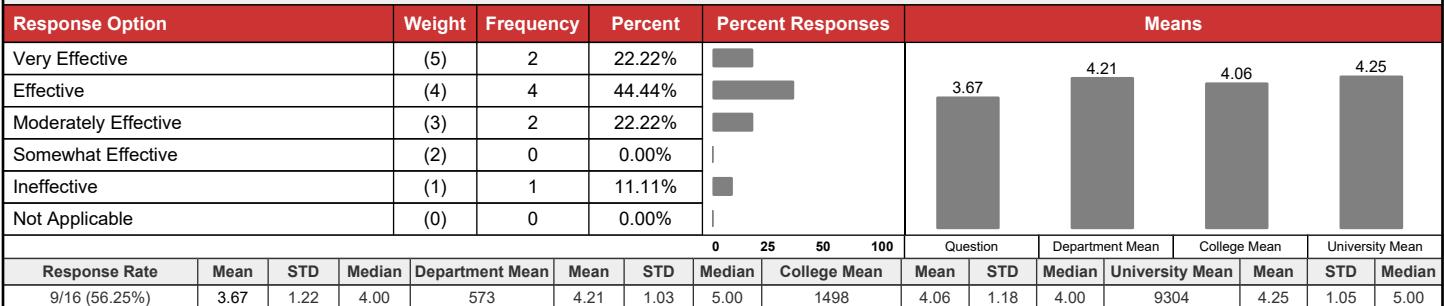


Course: 21F_MNGT502_EW: 21F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 9/16 (56.25 %)

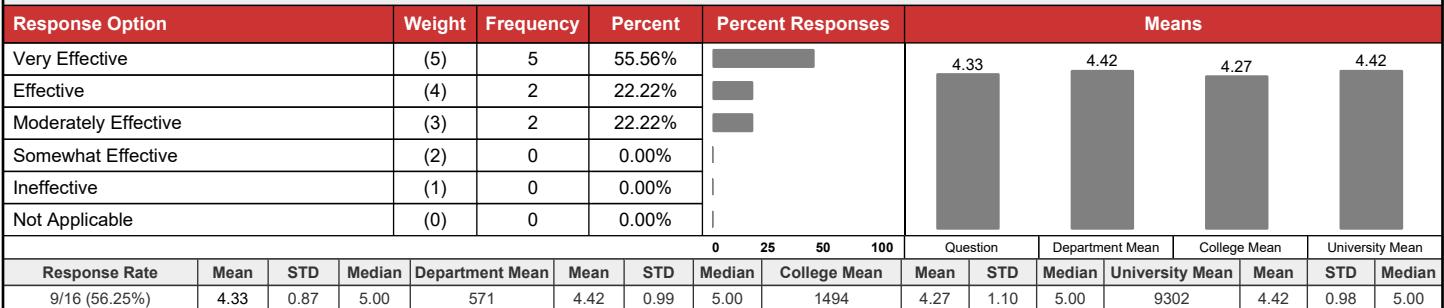
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



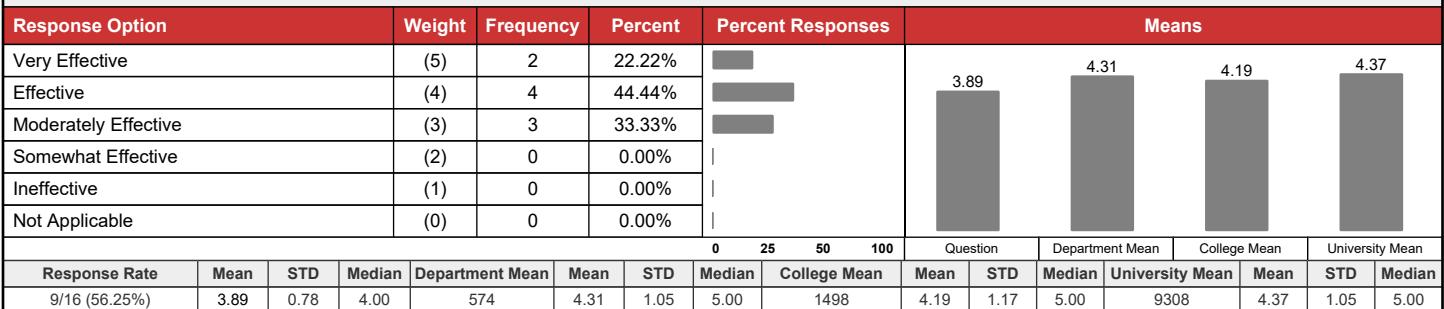
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



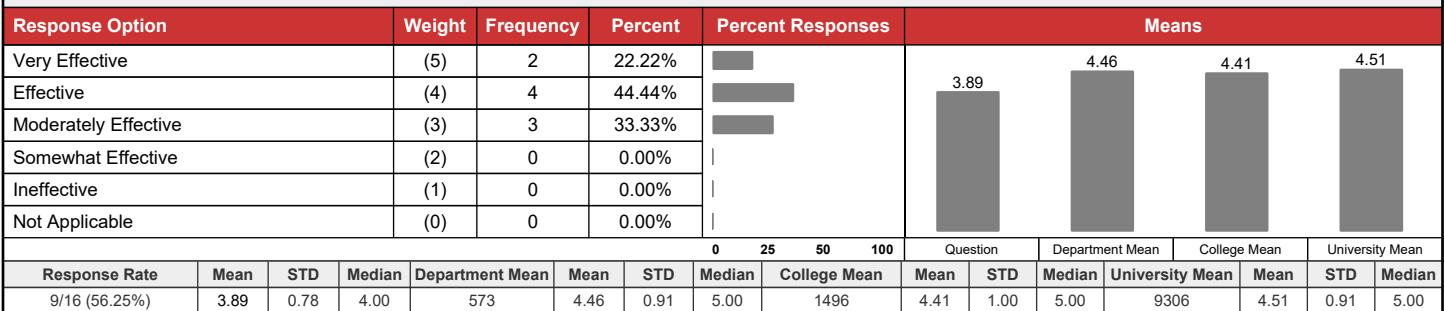
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille



Nicholls State University
Fall 2021 - Full Term Evaluations

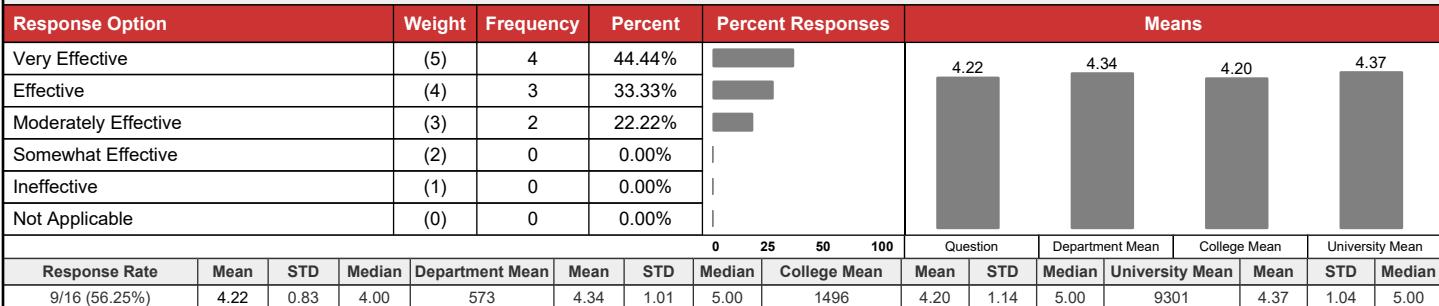


Course: 21F_MNGT502_EW: 21F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 9/16 (56.25 %)

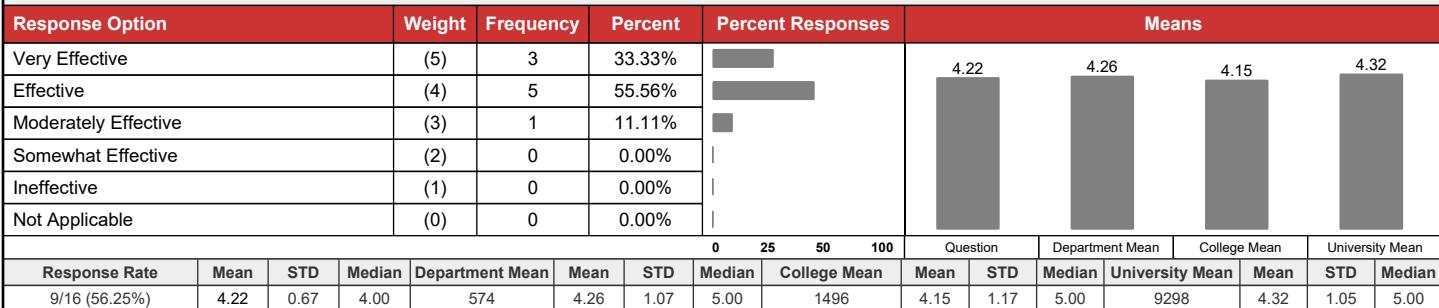
13 - 13. The instructor's concern for student progress

Christopher Castille



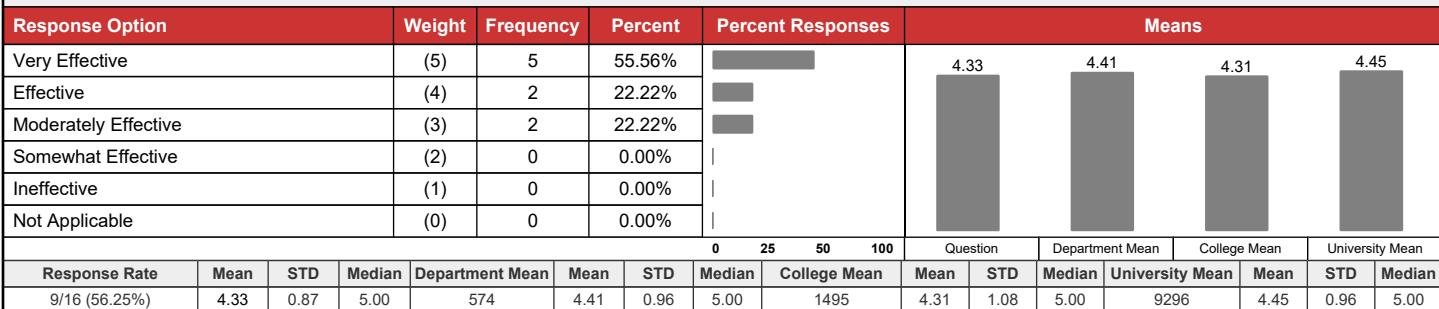
14 - 14. The availability of extra help for this class (taking into account the size of the class)

Christopher Castille

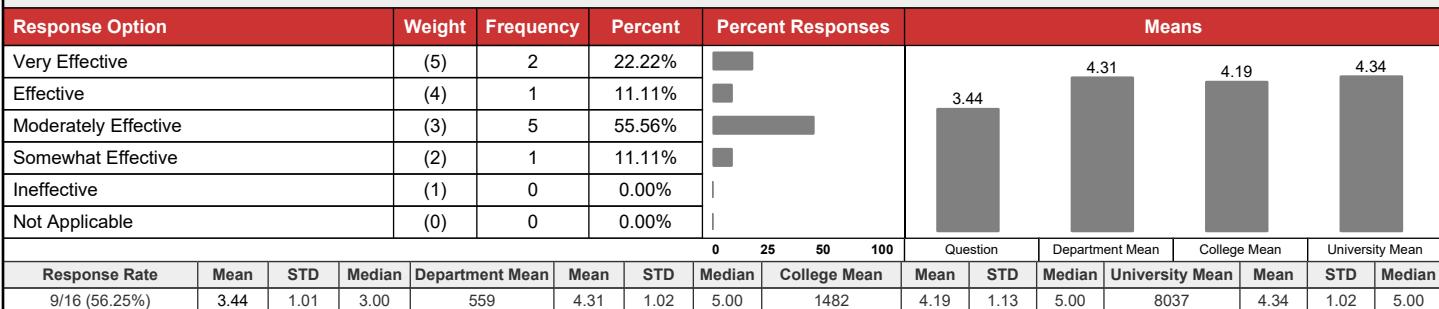


15 - 15. The instructor's willingness to listen to student questions and opinions

Christopher Castille

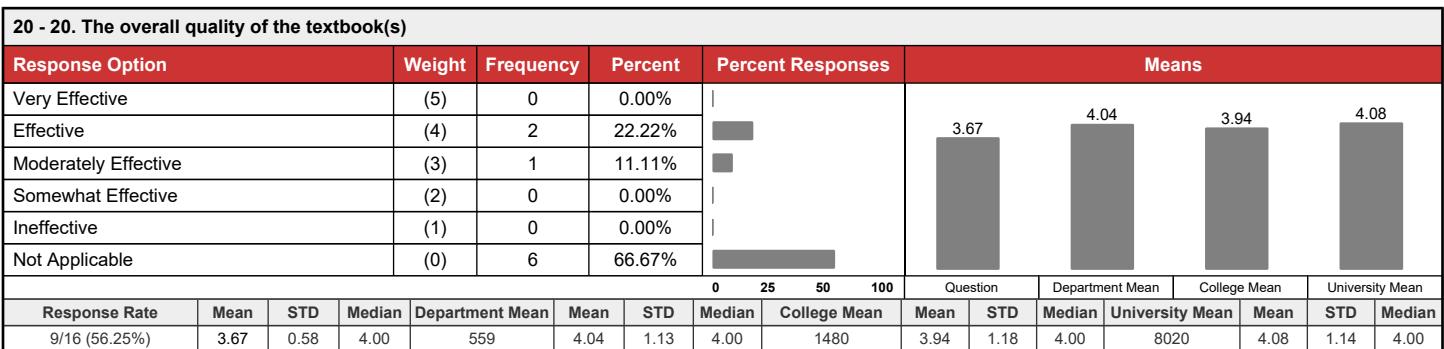
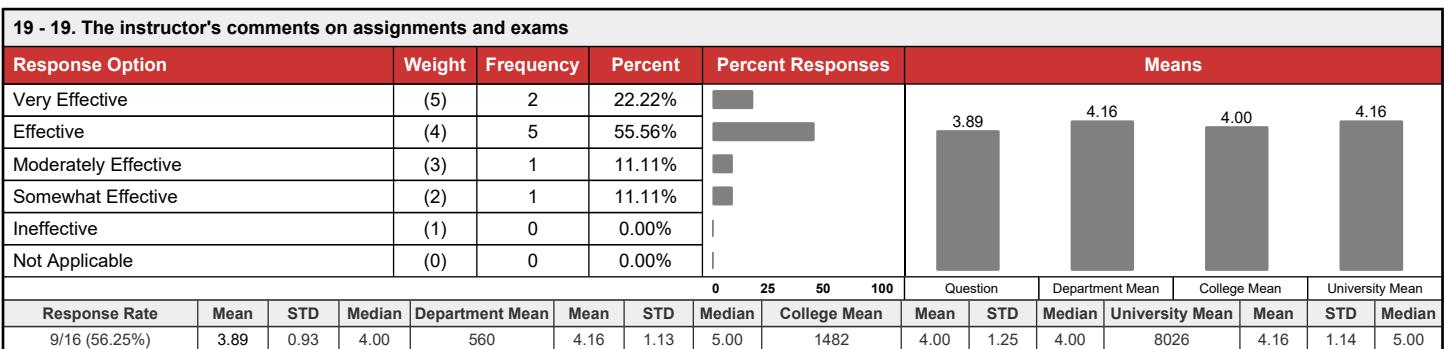
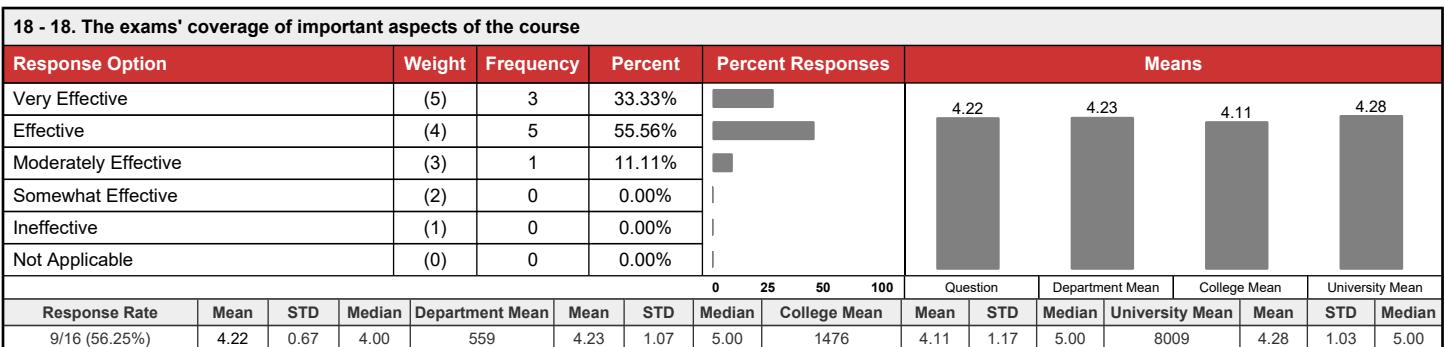
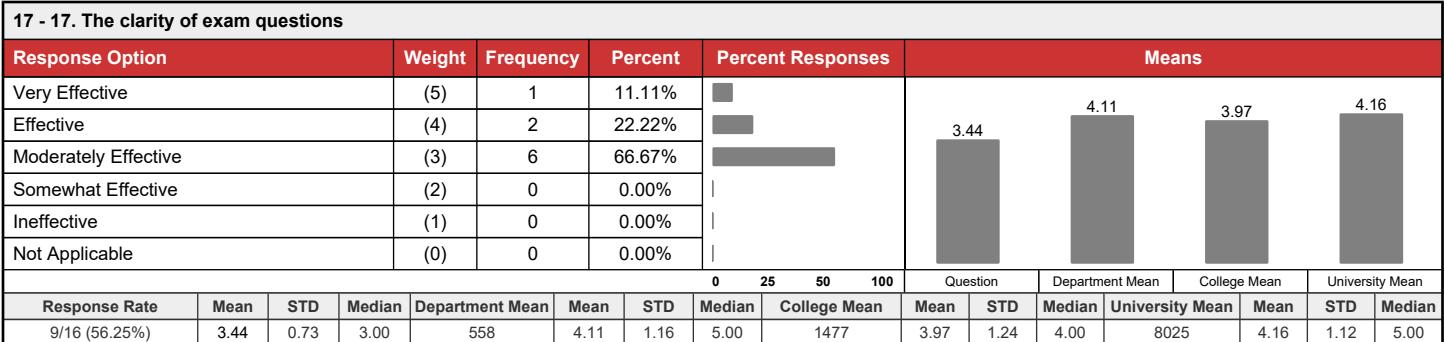


16 - 16. The information given to students about how they would be graded





Course: 21F_MNGT502_EW: 21F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 9/16 (56.25 %)



Nicholls State University
Fall 2021 - Full Term Evaluations

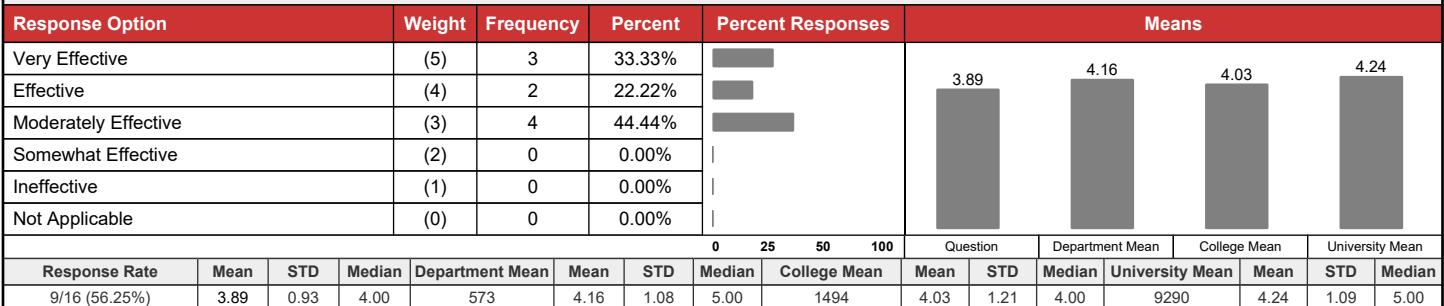


Course: 21F_MNGT502_EW: 21F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

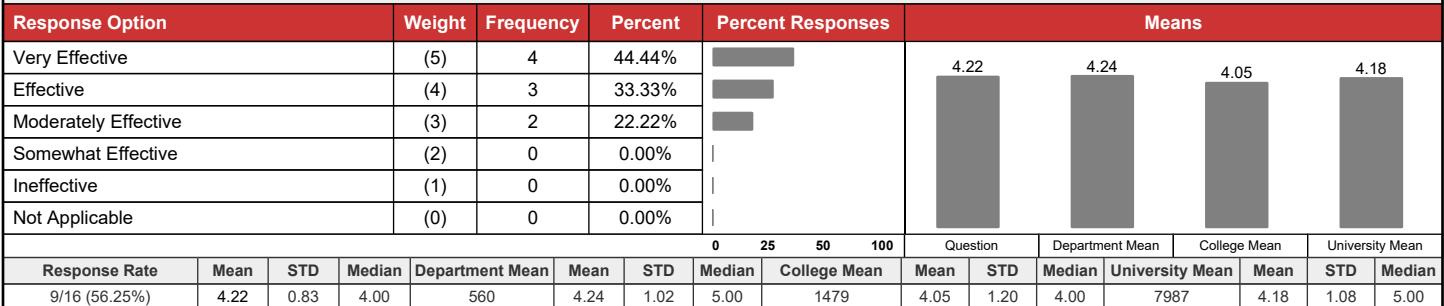
Response Rate: 9/16 (56.25 %)

21 - 21. The helpfulness of assignments in understanding course material

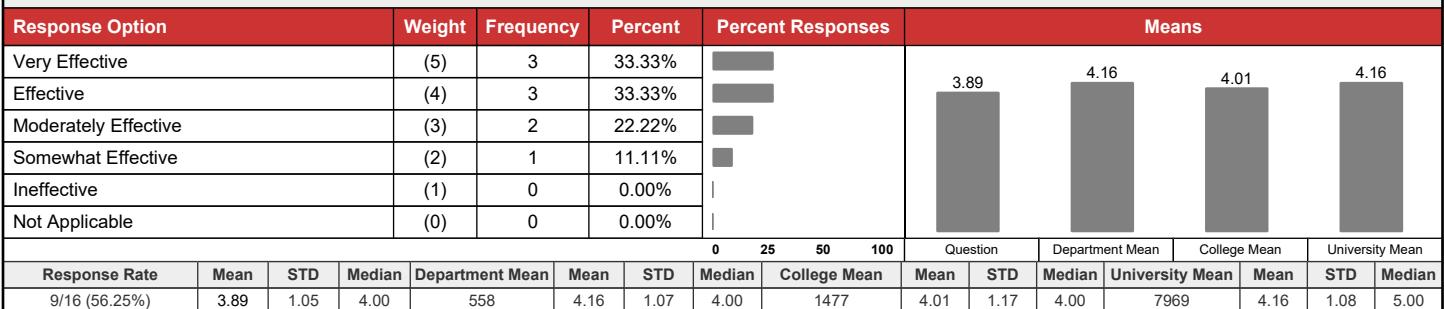
Christopher Castille



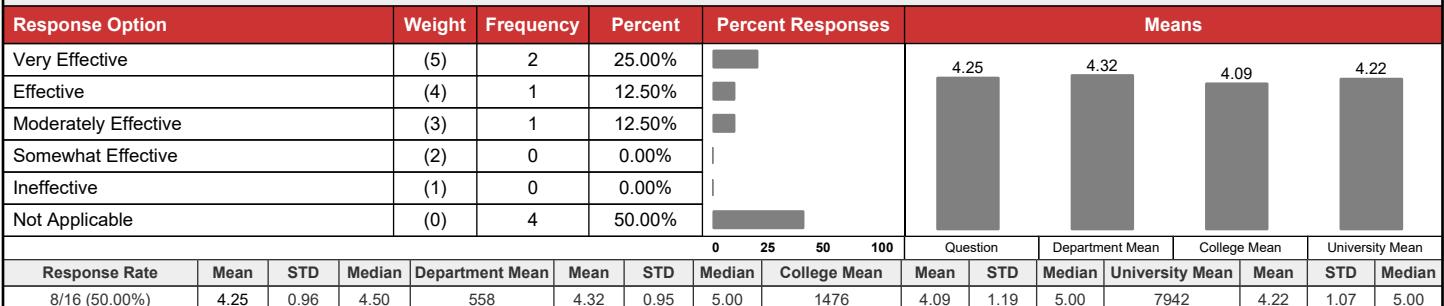
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)



24 - 24. Laboratory exercises for understanding important course concepts

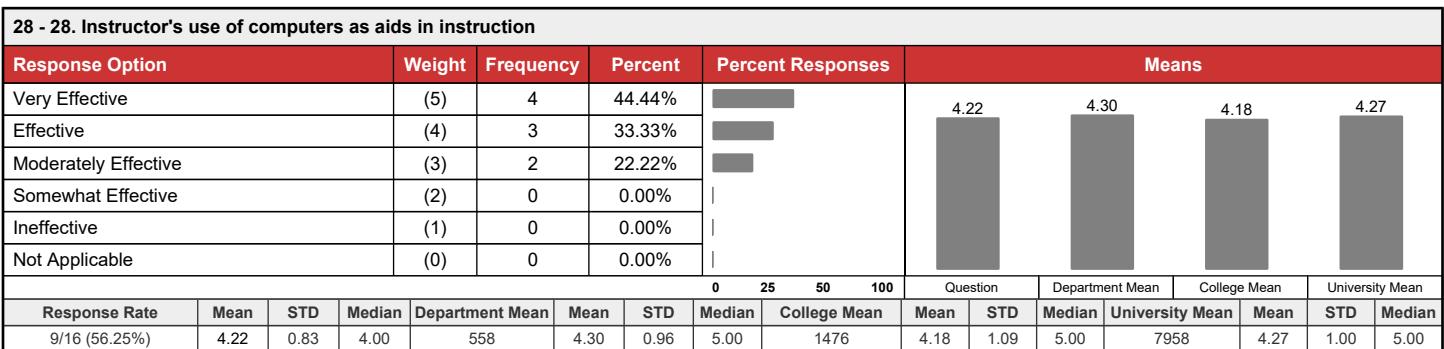
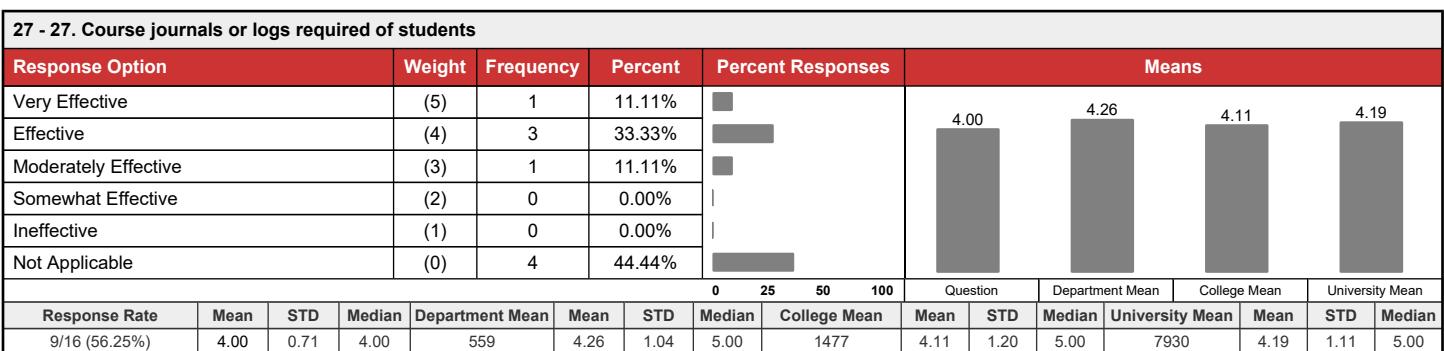
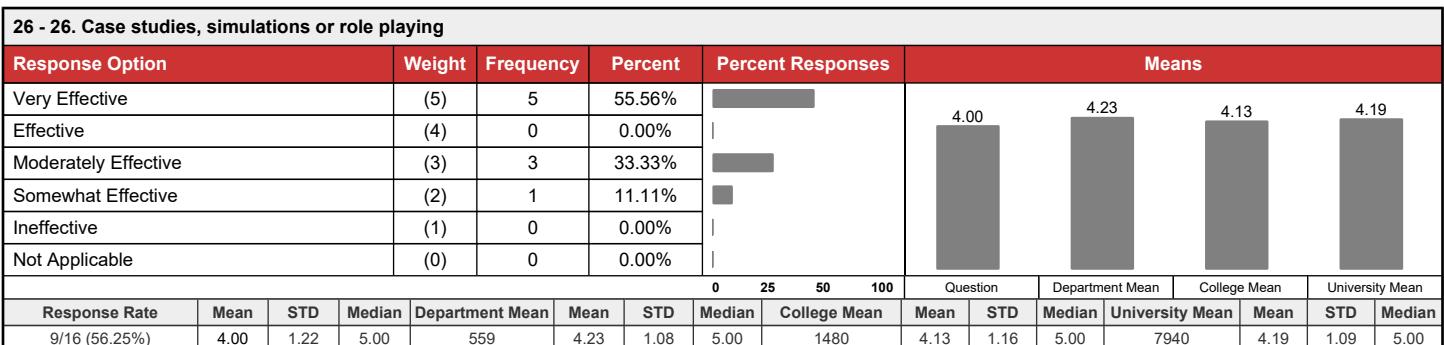
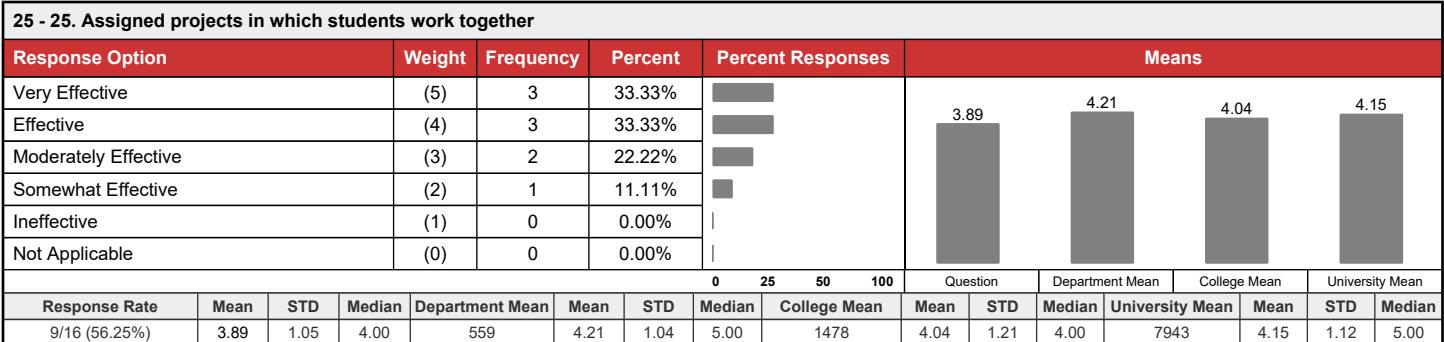


Nicholls State University
Fall 2021 - Full Term Evaluations



Course: 21F_MNGT502_EW: 21F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 9/16 (56.25 %)

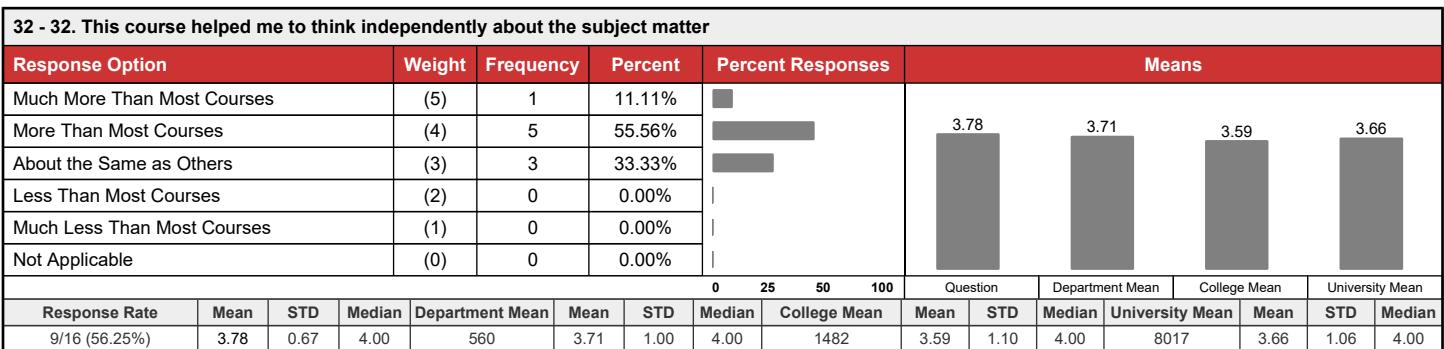
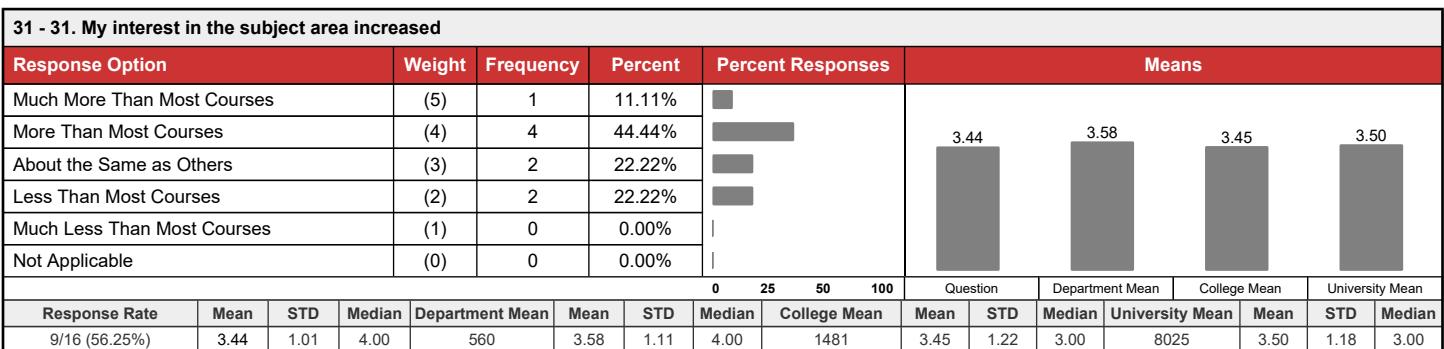
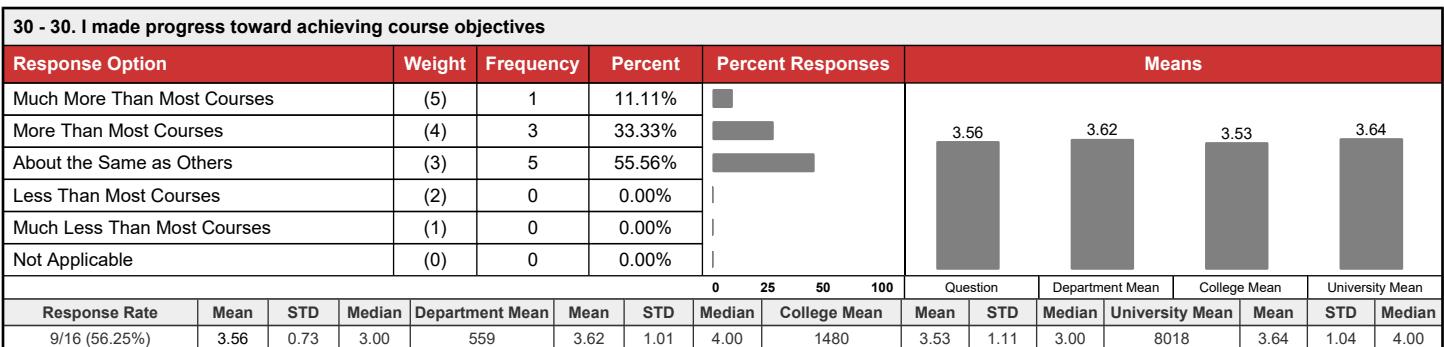
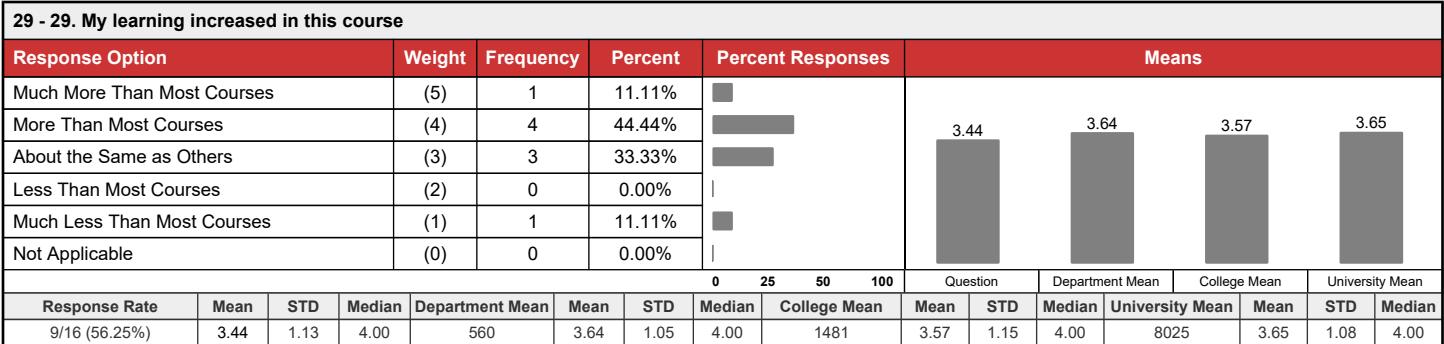


Nicholls State University
Fall 2021 - Full Term Evaluations



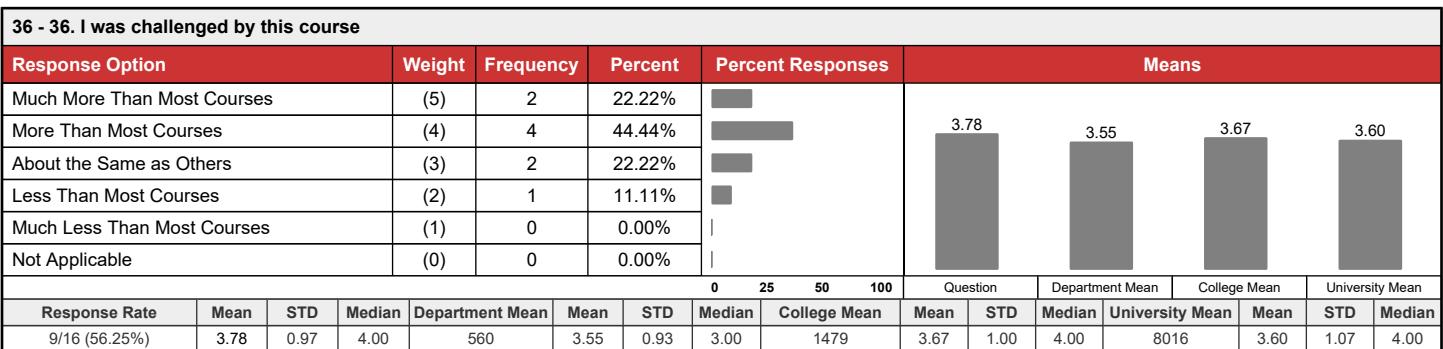
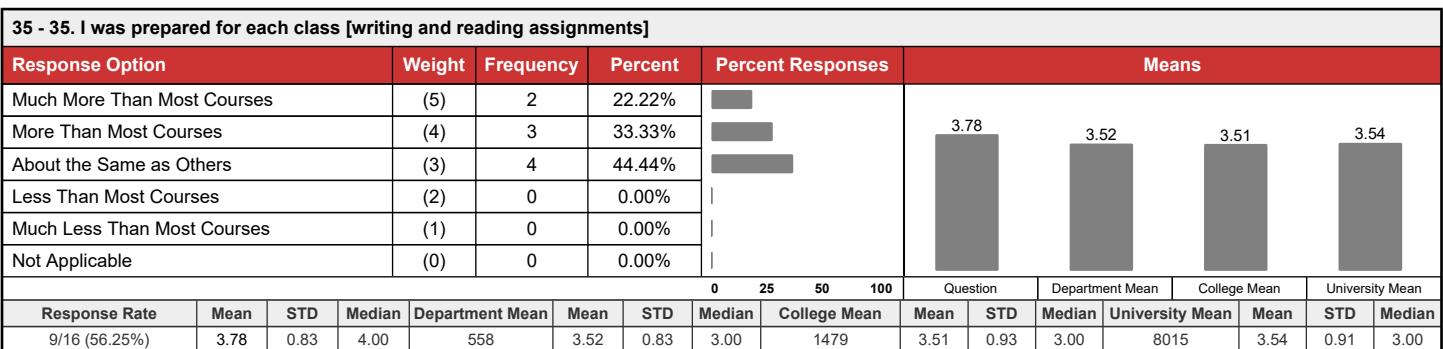
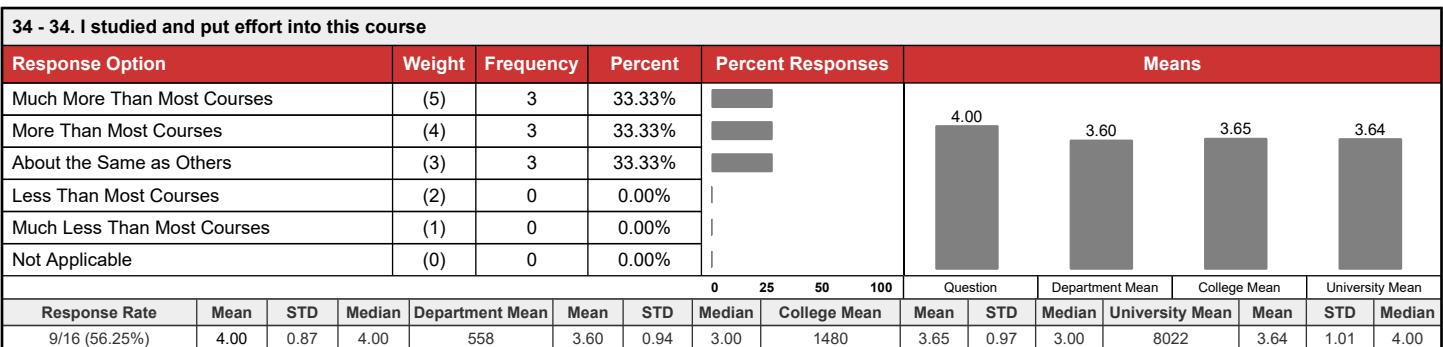
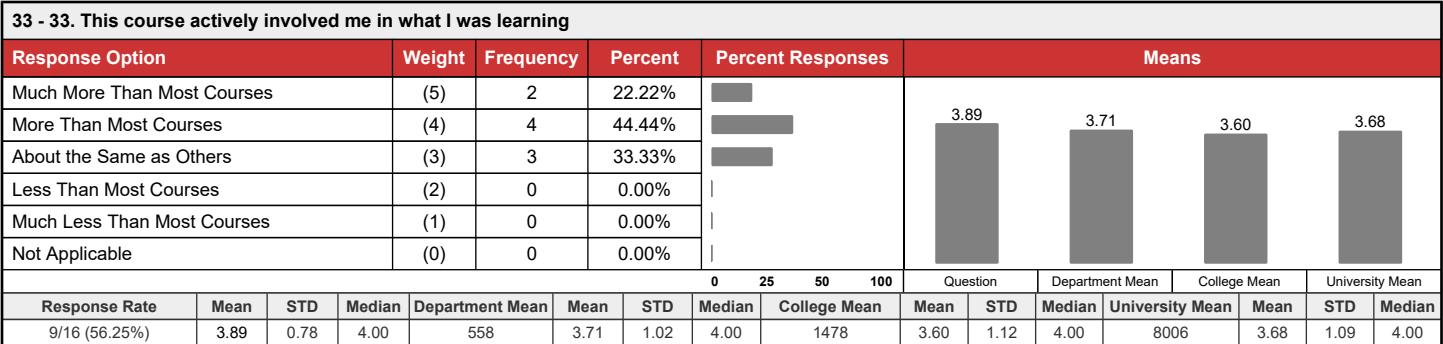
Course: 21F_MNGT502_EW: 21F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 9/16 (56.25 %)





Course: 21F_MNGT502_EW: 21F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 9/16 (56.25 %)



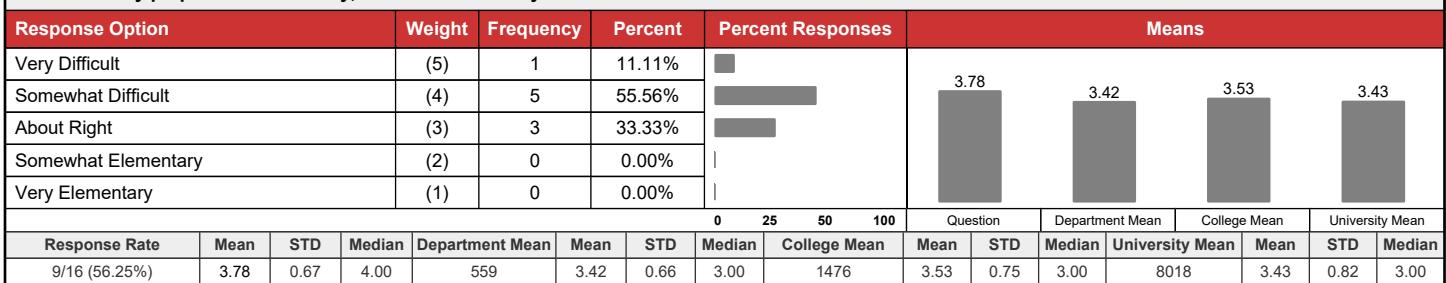
Nicholls State University
Fall 2021 - Full Term Evaluations



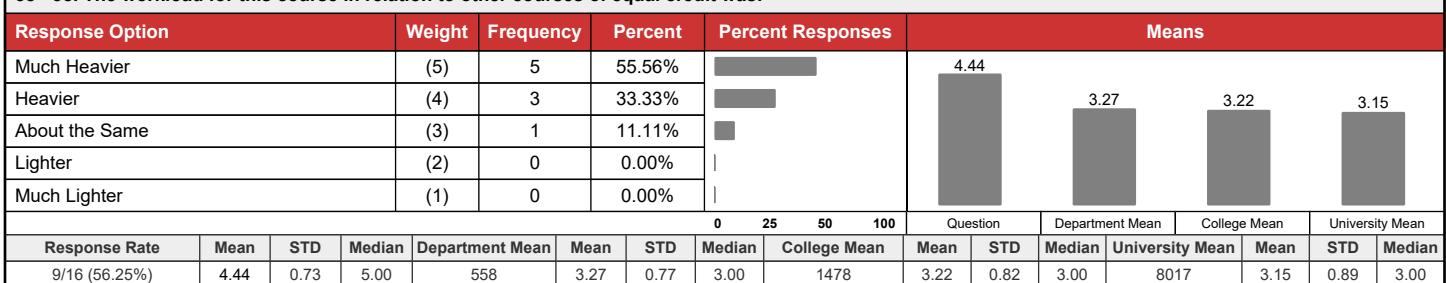
Course: 21F_MNGT502_EW: 21F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 9/16 (56.25 %)

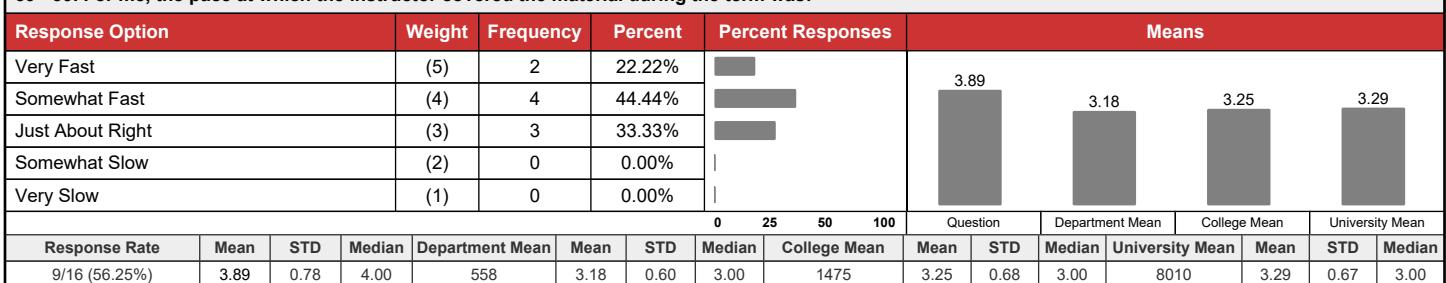
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

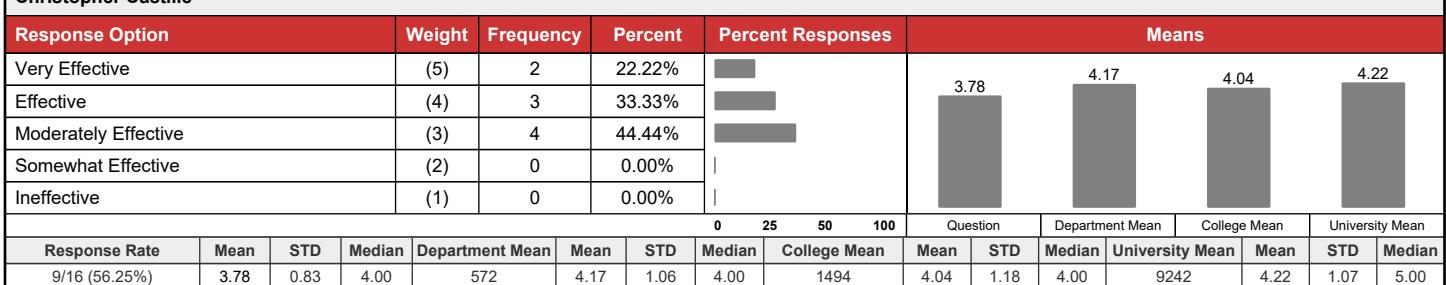


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille





Course: 21F_MNGT502_EW: 21F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 9/16 (56.25 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	9	100.00%	[Bar]	
A College Requirement	(2)	0	0.00%	[Bar]	
An Elective	(3)	0	0.00%	[Bar]	
Other	(4)	0	0.00%	[Bar]	
0 25 50 100					
Response Rate					
9/16 (56.25%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%	[Bar]	
Sophomore/2nd Year	(2)	0	0.00%	[Bar]	
Junior/3rd Year	(3)	0	0.00%	[Bar]	
Senior/4th Year	(4)	0	0.00%	[Bar]	
Graduate	(5)	9	100.00%	[Bar]	
Other	(6)	0	0.00%	[Bar]	
0 25 50 100					
Response Rate					
9/16 (56.25%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	8	88.89%	[Bar]	
Better in another language	(2)	1	11.11%	[Bar]	
Equally well in English and another language	(3)	0	0.00%	[Bar]	
0 25 50 100					
Response Rate					
9/16 (56.25%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	2	22.22%	[Bar]	
Male	(2)	7	77.78%	[Bar]	
0 25 50 100					
Response Rate					
9/16 (56.25%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	3	33.33%	[Bar]	
A-	(2)	5	55.56%	[Bar]	
B+	(3)	1	11.11%	[Bar]	
B	(4)	0	0.00%	[Bar]	
B-	(5)	0	0.00%	[Bar]	
C	(6)	0	0.00%	[Bar]	
Below C	(7)	0	0.00%	[Bar]	
0 25 50 100					
Response Rate					
9/16 (56.25%)					



Course: 21F_MNGT502_EW: 21F_MNGT502_EW - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 9/16 (56.25 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?46. Please provide your feedback.

Christopher Castille

Response Rate	5/16 (31.25%)
---------------	---------------

- Some scanned articles were difficult to read and non-searchable. This hampered learning. The simulation exercise was engaging and appeared realistic within its limitations.
- So much busywork. Between PPA's, excel assignments, individual tests, and simulation justifications, I had to lower the quality of my work to maintain content completion. The hours of R/Tableau exercises assigned right at the end of the semester was a slap in the face. Fantastic class and interesting work with the simulation, but I never had the time to appreciate it between 2 other classes and the mountain of work assigned.
- The course was taught very well, but because of the storm, everything was very rushed towards the end of the semester putting a heavier workload.
- The course was enjoyable, particularly the simulation. I think Dr. Castille definitely cares about this subject and does a good job covering a lot in a short period of time. He is one of the best professors I've had in my college career. Though maybe he covers too much stuff. I think if this course were paired with Dr. LaJaunie's in the same semester, it wouldn't be good for a students' mental health. Though I'm not sure what I would cut, so it might just be that students should not be advised to take these two classes in the same semester if they are also working a full time job. My only complaint about the course was the instructions for assignments. They were always there, somewhere.. But sometimes they were clear and on the moodle front page, other times they might be hidden in the slides for the week, sometimes they might be in the checklist, sometimes there might be additional instructions linked within another document, or refer back to the syllabus. Anyway, this is certainly a nitpick, and is easily fixable. Just thought I would mention it because my whole group complained about the moodle organization, not just me.
- Don't say that suits are required for the final presentation when other students can wear jeans and sweaters. At times, it felt like you were just making up assignments to keep us busy. The last essays for the course are unclear.

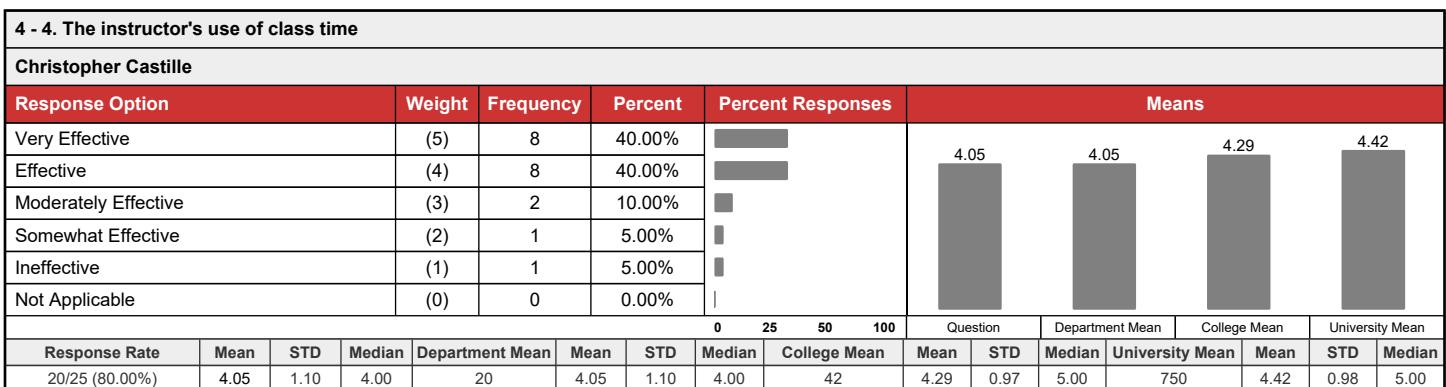
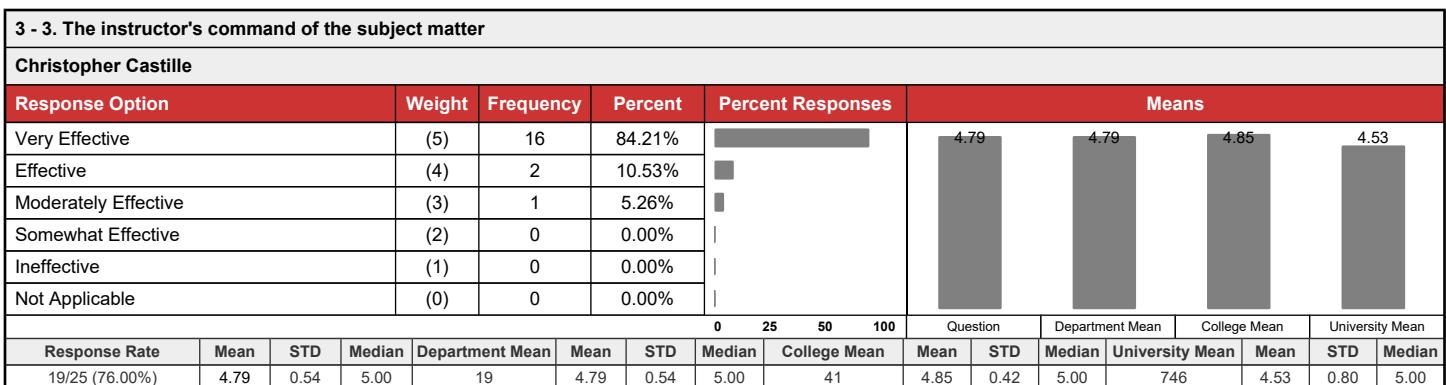
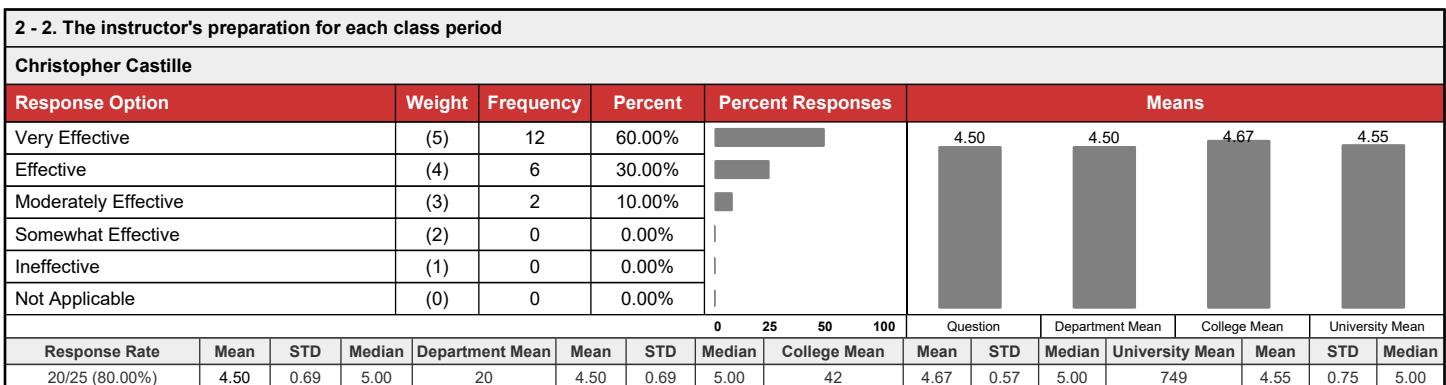
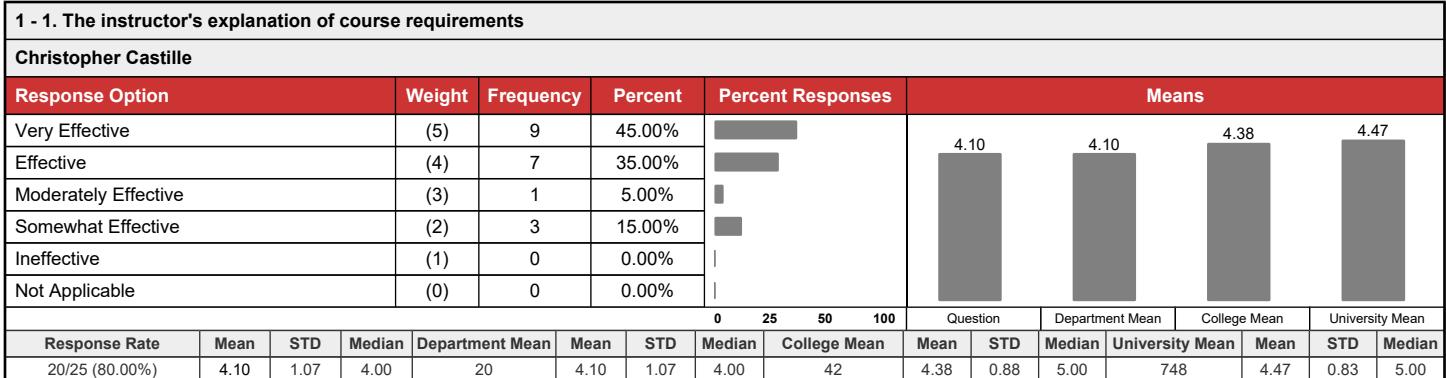
Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	3.87	4.31	4.15	4.34
B. Communication	4.09	4.35	4.20	4.38
C. Faculty/Student Interaction	4.02	4.36	4.25	4.40
D. Assignments, Exams, and Grading	3.82	4.14	4.01	4.18
E. Instructional Methods and Materials	3.99	4.17	4.02	4.13
F. Course Outcomes	3.73	3.64	3.56	3.62

Nicholls State University
Spring 2022 - Term B Evaluations



Course: 22S_MNGT502_ETR: 22S_MNGT502_ETR - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 20/25 (80.00 %)



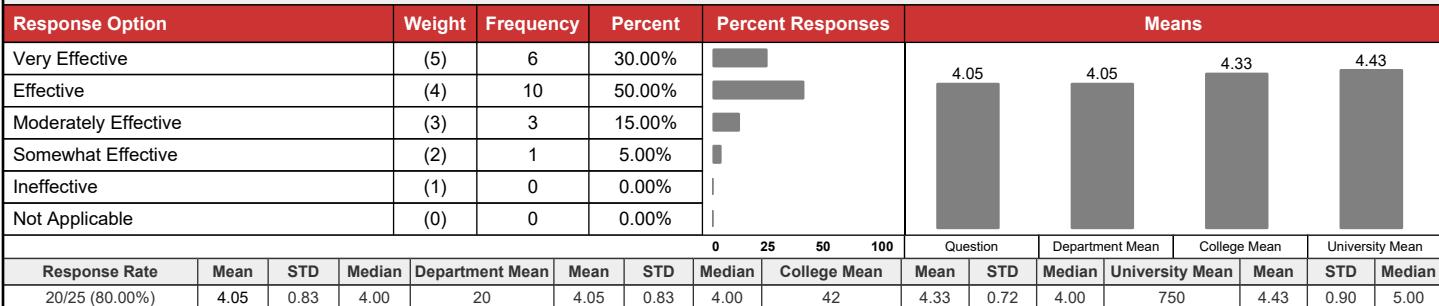
Nicholls State University
Spring 2022 - Term B Evaluations



Course: 22S_MNGT502_ETR: 22S_MNGT502_ETR - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 20/25 (80.00 %)

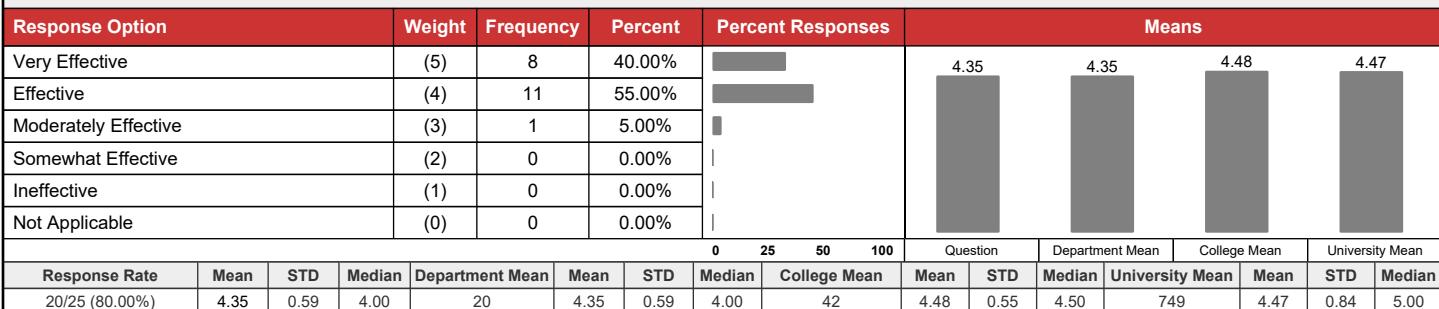
5 - 5. The instructor's way of summarizing or emphasizing important points in class

Christopher Castille



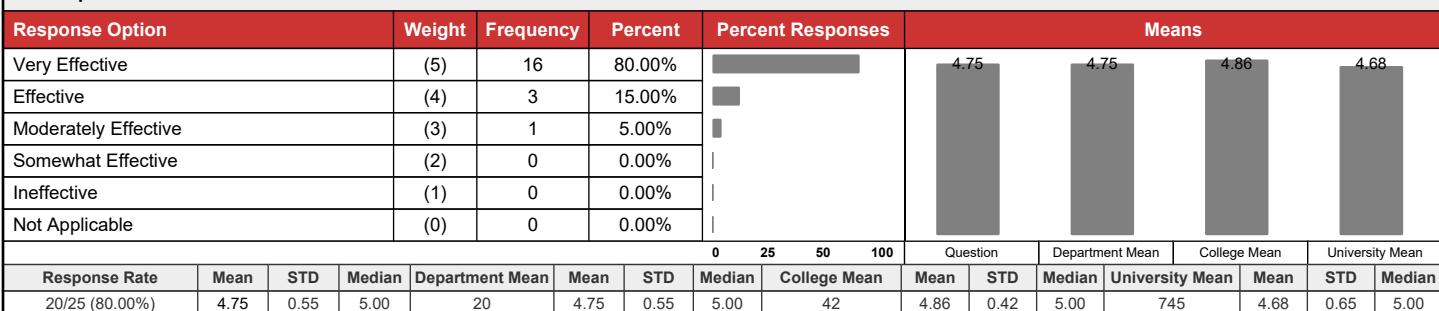
6 - 6. The instructor's ability to make clear and understandable presentations

Christopher Castille



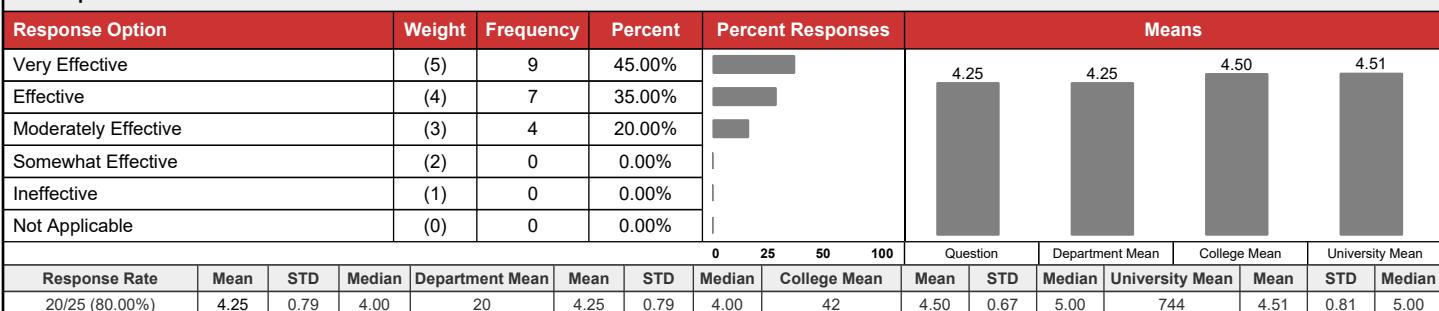
7 - 7. The instructor's command of spoken English (or the language used in the course)

Christopher Castille



8 - 8. The instructor's use of examples or illustrations to clarify course material

Christopher Castille



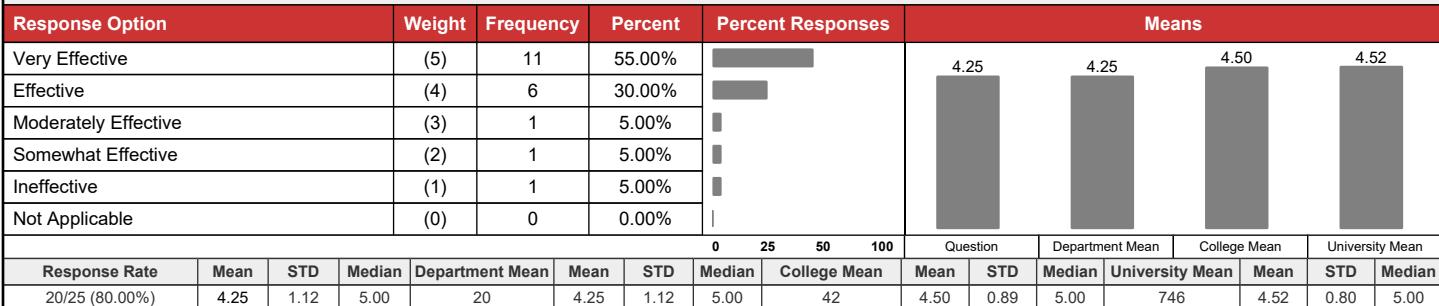
Nicholls State University
Spring 2022 - Term B Evaluations



Course: 22S_MNGT502_ETR: 22S_MNGT502_ETR - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 20/25 (80.00 %)

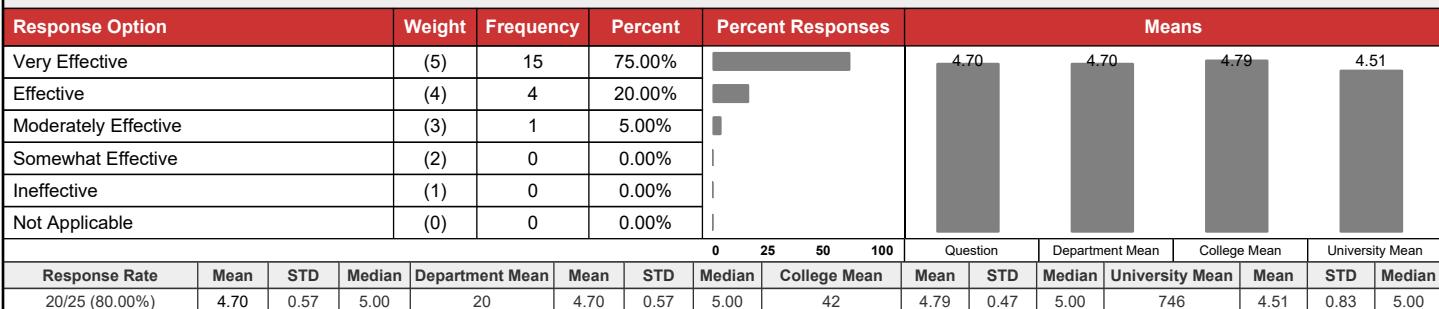
9 - 9. The instructor's use of challenging questions or problems

Christopher Castille



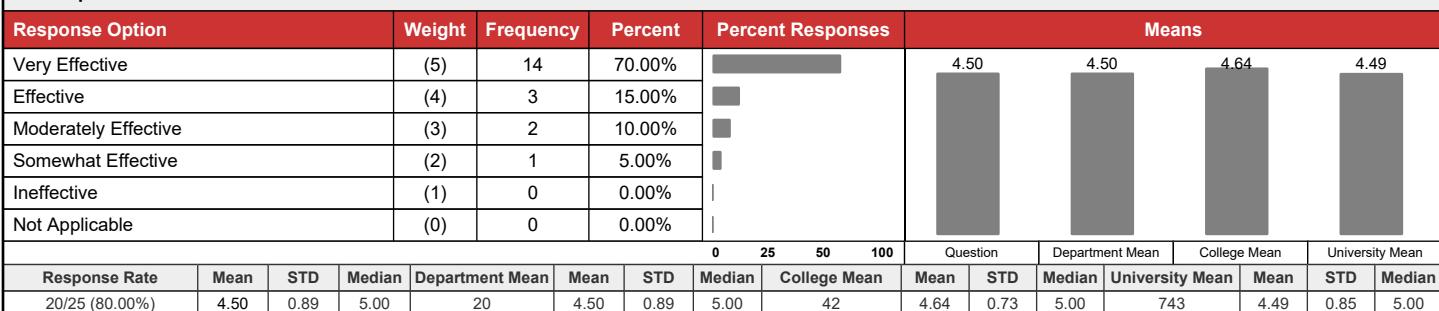
10 - 10. The instructor's enthusiasm for the course material

Christopher Castille



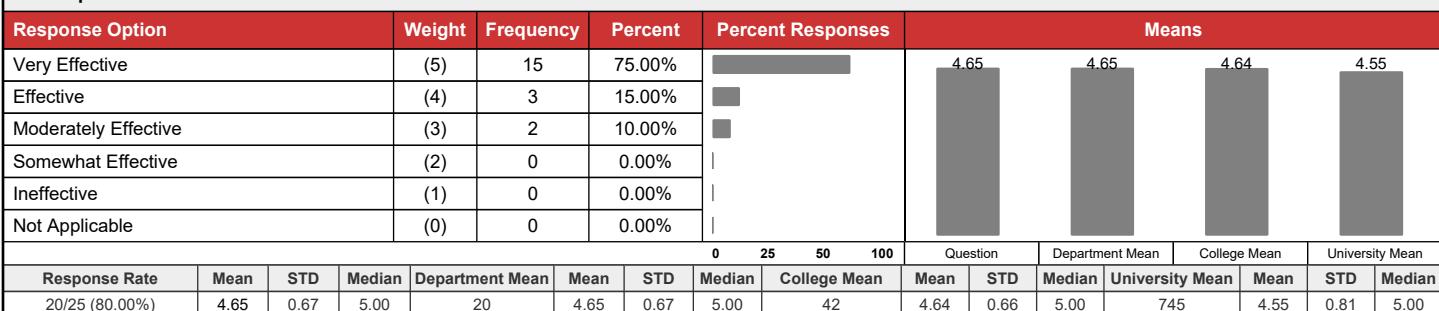
11 - 11. The instructor's helpfulness and responsiveness to students

Christopher Castille



12 - 12. The instructor's respect for students

Christopher Castille



Nicholls State University
Spring 2022 - Term B Evaluations

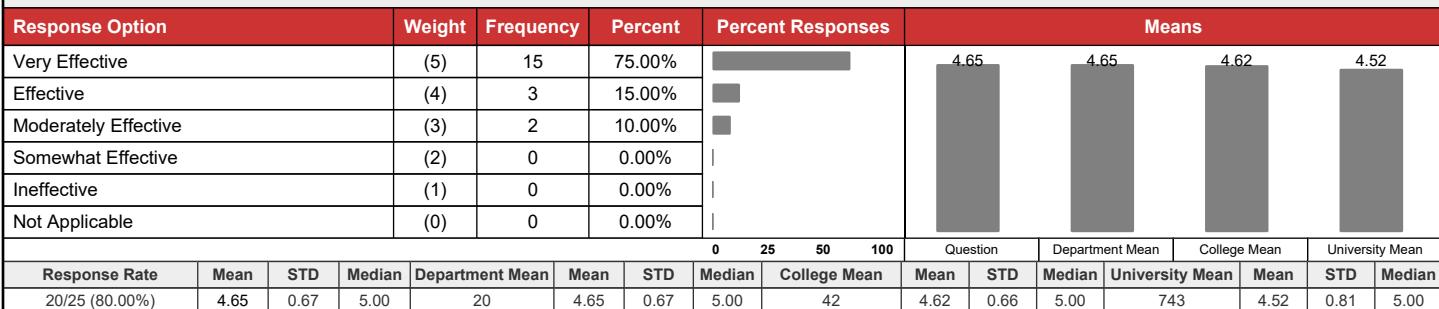


Course: 22S_MNGT502_ETR: 22S_MNGT502_ETR - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 20/25 (80.00 %)

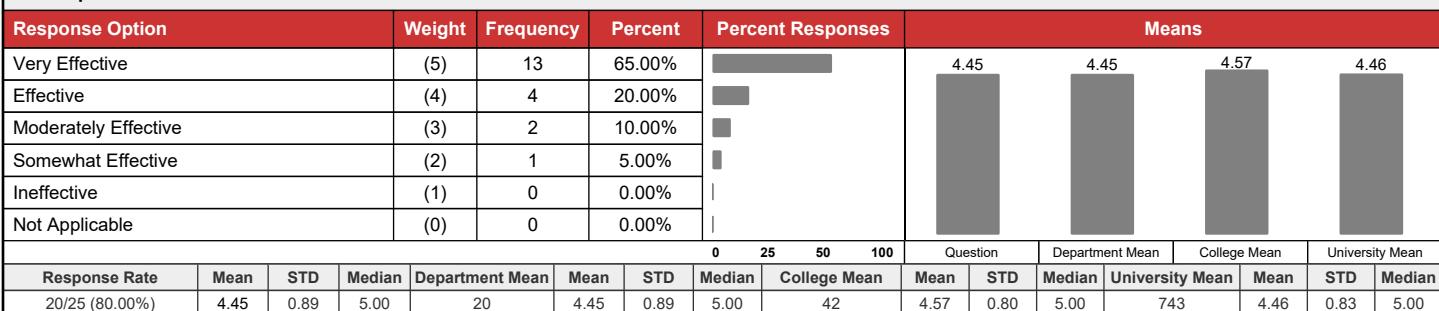
13 - 13. The instructor's concern for student progress

Christopher Castille



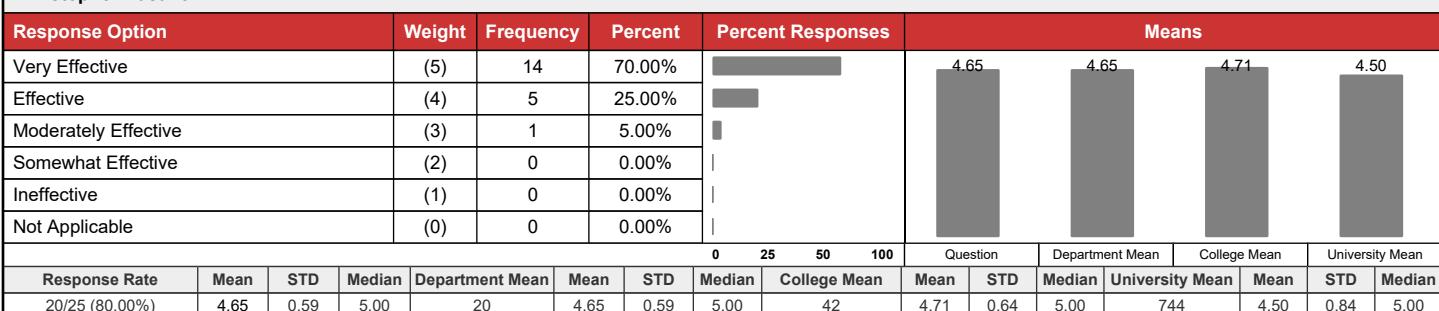
14 - 14. The availability of extra help for this class (taking into account the size of the class)

Christopher Castille

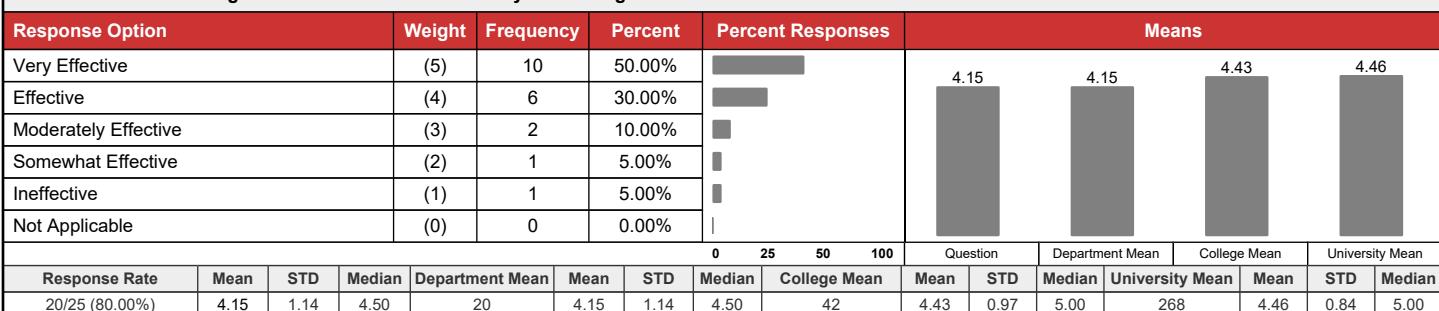


15 - 15. The instructor's willingness to listen to student questions and opinions

Christopher Castille



16 - 16. The information given to students about how they would be graded



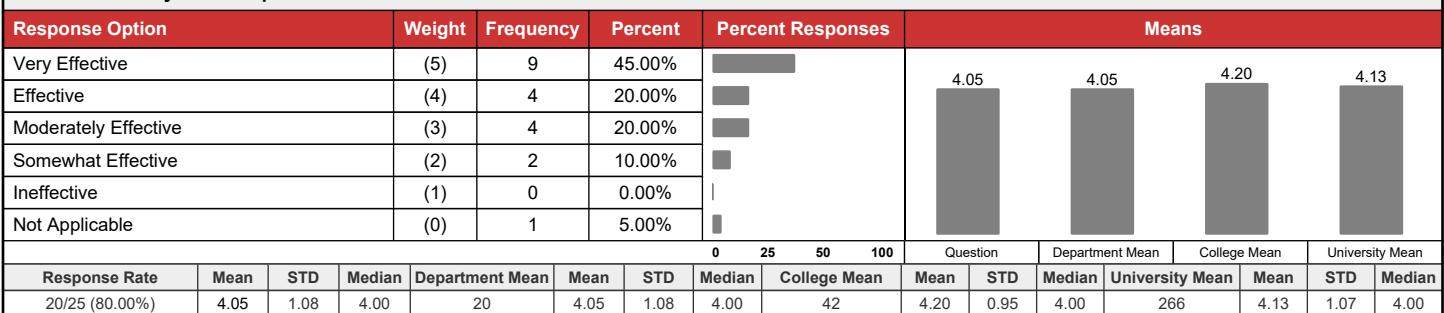
Nicholls State University
Spring 2022 - Term B Evaluations



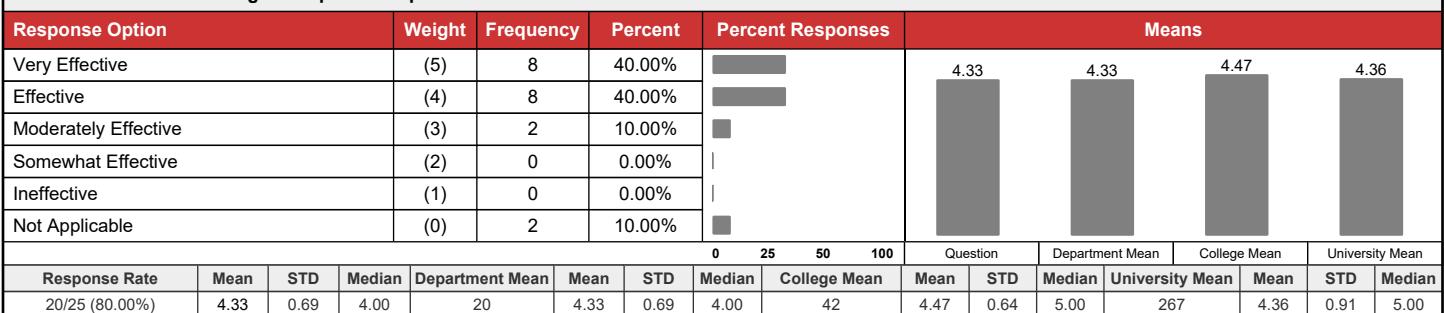
Course: 22S_MNGT502_ETR: 22S_MNGT502_ETR - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 20/25 (80.00 %)

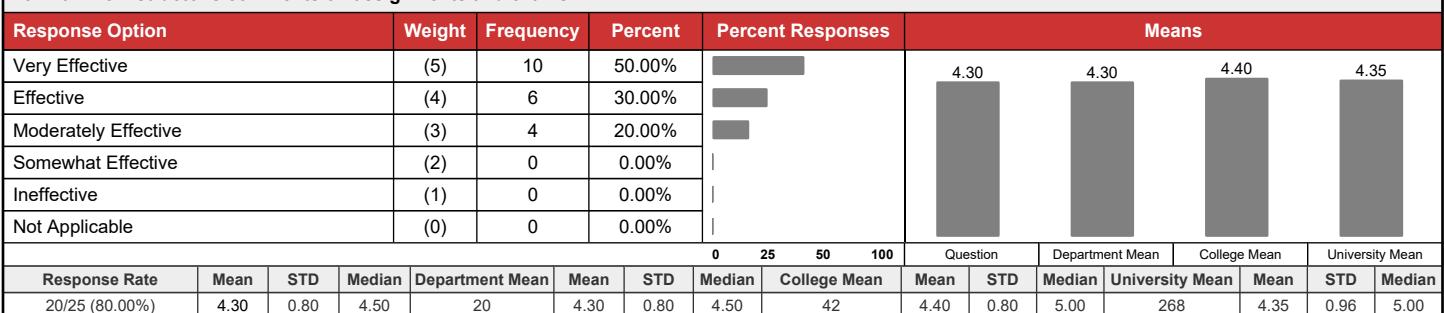
17 - 17. The clarity of exam questions



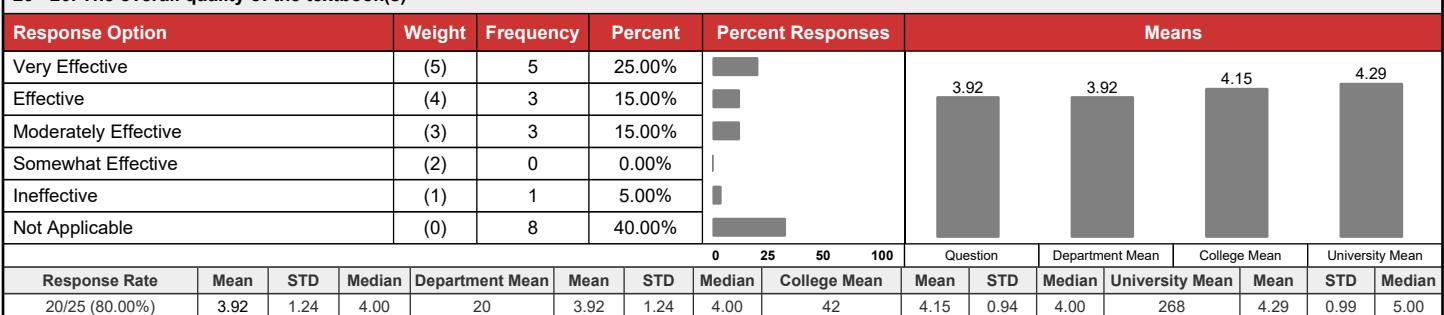
18 - 18. The exams' coverage of important aspects of the course



19 - 19. The instructor's comments on assignments and exams



20 - 20. The overall quality of the textbook(s)



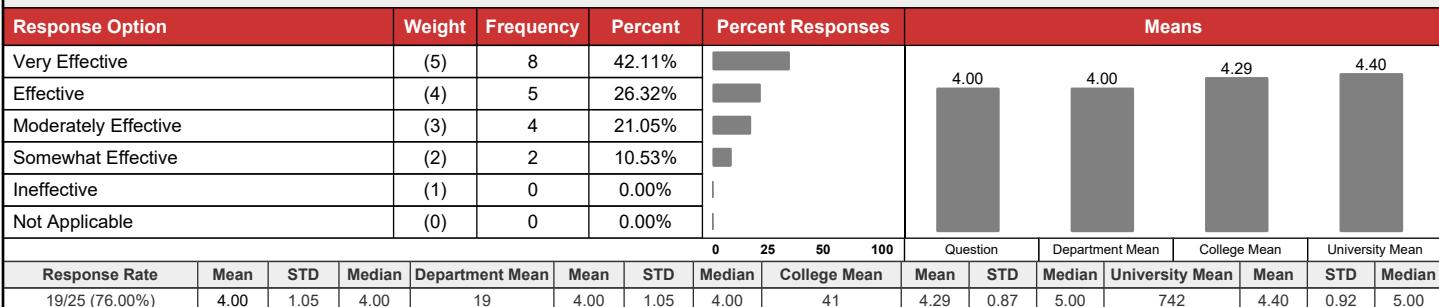
Nicholls State University
Spring 2022 - Term B Evaluations



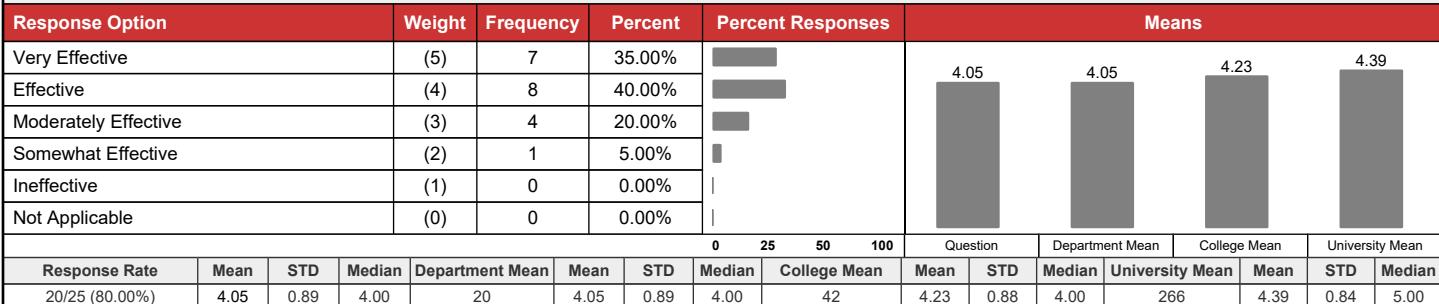
Course: 22S_MNGT502_ETR: 22S_MNGT502_ETR - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 20/25 (80.00 %)

21 - 21. The helpfulness of assignments in understanding course material

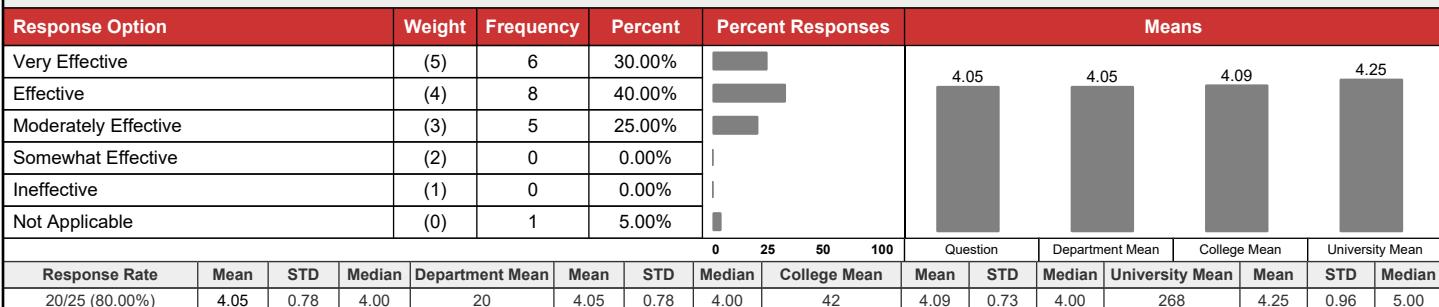
Christopher Castille



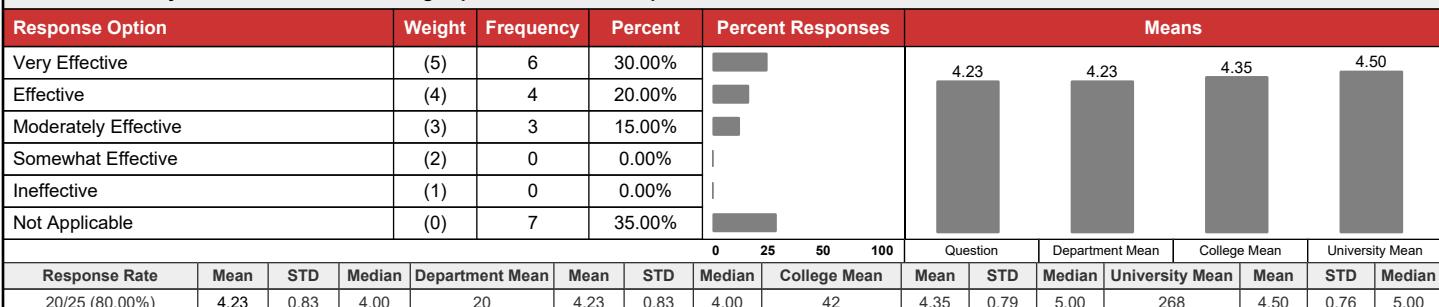
22 - 22. Problems or questions presented by the instructor for small group discussions



23 - 23. Term paper(s) or project(s)

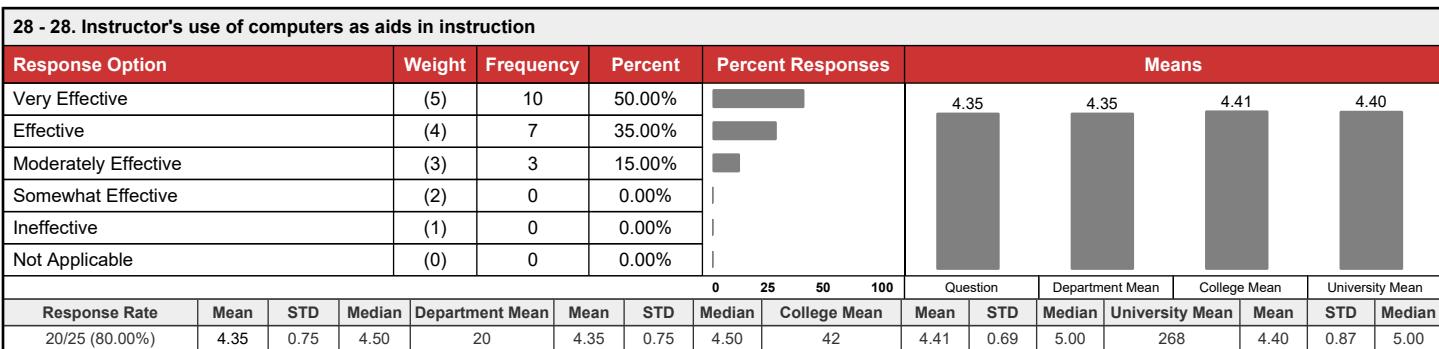
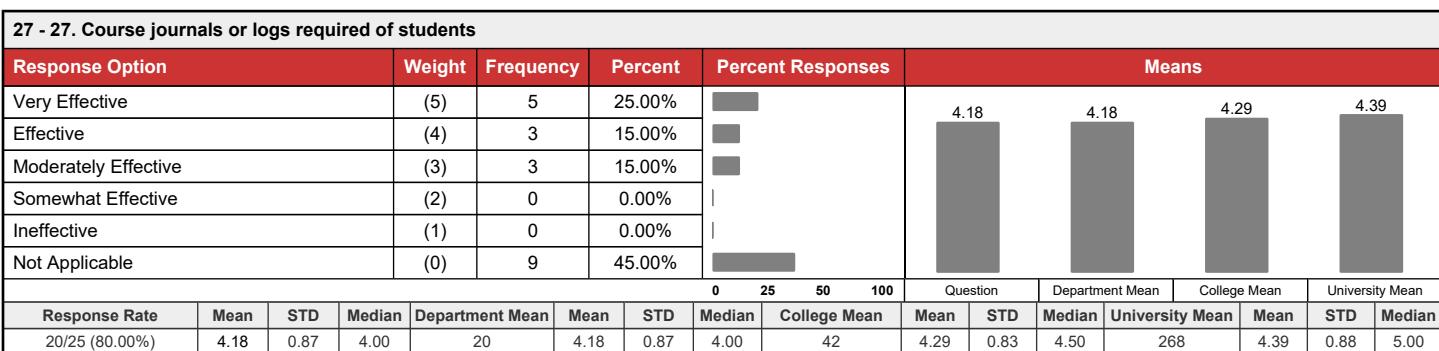
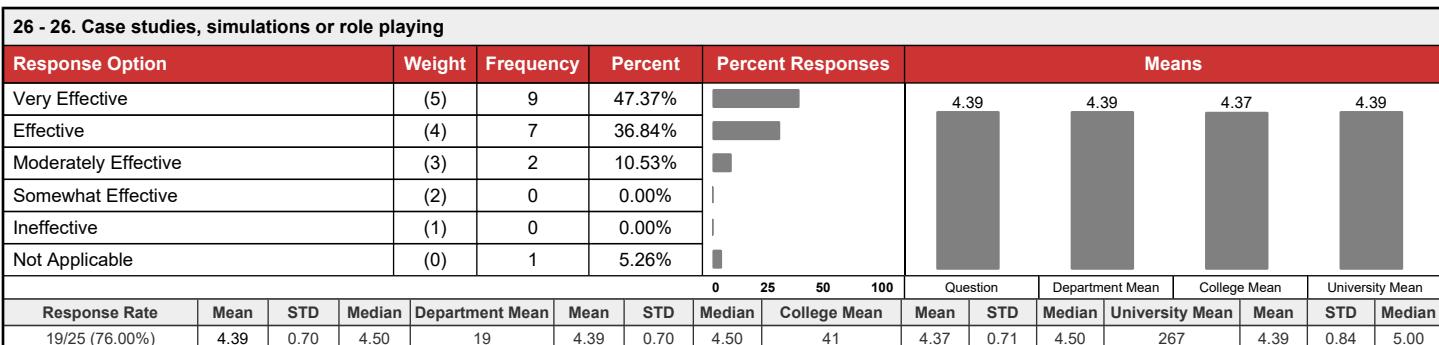
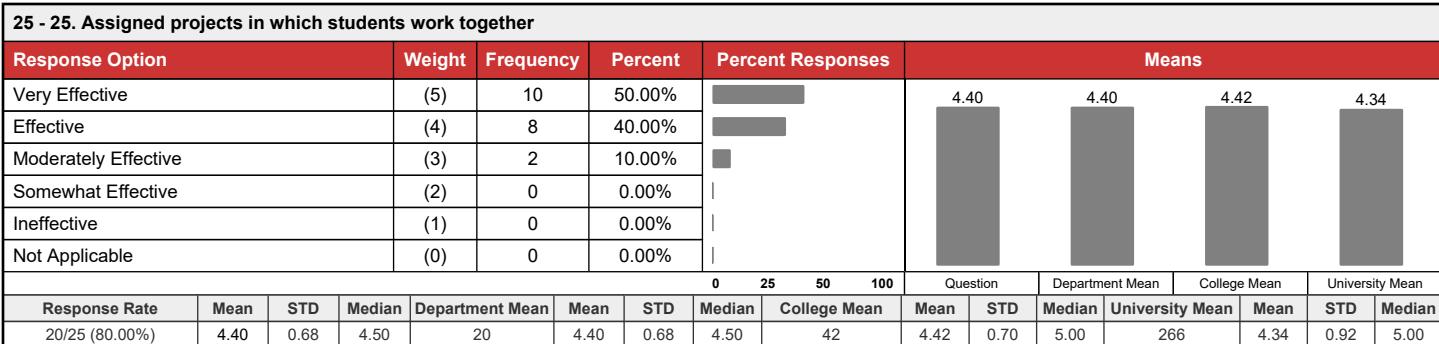


24 - 24. Laboratory exercises for understanding important course concepts





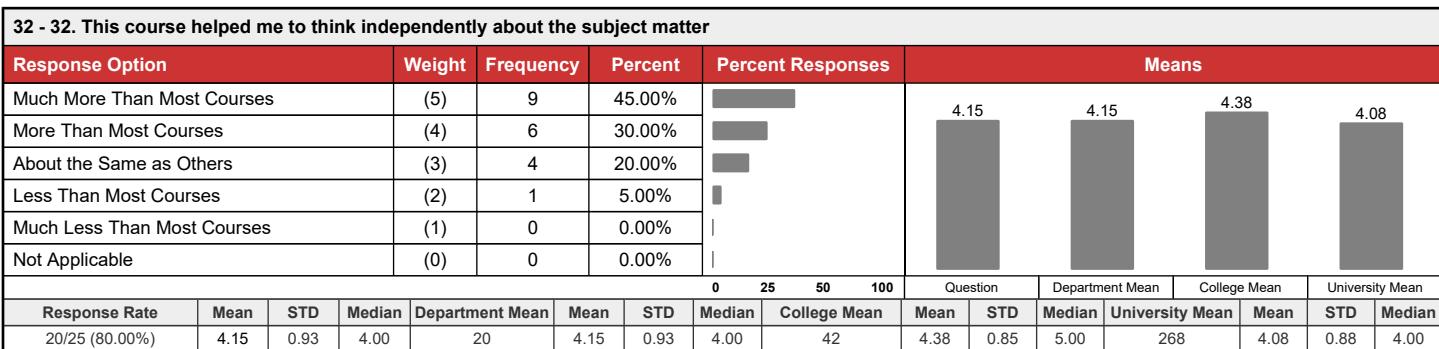
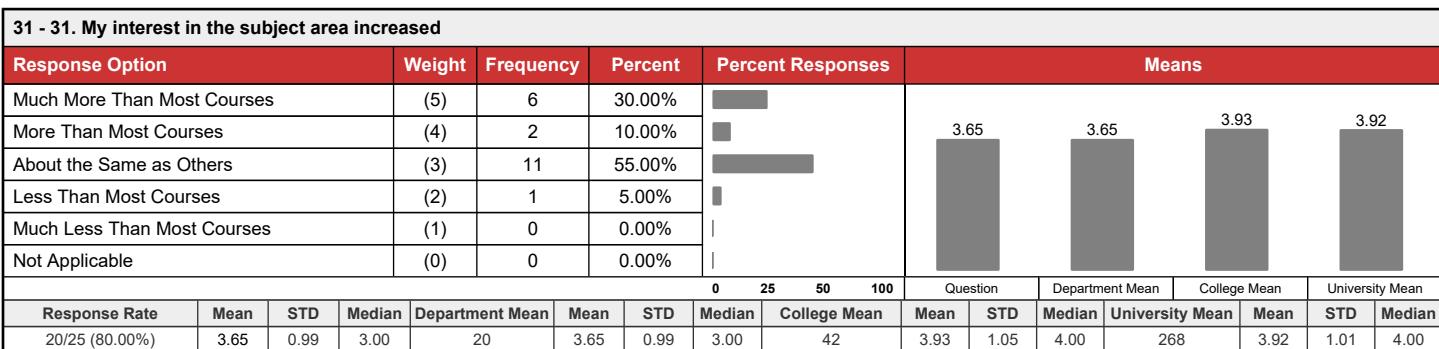
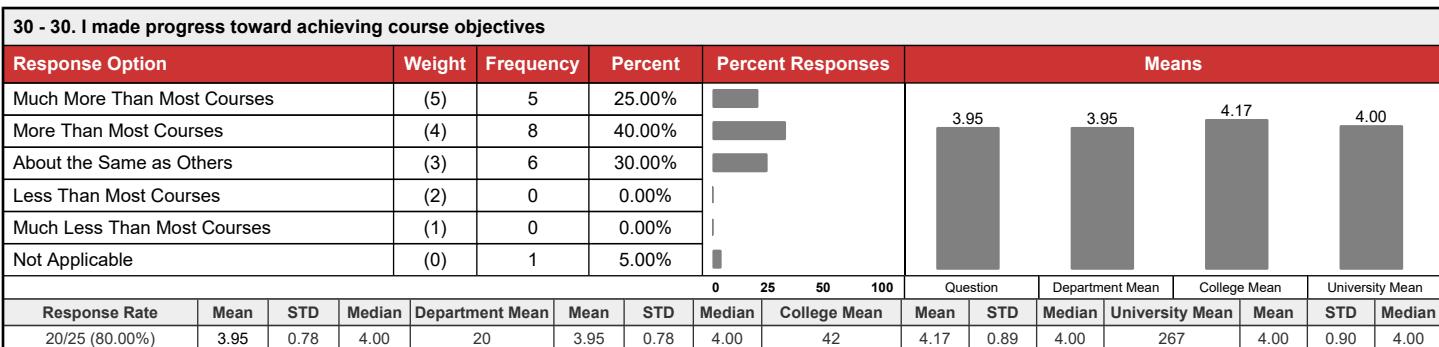
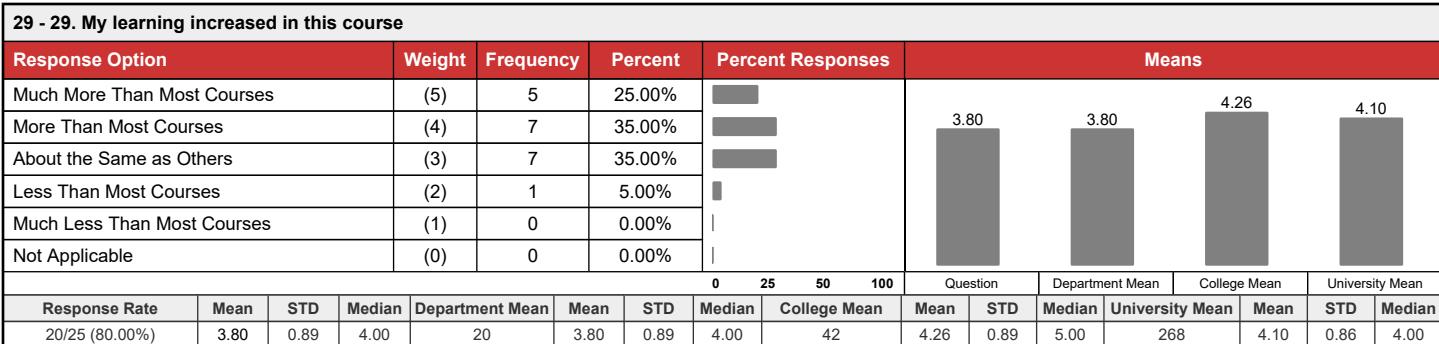
Course: 22S_MNGT502_ETR: 22S_MNGT502_ETR - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 20/25 (80.00 %)



Nicholls State University
Spring 2022 - Term B Evaluations



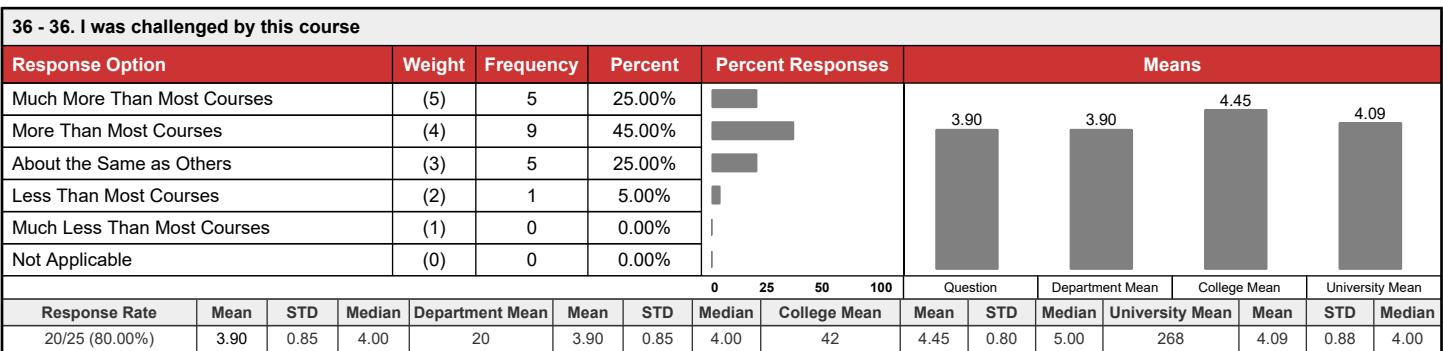
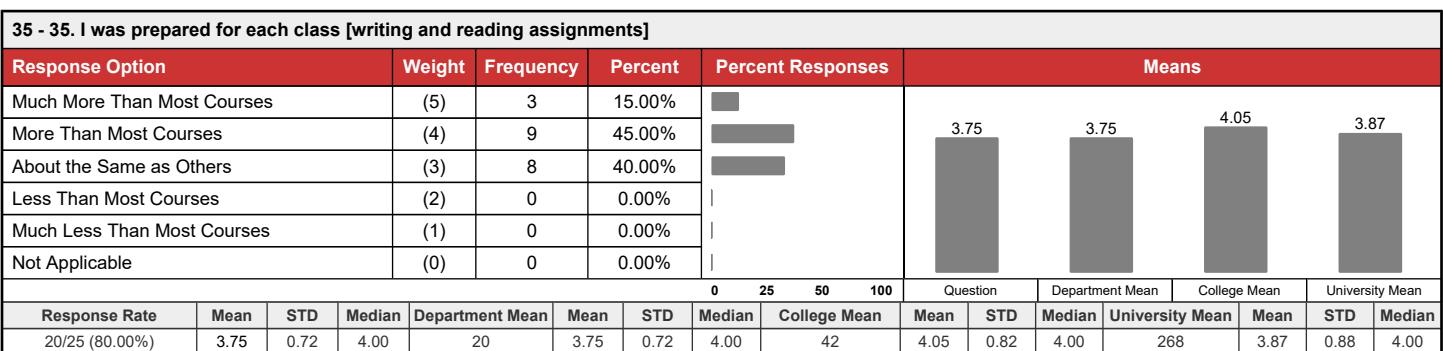
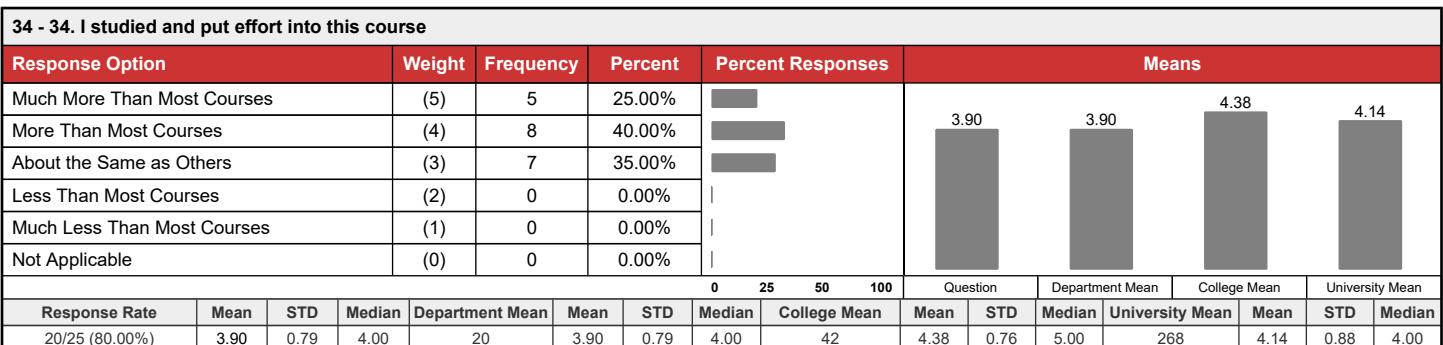
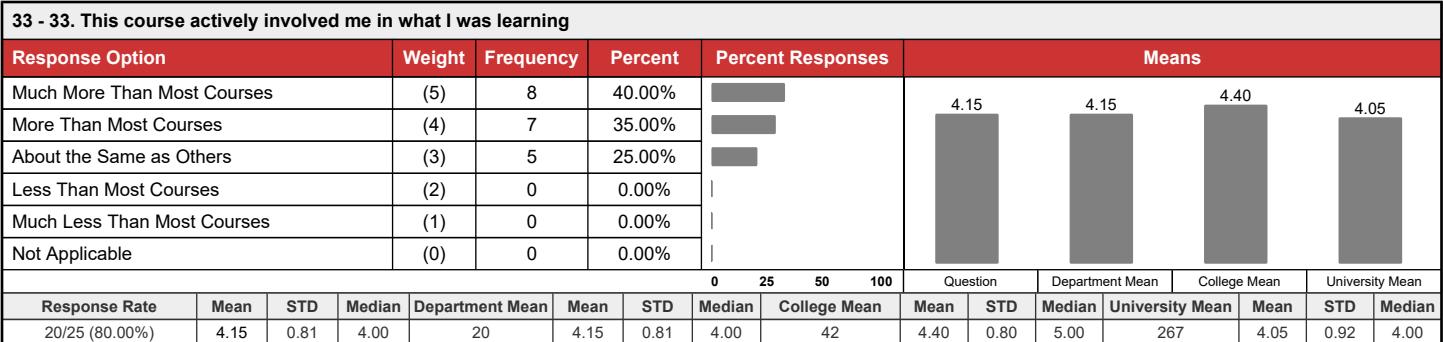
Course: 22S_MNGT502_ETR: 22S_MNGT502_ETR - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 20/25 (80.00 %)



Nicholls State University
Spring 2022 - Term B Evaluations



Course: 22S_MNGT502_ETR: 22S_MNGT502_ETR - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 20/25 (80.00 %)

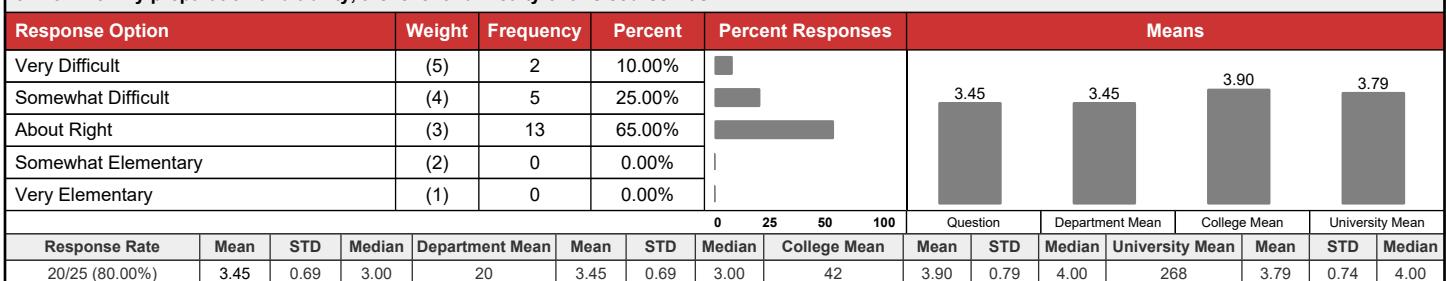


Nicholls State University
Spring 2022 - Term B Evaluations

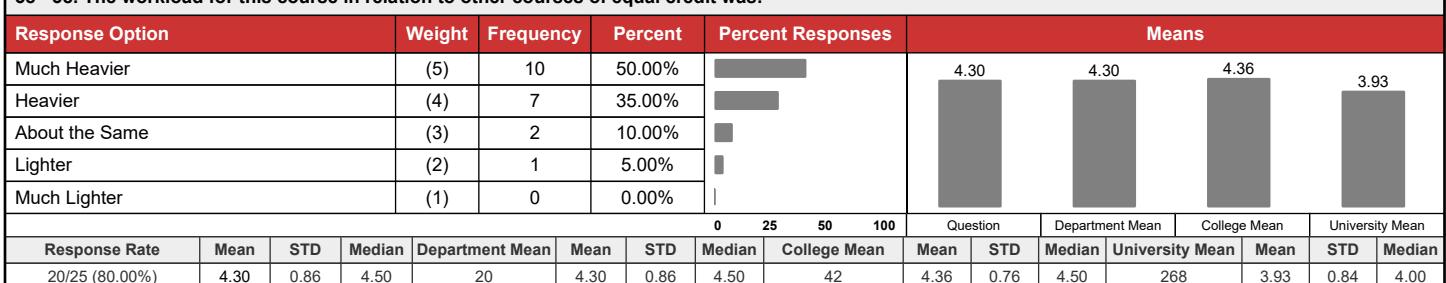


Course: 22S_MNGT502_ETR: 22S_MNGT502_ETR - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *
Response Rate: 20/25 (80.00 %)

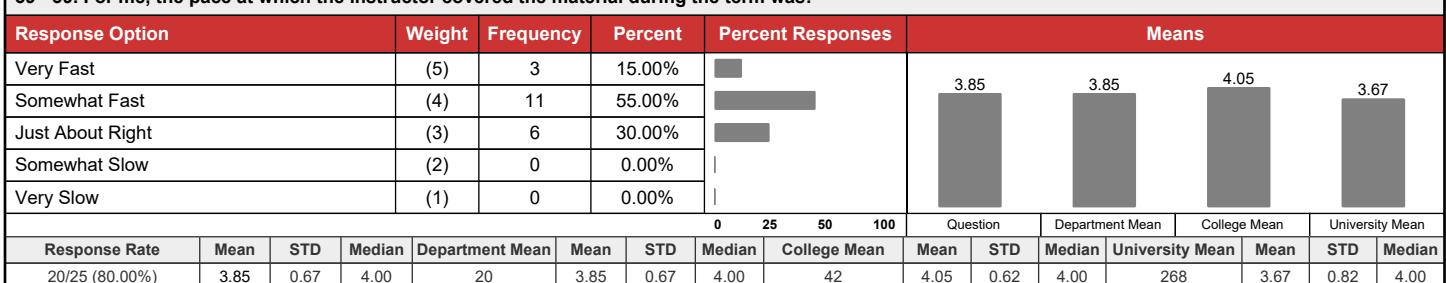
37 - 37. For my preparation and ability, the level of difficulty of this course was:



38 - 38. The workload for this course in relation to other courses of equal credit was:

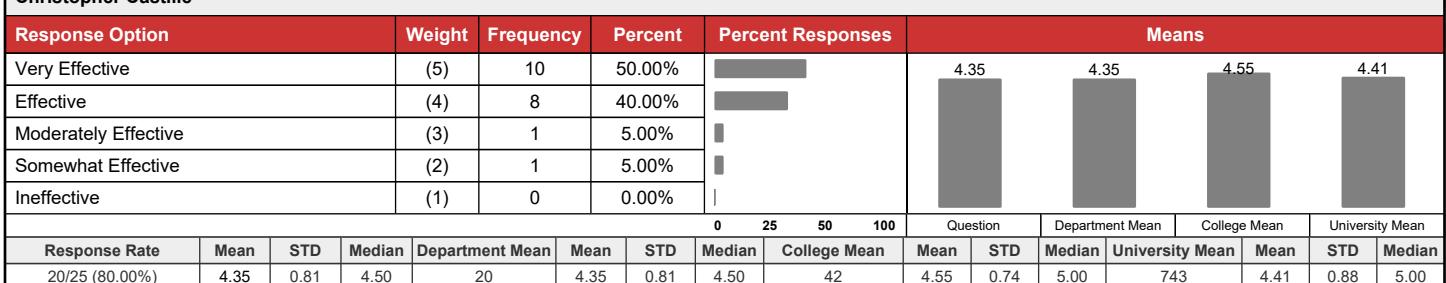


39 - 39. For me, the pace at which the instructor covered the material during the term was:



40 - 40. Rate the quality of instruction in this course as it contributed to your learning. (Try to set aside your feelings about the course content.)

Christopher Castille



Nicholls State University
Spring 2022 - Term B Evaluations



Course: 22S_MNGT502_ETR: 22S_MNGT502_ETR - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 20/25 (80.00 %)

41 - 41. Which of the following best describes this course for you?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A Major/Minor Requirement	(1)	15	75.00%		
A College Requirement	(2)	5	25.00%		
An Elective	(3)	0	0.00%		
Other	(4)	0	0.00%		
0 25 50 100					
Response Rate					
20/25 (80.00%)					

42 - 42. What is your class level?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Freshman/1st Year	(1)	0	0.00%		
Sophomore/2nd Year	(2)	0	0.00%		
Junior/3rd Year	(3)	0	0.00%		
Senior/4th Year	(4)	0	0.00%		
Graduate	(5)	19	95.00%		
Other	(6)	1	5.00%		
0 25 50 100					
Response Rate					
20/25 (80.00%)					

43 - 43. Do you communicate better in English or in another language?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Better in English	(1)	19	95.00%		
Better in another language	(2)	1	5.00%		
Equally well in English and another language	(3)	0	0.00%		
0 25 50 100					
Response Rate					
20/25 (80.00%)					

44 - 44. Sex

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Female	(1)	10	50.00%		
Male	(2)	10	50.00%		
0 25 50 100					
Response Rate					
20/25 (80.00%)					

45 - 45. What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
A	(1)	11	55.00%		
A-	(2)	4	20.00%		
B+	(3)	4	20.00%		
B	(4)	1	5.00%		
B-	(5)	0	0.00%		
C	(6)	0	0.00%		
Below C	(7)	0	0.00%		
0 25 50 100					
Response Rate					
20/25 (80.00%)					



Course: 22S_MNGT502_ETR: 22S_MNGT502_ETR - MANAGING HUMAN CAPITAL
Instructor: Christopher Castille *

Response Rate: 20/25 (80.00 %)

46 - If you would like to make additional comments about the course or instruction, please provide the feedback. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved?46. Please provide your feedback.

Christopher Castille

Response Rate	12/25 (48%)
----------------------	-------------

- I am thoroughly enjoying this class just wish we really had the 16 weeks rather than 8 weeks because I feel it would have allowed us to get even more out of it rather than rushing to get the work done and completed. The workload being heavier and the pace being somewhat fast was no fault of the instructor, just the nature of moving the terms from 16 week terms to 8 week terms. I understand that they still need to teach us the same materials and concepts for being a part of the MBA program so it's understandable, just a huge adjustment from what we were accustomed to. I feel like moving the terms to 8 weeks really just puts the program more into a real world situation because when it comes to the real world, often times you have to hit the ground running and figure out how to meet deadlines to get work done.
- I appreciate the work and enthusiasm you bring to each class this semester. I have learned so much in your class and it has given me more insight in the human resource side of a business. Although the material we learned felt to be very rushed and the work load was heavier than most, the information we covered was beneficial and held more important. Thank you!
- Thank you very much for being so understanding and flexible with us this term. I really enjoyed your class and learned a lot. Thank you for involving us so much in the class and for being willing to listen to us, even if it was just to listen to our problems and help alleviate them as much as possible. And thank you for taking such an interest in us personally and why we want to get this degree. I really appreciated it.
- Considering this is your first time teaching at this pace, you did good. You listened to us when we told you that we were overwhelmed and worked with us for deadlines, etc to help lessen our stress.
- N/A
- I believe just having less assignments and focusing on the more important material would be more beneficial.
- the clarity of some assignments and due dates are unclear. the optional assignments were very helpful.
- Nothing wrong, Great work!
- My schedule hasn't allowed me to put 100% into this class like I wanted. However, I will say that my interest in HR has significantly increased now that I have a better understanding of what goes into it.
- I know that Dr. Castille is very knowledgeable in the subject that we are covering. However, I find that class time is not used as best as it could be. We spend a lot of time talking about random things instead of covering the material. The Moodle page is very chaotic. There are too many links and files that it can be hard to find certain assignments and documents that are needed to complete tasks. I understand the use of Google Docs, but it is a lot to handle when you have to open 10 different tabs to complete one assignment. It just becomes a little hectic. Also, the Powerpoint slides are very difficult to understand. I read the slides before completing the quizzes and the PPA's. The issue is I cannot understand the material on the slides to be able to effectively answer the quiz or PPA questions. There are too many words and chaos in the slides to be able to find everything that I need. For the 8-week courses we have now moved into, the course load is a lot. Everything we are doing is useful, but it is a lot to do within a day. Everything discussed and covered is fine, the organization and work load just needs to be slightly adjusted in my opinion.
- Dr. Castille has an excellent command of the course. Very professional and always willing to help students.
- This course would be great if it was still in the 16wk layout OR if someone is only taking this course. The option to take Tableau & RStudio is great but given the timeline and workload of the course, it is virtually improbable to earn your certification in the 8wk course. Extension for those would be great for those who actually want to learn it.

Mean of Means Calculations	Mean	Department Mean	College Mean	University Mean
A. Course Organization and Planning	4.30	4.30	4.50	4.48
B. Communication	4.47	4.47	4.63	4.53
C. Faculty/Student Interaction	4.51	4.51	4.59	4.50
D. Assignments, Exams, and Grading	4.12	4.12	4.30	4.31
E. Instructional Methods and Materials	4.18	4.18	4.30	4.34
F. Course Outcomes	3.96	3.96	4.25	4.04

SECTION 4
RESEARCH

RESEARCH PERFORMANCE SUMMARY

Peer-reviewed publications and peer-reviewed papers (or other equivalent value) occurring during my employment at Nicholls State University are summarized in the table below. All peer-reviewed articles are from journals that are listed in the Cabells research directory.

Scholarly Activity	'17	'18	'19	'20	'21	'22	Total
Peer-Reviewed Articles (outlet below)	1	2	2	1	1	8	
<i>Journal of Business and Psychology</i>						1	1
<i>Personality and Individual Differences</i>	1			1			2
<i>Industrial & Organizational Psychology:</i>				2		1	3
<i>Perspectives on Science and Practice</i>							
<i>Advances in Methods and Practices in Psychological Science</i>		1					1
<i>Journal of Business Ethics</i>			1				1
Peer-Reviewed Papers or other eq. value	4	4	4	6	6	5	29
Academy of Management Annual Conference [Conference proceeding/Paper]						1	1
Hawaii International Conference for Systems Sciences [Conference proceeding/Paper]			1				1
Society for Industrial and Organizational Psychology, Inc., Conference Presentations [Paper, Symposium]	2	1	2	1	2	1	9
Society for Industrial and Organizational Psychology, Inc., [Panel]	1	1	1	1		1	5
Scholars Expeaux [Poster]			1				1
Southern Management Association [Paper]	1						1
*Articles published in <i>The Industrial-Organizational Psychologist</i> (TIP)			1	4	4	2	11
Book Chapter in-press					1	1	
					Classification	Exemplary	

Classification criteria for “Exemplary” (High) as defined by Table 7as of the Faculty Development Plan requires four peer-reviewed articles and 4 peer-reviewed papers or other equivalent (eq.) value.

*Technically TIP is in the Cabells approved journal list. However, I've chosen to classify TIP articles under “Peer-Reviewed Papers or other eq. value” as these submissions are invited submissions. The editor reserves the right to accept or reject a submission made by anyone who contributes to the column.

RESEARCH STATEMENT

My research over the past five years makes three broad contributions to the literature: (i) further clarifying the role of personality and individual differences in the workplace, particularly in predicting unethical workplace behavior; (ii) refining our methods for addressing method variance in applied research; and (iii) promoting open science within industrial-organizational psychology and management. These contributions are explained further below.

Personality and Individual Differences in the Workplace

When I started my career as a publishing scholar, I had a relatively simple interest: I wanted to know what drove people to do bad things to other people and the organizations within which they work. By bad things, I am referring to behaviors such as the misuse of technology in the workplace (e.g., spending too much time text messaging rather than working; see Buckner, Castille, & Sheets., 2012), social undermining (e.g., “competing with coworkers for status and recognition”) (see Castille, Kuyumcu, & Bennett, 2017), production deviance (e.g., “purposely doing work incorrectly”) (see Castille, Kuyumcu, & Bennett, 2017), and unethical pro-organizational behavior (e.g., “if it would help my organization, I would misrepresent the truth to make my organization look good”) (Castille, Buckner, & Thoroughgood, 2018).

Much of my early work focuses on answering this question from a perspective grounded in personality and individual differences, which is an area that has long interested me (see Levy et al., 2011, which is my earliest publication in this area). I approached understanding personality at work from interactionist perspective termed trait activation theory, which posits that work settings can serve a lens into our personality by providing cues that trigger trait-relevant behaviors. My colleagues and I contributed to the broader discussion on personality and workplace ethics by highlighting a pathway by which individuals who score high on Machiavellianism measurements might get ahead in the workplace: (i) undermining their coworkers to make themselves look more favorable (see Castille et al., 2017) and (ii) violating broader social norms (e.g., honesty) to make their organizations look positive (see Castille et al., 2018). I would go on to make other contributions to the personality at work literature, such as examining how personality shapes meaningful work experiences (see Simonet & Castille, 2020) and the implications of using personality tests to identify ideal employees (see Castille, Castille, and Williamson-Smith, 2019). My work in this area is [frequently cited](#).

I have since evolved my interest beyond focusing on why people do bad things to how might we leverage rigorous research to spur more virtuous forms of organizational behavior.

Method Variance and Method Bias in Organizational Research

Assessing personality robustly is tricky – a quick story highlights how tricky it can be. In a faculty meeting in the Nicholls CBA, I once talked about narcissism in chief executive officers (CEO). A colleague from accounting quickly asked a question in surprise: “You can measure that?” Yes – so we think. A common indirect measure involves looking at company’s annual report, specifically the picture featuring the CEO. If the CEO is with a team of other executives, that’s considered a good sign that the CEO is considered more likely to be a team player (i.e., not

a narcissist). However, suppose you have a picture with the CEO's face taking up a whole single page. What kind of signal does that send, particularly about how narcissistic they are (hint: "It's all about me!"). That could be a red flag. Other narcissistic behavior reported from close coworkers provide further evidence into one's narcissistic potential.

What if a CEO knows that narcissism is measured this way? Do you think that changes the way they present themselves publicly? What about other personality traits more broadly speaking? Indeed, any psychological phenomenon?

As you can imagine, measuring any psychological trait (be it socially undesirable in the case of narcissism or socially desirable in the case of conscientiousness) is never a pure measure of the things we care to study. This is especially true when those measurements are conducted in high stakes settings (e.g., if someone is applying to be a CEO) or using inexpensive protocols (e.g., short online surveys). In short, measuring any construct of interest (e.g., personality, attitudes, behavior) could be contaminated by what is broadly termed method variance (e.g., socially desirable responding, halo effects). If not addressed (e.g., using multi-source designs where all measurements are gathered from multiple informants), method variance could promote method bias, harming both science and practice.

What to do about method variance? My method variance research focuses on the viability of both procedural remedies (e.g., gathering measurements from independent or multiple sources across time) and statistical remedies (i.e., identifying the number of method factors that contaminate one's data post-hoc and controlling for them statistically). Implementing robust procedural remedies can be expensive, perhaps requiring scholars to pool limited resources to make robust contributions (a point I will speak to in the next section).

Although I have not produced a publication in the method variance literature as of this moment, my work on procedural remedies (which has been presented at peer-reviewed conferences) has won best conference paper and division paper awards from the *Southern Management Association* (SMA) (see Castille, Crawford, & Simmering, 2017). I have also presented work at both the Society for Industrial and Organizational Psychology, Inc. (SIOP) (Castille, Williams, Castille, & Cogswell, 2022) and the Academy of Management (Castille & Williams, 2022). I have been invited to give talks on method variance at SMA and will have a book chapter out in press in 2023. My colleague, Larry Williams, and I will be pursuing publication of a final product in our elite journal, the *Journal of Applied Psychology*, once we believe we are ready to undergo formal peer review.

Opening up IO Psychology and Business Research

As I alluded to previously, conducting methodologically rigorous research in any field is resource intensive. Long ago, the harder sciences were plagued by such resource problems. Now, pooling resources has become normative, helping scholars produce incredibly powerful measurement devices such as the James Webb telescope and the Large Hadron Collider.

Fortunately, changing norms in the social sciences brought about by what is termed the open science movement have spurred scholars to innovate and pool resources in order to make more

robust contributions. Open science aims to make science more readily available and accessible to the public. My contributions to the broader discussion on open science concern translating innovation emerging from the open science movement for my discipline and, hopefully, promoting open science. Thus far, I've produced 1 scholarly article published in the *Journal of Business and Psychology* (see Castille et al., 2022), which is a leading journal in my field that also promotes open science, 10 popular press articles published in *The Industrial-Organizational Psychologists*, two panel presentations (e.g., Morrison & Castille., 2019), and a virtual conference (see [SIOP/CARMA Open Science Virtual Summer Series](#)). I will now briefly highlight one innovation I'm excited to share that I am actively working on promoting more broadly.

One innovation for pooling resources involves crowdsourcing science via multi-site collaboration initiative. Briefly, crowdsourcing involves leveraging the crowd (e.g., scientists, managers, employees) for all stages of the research process (e.g., sourcing novel ideas, pooling resources to robustly test an idea, building in replication, analyzing data, writing up results for publication, peer-reviewing manuscripts, and deciding future directions). Multi-site replication involves investigators across multiple sites collaborating, often in the form of pooling resources (e.g., materials, code, design choices, access to participants) to answer questions of mutual interest. Such initiative are needed in applied psychology to find out what theories and interventions are useful as well as to understand the boundary conditions that are at play.

Crowdsource multi-site collaboration initiatives are a pragmatic (if challenging) solution to key methodological challenges facing any scientific discipline: pooling limited resources to achieve sufficiently high statistical power for testing hypotheses, assessing the generalizability and replicability of effects, promoting the uptake of open science practices via collaboration, and promoting inclusion and diversity within the research community (Moshontz et al., 2018). An example vehicle for crowdsourcing is the *Psychological Science Accelerator* (PSA), a vehicle for crowdsourcing research needs and promoting multi-site replication research in psychology (of which I am a seminal co-author; see Moshontz et al., 2018). Thus far, the PSA has allowed psychologists across the globe to test claims collaboratively and comprehensively in the domains of ethical decision making, gendered prejudice, and stereotype threat (see <https://psysciacc.org>).

I believe all scholars can make robust contributions even if they have limited resources. The challenge we each face as practicing scientists is often finding the small thing that we can do to put our core values as scientists – objectivity, honesty, openness, accountability, fairness, and stewardship – into practice (Castille et al., 2022). One thing I love about crowdsourcing initiatives such as the PSA is that they make it easier to practice open science. There are a number of open science practices (i.e., tactics that increase the transparency and accessibility of our scientific research) that we can implement in any study that may align with our values. Crowdsourced multi-site collaborations may be valuable vehicle for promoting open science and furthering my discipline's positive impacts on society.

Future Plans

Crowdsourcing multi-site replication initiatives could be highly valuable for Nicholls State University. As a teaching institution, Nicholls has limited resources to offer both students and

faculty for conducting robust research. What if our students and faculty could make small but meaningful contributions to broader efforts to understand organizational life more deeply? There are pedagogical benefits that such an initiative could bring about, such as effectively teaching students how to weigh and apply evidence in their day-to-day decision making; and teaching students how to make broader contributions to science.

My next five years will be heavily devoted toward spurring crowdsourced multi-site replication initiatives in my own discipline. At present, two come to mind. The first my colleagues (Tine Köhler and Ernest O’Boyle and I have termed ManyOrgs (Castille, Köhler, & O’Boyle, 2022, In Press). It is a crowdsourcing multi-site replication research initiative that services field settings (i.e., organizations). It promises to spur three outcomes: (i) encourage greater collaboration between academics and practitioners, (ii) spur the uptake of open science practices in our discipline, and (iii) facilitate multi-site replication research in applied settings. ManyOrgs could be highly valuable for local organizations served by Nicholls State University. Many organizations are small and do not have the resources to conduct rigorous field research. However, by contributing to broader efforts, such organizations can not only gain access to my field’s knowledge about work works in regarding how to best manage human resources, but also a deeper understanding that can only be brought about by contributing data.

The second crowdsourced replication initiative I have in mind is one I am tentatively referring to as Collaborative Replications in Organizational Studies (CROS). It mirrors the Collaborative Replications and Education Project, or CREP (see <https://www.crep-psych.org>), which is an initiative that leverages open science to teach psychology students replication research. The same kind of vehicle, conducting replication research, could be highly valuable for teaching business students how to think more critically about data in organizational life. I experienced an early success training students in open science here at Nicholls in mentoring students. In mentoring students through my People Analytics Lab, several collaborated with me to create a reproducible product (see Avet, Daigle, Wezeman, & Castille, 2018), winning a small cash award in the process.

Concretely, I am deeply probing the viability crowdsourced multi-site replication initiatives in field settings and school settings. I want my proposals to rigorously address key concerns that they will no doubt raise (e.g., managing confidentiality, anonymity, ensuring fidelity to scientific methods). I plan and submitting proposals to my discipline’s annual conference (SIOP¹) as well as the *Teaching and Learning Division* of the 2023 annual conference of the *Academy of Management* along with my colleague at Nicholls, Dr. Josh Cogswell, has agreed to help me continue this work. Peer review will refine my proposals further, hopefully giving way to more publications.

¹ After making more elite level contributions to my discipline, I plan on applying to become a SIOP Fellow. I have already met at least one requirement: being a contributing member of SIOP for over 10 years.

COMMENTARY

A brighter vision of the potential of open science for benefiting practice: A ManyOrgs proposal

Christopher M. Castille^{1*}, Tine Köhler², and Ernest H. O'Boyle³

¹Illinois State University, Thibodaux, USA, ²University of Melbourne, Parkville, Australia, and ³Indiana University, Bloomington, IN, USA

Corresponding author: Email: christopher.castille@nicholls.edu

Guzzo et al., (2022) are correct in pointing out key challenges that open science principles and practices present to us as an applied discipline. Our commentary on Guzzo et al., (2022) focuses on three points they make. First, Guzzo et al., (2022) recognize the need for greater collaboration between academics and practitioners in adapting open science practices to applied settings. Such collaboration is needed to avoid harming both our practical relevance and our scientific integrity. Second, Guzzo et al. raise meaningful concerns about incentivizing open science practices, which they frame as harming applied research. Third, they acknowledge open science discussions on the need for replication. Interestingly, in contrast to open science advocates, they urge our stakeholders to prioritize conceptual replication (new approach to testing the same idea) over direct replication (same materials and methods, new observations), providing big data research as an exemplar of conceptual replication research.

In essence, Guzzo et al. frame open science as the enemy of practice. We wonder if this framing is helpful for making our science stronger and better. Additionally, their recommendations—relying on big data, incentivizing conceptual replication, and the selective use of pre-registration—do not address the deeper issues motivating the open science movement, namely that publication and outcome reporting bias are pervasive (e.g., Banks et al., 2016) and traced to a key problem: insufficient resources. How have other sciences addressed this problem? Physicists overcame resource problems by pooling resources, giving rise to powerful tools such as the James Webb Telescope and Large Hadron Collider. Such tools could not have been created without the collaboration of many scientists and institutional bodies pooling and sharing what they can. Similarly, psychologists have pooled limited resources to overcome longtime shortcomings facing our discipline (for a review, see Uhlmann et al., 2019).

What is needed is a compelling vehicle for pooling our resources. How might leveraging open science practices promote greater collaboration between academics and practitioners? How could we incentivize the thoughtful uptake and application of open science practice among academics and practitioners? How do we incentivize replications? With our commentary, we add to Guzzo et al.'s piece by addressing these three questions. Specifically, we draw inspiration from an innovation emerging from the open science movement—crowdsourced multisite replication research (Moshontz et al., 2018; Uhlmann et al., 2019). There has been little discussion about leveraging crowdsourced multisite replication research in field settings of interest to Industrial and Organizational Psychology (IO) (i.e., organizations). We hope to prompt this discussion by proposing that IO psychologists form a crowdsourced multisite replication initiative that services field settings. We outline one possible initiative (we call it "ManyOrgs") and explain how it offers a pragmatic (if challenging) solution to problems facing our field.



The Open Science Challenge: Adopt One Practice that Enacts Widely Shared Values

Christopher M. Castille¹ · Liana M. Kreamer² · Betsy H. Albritton² · George C. Banks² · Steven G. Rogelberg²

Accepted: 1 March 2022

This is a U.S. government work and not under copyright protection in the U.S.; foreign copyright protection may apply 2022

Abstract

The open science movement introduced many research practices intended to enhance the rigor and trustworthiness of our science. While these practices are enticing, the breadth of tactics can be overwhelming and imply an all-or-nothing approach to open science that can discourage getting started. We cast the adoption of open science practices metaphorically: selecting which practice to use in a specific study is like visiting a buffet filled with an assortment of cuisines. The buffet will be best experienced over multiple visits where different cuisines are sampled (rather than selecting an overwhelming amount). We suggest that reflecting on widely shared core values of science—such as objectivity, honesty, openness, accountability, fairness, and stewardship—can help a scholar find their entry point in the buffet. We then share this buffet of open science practices, highlight exemplar cases in the literature where an open science practice has been enacted, and also bring attention to guidance for getting started. We close by challenging our readers to find one small win in open science to make our research more transparent, open, cumulative, and robust.

Keywords Open science · Scientific values · Research methodology · Philosophy of science

Introduction

There has been an ongoing scholarly discussion on the topic of open science over the past decade (Nosek & Bar-Anan, 2012). Open science practices, which can be defined as tactics that increase the transparency and accessibility of scientific research (e.g., pre-registering hypotheses prior to analysis and using results-blind reviewing; van der Zee & Reich, 2018), have been discussed as tactics that, if widely adopted by investigators, would lead to a more robust, replicable, and cumulative scientific literature (Banks et al., 2016a, 2016b; Banks et al., 2018; Grand et al., 2018; Woznyj et al., 2018). More recently, many editorials have been written by leaders in our field in which journals signal their relative receptiveness to scholars' use of open science practices (Antonakis 2017; DeCelles et al., 2021; Eby, 2022; Pratt et al., 2020). Undoubtedly, our science both values and benefits from a

literature that is robust, replicable, and cumulative—and there are many praiseworthy merits to practicing open science. A recent survey of scholars from the four major social science disciplines (economics, political science, psychology, and sociology) suggests that over 80% of scholars have used at least one open science practice since 2017, rising up from ~ 25% in the decade prior (Christensen et al., 2019). This finding is encouraging, as it suggests that scholars are seeking to normalize those practices that contribute to a more robust, replicable, and cumulative scientific literature.

However, just like enacting any new behavior, deciding to practice open science can come with some hesitancy. There are positives and negatives (e.g., time, costs) of engaging in even the smallest of open science practices. Additionally, questions have been raised about the ability to apply open science practices in applied settings (Gabriel & Wessel, 2013; Guzzo, et al., in press; Leavitt, 2013) or in certain paradigms or methodologies (e.g., qualitative research, Pratt, et al., 2020; field research, see Hensel, 2021; Guzzo, et al., in press). Scholars face understandable constraints in their ability to engage in certain open science practices and do not want to be unduly punished for selective adoption of open science tactics. In our view, such concerns about open science appear driven by an 'all or nothing' framing

✉ Christopher M. Castille
christopher.castille@nicholls.edu

¹ Department of Management and Marketing, Nicholls State University, 150 Powell Hall, Thibodaux, LA, USA

² University of North Carolina, Charlotte, USA



The search for meaningful work: A network analysis of personality and the job characteristics model

Daniel V. Simonet^{a,*}, Christopher M. Castille^b

^a Montclair State University, United States of America

^b Nicholls State University, United States of America

ARTICLE INFO

Keywords:

Meaningful work
Personality change
Cybernetic Big Five theory
Job characteristics
Job performance behavior

ABSTRACT

Meaningful work has increasingly been identified as a source of personal fulfillment, a protective factor against daily stress and adversity, and a key mediator linking job characteristics to important organizational outcomes. However, to date, positive organizational scholarship has neglected the role of individual differences in understanding how organizational work becomes more fulfilling. More broadly, there is limited consensus with respect to which traits, actions, or job features sustain meaning, and whether specific pathways may account for these associations. To address such limitations, we applied a regularized partial correlation network and directed acyclic graph to estimate the functional relations among multidimensional measures of these phenomena in a national dataset of workers ($n = 570$). Results highlight numerous situational and personality effects on work meaning and possible causal pathways linking various traits to experienced meaningfulness at work. Cumulatively, our findings suggest that interventions to encourage long-term changes in work meaning (e.g., job redesign, career coaching, job crafting) may require individuals to undergo changes in how their personality is structured (e.g., adjustment to the work environment and integrations with other aspects of the personality system). However, future experimental and longitudinal research is needed to test our propositions.

1. Introduction

Since the birth of modern psychology, understanding what makes life meaningful has been explored through perspectives on optimal human functioning and transcendent experience (James, 1902), maturity (Allport, 1961), and human potential (Maslow, 1943). In this time, the field has come to view individuals as motivated to understand the nature of their existence and find self-organizing aims that allow one to transcend trivialities and tribulations (Frankl, 1959).

In the context of organizational life, work similarly feels meaningful when (a) it is seen as a worthwhile pursuit of a broader purpose, and (b) it affords opportunity for self-realization (Martela & Pessi, 2018; Pratt & Ashforth, 2003). Experienced meaningfulness at work (EMW) has been cast as a protective resource, making undesirable circumstances more bearable (see Lips-Wiersma & Wright, 2012; May, Gilson, & Harter, 2004), and as a pivotal mediator linking work characteristics to work outcomes (Humphrey, Nahrgang, & Morgeson, 2007; Johns, Xie, & Fang, 1992). Indeed, it correlates with a variety of desirable outcomes, such as commitment, engagement, citizenship behaviors, life satisfaction, turnover intentions, burnout, and stress (Hu & Hirsh, 2017a; Steger, Littman-Ovadia, Miller, Menger, & Rothmann, 2013). This

heightened scholarly focus coincides with a broader societal yearning for meaningful work. Surveys of Americans have since the 90s ranked *important* and *meaningful* work above promotions, income, job security, and work hour requirements (Cascio, 2003). A recent study suggests workers would even accept lower starting salaries for work they find meaningful (Hu & Hirsh, 2017b).

Though scholars have focused much attention on identifying the causes and consequences of EMW (e.g., Hackman & Oldham, 1980; Humphrey et al., 2007; Wrzesniewski & Dutton, 2001), researchers have paid notably less attention to the role of personality traits. This special issue on healthy organizations is thus an excellent opportunity to do just that. The heritability and stability of personality traits (Jang, Livesley, & Vernon, 1996; Vernon, Villani, Vickers, & Harris, 2008; Wille, De Fruyt, & De Clercq, 2013) suggests that examining the role of individual differences in relation to the constellation of constructs linked with EMW has great explanatory value (Ilies, Arvey, & Bouchard, 2006). Personality traits, particularly those described by the five factor model, share many correlates with experienced meaningfulness (e.g., engagement, burnout; see Swider & Zimmerman, 2010; Young, Glerum, Wang, & Joseph, 2018), suggesting common causal pathways that trace back to how individual personalities are structured. Though scholars

* Corresponding author at: 245 Dickson Hall, United States of America.

E-mail address: simonetd@montclair.edu (D.V. Simonet).

COMMENTARY

Assessing ideal personalities at work: Is it all just a little bit of history repeating?

Christopher M. Castille^{1,*} , Ann-Marie R. Castille¹, and Rachel Williamson Smith² 

¹Nicholls State University and ²Louisiana State University

*Corresponding author. Email: christopher.castille@nicholls.edu

Melson-Silimon, Harris, Shoenfelt, Miller, and Carter (2019) raise an important issue that industrial and organizational (I-O) psychologists should take seriously: As we integrate normal and abnormal personality models, we may find that personality assessments adversely impact the mentally disabled. Though not mentioned by Melson-Silimon and colleagues, this is a criticism of the personality testing enterprise that has been ongoing since its inception in the early 20th century. We would like to use this commentary as an opportunity to focus on the future of personality assessment in employment selection. We call attention to the relevant history of the personality testing enterprise, discuss whether personality testing adversely affects the mentally disabled, and discuss the strategic role I-O psychologists play in this enterprise.

Consider the context surrounding the passage of the National Labor Relations Act (NLRA) of 1935 (for details, see Zickar & Kostek, 2013), which outlawed the practice of asking applicants if they would unionize. During this time, organizational sociologist Elton Mayo claimed that irrational thinking and emotional issues explained poor employee performance and union membership (Zickar & Kostek, 2013). Managers, who were eager to prevent unionization, thus saw personality testing as a means of indirectly flouting the law. Catering to these desires, Doncaster Humm and Guy Wadsworth marketed their Humm-Wadsworth Temperament Test for these purposes (see Zickar & Kostek, 2013). Although this test was designed to identify and help employees or job applicants suffering from a mental disorder, it was used by employers to weed out individuals they believed were union sympathizers (antisocial types) or who were communist ideologues (manic-depressive types; see Emre, 2018). The need for personality testing was exacerbated after 1978 when the Equal Employment Opportunity Commission published the *Uniform Guidelines on Employee Selection*. The *Uniform Guidelines* sparked a search for selection procedures with comparable utility but less adverse impact compared to cognitive ability tests, leading I-O psychologists to personality tests (see Hogan, 2007).

We raise this historical perspective to encourage the I-O psychology community to maintain awareness of the historical context within which we operate. Personality testing has long been criticized by academics, politicians, and also in the popular press (e.g., Emre, 2018) for denying mentally disordered individuals a voice in our society (see Zickar & Kostek, 2013). We must recognize that our actions could be interpreted as yet another attempt to help organizations flout the law, which is clearly not our intention. Rather, we suspect that many within our field will ascribe to an ideal in organizational life that most if not all individuals—regardless of class status (e.g., disability)—can compete for and find a valuable place in our society (e.g., Cascio & Aguinis, 2011). As a profession, our research can inform the sorting process by which individuals find ways to contribute meaningfully to organizations (see Oh, Kim, & Van Iddekinge, 2015) and, therefore, society at large (see Lee & Steel, n.d.).

COMMENTARY

Disparate treatment and adverse impact in applied attrition modeling

Christopher M. Castille* and Ann-Marie R. Castille

Nicholls State University

*Corresponding author. Email: christopher.castille@nicholls.edu

Speer, Dutta, Chen, and Trussell (2019) provide an excellent overview of key practices on applied attrition modeling. With our commentary, we wish to elaborate on a decision point Speer and colleagues left open in the development of attrition models, namely the decision to examine protected classification information. Our contribution seems particularly relevant given popular press discussions regarding discriminatory employment activities enacted via artificial intelligence. For instance, Amazon developed an algorithm with the purpose of recruiting job candidates with the highest potential. Unfortunately, the process resulted in a bias against female candidates that could not be remedied in a timely fashion, resulting in leaders terminating the project (Dastin, 2018). Our concern is that a similar outcome might result here if biases against protected classes are not examined thoroughly.

Unfortunately, while there is value in studying protected classes and their relation to turnover, we have observed that legal teams might resist people analytics teams' efforts to examine protected classes in projects such as the development of attrition models, and so we hope to speak to those practitioners who are facing such an obstacle. Therefore, with our commentary, we call attention to what has in our observation been a problem in practice: gaining permission to analyze protected class information on employees in building attrition models. Drawing upon the adverse impact and disparate treatment literature, we highlight how both including and failing to acknowledge the role of protected class information can introduce legal exposure to the organization in question. Our key contribution involves clarifying how *analytical* ignorance of protected class information might increase an organization's legal exposure. We emphasize analytical ignorance here as meaning that the attrition modelers remain agnostic to protected class information and enact discriminatory policy in an illegal fashion. We hope to augment guidance provided by Speer et al. (2019) by equipping industrial and organizational (I-O) psychologists who are engaged in modeling attrition with steps to take to ensure that their actions are both in compliance with employment law and also create business value.

The legal risks of examining (or failing to examine) protected class information in applied attrition modeling

As Speer et al. (2019) noted, attrition modeling involves using available organizational data to estimate the probability of employee turnover. Such estimates in turn feed organizational decision making and workforce planning (e.g., hiring, retention initiatives, changes in compensation, promotion, etc.). For the sake of discussion, we will assume that attrition modelers hope to build a model that would trigger an employment decision (e.g., "high risk" individuals would be targeted for a discussion regarding a change in compensation, benefits, or some aspect of the employment arrangement). In other words, attrition research informs employment decision making as a

The Psychological Science Accelerator: Advancing Psychology Through a Distributed Collaborative Network

Advances in Methods and
Practices in Psychological Science
2018, Vol. 1(4) 501–515
© The Author(s) 2018
Article reuse guidelines:
sagepub.com/journals-permissions
DOI: 10.1177/2515245918797607
www.psychologicalscience.org/AMPPS



Hannah Moshontz ¹, Lorne Campbell ², Charles R. Ebersole³,
Hans IJzerman⁴, Heather L. Urry ⁵, Patrick S. Forscher⁶,
Jon E. Grahe ⁷, Randy J. McCarthy⁸, Erica D. Musser⁹, Jan Antfolk ¹⁰,
Christopher M. Castille ¹¹, Thomas Rhys Evans ¹², Susann Fiedler¹³,
Jessica Kay Flake¹⁴, Diego A. Forero ¹⁵, Steve M. J. Janssen ¹⁶,
Justin Robert Keene ¹⁷, John Protzko¹⁸, Balazs Aczel¹⁹,
Sara Álvarez Solas²⁰, Daniel Ansari², Dana Awlia²¹, Ernest Baskin ²²,
Carlota Batres ²³, Martha Lucia Borras-Guevara²⁴, Cameron Brick²⁵,
Priyanka Chandel²⁶, Armand Chatard^{27,28}, William J. Chopik²⁹,
David Clearance³⁰, Nicholas A. Coles ³¹, Katherine S. Corker ³²,
Barnaby James Wyld Dixson³³, Vilius Dranseika ³⁴, Yarrow Dunham ³⁵,
Nicholas W. Fox³⁶, Gwendolyn Gardiner³⁷, S. Mason Garrison³⁸,
Tripat Gill ³⁹, Amanda C. Hahn ⁴⁰, Bastian Jaeger ⁴¹,
Pavol Kačmár ⁴², Gwenaël Kaminski ⁴³, Philipp Kanske ⁴⁴,
Zoltan Kekecs ⁴⁵, Melissa Kline⁴⁶, Monica A. Koehn ⁴⁷,
Pratibha Kujur²⁶, Carmel A. Levitan ⁴⁸, Jeremy K. Miller ⁴⁹,
Ceylan Okan⁴⁷, Jerome Olsen ⁵⁰, Oscar Oviedo-Trespalacios ⁵¹,
Asil Ali Özdogru ⁵², Babita Pande ²⁶, Arti Parganiha²⁶,
Noorshama Parveen²⁶, Gerit Pfuhl⁵³, Sraddha Pradhan²⁶,
Ivan Ropovik ⁵⁴, Nicholas O. Rule⁵⁵, Blair Saunders⁵⁶, Vidar Schei ⁵⁷,
Kathleen Schmidt⁵⁸, Margaret Messiah Singh²⁶, Miroslav Sirota ⁵⁹,
Crystal N. Steltenpohl ⁶⁰, Stefan Stieger ⁶¹, Daniel Storage ⁶²,
Gavin Brent Sullivan ⁶³, Anna Szabelska ⁶⁴, Christian K. Tamnes ⁶⁵,
Miguel A. Vadillo⁶⁶, Jaroslava V. Valentova ⁶⁷, Wolf Vanpaemel ⁶⁸,
Marco A. C. Varella⁶⁷, Evie Vergauwe⁶⁹, Mark Verschoor ⁷⁰,
Michelangelo Vianello ⁷¹, Martin Voracek⁷², Glenn P. Williams ⁷³,
John Paul Wilson ⁷⁴, Janis H. Zickfeld ⁶⁵, Jack D. Arnal⁷⁵,
Burak Aydin ⁷⁶, Sau-Chin Chen ⁷⁷, Lisa M. DeBruine ⁷⁸,
Ana Maria Fernandez⁷⁹, Kai T. Horstmann ⁸⁰, Peder M. Isager ⁸¹,
Benedict Jones⁷⁸, Aycan Kapucu⁸², Hause Lin ⁵⁵, Michael C. Mensink⁸³,
Gorka Navarrete ⁸⁴, Miguel A. Silan ⁸⁵, and Christopher R. Chartier²¹

¹Department of Psychology and Neuroscience, Duke University; ²Department of Psychology, University of Western Ontario; ³Department of Psychology, University of Virginia; ⁴Personnalité, Cognition, Changement Social (LIP/PC2S), Université Grenoble Alpes; ⁵Department of Psychology, Tufts University; ⁶Department of Psychological Science, University of Arkansas; ⁷Department of Psychology, Pacific Lutheran University; ⁸Center for the Study of Family Violence

Corresponding Author:

Christopher R. Chartier, 401 College Ave., 146 Schar College of Education, Ashland, OH 44805
E-mail: cchartie@ashland.edu

and Sexual Assault, Northern Illinois University; ⁹Department of Psychology, Center for Children and Families, Florida International University; ¹⁰Department of Psychology, Åbo Akademi University; ¹¹Department of Management and Marketing, Nicholls State University; ¹²School of Psychological, Social and Behavioural Sciences, Coventry University; ¹³Gielen-Leyendecker Research Group, Max Planck Institute for Research on Collective Goods, Bonn, Germany; ¹⁴Department of Psychology, McGill University; ¹⁵School of Medicine, Universidad Antonio Nariño; ¹⁶School of Psychology, University of Nottingham Malaysia Campus; ¹⁷Department of Journalism and Creative Media Industries, Texas Tech University; ¹⁸Department of Psychological and Brain Sciences, University of California, Santa Barbara; ¹⁹Institute of Psychology, ELTE Eötvös Loránd University; ²⁰Engineering in Ecosystems, Universidad Regional Amazónica Ikiam; ²¹Department of Psychology, Ashland University; ²²Department of Food Marketing, Haub School of Business, Saint Joseph's University; ²³Department of Psychology, Franklin and Marshall College; ²⁴School of Psychology and Neuroscience, University of St Andrews; ²⁵Department of Psychology, University of Cambridge; ²⁶School of Studies in Life Science, Pandit Ravishankar Shukla University; ²⁷Department of Psychology, Université de Poitiers; ²⁸CNRS, Poitiers, France; ²⁹Department of Psychology, Michigan State University; ³⁰Behavioral Economics, Busara Center for Behavioral Economics, Nairobi, Kenya; ³¹Department of Psychology, University of Tennessee; ³²Department of Psychology, Grand Valley State University; ³³School of Psychology, The University of Queensland; ³⁴Institute of Philosophy, Vilnius University; ³⁵Department of Psychology, Yale University; ³⁶Department of Psychology, Rutgers University; ³⁷Department of Psychology, University of California, Riverside; ³⁸Department of Psychology and Human Development, Vanderbilt University; ³⁹Lazaridis School of Business and Economics, Wilfrid Laurier University; ⁴⁰Department of Psychology, Humboldt State University; ⁴¹Department of Social Psychology, Tilburg University; ⁴²Department of Psychology, University of Pavol Jozef Šafárik in Košice; ⁴³Cognition, Langues, Langage, Ergonomie (CLLE), Université de Toulouse; ⁴⁴Department of Psychology, Technische Universität Dresden; ⁴⁵Department of Psychology, Lund University; ⁴⁶Department of Brain and Cognitive Sciences, Massachusetts Institute of Technology; ⁴⁷School of Social Sciences and Psychology, Western Sydney University; ⁴⁸Cognitive Science, Occidental College; ⁴⁹Department of Psychology, Willamette University; ⁵⁰Department of Applied Psychology: Work, Education and Economy, University of Vienna; ⁵¹School of Psychology and Counseling, Queensland University of Technology; ⁵²Department of Psychology, Üsküdar University; ⁵³Department of Psychology, UiT The Arctic University of Norway; ⁵⁴Faculty of Education, University of Presov; ⁵⁵Department of Psychology, University of Toronto; ⁵⁶School of Psychology, University of Dundee; ⁵⁷Department of Strategy and Management, NHH Norwegian School of Economics; ⁵⁸Department of Psychology, Southern Illinois University, Carbondale; ⁵⁹Department of Psychology, University of Essex; ⁶⁰Department of Psychology, University of Southern Indiana; ⁶¹Department of Psychology, Karl Landsteiner University of Health Sciences; ⁶²Department of Psychology, University of Illinois; ⁶³Centre for Trust, Peace and Social Relations, Coventry University; ⁶⁴Institute of Cognition and Culture, Queen's University Belfast; ⁶⁵Department of Psychology, University of Oslo; ⁶⁶Departamento de Psicología Básica, Universidad Autónoma de Madrid; ⁶⁷Department of Experimental Psychology, Institute of Psychology, University of São Paulo; ⁶⁸Faculty of Psychology and Educational Sciences, University of Leuven; ⁶⁹Faculty of Psychology and Educational Sciences, University of Geneva; ⁷⁰Department of Psychology, University of Groningen; ⁷¹Department of Philosophy, Sociology, Education, and Applied Psychology, University of Padova; ⁷²Department of Basic Psychological Research and Research Methods, School of Psychology, University of Vienna; ⁷³Division of Psychology, Abertay University; ⁷⁴Department of Psychology, Montclair State University; ⁷⁵Psychology Department, McDaniel College; ⁷⁶Department of Educational Sciences, RTE University; ⁷⁷Department of Human Development and Psychology, Tzu-Chi University; ⁷⁸Institute of Neuroscience and Psychology, University of Glasgow; ⁷⁹Laboratorio de Evolución y Relaciones Interpersonales, Universidad de Santiago de Chile; ⁸⁰Institute of Psychology, Humboldt-Universität zu Berlin; ⁸¹Department of Industrial Engineering & Innovation Sciences, Eindhoven University of Technology; ⁸²Department of Psychology, Ege University; ⁸³Department of Psychology, University of Wisconsin-Stout; ⁸⁴Center for Social and Cognitive Neuroscience (CSCN), School of Psychology, Universidad Adolfo Ibáñez; and ⁸⁵Department of Psychology, University of the Philippines Diliman

Abstract

Concerns about the veracity of psychological research have been growing. Many findings in psychological science are based on studies with insufficient statistical power and nonrepresentative samples, or may otherwise be limited to specific, ungeneralizable settings or populations. Crowdsourced research, a type of large-scale collaboration in which one or more research projects are conducted across multiple lab sites, offers a pragmatic solution to these and other current methodological challenges. The Psychological Science Accelerator (PSA) is a distributed network of laboratories designed to enable and support crowdsourced research projects. These projects can focus on novel research questions or replicate prior research in large, diverse samples. The PSA's mission is to accelerate the accumulation of reliable and generalizable evidence in psychological science. Here, we describe the background, structure, principles, procedures, benefits, and challenges of the PSA. In contrast to other crowdsourced research networks, the PSA is ongoing (as opposed to time limited), efficient (in that structures and principles are reused for different projects), decentralized, diverse (in both subjects and researchers), and inclusive (of proposals, contributions, and other relevant input from anyone inside or outside the network). The PSA and other approaches to crowdsourced psychological science will advance understanding of mental processes and behaviors by enabling rigorous research and systematic examination of its generalizability.

Keywords

Psychological Science Accelerator, crowdsourcing, generalizability, theory development, large-scale collaboration

Prosocial Citizens Without a Moral Compass? Examining the Relationship Between Machiavellianism and Unethical Pro-Organizational Behavior

Christopher M. Castille¹ · John E. Buckner V² · Christian N. Thoroughgood¹

Received: 10 April 2015 / Accepted: 28 January 2016 / Published online: 18 February 2016
© Springer Science+Business Media Dordrecht 2016

Abstract Research in the organizational sciences has tended to portray prosocial behavior as an unqualified positive outcome that should be encouraged in organizations. However, only recently, have researchers begun to acknowledge prosocial behaviors that help maintain an organization's positive image in ways that violate ethical norms (e.g., misrepresenting or exaggerating the truth, concealing damaging information about the firm). Recent scandals, including Volkswagen's emissions scandal and Penn State's child sex abuse scandal, point to the need for research on the individual factors and situational conditions that shape the emergence of these unethical pro-organizational behaviors (UPB). Drawing on trait activation theory, we argue that the "dark" trait of Machiavellianism should make individuals more willing to engage in UPB. Further, we argue that this willingness will be augmented when Machiavellians hold bottom-line-mentality climate perceptions (BLMCPs), or the perception that ethical standards matter less than organizational performance. Using data from 170 U.S.

employees, results suggested that Machiavellians are more willing to engage in UPB, but that BLMCPs may not affect their motivation to engage in UPB. We discuss the study's theoretical and practical implications, as well as avenues for research.

Keywords Machiavellianism · Unethical pro-organizational behavior · Counterproductive work behavior

Recent high-profile events in the public sphere have highlighted the need for a greater understanding of unethical pro-organizational behaviors (UPB), or acts intended to benefit the organization but which violate ethical standards (Umphress et al. 2010). For instance, in the recent case involving Volkswagen, employees intentionally developed software that could differentiate between typical driving conditions and laboratory testing conditions, adjusting engine performance and the corresponding emissions output accordingly. This device allowed diesel-burning vehicles to perform within the Environmental Protection Agency's (EPA) emissions standards when performing under laboratory conditions. However, when performing under typical driving conditions, the device allowed the engine to perform as designed, generating between five and thirty-five times the level of toxins deemed acceptable by the EPA (Thompson et al. 2014). Other public incidents, such as the Penn State and Catholic Church's child sex abuse scandals, also contain examples of actions meant to benefit their organizations, but which violated ethical standards of conduct. Although these cases are dramatic and rare, research on UPB suggests that the willingness to engage in these behaviors is widespread and thus deserving of attention from researchers and practitioners alike.

✉ Christian N. Thoroughgood
Christian.thoroughgood@gmail.com

Christopher M. Castille
christopher.castille@villanova.edu

John E. Buckner V
john.buckner.v@gmail.com

¹ Department of Psychology, Graduate Programs in Human Resource Development, Villanova University, 800 E. Lancaster Avenue, Suite 119, St. Mary's Hall, Villanova, PA 19085, USA

² Livonia, MI, USA



Prevailing to the peers' detriment: Organizational constraints motivate Machiavellians to undermine their peers



Christopher M. Castille ^{a,*}, Daniel Kuyumcu ^{b,2}, Rebecca J. Bennett ^{c,3}

^a Department of Psychology, Villanova University, Villanova, Pennsylvania, United States

^b Google, New York City, New York, United States

^c Department of Management, University of Central Florida, Orlando, Florida, United States

ARTICLE INFO

Article history:

Received 23 April 2016

Received in revised form 18 July 2016

Accepted 21 July 2016

Available online xxxx

Keywords:

Machiavellianism

Counterproductive work behavior

Organizational deviance

Social undermining

Organizational constraints

ABSTRACT

Since Christie and Geis's (1970) seminal work suggested that Machiavellians win more and are persuaded less, researchers have debated the merits and faults of Machiavellianism. Recent findings suggest competition over resources lead Machiavellians to secure their superior's approval, promoting their career advancement. However, the strategies Machiavellians use in such contexts have yet to be identified. Social undermining research suggests that undermining one's coworkers might make it difficult for targets of undermining to maintain effective working relationships while promoting a perpetrator's relative status (Duffy, Shaw, Scott, & Tepper, 2006). Thus, drawing on trait activation theory, we argue that resource constraints motivate Machiavellians to undermine their coworkers, which might help them achieve higher relative status. Additionally, with increased effort devoted toward undermining one's peers, Machiavellians should be distracted from performing core duties resulting in increased production deviance. Data collected from 170 employees supported our arguments. Our study addresses a gap in the literature by suggesting that Machiavellians successfully navigate competitive work environments by undermining their coworkers. We conclude with theoretical and practical implications for both understanding and mitigating the extended detrimental influence of workplace Machiavellianism.

© 2016 Published by Elsevier Ltd.

1. Introduction

As evinced by Niccolo Machiavelli's writing, there is a longstanding interest in influencing others to attain and retain power or status in organizational life. Christie and Geis (1970), who pioneered the study of Machiavellianism, noted that Machiavellians manipulate more, win more, and are persuaded less by others. This self-interested characterization has drawn scholarly attention from multiple disciplines, including neuroscience (Bagozzi et al., 2013), management (Dahling, Whitaker, & Levy, 2009; Kuyumcu & Dahling, 2014; Zagenczyk, Restubog, Kiewitz, Kiazad, & Tang, 2014), behavioral ethics (Effelsberg, Solga, & Gurt, 2014; Greenbaum, Hill, Mawritz, & Quade, 2014), evolutionary psychology (Wilson, Near, & Miller, 1996), and of course personality psychology (Jonason, Slomski, & Partyka, 2012; Paulhus & Williams, 2002). Though somewhat dated, Christie and Geis's (1970) initial claims still seem to hold up today, as recently Spurk, Keller,

and Hirschi (2016) found that early career Machiavellians were more likely to be both in a position of leadership and satisfied with their careers.

Machiavellians seem to ascend social and organizational hierarchies through deceit and manipulation, though certain circumstances seem to facilitate their success more so than others. Kuyumcu and Dahling (2014) observed that Machiavellians received positive task performance appraisals from their supervisors when they were forced to compete with their peers over resources. Similarly, in a meta-analysis of the personality-job performance literature Judge and Zapata (2015) observed that disagreeable workers, who are commonly described as having Machiavellian tendencies (Guenole, 2014; O'Boyle, Forsyth, Banks, Story, & White, 2015), were viewed as productive in highly competitive occupations (e.g., being a coach or sports scout, being a financial manager). These findings suggest that the presence of competition motivates Machiavellians to differentiate themselves from their peers. However, with the wealth of evidence linking Machiavellianism to both counterproductive and unethical workplace behavior (Kish-Gephart, Harrison, & Treviño, 2010; O'Boyle, Forsyth, Banks, & McDaniel, 2012), it seems likely that these circumstances would motivate Machiavellians to use illegitimate strategies that facilitate their own career advancement, perhaps to the detriment of their peers and organization. Using theory to predict which strategies Machiavellians use in these conditions might

* Corresponding author.

E-mail address: christopher.castille@villanova.edu (C.M. Castille).

¹ Christopher M. Castille, Ph.D., is a Visiting Assistant Professor of Human Resources Development for the Department of Psychology at Villanova University.

² Daniel Kuyumcu, Ph.D., is a People Analyst at Google.

³ Rebecca J. Bennett, Ph.D., is a Professor of Management for the College of Business Administration at the University of Central Florida.

Commentaries

Some Key Research Questions for Mindfulness Interventions

Christopher Castille and Katina Sawyer

Villanova University

Christian Thoroughgood

Northeastern University

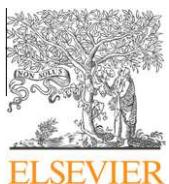
John Buckner V

Livonia, Michigan

For industrial and organizational psychologists who are unfamiliar with the mindfulness literature, Hyland, Lee, and Mills (2015) nicely introduce the concept by highlighting key findings from prior studies. Although their review focuses on the many benefits of mindfulness, we believe that mindfulness research should address certain questions that will help us understand whether mindfulness interventions result in a cost-effective positive return on investment. In alignment with the perspective of evidence-based practice (Briner & Rousseau, 2011; Pfeffer & Sutton, 2006), we call for a holistic evaluation of mindfulness, including a consideration of when or how unintended side effects emerge. Importantly, we discuss the potential mechanisms by which mindfulness generates valued outcomes (e.g., performance and collective psychological climate) and the need for more sophisticated research to isolate these causal effects. We also consider how the judicious use of utility analytics (e.g., cost effectiveness and return on investment) might help demonstrate the value of mindfulness interventions while also acknowledging questions of causality that must be addressed for such value to be experienced. We close by clarifying that we have the intention of promoting research to further evidence-based practices. There are organizations that

Christopher Castille and Katina Sawyer, College of Liberal Arts and Sciences, Villanova University; Christian Thoroughgood, School of Business, Northeastern University; John Buckner V, Livonia, Michigan.

Correspondence concerning this article should be addressed to Christopher Castille, College of Liberal Arts and Sciences, Villanova University, 800 East Lancaster Avenue, Villanova, PA 19085. E-mail: chris_castille@icloud.com



The Five Factor Model of personality and employees' excessive use of technology

John E. Buckner V*, Christopher M. Castille, Tilman L. Sheets

Department of Psychology and Behavioral Sciences, Louisiana Tech University, United States

ARTICLE INFO

Article history:

Available online 4 June 2012

Keywords:

Personality
Internet addiction
Text-message addiction
Excessive use
Technology

ABSTRACT

Prior research has stressed the negative effects employee technology addiction, or excessive use, may have in the workplace. This study explored personality, through use of the Five Factor Model (FFM), and problem and pathological technology (Internet and text-messaging) use. Personality was found to predict certain aspects of technology use. Specifically, conscientiousness was negatively related to problem Internet use. However, the FFM did not add to the prediction of pathological Internet use or problem and pathological text-messaging use. These findings suggest that some dimensions of the FFM may be useful in explaining why certain employees may be predisposed to developing problem use tendencies. Implications of the current findings as well as limitations and future directions are discussed.

Published by Elsevier Ltd.

1. Introduction

The potential negative impact of technology on individuals, especially the Internet, has garnered considerable attention (e.g., Kraut et al., 1998, 2002; Lu et al., 2011; Young, 2004). Throughout the past decade, there has been a rapid expansion of research focusing on addiction (e.g., Young, 2004), problematic use (Peters & Malesky, 2008), or excessive use (Phillips, 2006) of the Internet and other technologies. The concept of *Internet addiction* was introduced by Young in 1996 as an "impulse-disorder" not involving the ingestion of an intoxicant, making it a 'behavioral addiction' similar to gambling addiction and unlike alcoholism (Young, 2004). This type of addiction has since been extended to incorporate other forms of technology, such as short-message-service (SMS) or text-messaging addiction (Rutland, Sheets, & Young, 2007). These 'addictions' may be detrimental to employees and organizations, leading to reduced employee productivity and exposing organizations to legal liabilities (Davis, Flett, & Besser, 2002; Phillips, 2006; Young, 2010). The use of new technologies can also have unintended negative consequences in the workplace, and may be injurious to employee interactions (Cameron & Webster, 2005). Drawing on Peters and Malesky (2008) who avoided debate regarding the existence of behavioral addictions by utilizing the term 'problematic use', the term *excessive use* is used here rather than 'addiction.'

Research on excessive technology use (i.e., Internet and text-messaging use) has largely examined how individuals' personalities predispose them to engage in certain behaviors. Investigations

have typically examined how specific or narrow aspects of an individual's personality make them inclined toward excessive use. For example, research on Internet addiction has predominately focused on narrow traits, such as shyness, need for cognition, impulsivity, and sensation seeking (e.g., Chak & Leung, 2004; Davis et al., 2002; Shi, Chen, & Tian, 2011; Velezmozo, Lacefield, & Roberti, 2010). However, there is little research connecting excessive technology use to broader traits (Engelberg & Sjöberg, 2004; Peters & Malesky, 2008), such as those of the Five Factor Model (FFM) of personality. It is important to examine broad traits of personality because of their enormous bandwidth (John, Naumann, & Soto, 2008); broad traits are inclusive and capture aspects of personality that may be missed by narrow traits. The FFM, examined here, is commonly used and accepted as a comprehensive representation of personality based on five broad dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience.

While researchers have examined the FFM and technology, the focus has typically been on specific use behaviors. For example, research has focused on the frequency and duration of chat room, social networking site, or email use to communicate with others (Landers & Lounsbury, 2006; McElroy, Hendrickson, Townsend, & DeMarie, 2007; Phillips, 2006; Wilson, Fornasier, & White, 2010) rather than investigating excessive use. While researchers have explored the FFM and technology use (Engelberg & Sjöberg, 2004; Peters & Malesky, 2008; Wilson et al., 2010), research linking the FFM to excessive use is sparse. Further, those examining the FFM have not always examined the complete FFM, opting instead to examine only some of the five factors, such as extraversion or neuroticism (e.g., Hardie & Tee, 2007; Mottram & Fleming, 2009).

Lastly, previous studies have predominantly relied on adolescent or college student samples (e.g., Engelberg & Sjöberg, 2004; Ko, Yen,

* Corresponding author. Address: Department of Psychology, Louisiana Tech University, Woodard Hall, Office 122, Ruston, LA 71272, United States.

E-mail address: jeb052@latech.edu (J.E. Buckner V.).

An Investigation of Musical Performance Anxiety in the Marching Arts

Jacob J. Levy, PhD, Christopher M. Castille, MA, and Justina A. Farley, BA

The purpose of this study was to investigate the prevalence of musical performance anxiety (MPA) in marching artists. The marching arts include high school and college marching bands, drum and bugle corps, and indoor color guard and percussion ensembles. Drawing on a sample of 780 world class drum and bugle corps performers, we examined the prevalence of somatic and cognitive symptoms of MPA. We also examined differences in endorsement of symptoms by performing section (i.e., brass players, percussionists, and dancers/color guard) and gender. Results revealed a relatively low prevalence of MPA symptoms as compared with prior studies of adolescent and young adult performers. In addition, color guard performers reported significantly greater magnitudes of somatic MPA symptoms than brass players, and female performers reported greater magnitudes of cognitive MPA symptoms than their male counterparts. Practical recommendations are discussed. *Med Prob Perform Art* 2011; 26(1):30–34.

Musical performance anxiety (MPA) is a distressing and disabling condition that affects performers of all ages.¹ Salmon² defined MPA as “the experience of persisting, distressful apprehension about and/or actual impairment of, performance skills in a public context, to a degree unwarranted given the individual’s aptitude, training, and level of preparation.”^{2(p3)} At least half of all musical performers, regardless of age, gender, and experience level, have been found to report problems associated with MPA^{3–5}; however, the manifestation of MPA symptoms has been found to vary depending on performance setting.⁶

The symptoms of MPA can be categorized in terms of somatic and cognitive reactions to a perceived or real threat. When a person feels threatened, the body reacts . . . automatically. This reaction is often referred to as the “fight or flight” response and refers to what happens when the sympathetic branch of a person’s autonomic nervous system is activated. Several somatic sensations result from this physiological activation, including rapid heart rate, excessive sweating, shortness of breath, reduction in saliva flow (i.e., dry mouth), nausea and vomiting, muscle tension and tremors, and fainting. In addition to somatic reactions, individuals who experi-

ence anxiety in social or performance settings (as in MPA) also experience cognitive symptoms related to unrealistic thinking about performing, such as excessive worry about not living up to performance expectations and fearing that they will make a mistake to ruin the performance.

The irony is that these MPA symptoms can indeed impact the quality of one’s performance, resulting in the very experiences one is attempting to avoid, which in turn creates greater anxiety about future performances. For example, “[h]igh arousal often influences the choice of tempo, which tends to be faster in performance than during practice, adding technical difficulties.”⁷ Also, worry about making an error divides one’s attention from the performance tasks at hand, e.g., the performer may stop listening to themselves or attending to other performance cues.⁷

Musical performances do not always occur in a concert hall. Each year, hundreds of thousands of teens and young adults take to football fields and gymnasium floors to participate in marching music activities, including high school and college marching bands, drum and bugle corps, and indoor color guard and percussion ensembles.^{8–10} Many of these units not only perform as entertainment for sporting events and parades, but also perform in state, regional, national, and international competitions. These young performers face the excitement and pressure of performing in front of large audiences, as well as having their performances judged and critiqued by various music educators and experts. It seems reasonable to assume that such performance stress may have some negative consequences for these performers, such as experiences of MPA.

Current Study

To date, no study has formally investigated MPA within the context of the marching arts. To help begin to fill this void in the literature, the current student focused on a population of world-class junior drum and bugle corps performers. The investigation was designed to answer the following research questions:

1. What is the prevalence of MPA symptoms among a sample of adolescent and young adult marching arts performers?
2. Are there section differences (brass, percussion, and color guard) and/or gender differences in the manifestation of reported MPA symptoms (i.e., cognitive and somatic symptoms)?

METHODS

Participants

Archival data from 780 junior drum and bugle corps performers, representing six Drum Corps International (DCI)

Dr. Levy is an Assistant Professor of Psychology and Ms. Farley is a doctoral student in the Counseling Psychology Program, Department of Psychology, University of Tennessee, Knoxville, Tennessee; and Mr. Castille is a doctoral student in the Industrial and Organizational Psychology program, Department of Psychology and Behavioral Sciences, Louisiana Tech University, Ruston, LA.

Parts of this study were presented at the Medical Problems of Performing Artists Symposium, Snowmass, CO, July 2010.

Address correspondence to: Dr. Jacob J. Levy, Department of Psychology, University of Tennessee, 215G Austin Peay Bldg, Knoxville, TN 37996, USA. Tel 865-974-4866, fax 865-974-3330. jlevy4@utk.edu.

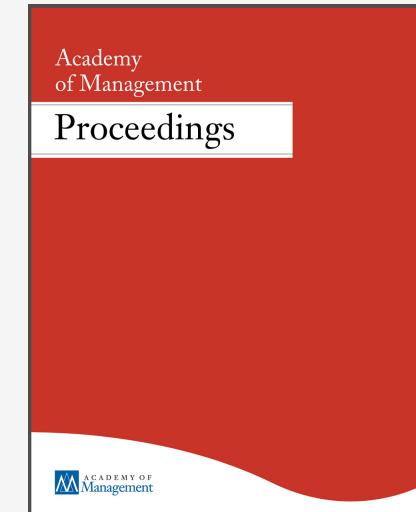
Academy of Management Annual Meeting *Proceedings* includes abstracts of all papers and symposia presented at the annual conference, plus 6-page abridged versions of the “Best Papers” accepted for inclusion in the program (approximately 10%). Papers published in the *Proceedings* are abridged because presenting papers at their full length could preclude subsequent journal publication. Please contact the author(s) directly for the full papers.

To Partial or Not? Re-Examining the Unmeasured Latent Method Construct (ULMC)

Christopher Castille and Larry J. Williams

Published Online: 6 Jul 2022 | <https://doi.org/10.5465/AMBPP.2022.10998abstract>

 Figures  References  Related  Details



Vol. 2022, No. 1

 Tools  Share

Abstract

There is continuing interest in using statistical methods to address method variance in top management and applied psychology journals. One approach, the unmeasured latent method construct (ULMC), is versatile. One need not understand the role that method variance plays in order to apply a conservative test for method bias. However, scholars appear divided regarding its use. While many scholars criticize the ULMC, others rely on it as a defense against method bias. Sampling the literature over the past 10 years, we find that scholars who have used the ULMC often note that it detects common method variance, what is detected is negligible and, therefore, method variance is not likely to play a biasing role. This suggests some confusion surrounding both (i) whether the ULMC works and (ii) how well it works, particular under circumstances it is not designed for (i.e., there are multiple sources of method variance). To resolve this confusion, we embarked on two simulation studies. We examine the efficacy of the ULMC under both ideal circumstances (a single source of common method variance contaminates the data) and less ideal circumstances (two method factors contaminate the data). Our findings suggest that scholars often lack the power to reliably detect method variance when it is present. Also, although the ULMC works under conditions of common method variance, its performance is poor when distinct sources of method variance are present (in which case it can be better to ignore method variance rather than to partial).

Permissions



Metrics

Downloaded 0 times in the past 12 months

History



ACADEMY OF
Management

[in](#) [Twitter](#) [f](#) [YouTube](#) [RSS](#)

Academy of Management
555 Pleasantville Road, Suite N200
Briarcliff Manor, NY 10510-8020, USA
Phone: +1 (914) 326-1800
Fax: +1 (914) 326-1900



Information



- [About AOM](#)
- [Permissions](#)
- [Advertising](#)
- [Author Resources](#)
- [AOM Journals](#)
- [AOM Membership](#)

Resources

- [Dynamic Editions](#)
- [Purchase an Article](#)
- [Permissions](#)
- [AOM Open Access](#)

Community of Interest: Asians in I/O - Addressing Experiences in I/O and at Work (Community of Interest - 131879)

⌚ 4:00 PM - 4:50 PM, Apr 29

📍 Zoom 6

Diversity-Equity-Inclusion SIOP Curated Virtual & Streaming

Authors: Hsu, A.(Chair), Cheng, S. (Chair) (2022), Chao, A., Duong, S., Kung, M., Sachdev, A. Asians in I/O - Addressing experiences in I/O and at work [Community of Interest]. Society for Industrial and Organizational Psychology Annual Conference, Seattle, WA, United States.

This community of interest has been organized as a rallying point so I/O practitioners and researchers can connect and discuss barriers facing the Asian community. Through facilitated discussion we aim to bring awareness to the barriers that Asians face in the workplace, identify meaningful ways that organizations and individuals can address them, and provide an opportunity to develop connections with one another.

📢 Speakers



Alexander H. Hsu

Independent Consultant



Mei-Chuan (Mavis) Kung

Talogy



Alen Chao



Aditi Sachdev

Wonder



Shannon Cheng

Senior Knowledge Analyst
McKinsey & Company



Lee Duong

Ph.D. Candidate
Florida Institute of Technology

Keeping Up With Open Science: Teaching, Self-Teaching, and Training on Open Science (Alternative Presentation - 123976)

⌚ 4:00 PM - 4:50 PM, Apr 29

📍 Ballroom 6A

Students & Early Career Technology & Methods

Authors: Billeaud, M. L. (Co-Chair), Thomas, C. L. (Co-Chair), Burch, K. A. (Panelist), Castille, C. M. (Panelist), Cobb, H. R. (Panelist), Pearman, J. (Panelist), Rudolph, C. W. (Panelist), & Zhang, D. C. (Panelist). (2022). Keeping Up with Open Science: Teaching, Self-Teaching, and Training on Open Science [Alternative Session Type]. Society for Industrial and Organizational Psychology Annual Conference, Seattle, WA, United States.

Open science is relatively new and constantly evolving, and this alternative session will discuss teaching and training students and keeping up with open science. Panel members will begin the session with a short presentation on their perspectives. Then, the session will break into small groups to discuss questions pertaining to teaching, training, and learning about open science, followed by Q&A with panelists. Each person will leave the session with ideas on how to integrate open science into their teaching and training and keep up with open science practices themselves.

📢 Speakers



Madeline Billeaud

Graduate Research And Teaching Assistant
Saint Louis University

4:00 PM

Women's Inclusion Network Virtual Reception

⌚ 4:00 PM - 5:00 PM, Apr 19

📍 Virtual Chair

Wed, Apr 20, 2022

7:00 AM

All Virtual Live Posters accessed here

⌚ 7:00 AM - 7:05 AM, Apr 20

8:00 AM

Posters: Technology, plus Measurement/Statistics

⌚ 8:00 AM - 8:50 AM, Apr 20

📍 The Thursday Room

Poster

Technology & Methods

Virtual & Streaming

34 Subsessions

● You've Gotta Keep 'em Separated? Examining Separation of Measurement (Poster - 123526)

⌚ 8:00 AM - 8:50 AM, Apr 20
📍 The Thursday Room A1 Position 1

● The Good, Bad and Ugly: A Study of the Domain Specificity of Anchoring Vignette (Poster - 124176)

⌚ 8:00 AM - 8:50 AM, Apr 20
📍 The Thursday Room A2 Position 2

● Communicating Danger: A Linguistic Tool to Track America's Response to Threats (Poster - 124287)

⌚ 8:00 AM - 8:50 AM, Apr 20
📍 The Thursday Room A3 Position 3

● Avoiding the Negative: Effects of Scale Polarity and Number Labels (Poster - 123900)

⌚ 8:00 AM - 8:50 AM, Apr 20
📍 The Thursday Room A4 Position 4

● PredBias: An R Function for Investigating Predictive Bias for Continuous Scores (Poster - 123718)

⌚ 8:00 AM - 8:50 AM, Apr 20
📍 The Thursday Room A5 Position 5

● Creation and Validation of the Scale of Organizational Pursuit of Ideal Self (Poster - 124250)

⌚ 8:00 AM - 8:50 AM, Apr 20
📍 The Thursday Room A6 Position 6

● Unboxing Toxic Leadership and Counterproductive Work Behavior With Machine Learning (Poster - 123727)

⌚ 8:00 AM - 8:50 AM, Apr 20
📍 The Thursday Room A7 Position 7

● Item Characteristic Curves Generated From Common CTT Item Statistics (Poster - 124376)

⌚ 8:00 AM - 8:50 AM, Apr 20
📍 The Thursday Room A8 Position 8

● Introducing a SEM Approach for Building ROC Curves: Application to a Mobbing Scale (Poster - 123598)

⌚ 8:00 AM - 8:50 AM, Apr 20
📍 The Thursday Room A9 Position 9

● A New Approach to MTMM Bifactor Modeling: Blending Old Wines in a New Bottle (Poster - 123329)

⌚ 8:00 AM - 8:50 AM, Apr 20
📍 The Thursday Room B1 Position 10

● Simple Rules Outperform Machine Learning in the Third Annual SIOP ML Competition (Poster - 124204)

⌚ 8:00 AM - 8:50 AM, Apr 20
📍 The Thursday Room B2 Position 11

● Establishing Device Equivalence for a Measure of Mechanical Comprehension (Poster - 124197)

⌚ 8:00 AM - 8:50 AM, Apr 20

The Perceived Controllability of the Big Five Personality Traits at Work (Poster - 111554)
Bethany Westerberg (PRESENTER); Mallory A. McCord (AUTHOR)

The extent to which a personality trait is perceived to be controllable may influence bias in the workplace. This study examined the perceived controllability of the Big 5 personality traits at work. Employees reported the extent to which they perceive each of the Big 5 traits to be controllable in the workplace. Results indicated that conscientiousness was viewed as the most controllable.

Impact of COVID-19 on Candidate Adaptability, Coping, and Resilience (Poster - 112654)
Courtney T. Van Overberghe (PRESENTER); Chris Coughlin (PRESENTER)

Authors examined US candidate data to determine if adaptability and resilience had decreased due to pandemic restrictions. Findings indicate significantly lower scores between pre- and post-COVID-19 data but did not find a significant decrease between spring and summer 2020 data. It was posited that within-person data will demonstrate lower scores pre/post-COVID-19 (data available early 2021).

Psychometric Network Analysis of Core Self-Evaluation as a Reinforcing System (Poster - 112387)
Dan V. Simonet (PRESENTER); Christopher M. Castille (PRESENTER); Morgan Russell (PRESENTER); Pasquale Tosto (PRESENTER)

Core self-evaluation (CSE) is oft understood as a latent attribute causing interrelated evaluations (e.g., self-esteem, self-efficacy). Psychometric networks imply CSE is a system of interlocking evaluative beliefs. The network better reflects the data through structural tests, differential overlap with the Big 5, and as multivariate system of distinct effects on attitudes and motivations.

The Role of Extraversion on Work Social Outcomes While Social Distancing During COVID (Poster - 112538)

I-Heng Wu (PRESENTER); Man-Ling Chang (AUTHOR); Ivan Liu (AUTHOR); Yu-Ching Chiao (AUTHOR)
Authors investigate whether extraverted employees respond to social distancing restrictions during COVID-19 by engaging in more positive interpersonal behaviors at work. They relied on a multisource, multiwave data set collected during COVID-19.

Statistical increase in social expansion and service creativity was found when social distancing at work, COVID-19 stressors, and extraversion are high.

Narcissism, Emotion Recognition, and Implications for Leadership (Poster - 111851)

Jennifer Renee Raley (PRESENTER); Joshua D. Foster (AUTHOR)

Intermediate content. Subjects ($N = 291$) completed measures of cognitive empathy and a measure of narcissism—a negative association was found ($r = -.24^{**}$). There are implications for narcissistic leadership—struggling to infer others' thoughts could harm a company. Effective leaders know how to resolve interpersonal conflict, organize a productive team, and hire the best employees.

BAIG Index of Agreement: Applications for Job Analysis and Qualitative Research (Poster - 112495)
Jordan Epistola (PRESENTER); Paul J. Hanges (AUTHOR)

The introduction of technology changed the nature of work. The underlying assumptions of job analysis may no longer be appropriate. Authors introduce the Blau Agreement Index and argue that it can be used to justify HR policies/practices when job-analysis information is qualitative in nature. They use a common data set to compare this new index with the quantitative rwg index.

Gender Differences in the HEXACO Personality Traits: To What Extent Are They Real? (Poster - 111895)

Jisoo Ock (PRESENTER); Samuel T. McAbee (AUTHOR)

This study examines the effect of measurement noninvariance across gender on the accuracy of observed gender mean differences on HEXACO-100. Results showed that measurement noninvariance lead the observed mean gender differences for Honesty-Humility and Conscientiousness to meaningfully underestimate the true gender differences in these scales.

Gender and Ethnicity Differences in Career Interests: A Large-Scale Analysis of Basic (Poster - 112196)

Kenneth Eduardo Granillo-Velasquez (PRESENTER); Hannah Sarah Nelson (PRESENTER); Kevin Hoff (AUTHOR); Michael L. Morris (AUTHOR); Fred Oswald (AUTHOR); Alexis Victoria Hanna (AUTHOR)

Aniqa Hatem (PRESENTER); Chockalingam**Viswesvaran (AUTHOR)**

This study explored the impact of field dependence-independence (FDI) and fluid intelligence (Gf) on context effects, in the orderliness facet of conscientiousness. Results showed that orderliness scores were higher in the whole conscientiousness measure than just the facet-level scale, indicating a context effect, and higher Gf had a negative association with context effects.

Spilling Tea at the Water Cooler: A Meta-Analysis on Workplace Gossip (Poster - 110105)**Amy Wax (PRESENTER); Wiston Rodriguez (AUTHOR); Raquel Asencio (AUTHOR)**

This paper presents a meta-analysis on the topic of workplace gossip. Results of analyses suggest that negative gossip is generally bad for workplace outcomes; specifically, negative gossip is shown to have a deleterious impact on stress, OCBs, and CWBs. Positive gossip, on the other hand, is shown to have a beneficial impact on perceptions of organizational justice.

The Incremental Value of Controlling for Covert Insufficient Effort Responding (Poster - 112414)**Ann-Marie Castille (PRESENTER); Christopher M. Castille (PRESENTER); Sandesh Sharma (PRESENTER)**

Insufficient effort responding (IER) is a common concern in survey research. Methods of controlling for IER can be classified as overt (identifiable by respondents) or covert (unidentifiable). This study examines the relative impact of controlling for covert IER when overt-IER controls are in the survey design. Scale reliabilities and effect sizes changed negligibly by controlling for covert IER.

Samples in Applied Psychology: Less White, Less Male, and Less American (Poster - 112533)**Austin Cunningham (PRESENTER); Ana Kriletic (PRESENTER); Kate Conkey (PRESENTER); Thomas Quincy Wilmore (PRESENTER)**

This review is a follow-up bibliometric study that examines sample characteristics and study design among Journal of Applied Psychology articles from the last decade, 2009-2019. This research provides a comparison to a previous study by Shen et al. (2011) and identifies the development of trends related to demographics, nationality, study design, and the use of MTurk for data collection.

Updating Blau's Job Search Behavior to Conform to 21st Century Job Search Tactics (Poster - 111799)**Michael J. Zickar (PRESENTER); Brent Anthony Stevenor (AUTHOR)**

Authors updated Blau's (1994) job search behavior measure by removing outdated items and adding new items that measure modern day job search behaviors. The factor structure of the original measure was preserved, and the results suggest that active and preparatory job search behavior are conceptually and psychometrically distinct constructs, thereby improving upon the original measure.

Examining the Convergence of Alternative Short Form Development Methods (Poster - 112010)**Brent Anthony Stevenor (PRESENTER); Christopher M. Gallagher (AUTHOR); Samuel T. McAbee (AUTHOR); Andrew Samo (AUTHOR)**

Authors examined 4 methods for developing a short form of the Big 5 Aspects Scale using classical psychometric and modern machine learning techniques. Although findings largely converged, some differences were found with respect to model fit, facet diversity, and balancing reverse-coded items. Strengths and weaknesses of each method for short form development are discussed.

A Cross-Cultural Study of the Negative Wording Factor in Multidimensional Scales (Poster - 112354)**Bo Zhang (PRESENTER); Jing Luo (AUTHOR); Yueyang Chen (AUTHOR); Brent Roberts (AUTHOR); Fritz Drasgow (AUTHOR)**

This study found that (a) negatively worded items distorted the factor structure of the Big 5 Inventory-2 in non-English speaking countries, (b) there is a general negative wording factor across subscales, (c) modeling a negative wording factor improved the factor structure of the BFI-2, and (d) the general negative wording factor was consistently related to external variables.

Development of a Scale to Measure Willingness to Perform Dirty Work (Poster - 112468)**Bradley Pitcher (PRESENTER); Tara S. Behrend (AUTHOR)**

"Dirty work" occupations have aspects of physical, social, or moral taint. Two studies construct and validate a scale to measure willingness to perform dirty work. Authors first introduce the theory of dirty work and explicate the construct measured by the scale.

736. Poster: 8:30AM–9:20AM**Board 18****Why Do You Actually Want to Quit? Exploring Expressed Satisfaction and Turnover Intent**

This work explores potential discrepancies between job satisfaction and turnover intention data, and examines if qualitative or quantitative item formatting can affect participant responses. Data from a healthcare organization demonstrate that the relationship between job satisfaction and turnover intentions is dependent on how the item is formatted, either qualitatively and quantitatively.

Christina N. Falcon, University of South Florida
Benjamin S. Listyg, University of Georgia

Submitter: Christina N. Falcon, cbarnett1@mail.usf.edu

737. Poster: 8:30AM–9:20AM**Board 19****Inattentiveness on Cognitive Tests: Comparing IER and Person-Fit Metrics**

Survey researchers often try to identify inattentive participants by calculating insufficient effort response (IER) indices and examining the traits associated with IER. Authors extend this research to cognitive assessments, examining the convergence between IER indices typically applied to surveys and person-fit statistics traditionally applied to educational assessments.

Juliya Golubovich, Indeed
Christopher J. Lake, Kansas State University

Submitter: Juliya Golubovich, jgolubovich@gmail.com

738. Poster: 8:30AM–9:20AM**Board 20****Systematic Literature Searches: A Review, Evaluation, and Recommendations**

The literature search process is a crucial step in systematic reviews, yet little in the way of best practices exist for study identification in I-O psychology and management. To this end, authors reviewed search protocols used in recent systematic reviews published in top journals and evaluated the comprehensiveness of commonly searched databases by carrying out an original meta-analysis.

Michael B. Harari, Florida Atlantic University
Heather Parola, University of Evansville
Christopher J. Hartwell, Utah State University
Amy Riegelman, University of Minnesota

Submitter: Michael B. Harari, mharari@fau.edu

739. Poster: 8:30AM–9:20AM**Board 21****Comparing Dichotomous and Polytomous Items Using Item Response Trees**

This study compared dichotomous and polytomous items using item response trees. It was found that models based on dichotomous items explained similar amounts of variance in careless responding. In addition, scores from the dichotomous models related closer to the trait-level variance from the IR tree model.

Daniel Jenkins, Wright State University
David M. LaHuis, Wright State University
Tyler Ryan, Wright State University

Submitter: Daniel Jenkins, jenkins.257@wright.edu

740. Poster: 8:30AM–9:20AM**Board 22****The Utility of Penalized Regression in Model Creation**

The session will provide an overview of penalized regression at an intermediate level and will go into detail on 3 specific penalized regression techniques. Specifically, how application of these techniques can be applied to create more parsimonious models in cases where traditional linear regression would be used will be discussed and displayed through analyses on simulated data.

Merrill Levitt, University of Minnesota

Submitter: Merrill Levitt, merrilllevitt@gmail.com

741. Poster: 8:30AM–9:20AM**Board 23****A Short Primer on Conducting Longitudinal Studies With Amazon's Mechanical Turk and R**

This paper introduces a method for conducting longitudinal studies in MTurk using the R package "MTurkR." This paper explains how using the MTurkR package alleviates some of the challenges related to conducting

longitudinal MTurk studies. A brief primer on conducting longitudinal studies using MTurkR, including a link to supplemental slides, is described.

Sin-Ning Cindy Liu, Texas A&M University
Anjelica Marie Mendoza, Texas A&M University
Mindy E. Bergman, Texas A&M University

Submitter: Sin-Ning Cindy Liu, sining.cindy.liu@tamu.edu

742. Poster: 8:30AM–9:20AM**Board 24****A Comparison of Four Methods to Analyze Case Law: Performance Appraisal as an Example**

This paper compares 4 methods for gleaning data from case law: mixed-method coding, conventional content analysis, grounded theory, and natural language processing. Overviews of each method are provided, using 5 cases that involve performance appraisals. Results from each method are provided and compared. Suggestions for when each method should be used are provided.

Anjelica Marie Mendoza, Texas A&M University
Sin-Ning Cindy Liu, Texas A&M University
Stephanie C. Payne, Texas A&M University
Sierra René Stryker, Texas A&M University
Seth Polsley, Texas A&M University

Submitter: Anjelica Marie Mendoza, amm19@email.tamu.edu

743. Poster: 8:30AM–9:20AM**Board 25****To Check or Not to Check?: Attention Checks and MTurker Attitudes and Behavior**

With the increased use of MTurkers as convenience samples, and continued use of attention checks (ACQs), researchers must understand how MTurkers react to ACQs. Authors investigated how different quantities and types of ACQs impact MTurker reactions. Whether ACQs were used or not did not influence the examined reactions. However, characteristics of the ACQs (type and number) made a difference.

Alessa Natale, The Graduate Center CUNY & Baruch College
Kajal Rajan Patel, The Graduate Center and Baruch College, CUNY
Charles A. Scherbaum, Baruch College & The Graduate Center, CUNY
Alexandra Tumminia, The Chemistry Group

Submitter: Alessa Natale, anatale@gradcenter.cuny.edu

744. Poster: 8:30AM–9:20AM**Board 26****Moderation Testing in Organizational Research: Effect Sizes for Testing Interactions**

In a series of computer simulations, authors introduce a new set of effect sizes, dMod_Signed and dMod_Unsigned, for the estimation and interpretation of continuous moderation effects. Authors establish guidelines for their interpretation and argue for their improvement in stability and interpretation, as well as their ability to identify meaningful interactions over traditional approaches.

Jeffrey Olenick, Michigan State University
Christopher D. Nye, Michigan State University

Submitter: Jeffrey Olenick, olenickj@msu.edu

745. Poster: 8:30AM–9:20AM**Board 27****Examining the Impact of Survey Identification on Response Behavior**

Authors examined the impact of identified surveys on employee response behavior with data from 530 survey administrations. Employees completing identified surveys had more favorable ratings across items than those who took nonidentified surveys. Sensitive items had more favorable ratings than nonsensitive, but effects were small. This study is for an intermediate audience.

Justina M. Oliveira, Southern New Hampshire University
Peter J. Rutigliano, Mercer | Sirota
Charles A. Scherbaum, Baruch College & The Graduate Center, CUNY
Lise M. Saari, New York University/CUNY Baruch College

Submitter: Justina M. Oliveira, j.oliveira@snhu.edu

746. Poster: 8:30AM–9:20AM**Board 28****What Do These People Do? Demographics and Occupational Features of MTurk**

Comparing the workforce demographics of 3 MTurk samples to the U.S. labor force, differences suggest that white-collar professions are overrepresented. Other trends mirror prior research. Uniquely, in examining the occupational features that sampled, substantial variation in key variables (e.g., dealing with unpleasant or angry people, social skills) is found.

Colin Lee Omori, Louisiana Tech University

Kathryn Daigle, Independent Contractor

Christopher M. Castille, Nicholls State University

Submitter: Colin Lee Omori, clo019@latech.edu

747. Poster: 8:30AM–9:20AM

Board 29

Building Representative Norms via Poststratification Weighting

Authors propose an alternative approach to norms development: building via poststratification weighting. This approach is evaluated against "population" values via controlled simulation. Results demonstrate that poststratification weighting is effective in situations where samples are not proportionally representative of populations but potentially harmful if samples are reasonably representative.

Yang Yang, China Select

John Kulas, Montclair State University

Michael L. Morris, The Myers-Briggs Company

Submitter: John Kulas, kulasj@montclair.edu

748. Poster: 8:30AM–9:20AM

Board 30

Planned Missingness: How to and How Much?

Planned missingness can be implemented for survey studies to reduce respondent fatigue. In this simulation study using a large sample of Big 5 personality data, findings show that large sample sizes and low to moderate levels of missingness can help to maximize the effectiveness of full information maximum likelihood estimation in treating missing data in planned missingness survey designs.

Charlene Zhang, University of Minnesota

Martin C. Yu, HumRRO

Submitter: Martin C. Yu, myu@humrro.org

749. Symposium: 10:00AM–11:20AM

201-202

Got a Bad Reputation: Better Understanding Socially Undesirable Emotions

Four papers examine a variety of socially undesirable emotions at work (i.e., schadenfreude, anxiety, anger, envy, and contempt). Each paper studies predictors, processes, and/or outcomes of undesirable emotions in different organizational contexts. This symposium contributes to the literature an understanding of undesirable emotions and offers practical advice for managing these emotions at work.

Yochi Cohen-Charash, Baruch College & the Graduate Center, *Chair*

Paige R. Alenick, The Graduate Center & Baruch College, CUNY, *Co-Chair*

Kaitlin Ann Busse, The Graduate Center/Baruch College, *Co-Chair*

Soohyun (Ashley) Lee, The Graduate Center & Baruch College, CUNY, *Co-Chair*

Kim S. Johnson, University of South Florida, Paul E. Spector, University of South Florida, Trieva A. Pelonero, University of South Florida, *A Qualitative Investigation Into Experiences of Schadenfreude in the Workplace*

Carol Mindy Wong, George Mason University, Olivia M. Pagan, George Mason University, Lydia Craig, George Mason University, Jill Bradley-Geist, University of Colorado, Colorado Springs, Seth A. Kaplan, George Mason University, Gregory A. Ruark, U.S. Army Research Institute, *Newcomers' Emotions During Organizational Entry*

Manuel F. Gonzalez, Baruch College & Graduate Center, CUNY, Paige R. Alenick, The Graduate Center & Baruch College, CUNY, Elliott C. Larson, Siena Consulting, Yochi Cohen-Charash, Baruch College & the Graduate Center, *"I Deserve This!" How Self- and Other Deservingness Affects Reactions to Envy*

Maria Hamdani, University of Akron, Sorin Valcea, Cleveland State University, James M. Diefendorff, University of Akron, Debmalya Mukherjee, University of Akron, *Workplace Contempt: Nature, Regulation, and Outcomes*

Alicia A. Grandey, Pennsylvania State University, *Discussant*

Submitter: Kaitlin Ann Busse, kaitlinabusse@gmail.com

750. Panel Discussion: 10:00AM–11:20AM

203-204

Bolstering Inclusion: Why Difficult Conversations and Storytelling Matter

As dialogue about diversity and diversity management has increased so has discourse on workplace inclusion, which goes beyond demographic diversity and focuses instead on the degree to which an employee feels and is included in critical organizational processes. Leaders must focus on both having difficult conversations and using storytelling to better understand the unique employee experiences.

Julie S. Nugent, Catalyst, *Chair*

Erica L. Lizano, California State University, Fullerton, *Panelist*

Ethan R. Burris, University of Texas at Austin, *Panelist*

Emily Shaffer, *Panelist*

Submitter: Julie S. Nugent, julie2215@hotmail.com

751. Symposium: 10:00AM–11:20AM

402-403

Relational Aspects in Human Resource Management

Managing human resources increasingly occurs as part of managers' daily tasks and unfolds in their interpersonal interactions with employees. This symposium brings together contributions that look at the relationship between managers and employees in the enactment of formal and informal HR practices.

Silvia Dello Russo, Toulouse Business School, *Co-Chair*

Mariella Miraglia, University of Liverpool, *Co-Chair*

Nicholas Ronald Clarke, Loughborough Business School, *Mutual Respect Between Line Managers and Their Employees*

Paata Brekashvili, Caucasus University, Tanja R. Darden, Towson University, Lisa Schurer Lambert, Oklahoma State University, Ryan Currie, Abraham Baldwin Agricultural College, Greg F. Hardt, Xavier University, *How Promised and Actual Contributions Affect Managers' Satisfaction With Subordinates*

Johannes M. Kraak, Toulouse Business School, Yannick Grieß, Vrije Universiteit Brussel, Samantha D. Hansen, University of Toronto, *Reactions to Psychological Contract Breach: Buffering Effects of Friendly Customers*

Payal Kumar, BML Munjal University, Manish Singhal, XLRI-Xavier School of Management, Indrajit Mukherjee, XLRI-Xavier School of Management, D. Israel, XLRI-Xavier School of Management, Stacy Blake-Beard, Simmons University, *Leader-Follower Personality Incongruence and Negative Mentoring Outcomes*

Silvia Dello Russo, Toulouse Business School, Mariella Miraglia, University of Liverpool, *A Meta-Analysis of Supervisory Feedback Content and Delivery on Employee Responses*

Submitter: Silvia Dello Russo, s.dellorosso@tbs-education.fr

752. Community of Interest: 10:00AM–10:50AM

408-409

Combating Change Fatigue in Organizations

In this COI, the group will discuss how to equip employees to navigate uncertainty and maintain resilience, engagement, and performance during periods of organizational transformations, including how employees can effectively articulate the strains of constant change back to leadership. Participants are encouraged to share their own experiences, research, and ideas.

Robin R. Cohen, Johnson & Johnson, *Host*

Amy E. Crook, Belmont University, *Host*

Eileen C. Toomey, Johnson & Johnson, *Coordinator*

Submitter: Eileen C. Toomey, eileen.toomey@slu.edu

753. Symposium: 10:00AM–11:20AM

502-503

New Directions in Workplace Relationships Research

Interpersonal relationships have been related to performance and occupational health outcomes, but examination of the variety and impact of interpersonal relationships has been limited. This symposium highlights 5 papers that intend to expand understanding of interpersonal relationships through examination of novel relationship types, boundary conditions, and social support outcomes.

Joseph Regina, University of Southern Florida, *Co-Chair*

Tammy D. Allen, University of South Florida, *Co-Chair*

Joseph Regina, University of South Florida, Tammy D. Allen, University of South Florida, Rachael Hope Pyram, Shayla Rianne Bianchi, University of South Florida, *The Timeline and Turning Points of Workplace Rivalry Relationships*

Lillian T. Eby, University of Georgia, Melissa M. Robertson, University of Georgia, David B. Facteau, University of Georgia, *Mindful Mentoring: A New Direction in Mentoring Research*

Christine R. Smith, Morgan Stanley, C. Malik Boykin, Brown University, Kristen M. Shockley, University of Georgia, *The Role of Self-Disclosure in Improving Workplace Cross-Race Mentoring Outcomes*

Lebena S. Varghese, Rice University, Lisa Finkelstein, Northern Illinois University,

An Investigation of Self-Efficacy Crossover Between Mentors and Protégés

Elizabeth Stillwell, University of Minnesota, Michelle K. Duffy, University of Minnesota, *The Role of Coworkers in Work Outcomes of Grieving Employees*

Submitter: Joseph Regina, JosephRegina6795@gmail.com

804. Alternative Session Type with Presenters:**11:30AM–12:50PM****402-403****Kicking Off Open Science Collaborations in I-O Psych**

Science has been enthralled by a replication crisis, revealing weak foundations for scientific disciplines. Although psychology (particularly social and cognitive psychology) is addressing this crisis, little has been done to gauge the crisis within I-O psych. This session draws attention to the need for open science and hopes to spark collaborations that address key field-wide needs.

Christopher M. Castille, Nicholls State University, Chair

Sebastian Marin, University of Minnesota, Author

Fred Oswald, Rice University, Author

Bharati B. Belwalkar, American Institutes for Research, Presenter

Tanja Bipp, Julius Maximilian University Würzburg, Presenter

John E. Buckner, V, AlixPartners, Presenter

Tim Vantilborgh, Vrije Universiteit Brussel, Presenter

Submitter: Christopher M. Castille, chris_castille@icloud.com

805. Community of Interest: 11:30AM–12:20PM 408-409**Dual-Career Couples in Industrial-Organizational Psychology**

Dual-career couples whose members are in the same field face a unique set of challenges and opportunities. The goal of this session is to bring together both work-family scholars and members of couples balancing 2 careers in I-O psychology (or a related field). The discussion will center on how research can inform the issues faced by these couples.

Kristen M. Shockley, University of Georgia, Host

Jessica M. Nicklin, University of Hartford, Host

Erin M. Richard, Louisiana State University, Coordinator

Submitter: Erin M. Richard, erinrichard@lsu.edu

806. Special Event: 11:30AM–12:20PM 502-503**SIOP Select: Presidential Town Hall**

Come meet with SIOP leaders to discuss the latest updates on SIOP's strategic initiatives as well as get answers to your questions about SIOP activities.

Talya N. Bauer, Portland State University, Host

Georgia T. Chao, Michigan State University, Host

Eden B. King, Rice University, Host

Submitter: Elizabeth A. McCune, elizabeth.mccune@microsoft.com

807. Symposium: 11:30AM–12:20PM Brazos**Novel Perspectives on Incorporating the Situation in Research and Assessment**

Recently, new approaches to incorporate situational characteristics in I-O research have emerged. Examples include multidimensional situation taxonomies, approaches to more systematically capture work events, and the use of innovative situations in assessment. This symposium brings a group of organizational, assessment, and personality researchers together to discuss these recent developments.

Jonas W. B. Lang, Ghent University, Chair

J. Malte Runge, Ghent University, Co-Chair

Ryne A. Sherman, Hogan Assessments, *Personality Profiles of Performance Across Different Job Types*Viktoria Gochmann, University of Fribourg, Stefan Eiring, University of Kassel, Sandra Ohly, University of Kassel, *Daily Follower Situations and Their Impact on Leader's Creativity*Gudrun Reindl, Ghent University, Jonas W. B. Lang, Ghent University, *Comparing Situational Perceptions of Leader and Colleague Events, and Events Alone*Jennifer L. Tackett, Northwestern University, *How to Assess Adolescent Leadership Skills: A Leader-Follower Situational Task Study*

Submitter: Jonas W. B. Lang, jonaslang@jonaslang.info

808. Alternative Session Type with Presenters:**11:30AM–12:20PM****JW Grand Salon 1****An Interdisciplinary View on Mobile Assessments and the Candidate Experience**

This session will present common challenges and real-world examples of using mobile assessments to create a positive and impactful candidate experience. Insights from a diverse panel representing different

disciplines and global perspectives, along with audience engagement, will drive a conversation around trends, barriers, and best practices in mobile employment testing.

Alexander Stemer, Amazon, *Co-Chair*Alina Siemsen, Aon's Assessment Solutions, *Co-Chair*Chris Coughlin, SHL US LLC, *Presenter*Shane Lowery, Marriott International, *Presenter*Eoin O'Callaghan, Aon, *Presenter*Lily Patel, AT&T, *Presenter*Ave Shalom, Aon, *Presenter*Tim Warszta, Westcoast University of Applied Sciences, *Presenter*

Submitter: Alexander Stemer, stemeralexander@gmail.com

809. Panel Discussion: 11:30AM–12:20PM JW Grand Salon 2**Incentivizing Survey Scores: Do You Get What You Pay for or Something Unintended?**

Organizations of all maturity levels struggle with holding leaders accountable for driving improvement based on survey feedback. The session will bring together a diverse panel of HR practitioners and consultants with a range of experiences in incentivizing leaders based on survey scores. They will examine risks and benefits of this kind of accountability and find common ground for best practices.

Megan J. Steckler, Perceptyx, *Chair*Jeffrey A. Jolton, PwC, *Panelist*Mariangela Battista, IGT, *Panelist*Cameron G. Brown, Southern Company, *Panelist*Wayne R. Edwards, Epiq, *Panelist*

Submitter: Megan J. Steckler, megan.steckler@gmail.com

810. Alternative Session Type with Presenters:**11:30AM–12:20PM****JW Grand Salon 3****It Starts With Us: The Impact That I-O Makes in the Healthcare Industry**

Six I-O professionals in the healthcare industry will discuss the many ways that I-O is used in healthcare, how it benefits the industry, and what's to come in the future. This session will begin as a panel describing 5 different I-O careers in healthcare. After panel intros, the format shifts to round table discussions where each presenter will discuss their I-O experiences in smaller groups.

Vanessa Gallo, Weill Cornell Medicine, *Chair*Paul H. Richardson, Jr., Hoag Personal Care, *Presenter*Andrew N. Garman, NCHL/Rush University, *Presenter*Melanie P. Standish, Illinois Institute of Technology, *Presenter*Taylor Scotese, Perceptyx, *Presenter*Jose L. Alba, Illinois Institute of Technology, *Presenter*

Submitter: Vanessa Gallo, vaa2012@med.cornell.edu

811. Alternative Session Type with Presenters:**11:30AM–12:20PM****JW Grand Salon 4****The Different Faces of Academia: Panel and Small-Group Discussion**

Six I-O psychologists currently working as faculty members at varying institutions, each with different roles, will discuss similarities and differences between their experiences in academia. Panel members will answer audience questions and a few common prompts regarding their careers. Panelists will then join audience members for small-group discussions about prospective academic careers.

Allison M. Tringale, Loras College, *Presenter*Alex Milam, University of Houston-Clear Lake, *Presenter*Caitlin M. Porter, University of Memphis, *Presenter*Candice L. Thomas, Saint Louis University, *Presenter*Richard G. Moffett, III, Middle Tennessee State University, *Presenter*L. A. Witt, University of Houston, *Presenter*

Submitter: Allison M. Tringale, allison.tringale@gmail.com

Matthew McCarter, University of Texas-San Antonio
 Jonathan Clark, University of Texas at San Antonio
 William Luse, University of LaVerne
 Zahra Heydarifard, University of Texas at San Antonio
 Lulu Huang, University of Texas at San Antonio

Submitted by Meghan A. Thornton-Lugo, meghan.thornton@utsa.edu

794. Alternative Session Type with Presenters:

11:30AM-12:20PM

Chesapeake 1-3

AI Is Beginning to Impact Work Today, How Will It Impact Work in the Future?

This intermediate session focused on AI applied to work will connect researchers, practitioners, and audience members in a format designed to share, promote discussions, and pose questions for both presenters and audience members.

Nate T. Dvorak, Gallup, *Chair*

Jen Brown, Google, Inc., *Presenter*

Laura C. Lomeli, sweetgreen, *Presenter*

Ellyn Charlotte Maese, Gallup, *Presenter*

Victoria J. Smoak, PepsiCo, Inc., *Presenter*

Submitted by Nate T. Dvorak, nathaniel.dvorak@gmail.com

795. Panel Discussion: 11:30AM-12:20PM Chesapeake 4-6

How to Coach as an I-O Psychologist (and Whether You Should)

This session will present research and experience, grounded information, advice, and recommendations on coaching for I-O academic and applied practitioners who are considering coaching, whether as a new career path or in addition to a full-time job. Topics will include the current landscape of coaching, exercising the scientist-practitioner model, barriers to entry, money, and how to get started.

Karen M. Fuhrmeister, Hogan Assessment Systems, *Co-Chair*

Leah S. Tecle, University of Tulsa, *Co-Chair*

Bradley J. Brummel, University of Tulsa, *Panelist*

Joel A. DiGirolamo, International Coach Federation (ICF), *Panelist*

Ronald M. Festa, New Heights Consulting, *Panelist*

Kathryn M. Packell, Reliant, *Panelist*

Submitted by Karen M. Fuhrmeister, kfuhrmeis@gmail.com

796. Symposium/Forum: 11:30AM-12:20PM

Chesapeake 7-9

Letting You in on a Secret: New Perspectives of Workplace Gossip

Organizational research has historically viewed workplace gossip as bad. This symposium presents three papers that aim to objectively examine the functions, mechanisms, and effects of workplace gossip behaviors. Perspectives include how gossiping elicits emotional and behavioral responses, motives and consequences of gossiping, and a multidimensional scale contextualizing the functions of gossip.

Tianjun Sun, University of Illinois at Urbana-Champaign, *Co-Chair*

Yihao Liu, University of Illinois at Urbana-Champaign, *Co-Chair*

Julena M. Bonner, Utah State University, Rebecca L Greenbaum, Oklahoma State University, Marcus M. Butts, Southern Methodist University, Gary R. Thurgood, Utah State University, *Is Workplace Gossip a Moral Violation? Supervisor-Directed Gossip and Moral Emotions*

Tianjun Sun, University of Illinois at Urbana-Champaign, Bo Zhang, University of Illinois at Urbana-Champaign, Yihao Liu, University of Illinois at Urbana-Champaign, Yuan Sun, Zhejiang Gongshang University, Kyoungjo (Jo) Oh, University of Connecticut, *Spilling the Tea: Motives and Consequences of Workplace Gossip*
 Georgi P. Yankov, Bowling Green State University, *The Functionality of Organizational Gossip*

Huiwen Lian, University of Kentucky, *Discussant*

Submitted by Tianjun Sun, tsun5@illinois.edu

797. Panel Discussion: 11:30AM-12:20PM Chesapeake 10-12

Advancing Women Leaders

The news cycle has been filled with recent incidents concerning gender bias and diversity in the tech industry and elsewhere. Panelists will discuss what

they are doing in their industry to help advance women leaders, then engage the audience in the dialogue through a question and answer segment.

Renae M. Slaughter, The Renata Group, *Chair*

Laura Eigel, YPO, *Panelist*

Julia M. Fulllick-Jagiela, Quinnipiac University, *Panelist*

Carollaine Garcia, Deloitte Consulting, *Panelist*

Chloe Lemelle, AT&T, *Panelist*

Lisa Wager, IBM, *Panelist*

Jennifer Ellen Yugo, Corvirtus, *Panelist*

Submitted by Renae M. Slaughter, renaemannning@hotmail.com

798. Panel Discussion: 11:30AM-12:20PM Chesapeake A-C

Open Science, Open Practice: Future Reality or Pipedream?

The Open Science and Open Practice movements promise to make all of science more transparent, reproducible, and freely accessible, and to pave the gap between science and practice. Six panelists active in the Open Science movement give short presentations on the state of the field and discuss with the audience actions they can take and barriers they face in making I-O psychology more open.

Mike Morrison, Michigan State University, *Co-Chair*

Christopher M. Castille, Nicholls State University, *Co-Chair*

Fred Oswald, Rice University, *Panelist*

John E. Buckner, V, AlixPartners, *Panelist*

Steven G. Rogelberg, University of North Carolina Charlotte, *Panelist*

Submitted by Mike Morrison, mikeamorrison@gmail.com

799. Panel Discussion: 11:30AM-12:20PM Chesapeake D-F

Silicon Valley Is Swiping Right on I-Os

Although I-Os' skillsets are in increasing demand within tech-related organizations, there is no clear picture of the range of roles I-Os are filling. This panel will introduce I-Os to the wide range of relevant opportunities available within the rapidly growing field of technology. It will also explore how these tech organizations' unique challenges may influence future research in the field.

Kate LaPort, Amazon, *Chair*

Christopher T. Huynh, Amazon, *Co-Chair*

Zachary N.J. Horn, Facebook, *Panelist*

Ashley L. McIntyre, Amazon, *Panelist*

Stephanie L. Murphy, Dell Technologies, *Panelist*

Tunji Oki, Google, *Panelist*

Submitted by Kate LaPort, kate.laport@gmail.com

800. Alternative Session Type with Presenters:

11:30AM-12:20PM

Chesapeake G-I

Diverse Perspectives on Diversity and Inclusion: Mashup Panel and Roundtable Discussion

This mashup session unites disparate D&I experts—I-Os working internally, in academia and in external consulting—to discuss the state of D&I in organizations and provide direction for future work in the area. Panelists from the University of Georgia, Coca-Cola and Russell Reynolds Associates will answer preplanned and audience questions before breaking off to facilitate roundtable discussions.

Jacob L. Martin, Russell Reynolds Associates, *Chair*

Kate M. Conley, University of Georgia, *Co-Chair*

Katelyn Nicole Sanders, University of Georgia, *Co-Chair*

Harsonal Sachar, Russell Reynolds Associates, *Presenter*

Kecia M. Thomas, University of Georgia, *Presenter*

Karmen Bentley Blue, Coca-Cola Company, *Presenter*

Submitted by Kate M. Conley, kmc81050@uga.edu

the universality of a dark personality framework and show how characteristics vary across cultural norms and values.

Dan V. Simonet, Montclair State University
 Samantha DeSanto, Montclair State University
 Kimberly S. Nei, Hogan Assessment Systems
 Brandon Ferrell, Hogan Assessment Systems
 Adrianna Cruz, Montclair State University
 Danielle Tarantino, Montclair State University
 Nikita Williams, Montclair State University

Submitted by Dan V. Simonet, dvsimonet@gmail.com

250. Poster: 4:30PM-5:20PM Board 22
Psychometric Network Analysis and Ideal Points Assessment: Developing Ideal Employees

The authors explore the possibility of applying network analysis to ideal point personality assessment data. They consider how ideal point personality data might be used as part of coaching interventions in order to develop employees into ideal organizational citizens.

Dan V. Simonet, Montclair State University
 Christopher M. Castille, Nicholls State University

Submitted by Christopher M. Castille, chris_castille@icloud.com



251. Poster: 4:30PM-5:20PM Board 23
Testing the Rewarding, Ability, and Willingness Framework of Employability

Little research has empirically tested employability models in their entirety. Support was found for the Hogan et al. RAW model, suggesting that having the ability and motivation to do the job are related to being employable. Surprisingly, social skills may not impact levels of employability. Findings suggest that employers may be continuing to ask for one thing while rewarding another.

Daniell Study, California State University-San Bernardino
 Janet L. Kottke, California State University-San Bernardino

Submitted by Daniell Study, daniell_study@yahoo.com

252. Poster: 4:30PM-5:20PM Board 24
Clarifying the Factor Structure of the MACH-IV Using Bass-Ackwards Factor Analysis

Resurging interest in the nature of Machiavellianism has yielded a muddy understanding of Mach, with characterizations ranging from an overarching view of humanity to multiple distinct behavioral, mental, and motivational processes. This study seeks to clarify through bass-ackwards factor analysis, a top-down hierarchical factor structure, to identify the appropriate level of abstraction.

Margaret Judith Toich, Montclair State University
 Jessica Francavilla, Montclair State University
 Dan V. Simonet, Montclair State University

Submitted by Margaret Judith Toich, toichm1@montclair.edu

253. Poster: 4:30PM-5:20PM Board 25
Proactive Personality: A New Measure for Selection?

This meta-analysis examines the relationship among Proactive personality and other personality and organizational variables. Although results suggest that proactive personality overlaps heavily with the Big 5, its predictive validities for performance and satisfaction are above and beyond those typically observed for the Big 5. It reflects a "good personality" that is high in prosocial traits.

Khue Tran, University of Minnesota Twin Cities
 Nathan R. Kuncel, University of Minnesota

Submitted by Khue Tran, trann003@umn.edu

254. Poster: 4:30PM-5:20PM Board 26
Awareness of Extreme Traits: Nonlinear Relationship of Actual-Estimated Personality

Do employees who score at extremes personality scales have self-awareness of this? This paper investigates the curvilinear relationship between actual-estimated trait scores, finding that nonlinear models best explain individual actual-estimate discrepancy. Two implications are discussed: how self-awareness impacts management, and the importance of psychometrics for insight into employee behavior.

Luke Treglown, Thomas International
 Carmen Amador Barreiro, Thomas International
 Submitted by Luke Treglown, luket@thomas.co.uk

255. Poster: 4:30PM-5:20PM Board 27
Implicit Versus Explicit Power Motives in Relations With Work Outcomes: A Meta-Analysis

Authors estimated the meta-analytic effects of implicit and explicit power motives in the prediction of various work outcomes. Results showed that implicit and explicit power motives had small mean correlations with most work outcomes. Moreover, implicit power motive contributed meaningful amounts of explanatory variance in job performance and work deviance above and beyond explicit power motive.

Yi Wang, Pennsylvania State University
 Cristina Theriault, Pennsylvania State University
 Sydney L. Reichin, Pennsylvania State University
 Amanda Moeller, Pennsylvania State University
 Kenneth N. Levy, Pennsylvania State University
 James M. LeBreton, Pennsylvania State University
 Submitted by Yi Wang, yuw354@psu.edu

256. Poster: 4:30PM-5:20PM Board 28
A New Approach to Studying Personality-Performance Relations

The trait-reputation-identity (TRI) model was applied to self- and other-ratings of broad versus narrow personality dimensions as well as to specific job performance dimensions. Five studies find strong relations between shared information on personality and shared information about specific job performance dimensions. Additionally, personality aspect levels reveal relations otherwise masked.

Andreas Wihler, Frankfurt School of Finance & Management gGmbH
 Gerhard Bickle, University of Bonn
 Christian Ewen, University of Bonn
 Hanna Aileen Genau, University of Bonn
 Sonja Fritze, University of Bonn
 Lena Völk, University of Bonn
 Roxanne Merkl, University of Bonn
 Tamara Missfeld, University of Bonn
 Melanie Mütszel, University of Bonn
 Submitted by Andreas Wihler, a.wihler@fs.de

257. Poster: 4:30PM-5:20PM Board 29
Implicit Creative Personality, Risk Taking, and Creative Performance

Creativity is a critical asset to organizations in order to stay competitive to survive, and the willingness to take risks is also associated with organizational advances. This study examines the relationships among implicit and explicit creative personality, risk-taking behavior, and creative performance.

Grace Williams, East Carolina University
 Jennifer L. Bowler, East Carolina University
 Mark C. Bowler, East Carolina University
 Submitted by Mark C. Bowler, bowlerm@ecu.edu

258. Poster: 4:30PM-5:20PM Board 30
Two-Week Study on the Relationship Between Sleep and Personality State

This study investigated the relationship between sleep and daily-level personality as measured by the BFAS across a 2-week period. Effects of one of these variables on the other were not found at the daily level. Instead, data suggested that accumulated sleep could affect daily personality, and long-term personality affects sleep.

Tetsuhiro Yamada, University of Minnesota
 Aaron M. Schmidt, University of Minnesota
 Submitted by Tetsuhiro Yamada, yamad017@umn.edu

259. Poster: 4:30PM-5:20PM Board 31
A Comparison of Personality Factor Structures in China: Applicants Versus Nonapplicants

Past findings contradict in whether the 5-factor personality model fits across selection contexts. This study conducts confirmatory factor analyses on large Chinese samples, using the Work Behavior Inventory, a Big 5 personality instrument. Results suggest that 5 factors provide appropriate fit for the personality factor structure among both applicants and nonapplicants.

consistent pattern of AFB increase over time with bogus items gradually rising but BER and CVI patterns are less consistent. Observed differences are not practically meaningful. Implications and future directions are discussed.

Amie D. Lawrence, PSI Services LLC
 Kristin M. Delgado, PSI Services LLC
 Mei-Chuan Kung, PSI Services LLC
 Jessica R. Petor, PSI Services LLC
 Ted B. Kinney, PSI Services LLC

Submitted by Amie D. Lawrence, amie.lawrence@comcast.net

240. Poster: 4:30PM-5:20PM **Board 12**
Interpersonal Facilitation Predicts Employees' Leader Emergence Through Perceptions

This between-subjects experiment examined whether perceptions of target employees' extraversion and agreeableness mediated the relationship between their performance of interpersonal facilitation (high vs. control) and ratings of their likelihood of becoming leaders. Authors also examined whether the agreeableness mediator was moderated by the target employee's gender (woman vs. man).

Danilo Le Sante, Florida International University
 Asia A. Eaton, Florida International University
 Chockalingam Viswesvaran, Florida International University

Submitted by Danilo Le Sante, dlesante@gmail.com

241. Poster: 4:30PM-5:20PM **Board 13**
Team Conscientiousness and Safety: A Multilevel Perspective

Authors examined the relationships among team conscientiousness, team safety climate, and individual safety performance, with a sample of 451 employees nested within 70 teams who responded to 3 surveys over 3 months. Multilevel modeling results indicated that team conscientiousness exerted a top-down influence on individual safety performance rated by supervisors through team safety climate.

Thanh Nhan Le, Old Dominion University
 Xiaohong Xu, Old Dominion University
 Yimin He, Texas A&M University
 Xiang Yao, Peking University

Submitted by Thanh Nhan Le, nle021@odu.edu

242. Poster: 4:30PM-5:20PM **Board 14**
A Meta-Analysis of Individual Difference Correlates of Academic Dishonesty

In this meta-analysis, correlations of self-efficacy and personality traits with career exploration behaviors were estimated across 79 samples and a listwise sample of 21,817. Traits included the Big 5, shyness, locus of control, VDSI, and stress. The characteristics with the largest effects were conscientiousness, locus of control, explorational stress, self-efficacy, and thinking-feeling.

Samuel Lee, University of Minnesota
 Jacob Gau, University of Minnesota
 Nathan R. Kuncel, University of Minnesota

Submitted by Samuel Lee, Leex7833@umn.edu

243. Poster: 4:30PM-5:20PM **Board 15**
The Criterion-Related and Incremental Validity of Honesty-Humility: A Meta-Analysis

Authors examined the criterion-related and incremental validity of honesty-humility in the prediction of job performance. Meta-analytic results indicate H-H correlates -.46 with CWB, .19 with OCB, and .18 with task performance. Further, H-H demonstrated significant incremental validity over 5-factor model personality traits, general mental ability tests, and integrity tests.

Youngduk Lee, Indiana University
 Christopher M. Berry, Indiana University
 Erik N. Gonzalez-Mule, Indiana University

Submitted by Youngduk Lee, yl96@indiana.edu

244. Poster: 4:30PM-5:20PM **Board 16**
Using Bright and Dark Side Personality to Predict the Managerial Hierarchy

Personality similarities exist in the managerial hierarchy, as supervisors advance into manager roles who eventually lead the organization. Using

job family meta-analyses with overall job performance, authors investigated bright and dark side personality differences across 3 managerial job levels. They provide practical implications and discuss areas for future research.

Matthew R. Lemming, Hogan Assessment Systems
 Burkhart Hahn, University of Tulsa

Submitted by Matthew R. Lemming, mlemming@hoganassessments.com

245. Poster: 4:30PM-5:20PM **Board 17**

Using Personality to Predict Truck Driver Performance

Authors present 2 studies demonstrating the value of personality's role in selecting truck drivers across the transportation industry. These studies focus on relationships between personality and (a) job analysis ratings for truck drivers and (b) overall job performance using meta-analysis. Results suggest that multiple personality scales are important and predictive for truck driver selection.

Matthew R. Lemming, Hogan Assessment Systems
 Burkhart Hahn, University of Tulsa

Submitted by Matthew R. Lemming, mlemming@hoganassessments.com

246. Poster: 4:30PM-5:20PM **Board 18**

Mentally and Physically Present: Personality, Mindfulness, and Turnover Intentions

Little research has investigated whether mindfulness plays an explanatory role within existing frameworks in I-O psychology. This paper hypothesizes that mindfulness is a significant mediator of the relationship between personality and turnover intentions. In a sample of 923 full-time employees, significant mediation effects were found for conscientiousness, emotional stability, and extraversion.

James C. Meaden, SHL
 Allison B. Yost, CEB, now Gartner

Submitted by James C. Meaden, james.meaden@gmail.com

247. Poster: 4:30PM-5:20PM **Board 19**

Careless Responding: The Role of Individual Differences and Perceived Income Adequacy

This study explored the role of individual differences and contextual factors in predicting careless responding. Specifically, it was examined whether Machiavellianism, Narcissism, Psychopathy and social desirability as well as perceived income adequacy impacted careless responding. Also tested were the interactive effect of the individual and contextual factors in predicting careless responding.

Gargi Sawhney, University of Minnesota-Duluth
 Robert R. Sinclair, Clemson University
 Zach P. Klinefelter, Clemson University

Submitted by Gargi Sawhney, garrisawhney85@gmail.com

248. Poster: 4:30PM-5:20PM **Board 20**

Dark Triad Unleashed: Examining Trait Activators Linking Dark Traits to CWB

Meta-analytic research reveals widely varying but generally weak associations linking the Dark Triad traits to counterproductive work behavior. Drawing on trait interaction theory, authors offer a framework (4R) for explaining this variation. Across 2 studies, hierarchical moderated multiple regression provides mixed support for the framework.

Dan V. Simonet, Montclair State University
 Danielle Tarantino, Montclair State University
 Christopher M. Castille, Nicholls State University
 Samantha DeSanto, Montclair State University
 Adrianna Cruz, Montclair State University
 Alex Janeiro, Montclair State University
 Anastasia Angelbeck, Montclair State University

Submitted by Dan V. Simonet, dvsimonet@gmail.com

249. Poster: 4:30PM-5:20PM **Board 21**

Darkness Around the Globe: Cultural Differences in Moving Against, Away, and Toward

Using a geography of personality model, authors use SEM and path analyses to find the degree to which a 3-dimensional derailment model of moving away, against, and toward others is transportable across the globe. Using a sample of 26 countries (N = 65,426), authors establish

within SIOP and the field of I-O psychology; (2) to engage the audience in brainstorming practical solutions that SIOP can implement to this end; and (3) to compile data on suggested solutions to communicate to SIOP leadership.

Caitlin A. Demsky, Oakland University, **Chair**
 Tori L. Crain, Colorado State University, **Co-Chair**
 Allison M. Ellis, Cal Poly, San Luis Obispo, **Co-Chair**
 Jennifer R. Rineer, RTI International, **Co-Chair**
 Talya N. Bauer, Portland State University, **Presenter**
 Michelle (Mikki) Hebl, Rice University, **Presenter**
 Alexis A. Fink, Intel Corporation, **Presenter**
 Tammy D. Allen, University of South Florida, **Presenter**
 Fred Oswald, Rice University, **Presenter**
 Submitted by Caitlin A. Demsky, cademsky@oakland.edu

756. Panel Discussion: 3:00PM–3:50PM Sheraton 2**Performance Appraisal and Performance Management: Where Are We? Where Are We Going?**

Three leading researchers will discuss the current state and likely future of performance appraisal (PA) and performance management (PM). They will focus on 6 issues, resistance to PA, the trend to eliminate/simplify performance appraisals, the relationship between PA and PM, perceptions that PM programs are failing, and frontiers of research and practice in PA and PM.

Kevin R. Murphy, University of Limerick, **Chair**
 Herman Aguinis, George Washington University, **Panelist**
 Elaine D. Pulakos, PDRI, **Panelist**
 Submitted by Kevin R. Murphy, krm10@me.com

562. Panel Discussion: 3:00PM–3:50PM Sheraton 3**The Evolution of People Analytics: New Challenges and Opportunities**

During this session, panelists will provide perspectives on how people analytics is implemented and structured, and how the field has evolved in recent years, particularly as needs of maintaining high data quality, gaining buy in from the business, and ensuring high impact on business decisions have become increasingly important for people analytics practitioners.

Schinria Islam, Uber Technologies, Inc, **Co-Chair**
 Luye Chang, Uber Technologies, Inc, **Co-Chair**
 Nick Kalave, Tesla, **Panelist**
 Lauren Holbrook, Uber Technologies, Inc, **Panelist**
 Lauren A. Wegman, Yahoo Inc., **Panelist**
 Jason Brown, Uber Technologies, Inc, **Panelist**
 Susan Biancani, Airbnb, **Panelist**
 Karyn Marciniak, Mercer, **Panelist**
 Anna Merritt, Square, **Panelist**
 Submitted by Luye Chang, luye.chang@uber.com

**563. Panel Discussion: 3:00PM–3:50PM Sheraton 4****Talk About Convenient Sampling! Crowdsourcing Lessons and Best Practices**

Crowdsourced samples from microtask websites like Amazon's Mechanical Turk (MTurk) are an increasingly important research tool. This panel of veteran researchers will describe their views on best practices and avoidance of problems, followed by questions from the audience. Designed for beginners and veteran crowdsourcers.

Monica D. Elcott, PSI Services LLC, **Co-Chair**
 Dawn Lambert, PSI Services LLC, **Co-Chair**
 Christopher M. Castille, Nicholls State University, **Panelist**
 Alan D. Mead, Talent Algorithms Inc, **Panelist**
 Richard D. Roberts, ACT, **Panelist**
 Amin Sajari, PSI, **Panelist**
 Frederick R. Stilson, TalentQuest, **Panelist**
 Submitted by Monica D. Elcott, melcott@psionline.com

564. Panel Discussion: 3:00PM–3:50PM Sheraton 5**Leadership Jazz: Leading in Dynamic, Emergent Systems**

In this session, panelists will discuss new approaches to leadership that move beyond current hierarchical, nondynamic, individual-focused models that drive the actions of many managers today. The panel will explore alternative paradigms, processes, and practices that better match dynamic, emergent systems.

Paul R. Yost, Seattle Pacific University, **Chair**

Mackenzie Allison, Seattle Pacific University, **Co-Chair**

Daniel Hallak, Slalom Consulting, **Panelist**

Laura L. Heaton, Penske, **Panelist**

Cindy McCauley, Center for Creative Leadership, **Panelist**

Ryan Kevin Smith, Microsoft, **Panelist**

Submitted by Paul R. Yost, yostp@spu.edu

565. Symposium/Forum: 3:00PM–3:50PM Streeterville**Mobile First Design: The Key to Effective Mobile Cognitive Testing?**

In high-stakes cognitive ability testing, it is critical that candidates are not advantaged or disadvantaged based on the type of device (e.g., smartphone, laptop) they use. This session presents 4 studies focused on using mobile-first design principles to ensure minimal cognitive test score differences between mobile and nonmobile test administration.

Sara Lambert Gutierrez, CEB, now Gartner, **Co-Chair**

Anthony S. Boyce, Aon, **Co-Chair**

Christopher T. Frost, Shaker Consulting Group, Jacqueline E. Carpenter, Shaker Consulting Group, Jared Z. Ferrell, Shaker Consulting Group, **Demonstrating Equivalence of High-Fidelity Cognitive Measures on Mobile Devices**

Kyle Morgan, Aon, Kate LaPort, Amazon, Shane Lowery, Louisiana State University, Jonathan M. Cottrell, PeopleAdmin, Bertha Rangel, Washington State University Vancouver, Nicholas R. Martin, Aon, Anthony S. Boyce, Aon, **The Quest for Equivalence: Mobile-First Working Memory Assessment**

Sara Lambert Gutierrez, CEB, now Gartner, Darrin Grelle, CEB, now Gartner, **Impact of Mobile-First Design on Equivalence for Cognitive Tests**

Rachel T. King, DDI, Li Guan, University of Georgia, Donald E. Lustenberger, DDI, **Exploring Reliability and Score Differences in a Mobile-First Simulation**

Robert E. Gibby, IBM, **Discussant**

Submitted by Sara Lambert Gutierrez, sara.gutierrez@cebglobal.com

566. Roundtable Discussion/Conversation Hour:**3:00PM–3:50PM Superior A****Lost in Progression: Transitioning From the Classroom to Practice**

Practitioners from a variety of applied settings will cofacilitate a conversation focused on aiding early career practitioners navigate the transition from graduate school to practice. Through an interactive discussion, participants will have the opportunity to (a) share insights about their challenges/opportunities and (b) network with peers to build professional relationships within the field.

Michelle D. Corman, Mercer | Sirota, **Host**

Michael H. Chetta, Talent Metrics, LLC, **Host**

Benjamin E. Liberman, United States Office of Personnel Management, **Host**

Submitted by Michelle D. Corman, michelle.corman@mercer.com

567. Roundtable Discussion/Conversation Hour:**3:00PM–3:50PM Superior B****Executive Coaching: Translating Leading-Edge Coaching****Research Into Practice**

This session will use key findings from a 2017 industry-wide executive coaching study "Executive Coaching for Results" to catalyze conversations on practice implications for organizations and coaches (internal and external). Explored will be areas such as the purpose of coaching, what happens during assignments, criteria of coach selection, and impact measurement.

Joey Collins, Seattle Pacific University, **Host**

Brian O. Underhill, Coach Source, LLC, **Host**

Submitted by Joey Collins, collij2@spu.edu

568. Special Event: 3:00PM–3:50PM Wrigleyville**SIOP Select: Link Your I-O Work to Federal Policy and Funding Opportunities**

This session is for SIOP members wanting to leverage their own day-to-day work in I-O toward the greater good of society. Presenters representing a variety of backgrounds will share past and ongoing federal advocacy initiatives by SIOP and SIOP members, and will identify future areas of opportunity for I-O to impact federal policy and funding support.

Jill Bradley, University of Colorado Colorado Springs, **Chair**

Bill Ruch, Lewis-Burke Associates, LLC, **Presenter**

Elizabeth O'Hare, Lewis-Burke Associates LLC, **Presenter**

How Does Collaborative Cheating Emerge? A Case Study of the Volkswagen Emissions Scandal

Christopher M. Castille
Nicholls State University
christopher.castille@nicholls.edu

Andrew Fultz
Rutgers Business School
fultzae@gmail.com

Abstract

Since 2014, Volkswagen (VW) has been enthralled in a reputation-tarnishing cheating scandal that has raised questions regarding how collaborative cheating unfolds in organizational settings. While the behavioral ethics literature provides some insights, this literature is largely confined to individual decision makers and so little work examining how collaborative cheating emerges has been done. Therefore, with this case study, we draw on various data sources (e.g., court case summaries, investigative reporting, technical reports, popular press outlets, and publicly available employee interviews) and use case study methodology (i.e., grounded theory, open-systems diagnostics) to construct a process model that explains how collaborative cheating emerges in organizational settings. Theoretical and practical implications are also discussed.

1. Introduction

Many researchers extol the virtues of collaboration in organizational settings [1,2]. Collaboration has been defined as a process by which individuals with various backgrounds come together and, through interaction, information sharing, and coordination of activities learn and, ultimately, perform [2]. Collaboration is often viewed as a vehicle that facilitates ongoing learning, results in innovative strategies for competing in the marketplace, promotes diversity, and other positive outcomes for organizations.

However, there are times in organizational life when individuals within a team setting decide to cheat, and coordinate their activities as needed (e.g., students sharing tests to help their peers, scientists using questionable research practices to ensure a study gets published). Though we understand what drives individuals to cheat, such as the facilitating conditions (e.g., social norms) and individual differences (e.g., moral disengagement) [4-9], what compels individuals to contribute to and sustain a collective cheating effort

(i.e., collaborative cheating) is deserving of greater scrutiny than what has been done previously [e.g., 3]. This is partly because little research examines how unethical decision making occurs at the collective level [10]. One likely reason why little research exists on collaborative cheating is that studying it presents many problems that are not easily broached conventionally (e.g., experimental research), not the least of which involves gaining access to data on ethically and legally sensitive matters [11].

Given that organizations are increasingly relying on group decision making to compete in the marketplace, understanding what drives individuals to contribute to a collective cheating effort is critical. Recently, the Volkswagen emissions scandal, which involved many managers and engineers who helped create, implement, and conceal a device that would cheat emissions testing, provided scholars with the opportunity to understand how collaborative cheating emerges. Here, we use case study methodology to explain how collaborative cheating emerged at VW in order to form propositions regarding how this phenomenon emerges in organizational settings in general, providing direction for future study. To diagnose the causes of collaborative cheating at VW, we apply the open-systems model [12], a commonly used diagnostic framework in organizational research. This model acknowledges that organization's act on information in their larger environment, transforming inputs (e.g., human capital, materials) into outputs (e.g., goods, services, ideas) via transformation processes (e.g., social components, and technological components). How well these outputs satisfy constraints in the environment (e.g., regulatory needs and customer demands) serves as feedback for the organizational system, which can result in changes to the system or how it should be regulated. By applying this diagnostic model to our data, we hope to illuminate the numerous influences both inside and outside VW that contributed to the emergence of collaborative cheating.

We use case study methods for the following reasons. First, compared to quantitative approaches,

TAYLOR & FRANCIS CONTRIBUTOR AGREEMENT

It is agreed this 1st day of May 2021, by and between the following **CHRISTOPHER MICHAEL CASTILLE** (Author) and Taylor & Francis LLC, a limited liability company, having its principal place of business at 6000 Broken Sound Parkway NW, Boca Raton, Florida 33487, U.S.A., that the above-mentioned Author(s) shall prepare textual material, including all references, figures and tables, typed double-spaced on 8 1/2 X 11 inch paper, prepared in accordance with the *Contributor's Guide to Publishing*, a copy of which will be provided by the Publisher. The textual content of the Manuscript shall not exceed **50** manuscript pages in length and shall be acceptable in both form and content. The manuscript shall be delivered in both paper form and disk form. The artwork must be camera-ready and delivered in both paper and disk forms, separate from the manuscript.

New Work and Collaborative Cheating: Lessons from the VW Emission Scandal

Commissioned by Taylor & Francis LLC, for use as a contribution to a collective work (tentatively) entitled ***Decision-Making under Uncertainty and Risk: Theory, Technology, and Application: Theory, Technology, and Application***, which shall be deemed to be a work made for hire. As such, copyrights in this publication will insure to the benefit of Taylor & Francis LLC, and the company will own the publication, its title and component parts, and all publication rights. This permits the company, in its own name, to claim copyrights in the work, make applications to register its copyright claims, and to renew its copyright certificate.

The Contributor represents that the Manuscript is original except for the material in the public domain and such excerpts from other Works as may be included with prior written permission of the copyright owners in both electronic and book form in perpetuity.

If the Contribution is accepted for publication in the Work by the Publisher, the Publisher agrees that the Contributor shall receive: a credit as the author of the Contribution in the first and subsequent editions of the Work in which the Contribution appears.

Warranty & Permissions: You represent and warrant to us that the Manuscript and all figures, illustrations, tabular material and other supplementary material shall be original on your part. You further warrant that the Manuscript shall contain no libelous or unlawful statements, contain no instructions that may cause harm or injury and shall not infringe upon or violate any copyright, trademark, or other right or the privacy of others.

This Agreement must be on file prior to the publication of the Work. Please return this form as soon as possible. Thank you.

Contributor Signature: _____ **Date:** 6/13/22

Contributor Full Name (Please type) : Christopher Michael Castille

Affiliation (Company or University): Nicholls State University

MAILING ADDRESS: **No P.O. Boxes.** Type in the address. If you have a university address, please include the building name, number, and street address.

Powell Hall 150, 906 East 1st St., Thibodaux, LA, 70301

Work Phone: 985-449-7015 **E-Mail Address:** christopher.castille@nicholls.edu

Catalog number: 342121

PERMISSION VERIFICATION

This form must be returned even if there are no figures or tables in your section.

Verification of *all* text, figures, and tables must be submitted before your work can be published.

- A. My work, text/figure(s)/table(s), is original, has not been published before, or is in the public domain. **No permission is necessary** for my work.
- B. The following text/figure(s)/table(s) have been published before in the following sources. **Written permission will be obtained by me** from the copyright owner as listed below.

(Please list all figures/tables and their sources. Submit granted permissions to address below. Label permission grants with text, tables, or figure to which the grant applies.)

Text pg./Figure #/Table # in T&F work

Source (author/title/publisher year published)

WHETHER YOU CHECK BOX A OR BOX B, FILL OUT THE FOLLOWING:

Christopher Michael Castille

(Please print or type name)

(Please sign and date)

Chapter 05 - New Work and Collaborative Cheating: Lessons from the VW Emission Scandal

(Chapter number and title)

Digital Project Practice for New Work and Industry 4.0

(Book title)

Catalog number: 342121

New Work and Collaborative Cheating: Lessons from the VW Emission Scandal

Dr. Christopher M. Castille

Nicholls State University

Dr. Tobias Endress

Asian Institute of Technology (AIT)

Abstract

New Work culture calls organizational hierarchies into question and emphasizes creating a purpose-driven economy where workers come together, bettering our society and jointly pursuing deeper meanings of their work. This vision stands in stark contrast to 'Old Work' culture, which emphasizes such things as a bottom-line mentality and prioritizes short-term increases in financial outcome (e.g., stock prices) above the concerns of other stakeholders. We see much merit to this vision in that work arrangements can serve deeper psychological and social needs.

In this chapter, we highlight a provocative case of an organization that, for a significant period of time, can be characterized by the old work culture - Volkswagen (VW) - and use a recent emissions scandal to highlight lessons that New Work managers should consider if they are to apply New Work philosophy thoughtfully. We highlight the VW emissions scandal because, although New Work emphasizes such outcomes as strong identification and increased collaboration, the scandal reveals a dark side to these phenomena that managers should be explicit about managing.

Business Ethics and the 'Old Work' Corporate Culture

Bergmann's (2019) vision of a New Work culture calls organizational hierarchies into question, emphasizes creating a purpose-driven (rather than a purely financially-driven) economy where

SECTION 5

SERVICE

SERVICE PERFORMANCE SUMMARY

A summary of my service performance for the summative review period is shown in the table below. As can be seen, I am highly active in University, Department and College, and Professional Service. I have also received several prestigious awards for my contributions.

Service Performance, Annual S SCORE Rating, and Classification

	'17	'18	'19	'20	'21	'22
University						
6. People Analytics Lab Co-Director	X	X	X	X	X	X
5. Faculty Senate, CBA Representative			X	X	X	X
4. Research Council Member			X	X	X	X
3. Representing the Nicholls CBA at the ULS System Conference					X	X
2. Academic Master Plan Teaching Excellence Subcommittee			X			
1. Courses and Curriculum Committee Member		X	X			
Department & College						
9. Student SHRM Co-advisor	X	X	X	X	X	X
8. Academic Advising		X	X	X	X	X
7. Assurance of Learning Committee Member		X	X	X	X	X
6. Serving as Instructor of Record for Independent Studies, Internships, and Executive Education (MNGT 486, MNGT 469, CIS 485, CIS 490, MNGT 502)		X	X	X	X	X
5. Chair, Social Impact Committee					X	X
4. Faculty Supervisor for Travel Abroad						X
3. Galfalon carrier for Graduate Studies						X
2. Thesis Advisor				X	X	
1. Management Search Committee Member		X				
Professional						
5. Member of SIOP's Open Science and Practice Committee			X	X	X	X
4. Editorial Board Member for <i>Journal of Business and Psychology</i>				X	X	X

	Editorial Board Member for <i>Journal of Managerial Psychology</i>						X
3.	Ad hoc Reviewing for Journals	X	X	X	X	X	X
2.	Reviewing/Assisting with a Professional Conference					X	
1.	Invited Talks	X	X	X	X	X	X
Community							
2.	Krewe of Christopher Member						X
1.	Assisted the Bayou SHRM with Jeopardy Event	X					
Honors & Awards							
4.	Gerald Gaston Chair						X
3.	Excellence in Research (CBA)		X				X
2.	Recipient of travel funds for enhancing teaching effectiveness		X				X
1.	Reviewer of the Year, <i>Journal of Business and Psychology</i>			X			
S SCORE Facet Ratings							
	Student services	8.25	8.00	6.00	7.25		
	Department, College or University	8.00	8.50	8.50	—		
	Professional & Community	8.5	7.50	9.00	9.00		
S SCORE Performance Rating							
	Classification	—	8.25	7.70	8.10	8.48	
		—	High	High	High	High	—

SERVICE STATEMENT

As my performance summary reveals, I am quite willing to go out of my way to help the college and university community. I have mentored several students across the university via the People Analytics Lab (PAL) (e.g., Sara Avet from the Department of Psychology, Counseling and Family Studies; Kathryn Daigle, Bernard Wezeman, Eric Fedrowisch, Sandesh Sharma). I have served as a senator for the College of Business Administration (Fall 2019–Present), where I served on the COVID 19 Faculty Senate Taskforce (see <https://www.nicholls.edu/faculty-senate/>). I have served on several committees (e.g., Courses and Curriculum, Social Impact, Assurance of Learning). I have also led the development of the CBA's Social Impact Themes (Fall 2021–2022), supervised several internships, and advised a student thesis.

Evidence of Student Involvement in the PAL

Omori, C. Daigle, K.*, & Castille, C. M. (2020, April). *What do these people do?*

Demographics and occupational features of MTurk [Paper]. Society for Industrial and Organizational Psychology, Inc., 35th Annual Meeting (virtual).

<https://www.siop.org/Annual-Conference/Conference-Schedule/Virtual-Program>

(conference canceled due to COVID 19)

Merrill Levitt, University of Minnesota

Submitter: Merrill Levitt, merrilevitt@gmail.com

741. Poster: 8:30AM–9:20AM

Board 23

A Short Primer on Conducting Longitudinal Studies With Amazon's Mechanical Turk and R

This paper introduces a method for conducting longitudinal studies in MTurk using the R package "MTurkR." This paper explains how using the MTurkR package alleviates some of the challenges related to conducting

345th Annual Conference

Board 28

746. Poster: 8:30AM–9:20AM
What Do These People Do? Demographics and Occupational Features of MTurk

Comparing the workforce demographics of 3 MTurk samples to the U.S. labor force, differences suggest that white-collar professions are overrepresented. Other trends mirror prior research. Uniquely, in examining the occupational features that sampled, substantial variation in key variables (e.g., dealing with unpleasant or angry people, social skills) is found.

125

2020 SIOP Conference

| SATURDAY AM |

Austin, TX

Colin Lee Omori, Louisiana Tech University

Kathryn Daigle, Independent Contractor

Christopher M. Castille, Nicholls State University

Submitter: Colin Lee Omori, clo019@latech.edu

Julie S. Nugent, Catalyst, *Chair*

Erica L. Lizano, California State University, Fullerton, *Panelist*

Ethan R. Burris, University of Texas at Austin, *Panelist*

Emily Shaffer, *Panelist*

Submitter: Julie S. Nugent, julie2215@hotmail.com

Avet, S. (pictured below with Dr. Clune), Daigle, K., Wezeman, B., & Castille, C. M. (2018, April). *Comparing MTurk and the US Population's Occupational Diversity: An Open Science replication of Mahmoud et al. (2017)* [Poster]. Scholars Expeaux hosted by Nicholls State University, Thibodaux, LA [[osf link](#)]

- Winner of “Best Poster” offered by the College of Education



The image below depicts the article, published by colleague Ann-Marie Castille and (student) Sandesh Sharma at the *Journal of Organizational Psychology*.

Castille, A.-M. R., Castille, C. M., & Sharma, S. (2021). The Incremental Value of Controlling for Covert Insufficient Effort Responding. *Journal of Organizational Psychology*, 21(5).
<https://doi.org/10.33423/jop.v21i5.4723>

Login

Journal of Organizational Psychology

Current Archives About ▾

Q Search

Home / Archives / Vol. 21 No. 5 (2021) / Articles

The Incremental Value of Controlling for Covert Insufficient Effort Responding

Ann-Marie R. Castille Nicholls State University	PDF
Christopher M. Castille Nicholls State University	
Sandesh Sharma Nicholls State University	
Published 2021-11-16	
How to Cite	

Information

[For Readers](#)
[For Authors](#)
[For Librarians](#)

Demonstrations of Competence

My activities have exceptional value for my profession. I am consistently called upon for my expertise and skill as a peer reviewer, having reviewed over 30 scholarly articles since 2017. A

table summarizing my submission assignments by journal is provided below. For evidence of having completed these reviews, please see my [Web of Science](#) profile.¹

Professional Reviewing Summary of Completed Assignments

Journal	'17	'18	'19	'20	'21	'22	Total
<i>Journal of Managerial Psychology</i>		1	1	2	3	2	9
<i>Journal of Business and Psychology</i>			2	2	2	2	8
<i>Journal of Business Ethics</i>				2	3	3	8
<i>Applied Psychological Measurement</i>	3	1			1		5
<i>Management Decision</i>		1				2	3
<i>Current Psychology</i>				1	1		2
<i>Journal of Applied Psychology</i>				1	1		2
<i>Personality and Individual Differences</i>				1		1	2
<i>Social Behavior and Personality: An International Review</i>		1					1
<i>Frontiers in Psychology: Organizational Psychology</i> ²				1			
<i>Applied Psychology: An International Review</i>					1		1
<i>Sage OPEN</i>	1						1
<i>Journal of Organizational Effectiveness: People and Performance</i>	1						1
						Total	43

I also currently serve on the editorial board of two journals in the field of business, psychology, and management (the hyperlinks will take you to the webpage where you may verify my membership):

- [Journal of Business and Psychology](#) (2020–present).
- [Journal of Managerial Psychology](#) (summer 2022–present).

Evidence of Receiving the Reviewer of the Year Award

The email below is the evidence I have to share regarding my reviewer of the year award.

----Email from Steven Rogelberg -----

Dear Eric, Daniel, Laura, Chris, Winfred, Susan, Richard, Enrica, Larissa (CC associate and guest editors)

It is our distinct and total pleasure to inform you of your recognition as the recipient of the

2020 JBP Reviewer of the Year Award

This is no small feat. There were well over **450 candidates** for this award.

¹ The count that I have provided may deviate from my [Web of Science](#) profile owing to revise and resubmissions.

² *Frontiers* is not indexed via Web of Science, so this review is not contained in my [Web of Science](#) profile.

Not only were your reviews returned in a timely manner, but most importantly the Editors' ratings of the quality of your reviews were through the roof. Your reviews were comprehensive, presented in a highly constructive and considerate tone, and very much captured the "big picture" issues associated with the manuscript you were evaluating.

Congratulations on this achievement. Your service to the journal and more importantly to the profession as a whole is truly special.

I will make an announcement on the listservs as well. **Please email me your affiliations so we can be sure we have it right.**

Kindest regards and congrats again,

Steven and Eden

--

Steven G. Rogelberg, PhD
Chancellor's Professor

Professor, Organizational Science, Psychology, and Management
Director, Organizational Science

President-Elect, Society for Industrial and Organizational Psychology
Editor, *Journal of Business and Psychology*
Associate Editor, *Industrial and Organizational Psychology: Perspectives on Science and Practice*
Secretary General, Alliance for Organizational Psychology

----End Email -----

Since 2019, I have served on SIOP's Open Science and Practice Committee. My chief contribution to this committee concerned editing a column in our discipline's publication (*The Industrial-Organizational Psychologist*, a journal in Cabell's list) devoted to open science and open practice in IO psychology. Although the column does occasionally take invited submissions (two of which I've edited), I also provided entries (10 in total) since 2019. I have also led and helped organize a virtual conference co-sponsored by SIOP and CARMA called the [Open Science Virtual Summer Series](#) (2021). My colleague, George Banks, was the lead instructor for the series. Meanwhile, I facilitated panel discussions with editors and representative of leading journals.

Plans Moving Toward Promotion to Full Professor

Post-tenure review, after the allotted time has passed, I plan on applying for promotion to Full Professor. In order to be promoted to Full Professor, I must be exceptional in at least two performance categories – teaching, research, and/or service. Having reached the exceptional standing in research, I will focus more on service and teaching. Additionally, I must provide evidence of service as a mentor to junior faculty and of significant contributions to the progress of the department. I plan to make myself available to junior faculty as a mentor in teaching and

research where my expertise can be valuable. As is evident in the following letter from my colleague, Mr. Adrien Maught, who endorsed me in my pursuit of the (attained) Gaston Endowed Professor of Management, I am already engaging in these activities.

Adrien Maught
Nicholls State
University

November 24, 2021

College of Business Administration
Nicholls State University
University 906 East 1st St
Thibodaux, LA 70301

Subj: Gerald Gaston Endowed Professorship

Dear Selection Committee:

I submit this LOR on behalf of Chris Castille regarding his efforts as a mentor and meaningful work within pedagogical strategies as they relate to the CBA strategic plan and mission.

As an organizational psychologist, I sought out Chris' expertise to assist me 1) increasing engagement among my students and 2) more accurately assessing course learning objectives. In both areas, I was interested in finding innovative AND evidence based strategies. Chris has done a tremendous amount of work in the area of Team Based Learning (TBL). Specifically, Chris directed me to two works for reference:

- Team-Based Learning: Small Group Learning's Next Big Step, Michaelson et al.
- Cooperation in the Classroom, Aronson et al.

Within these structures, students engage continually throughout the semester, working on various scaffolded deliverables. Among many purposes, this methodology allows for students to engage with content through socialization, a heightened awareness of application, tighter accountability from peers, and perhaps most importantly, effective feedback loops. Over the past two years, Chris has willingly sacrificed **many** hours to work with me on building out these structures.

A primary driver for choosing Nicholls as an employer was grounded in the CBA's approach to serving our students, especially since nearly 70% are first generation. The strategic plan highlights innovation in the classroom as a means to provide autonomy and flexibility around teaching. I believe Chris fully embodies this concept, not for its own sake, but with the focus of the student experience. With TBL, students are invited to engage in real-world application of knowledge and execution within the team environment. To this point, these structures speak directly to the second portion of the CBA mission: "*positioning students to successfully meet workforce development needs as well-educated, responsible, and engaged business professionals.*"

Chris has been an invaluable resource for me as a developing teacher. He encourages his colleagues to share best practices so that we may all benefit from each other's experiences. This is critical to building a healthy organizational culture of growth orientation and servant leadership to our students.

Respectfully,

Adrien A Maught III
Instructor of Marketing
College of Business Administration
Nicholls State University