

ECN 222 (001): Principles of Economics-Macro

Spring 2025 | Swati Sharma

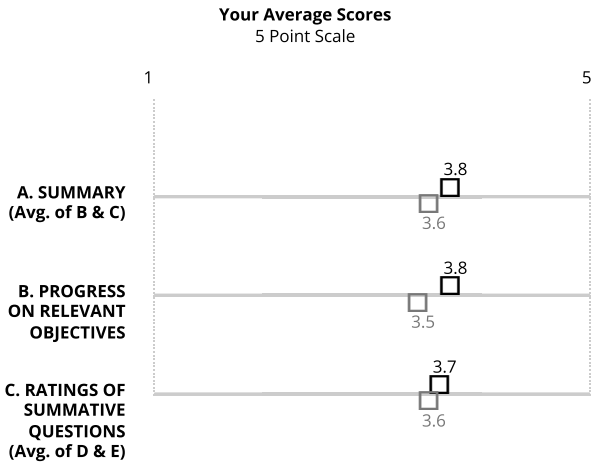
47 | Students Enrolled
31 | Students Responded
65.96% | Response Rate

Summative

☐ | Adjusted

☐ | Raw

☐ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

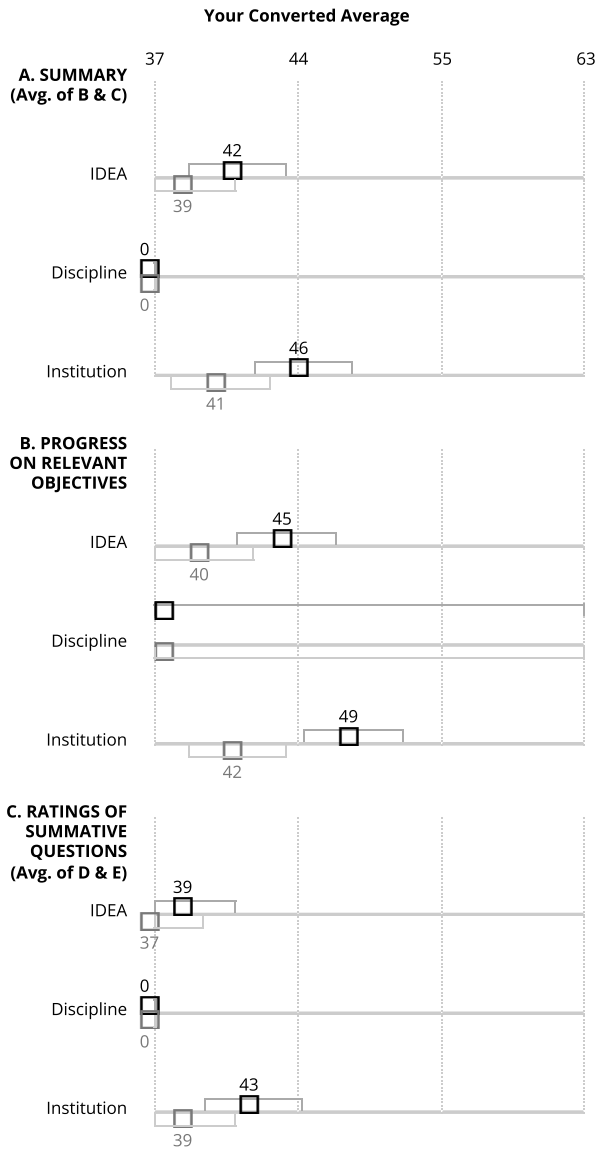
| Ratings of Summative Questions | Raw | Adj. |
|--------------------------------|-----|------|
| D. Excellent Teacher | 3.7 | 3.8 |
| E. Excellent Course | 3.5 | 3.5 |

Your Overall Converted Ratings

| Ratings of Summative Questions | Raw | Adj. |
|--------------------------------|-----|------|
| D. Excellent Teacher | | |
| IDEA | 38 | 39 |
| Discipline | | |
| Institution | 40 | 43 |
| E. Excellent Course | | |
| IDEA | 36 | 38 |
| Discipline | | |
| Institution | 38 | 43 |

Converted Average Buckets
Based on a Bell Curve

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



| | | | | | | | | | | | Your Converted Average | | | | | |
|---|-------------------|-----|------|--------|--------|-----|------|-----|------|-----|------------------------------|--|----------------------|--|------|--|
| | | | | | | | | | | | Your Average (5 Point Scale) | | % of Students Rating | | IDEA | |
| Student Ratings of Learning on Relevant Objectives | Importance Rating | Raw | Adj. | 1 or 2 | 4 or 5 | Raw | Adj. | Raw | Adj. | Raw | Adj. | | | | | |
| Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) | I | 3.6 | 3.7 | 13 | 65 | 38 | 40 | | | 40 | 45 | | | | | |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | I | 3.3 | 3.7 | 23 | 52 | 40 | 47 | | | 43 | 50 | | | | | |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) | I | 3.8 | 4 | 13 | 68 | 44 | 49 | | | 45 | 51 | | | | | |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | I | 3.5 | 3.6 | 19 | 52 | 36 | 39 | | | 39 | 44 | | | | | |
| Acquiring skills in working with others as a member of a team | M | 3.7 | 4.1 | 16 | 61 | 47 | 53 | | | 49 | 56 | | | | | |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | M | 2.8 | 3.5 | 39 | 32 | 38 | 48 | | | 40 | 51 | | | | | |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | M | 3 | 3.4 | 39 | 39 | 38 | 44 | | | 40 | 48 | | | | | |
| Developing skill in expressing myself orally or in writing | M | 2.7 | 3.2 | 42 | 32 | 32 | 40 | | | 35 | 44 | | | | | |
| Learning how to find, evaluate, and use resources to explore a topic in depth | I | 3.4 | 3.8 | 19 | 48 | 40 | 46 | | | 42 | 49 | | | | | |
| Developing ethical reasoning and/or ethical decision making | M | 3.5 | 3.9 | 16 | 52 | 45 | 51 | | | 47 | 54 | | | | | |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view | I | 3.6 | 3.9 | 13 | 48 | 43 | 48 | | | 45 | 51 | | | | | |
| Learning to apply knowledge and skills to benefit others or serve the public good | I | 3.4 | 3.7 | 23 | 52 | 41 | 46 | | | 43 | 50 | | | | | |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | M | 3.7 | 3.7 | 16 | 65 | 47 | 48 | | | 49 | 52 | | | | | |

| | | Your Converted Average | | | | | Your Converted Average | | |
|------------------------------|--------------|------------------------|------------|-------------|--|--------------|------------------------|------------|-------------|
| Course Description | Your Average | IDEA | Discipline | Institution | Student Description | Your Average | IDEA | Discipline | Institution |
| Amount of coursework | 2.9 | 43 | | 45 | As a rule, I put forth more effort than other students on academic work. | 3.5 | 41 | | 41 |
| Difficulty of subject matter | 3.7 | 56 | | 57 | I really wanted to take this course regardless of who taught it. | 3.7 | 48 | | 46 |
| | | | | | When this course began I believed I could master its content. | 3.7 | 45 | | 44 |
| | | | | | My background prepared me well for this course's requirements. | 3.4 | 43 | | 42 |

Formative

| Teaching Essentials | Your Average | Students Rating | Suggested Action |
|---|--------------|------------------------------|--|
| Demonstrated the importance and significance of the subject matter | 4 | 13% (1 or 2) 81% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Made it clear how each topic fit into the course | 4.1 | 6% (1 or 2) 90% (4 or 5) | You employed the method more frequently than those teaching classes of similar size and level of student motivation. |
| Explained course material clearly and concisely | 3.9 | 13% (1 or 2) 77% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Introduced stimulating ideas about the subject | 3.6 | 19% (1 or 2) 55% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Inspired students to set and achieve goals which really challenged them | 3.5 | 19% (1 or 2) 58% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |

| Reflective and Integrative Learning | Your Average | Students Rating | Suggested Action |
|---|--------------|------------------------------|--|
| Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views) | 3.6 | 16% (1 or 2) 61% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Encouraged students to reflect on and evaluate what they have learned | 4 | 10% (1 or 2) 77% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Provided meaningful feedback on students' academic performance | 3.6 | 13% (1 or 2) 55% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Stimulated students to intellectual effort beyond that required by most courses | 3.6 | 13% (1 or 2) 61% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Related course material to real life situations | 3.8 | 16% (1 or 2) 65% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Created opportunities for students to apply course content outside the classroom | 3.1 | 29% (1 or 2) 42% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |

| Collaborative Learning | Your Average | Students Rating | Suggested Action |
|---|--------------|------------------------------|--|
| Asked students to share ideas and experiences with others whose back-grounds and viewpoints differ from their own | 2.8 | 48% (1 or 2) 32% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Asked students to help each other understand ideas or concepts | 3.6 | 16% (1 or 2) 52% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |

| Active Learning | Your Average | Students Rating | Suggested Action |
|--|--------------|------------------------------|--|
| Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding | 3.7 | 19% (1 or 2) 65% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Involved students in hands-on projects such as research, case studies, or real life activities | 2.8 | 48% (1 or 2) 35% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Gave projects, tests, or assignments that required original or creative thinking | 3.3 | 29% (1 or 2) 48% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |

Quantitative

| Describe the frequency of your instructor's teaching procedures. | Hardly Ever | Occasional ly | Sometimes | Frequently | Almost Always | N | SD | SD | M |
|--|-------------|---------------|-------------|-------------|---------------|----|----|------|------|
| The Instructor: | | | | | | | | | |
| Found ways to help students answer their own questions | 6.45% (2) | 12.9% (4) | 6.45% (2) | 45.16% (14) | 29.03% (9) | 31 | 0 | 1.18 | 3.77 |
| Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, po-litical views) | 9.68% (3) | 6.45% (2) | 22.58% (7) | 41.94% (13) | 19.35% (6) | 31 | 0 | 1.16 | 3.55 |
| Encouraged students to reflect on and evaluate what they have learned | 3.23% (1) | 6.45% (2) | 12.9% (4) | 41.94% (13) | 35.48% (11) | 31 | 0 | 1.02 | 4 |
| Demonstrated the importance and sig-nificance of the subject matter | 6.45% (2) | 6.45% (2) | 6.45% (2) | 38.71% (12) | 41.94% (13) | 31 | 0 | 1.15 | 4.03 |
| Formed teams or groups to facilitate learning | 6.45% (2) | 0% (0) | 22.58% (7) | 35.48% (11) | 35.48% (11) | 31 | 0 | 1.08 | 3.94 |
| Made it clear how each topic fit into the course | 3.23% (1) | 3.23% (1) | 3.23% (1) | 58.06% (18) | 32.26% (10) | 31 | 0 | 0.87 | 4.13 |
| Provided meaningful feedback on stu-dents' academic performance | 6.45% (2) | 6.45% (2) | 32.26% (10) | 35.48% (11) | 19.35% (6) | 31 | 0 | 1.07 | 3.55 |
| Stimulated students to intellectual ef-fort beyond that required by most courses | 9.68% (3) | 3.23% (1) | 25.81% (8) | 41.94% (13) | 19.35% (6) | 31 | 0 | 1.13 | 3.58 |
| Encouraged students to use multiple re-sources (e.g., Internet, library holdings, outside experts) to improve understanding | 9.68% (3) | 9.68% (3) | 16.13% (5) | 35.48% (11) | 29.03% (9) | 31 | 0 | 1.26 | 3.65 |
| Explained course material clearly and concisely | 9.68% (3) | 3.23% (1) | 9.68% (3) | 45.16% (14) | 32.26% (10) | 31 | 0 | 1.18 | 3.87 |

| <i>Describe the frequency of your instructor's teaching procedures.</i> | Hardly Ever | Occasional ly | Sometimes | Frequently | Almost Always | N | DNA | SD | M |
|--|------------------------------------|-------------------------------|--------------------------|-------------------------------|------------------------------------|----------|------------|-----------|----------|
| <i>The Instructor:</i> | | | | | | | | | |
| Related course material to real life situations | 6.45% (2) | 9.68% (3) | 19.35% (6) | 29.03% (9) | 35.48% (11) | 31 | 0 | 1.21 | 3.77 |
| Created opportunities for students to apply course content outside the classroom | 12.9% (4) | 16.13% (5) | 29.03% (9) | 29.03% (9) | 12.9% (4) | 31 | 0 | 1.21 | 3.13 |
| Introduced stimulating ideas about the subject | 6.45% (2) | 12.9% (4) | 25.81% (8) | 29.03% (9) | 25.81% (8) | 31 | 0 | 1.19 | 3.55 |
| Involved students in hands-on projects such as research, case studies, or real life activities | 25.81% (8) | 22.58% (7) | 16.13% (5) | 19.35% (6) | 16.13% (5) | 31 | 0 | 1.43 | 2.77 |
| Inspired students to set and achieve goals which really challenged them | 6.45% (2) | 12.9% (4) | 22.58% (7) | 38.71% (12) | 19.35% (6) | 31 | 0 | 1.13 | 3.52 |
| Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own | 22.58% (7) | 25.81% (8) | 19.35% (6) | 16.13% (5) | 16.13% (5) | 31 | 0 | 1.38 | 2.77 |
| Asked students to help each other understand ideas or concepts | 0% (0) | 16.13% (5) | 32.26% (10) | 29.03% (9) | 22.58% (7) | 31 | 0 | 1.01 | 3.58 |
| Gave projects, tests, or assignments that required original or creative thinking | 16.13% (5) | 12.9% (4) | 22.58% (7) | 25.81% (8) | 22.58% (7) | 31 | 0 | 1.37 | 3.26 |
| Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email) | 9.68% (3) | 6.45% (2) | 12.9% (4) | 29.03% (9) | 41.94% (13) | 31 | 0 | 1.29 | 3.87 |
| <i>Describe your progress on:</i> | No Apparent Progress | Slight Progress | Moderate Progress | Substantial Progress | Exceptional Progress | N | DNA | SD | M |
| Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) | 3.23% (1) | 9.68% (3) | 22.58% (7) | 51.61% (16) | 12.9% (4) | 31 | 0 | 0.94 | 3.61 |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | 9.68% (3) | 12.9% (4) | 25.81% (8) | 38.71% (12) | 12.9% (4) | 31 | 0 | 1.15 | 3.32 |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) | 3.23% (1) | 9.68% (3) | 19.35% (6) | 38.71% (12) | 29.03% (9) | 31 | 0 | 1.06 | 3.81 |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | 3.23% (1) | 16.13% (5) | 29.03% (9) | 35.48% (11) | 16.13% (5) | 31 | 0 | 1.04 | 3.45 |
| Acquiring skills in working with others as a member of a team | 3.23% (1) | 12.9% (4) | 22.58% (7) | 38.71% (12) | 22.58% (7) | 31 | 0 | 1.06 | 3.65 |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | 25.81% (8) | 12.9% (4) | 29.03% (9) | 22.58% (7) | 9.68% (3) | 31 | 0 | 1.31 | 2.77 |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | 16.13% (5) | 22.58% (7) | 22.58% (7) | 25.81% (8) | 12.9% (4) | 31 | 0 | 1.28 | 2.97 |
| Developing skill in expressing myself orally or in writing | 22.58% (7) | 19.35% (6) | 25.81% (8) | 25.81% (8) | 6.45% (2) | 31 | 0 | 1.24 | 2.74 |
| Learning how to find, evaluate, and use resources to explore a topic in depth | 9.68% (3) | 9.68% (3) | 32.26% (10) | 25.81% (8) | 22.58% (7) | 31 | 0 | 1.21 | 3.42 |
| Developing ethical reasoning and/or ethical decision making | 6.45% (2) | 9.68% (3) | 32.26% (10) | 29.03% (9) | 22.58% (7) | 31 | 0 | 1.13 | 3.52 |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view | 6.45% (2) | 6.45% (2) | 38.71% (12) | 19.35% (6) | 29.03% (9) | 31 | 0 | 1.16 | 3.58 |
| Learning to apply knowledge and skills to benefit others or serve the public good | 3.23% (1) | 19.35% (6) | 25.81% (8) | 35.48% (11) | 16.13% (5) | 31 | 0 | 1.07 | 3.42 |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | 6.45% (2) | 9.68% (3) | 19.35% (6) | 41.94% (13) | 22.58% (7) | 31 | 0 | 1.12 | 3.65 |
| <i>The Course:</i> <i>On the next two items, compare this course with others you have taken at this institution.</i> | Much Less than Most Courses | Less than Most Courses | About Average | More than Most Courses | Much More than Most Courses | N | DNA | SD | M |
| Amount of coursework | 3.23% (1) | 6.45% (2) | 87.1% (27) | 3.23% (1) | 0% (0) | 31 | 0 | 0.47 | 2.9 |
| Difficulty of subject matter | 3.23% (1) | 9.68% (3) | 25.81% (8) | 41.94% (13) | 19.35% (6) | 31 | 0 | 1 | 3.65 |

| <i>For the following items, choose the option that best corresponds to your judgment.</i> | Definitely False | More False than True | In Between | More True than False | Definitely True | N | DNA | SD | M |
|---|-------------------------|-----------------------------|-------------------|-----------------------------|------------------------|----------|------------|-----------|----------|
| As a rule, I put forth more effort than other students on academic work. | 3.23% (1) | 0% (0) | 45.16% (14) | 45.16% (14) | 6.45% (2) | 31 | 0 | 0.76 | 3.52 |
| I really wanted to take this course regardless of who taught it. | 9.68% (3) | 9.68% (3) | 22.58% (7) | 12.9% (4) | 45.16% (14) | 31 | 0 | 1.37 | 3.74 |
| When this course began I believed I could master its content. | 0% (0) | 16.13% (5) | 19.35% (6) | 41.94% (13) | 22.58% (7) | 31 | 0 | 0.99 | 3.71 |
| My background prepared me well for this course's requirements. | 6.45% (2) | 12.9% (4) | 32.26% (10) | 29.03% (9) | 19.35% (6) | 31 | 0 | 1.13 | 3.42 |
| Overall, I rate this instructor an excellent teacher. | 12.9% (4) | 3.23% (1) | 19.35% (6) | 32.26% (10) | 32.26% (10) | 31 | 0 | 1.3 | 3.68 |
| Overall, I rate this course as excellent. | 9.68% (3) | 6.45% (2) | 29.03% (9) | 38.71% (12) | 16.13% (5) | 31 | 0 | 1.13 | 3.45 |

Qualitative

| Comments - |
|--|
| <ul style="list-style-type: none">N/AEnjoyed working in groups to facilitate teamwork and helped with understanding the material.Thank you very much for the great semester!!!Very nice teacher!Don't just read off slides.Good class! I like how it was taught I liked the group test corrections activities. If time allowed I would have maybe liked to have group activities for the pretest like we did for the final I think sometimes having students collaborate their understanding of the content along with professors knowledge and teaching of the subject is beneficial.I feel like we went at a pretty fast pace in this course and it made it hard for me to understand and keep up with the content. I am usually an A student but I definitely struggled more in this class. I felt like the concept could have been presented in a more simple way because for most students, such as myself, I am going into this course with no knowledge on how the government's economy and how the world economy works.N/AWas difficult to understand the instructor at times. There were a few instances when we were taught vocabulary contradictory to what I have learned in past economics courses. |

ECN 222 (300): HON: Princ of Economics-Macro

Spring 2025 | Swati Sharma

3 | Students Enrolled

3 | Students Responded

100% | Response Rate

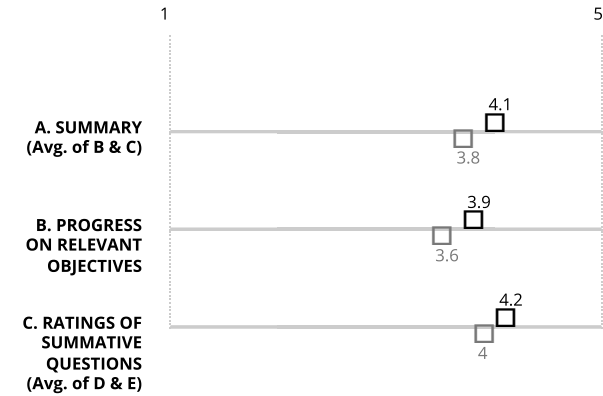
Summative

☐ | Adjusted

☐ | Raw

☐ | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

| Ratings of Summative Questions | Raw | Adj. |
|--------------------------------|-----|------|
| D. Excellent Teacher | 4 | 4.2 |
| E. Excellent Course | 4 | 4.1 |

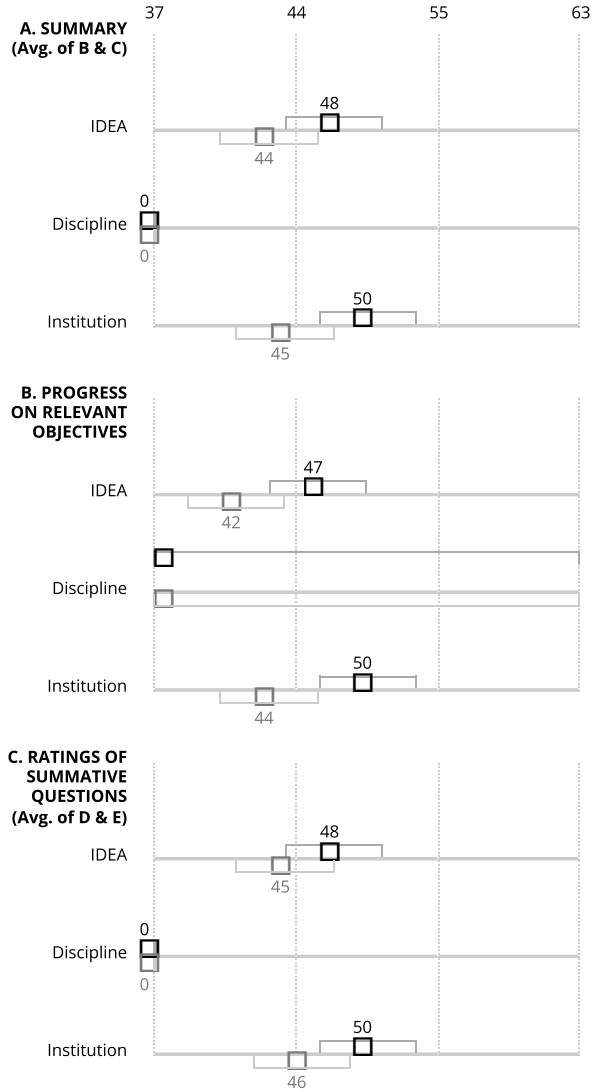
Your Overall Converted Ratings

| Ratings of Summative Questions | Raw | Adj. |
|--------------------------------|-----|------|
| D. Excellent Teacher | | |
| IDEA | 44 | 47 |
| Discipline | | |
| Institution | 45 | 50 |
| E. Excellent Course | | |
| IDEA | 46 | 48 |
| Discipline | | |
| Institution | 47 | 50 |

Converted Average Buckets
Based on a Bell Curve

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

Your Converted Average



| | | | | | | Your Converted Average | | | | | |
|---|--|------------------------------|------|----------------------|--------|------------------------|------|------------|------|-------------|------|
| | | Your Average (5 Point Scale) | | % of Students Rating | | IDEA | | Discipline | | Institution | |
| Student Ratings of Learning on Relevant Objectives | | Raw | Adj. | 1 or 2 | 4 or 5 | Raw | Adj. | Raw | Adj. | Raw | Adj. |
| Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) | | I | 3.3 | 3.3 | 33 | 67 | 32 | 32 | | 35 | 38 |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | | I | 3.7 | 4.2 | 0 | 33 | 46 | 54 | | 47 | 56 |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) | | I | 4 | 4.2 | 0 | 67 | 48 | 52 | | 48 | 54 |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | | I | 3.7 | 3.8 | 0 | 67 | 41 | 43 | | 42 | 47 |
| Acquiring skills in working with others as a member of a team | | M | 3.3 | 3.7 | 33 | 33 | 42 | 48 | | 46 | 52 |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | | M | 2.7 | 2.8 | 67 | 33 | 36 | 38 | | 39 | 44 |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | | M | 2.7 | 2.9 | 67 | 33 | 34 | 38 | | 37 | 43 |
| Developing skill in expressing myself orally or in writing | | M | 3 | 3.4 | 33 | 33 | 36 | 43 | | 38 | 46 |
| Learning how to find, evaluate, and use resources to explore a topic in depth | | I | 3.7 | 4.1 | 33 | 67 | 45 | 51 | | 45 | 53 |
| Developing ethical reasoning and/or ethical decision making | | M | 3.3 | 3.8 | 33 | 67 | 42 | 49 | | 44 | 52 |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view | | I | 3.3 | 3.6 | 33 | 33 | 39 | 43 | | 41 | 47 |
| Learning to apply knowledge and skills to benefit others or serve the public good | | I | 3.7 | 4.1 | 33 | 67 | 45 | 52 | | 47 | 54 |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | | M | 3.7 | 3.7 | 33 | 67 | 48 | 48 | | 49 | 52 |

| | | Your Converted Average | | |
|------------------------------|--------------|------------------------|------------|-------------|
| Course Description | Your Average | IDEA | Discipline | Institution |
| Amount of coursework | 2.3 | 32 | | 34 |
| Difficulty of subject matter | 3.3 | 50 | | 51 |

| | | Your Converted Average | | |
|--|--------------|------------------------|------------|-------------|
| Student Description | Your Average | IDEA | Discipline | Institution |
| As a rule, I put forth more effort than other students on academic work. | 3.7 | 46 | | 45 |
| I really wanted to take this course regardless of who taught it. | 5 | 75 | | 69 |
| When this course began I believed I could master its content. | 4.3 | 61 | | 57 |
| My background prepared me well for this course's requirements. | 2.7 | 27 | | 29 |

Formative

| Teaching Essentials | Your Average | Students Rating | Suggested Action |
|---|--------------|------------------------------|---|
| Demonstrated the importance and significance of the subject matter | 4.7 | 0% (1 or 2) 100% (4 or 5) | You employed the method more frequently than those teaching classes of similar size and level of student motivation. |
| Made it clear how each topic fit into the course | 4.7 | 0% (1 or 2) 100% (4 or 5) | You employed the method more frequently than those teaching classes of similar size and level of student motivation. |
| Explained course material clearly and concisely | 4.7 | 0% (1 or 2) 100% (4 or 5) | You employed the method more frequently than those teaching classes of similar size and level of student motivation. |
| Introduced stimulating ideas about the subject | 4.3 | 0% (1 or 2) 67% (4 or 5) | You employed the method with frequency typical of those teaching classes of similar size and level of student motivation. |
| Inspired students to set and achieve goals which really challenged them | 3.3 | 33% (1 or 2) 67% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |

| Reflective and Integrative Learning | Your Average | Students Rating | Suggested Action |
|---|--------------|------------------------------|---|
| Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views) | 4.3 | 0% (1 or 2) 100% (4 or 5) | You employed the method more frequently than those teaching classes of similar size and level of student motivation. |
| Encouraged students to reflect on and evaluate what they have learned | 4.3 | 0% (1 or 2) 67% (4 or 5) | You employed the method with frequency typical of those teaching classes of similar size and level of student motivation. |
| Provided meaningful feedback on students' academic performance | 3.7 | 33% (1 or 2) 67% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Stimulated students to intellectual effort beyond that required by most courses | 4 | 0% (1 or 2) 67% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Related course material to real life situations | 4.7 | 0% (1 or 2) 100% (4 or 5) | You employed the method more frequently than those teaching classes of similar size and level of student motivation. |
| Created opportunities for students to apply course content outside the classroom | 4.7 | 0% (1 or 2) 100% (4 or 5) | You employed the method more frequently than those teaching classes of similar size and level of student motivation. |

| Collaborative Learning | Your Average | Students Rating | Suggested Action |
|--|--------------|-----------------------------|--|
| Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own | 4 | 0% (1 or 2) 67% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Asked students to help each other understand ideas or concepts | 4 | 0% (1 or 2) 67% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |

| Active Learning | Your Average | Students Rating | Suggested Action |
|--|--------------|------------------------------|--|
| Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding | 3.3 | 33% (1 or 2) 33% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Involved students in hands-on projects such as research, case studies, or real life activities | 3.7 | 0% (1 or 2) 33% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Gave projects, tests, or assignments that required original or creative thinking | 4 | 33% (1 or 2) 67% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |

Quantitative

| <i>Describe the frequency of your instructor's teaching procedures.</i> | Hardly Ever | Occasionally | Sometimes | Frequently | Almost Always | N | SD | Mean |
|---|-------------|--------------|------------|------------|---------------|---|----|-----------|
| <i>The Instructor:</i> | | | | | | | | |
| Found ways to help students answer their own questions | 0% (0) | 0% (0) | 33.33% (1) | 0% (0) | 66.67% (2) | 3 | 0 | 0.94 4.33 |
| Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views) | 0% (0) | 0% (0) | 0% (0) | 66.67% (2) | 33.33% (1) | 3 | 0 | 0.47 4.33 |
| Encouraged students to reflect on and evaluate what they have learned | 0% (0) | 0% (0) | 33.33% (1) | 0% (0) | 66.67% (2) | 3 | 0 | 0.94 4.33 |
| Demonstrated the importance and significance of the subject matter | 0% (0) | 0% (0) | 0% (0) | 33.33% (1) | 66.67% (2) | 3 | 0 | 0.47 4.67 |
| Formed teams or groups to facilitate learning | 0% (0) | 33.33% (1) | 0% (0) | 33.33% (1) | 33.33% (1) | 3 | 0 | 1.25 3.67 |
| Made it clear how each topic fit into the course | 0% (0) | 0% (0) | 0% (0) | 33.33% (1) | 66.67% (2) | 3 | 0 | 0.47 4.67 |
| Provided meaningful feedback on students' academic performance | 33.33% (1) | 0% (0) | 0% (0) | 0% (0) | 66.67% (2) | 3 | 0 | 1.89 3.67 |
| Stimulated students to intellectual effort beyond that required by most courses | 0% (0) | 0% (0) | 33.33% (1) | 33.33% (1) | 33.33% (1) | 3 | 0 | 0.82 4 |
| Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding | 0% (0) | 33.33% (1) | 33.33% (1) | 0% (0) | 33.33% (1) | 3 | 0 | 1.25 3.33 |
| Explained course material clearly and concisely | 0% (0) | 0% (0) | 0% (0) | 33.33% (1) | 66.67% (2) | 3 | 0 | 0.47 4.67 |

| <i>Describe the frequency of your instructor's teaching procedures.</i> | Hardly Ever | Occasional ly | Sometimes | Frequently | Almost Always | N | DNA | SD | M |
|--|------------------------------------|-------------------------------|--------------------------|-------------------------------|------------------------------------|----------|------------|-----------|----------|
| <i>The Instructor:</i> | | | | | | | | | |
| Related course material to real life situations | 0% (0) | 0% (0) | 0% (0) | 33.33% (1) | 66.67% (2) | 3 | 0 | 0.47 | 4.67 |
| Created opportunities for students to apply course content outside the classroom | 0% (0) | 0% (0) | 0% (0) | 33.33% (1) | 66.67% (2) | 3 | 0 | 0.47 | 4.67 |
| Introduced stimulating ideas about the subject | 0% (0) | 0% (0) | 33.33% (1) | 0% (0) | 66.67% (2) | 3 | 0 | 0.94 | 4.33 |
| Involved students in hands-on projects such as research, case studies, or real life activities | 0% (0) | 0% (0) | 66.67% (2) | 0% (0) | 33.33% (1) | 3 | 0 | 0.94 | 3.67 |
| Inspired students to set and achieve goals which really challenged them | 33.33% (1) | 0% (0) | 0% (0) | 33.33% (1) | 33.33% (1) | 3 | 0 | 1.7 | 3.33 |
| Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own | 0% (0) | 0% (0) | 33.33% (1) | 33.33% (1) | 33.33% (1) | 3 | 0 | 0.82 | 4 |
| Asked students to help each other understand ideas or concepts | 0% (0) | 0% (0) | 33.33% (1) | 33.33% (1) | 33.33% (1) | 3 | 0 | 0.82 | 4 |
| Gave projects, tests, or assignments that required original or creative thinking | 0% (0) | 33.33% (1) | 0% (0) | 0% (0) | 66.67% (2) | 3 | 0 | 1.41 | 4 |
| Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email) | 0% (0) | 33.33% (1) | 0% (0) | 0% (0) | 66.67% (2) | 3 | 0 | 1.41 | 4 |
| <i>Describe your progress on:</i> | No Apparent Progress | Slight Progress | Moderate Progress | Substantial Progress | Exceptional Progress | N | DNA | SD | M |
| Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) | 0% (0) | 33.33% (1) | 0% (0) | 66.67% (2) | 0% (0) | 3 | 0 | 0.94 | 3.33 |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | 0% (0) | 0% (0) | 66.67% (2) | 0% (0) | 33.33% (1) | 3 | 0 | 0.94 | 3.67 |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) | 0% (0) | 0% (0) | 33.33% (1) | 33.33% (1) | 33.33% (1) | 3 | 0 | 0.82 | 4 |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | 0% (0) | 0% (0) | 33.33% (1) | 66.67% (2) | 0% (0) | 3 | 0 | 0.47 | 3.67 |
| Acquiring skills in working with others as a member of a team | 0% (0) | 33.33% (1) | 33.33% (1) | 0% (0) | 33.33% (1) | 3 | 0 | 1.25 | 3.33 |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | 33.33% (1) | 33.33% (1) | 0% (0) | 0% (0) | 33.33% (1) | 3 | 0 | 1.7 | 2.67 |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | 0% (0) | 66.67% (2) | 0% (0) | 33.33% (1) | 0% (0) | 3 | 0 | 0.94 | 2.67 |
| Developing skill in expressing myself orally or in writing | 33.33% (1) | 0% (0) | 33.33% (1) | 0% (0) | 33.33% (1) | 3 | 0 | 1.63 | 3 |
| Learning how to find, evaluate, and use resources to explore a topic in depth | 0% (0) | 33.33% (1) | 0% (0) | 33.33% (1) | 33.33% (1) | 3 | 0 | 1.25 | 3.67 |
| Developing ethical reasoning and/or ethical decision making | 33.33% (1) | 0% (0) | 0% (0) | 33.33% (1) | 33.33% (1) | 3 | 0 | 1.7 | 3.33 |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view | 0% (0) | 33.33% (1) | 33.33% (1) | 0% (0) | 33.33% (1) | 3 | 0 | 1.25 | 3.33 |
| Learning to apply knowledge and skills to benefit others or serve the public good | 0% (0) | 33.33% (1) | 0% (0) | 33.33% (1) | 33.33% (1) | 3 | 0 | 1.25 | 3.67 |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | 0% (0) | 33.33% (1) | 0% (0) | 33.33% (1) | 33.33% (1) | 3 | 0 | 1.25 | 3.67 |
| <i>The Course: On the next two items, compare this course with others you have taken at this institution.</i> | Much Less than Most Courses | Less than Most Courses | About Average | More than Most Courses | Much More than Most Courses | N | DNA | SD | M |
| Amount of coursework | 0% (0) | 66.67% (2) | 33.33% (1) | 0% (0) | 0% (0) | 3 | 0 | 0.47 | 2.33 |
| Difficulty of subject matter | 0% (0) | 0% (0) | 66.67% (2) | 33.33% (1) | 0% (0) | 3 | 0 | 0.47 | 3.33 |

| <i>For the following items, choose the option that best corresponds to your judgment.</i> | Definitely False | More False than True | In Between | More True than False | Definitely True | N | DN | SD | M |
|---|-------------------------|-----------------------------|-------------------|-----------------------------|------------------------|----------|-----------|-----------|----------|
| As a rule, I put forth more effort than other students on academic work. | 0% (0) | 0% (0) | 33.33% (1) | 66.67% (2) | 0% (0) | 3 | 0 | 0.47 | 3.67 |
| I really wanted to take this course regardless of who taught it. | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 100% (3) | 3 | 0 | 0 | 5 |
| When this course began I believed I could master its content. | 0% (0) | 0% (0) | 33.33% (1) | 0% (0) | 66.67% (2) | 3 | 0 | 0.94 | 4.33 |
| My background prepared me well for this course's requirements. | 33.33% (1) | 0% (0) | 33.33% (1) | 33.33% (1) | 0% (0) | 3 | 0 | 1.25 | 2.67 |
| Overall, I rate this instructor an excellent teacher. | 0% (0) | 33.33% (1) | 0% (0) | 0% (0) | 66.67% (2) | 3 | 0 | 1.41 | 4 |
| Overall, I rate this course as excellent. | 0% (0) | 33.33% (1) | 0% (0) | 0% (0) | 66.67% (2) | 3 | 0 | 1.41 | 4 |

Qualitative

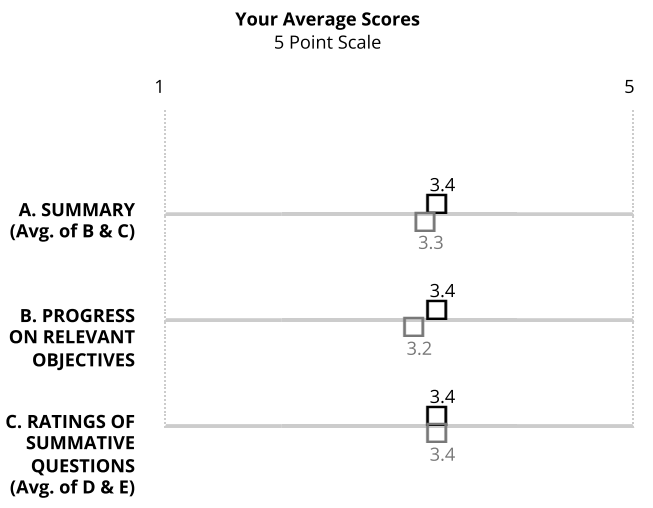
| |
|---|
| Comments - |
| <ul style="list-style-type: none">I truly enjoyed this course with Doctor Sharma because she truly cared about my success as a student. She was personable and engaging and made a difficult course very enjoyable for me! I tend to struggle learning Economics material but she really helped me with the content.really like the way the class is set up, Dr. Sharma is always open to help, so if you fail it is genuinely on you. I can confidently say it is one of the best professors I have ever had. |

Summative

☐ | Adjusted

☐ | Raw

☐ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

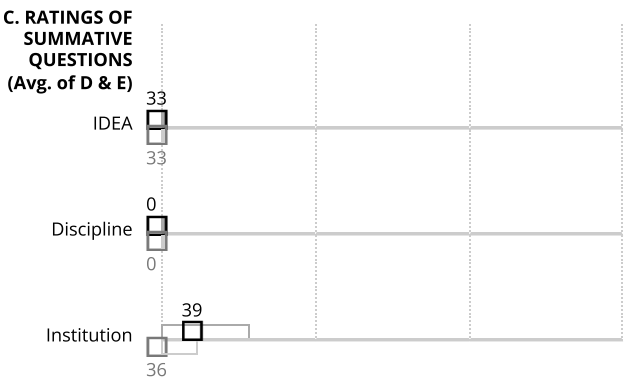
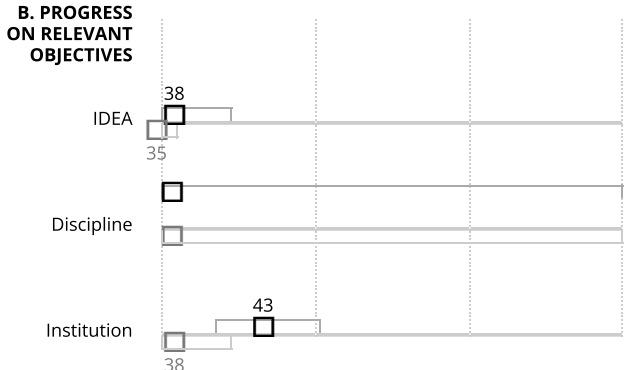
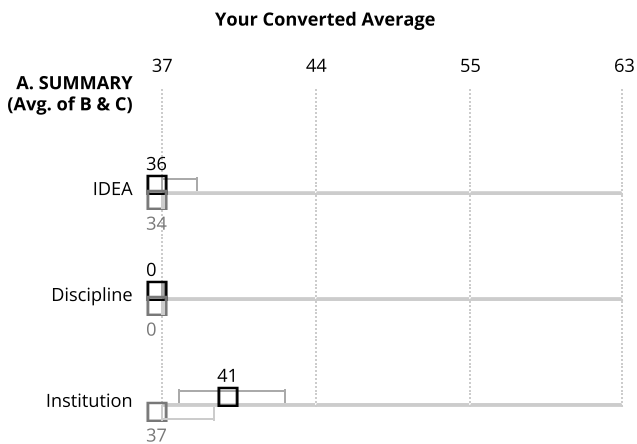
| Ratings of Summative Questions | Raw | Adj. |
|--------------------------------|-----|------|
| D. Excellent Teacher | 3.6 | 3.7 |
| E. Excellent Course | 3.1 | 3.1 |

Your Overall Converted Ratings

| Ratings of Summative Questions | Raw | Adj. |
|--------------------------------|-----|------|
| D. Excellent Teacher | | |
| IDEA | 36 | 37 |
| Discipline | | |
| Institution | 39 | 42 |
| E. Excellent Course | | |
| IDEA | 30 | 30 |
| Discipline | | |
| Institution | 33 | 36 |

Converted Average Buckets
Based on a Bell Curve

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



| | | | | | | Your Converted Average | | | | | |
|---|--|---|-----|-----|----|------------------------|------|------------|------|-------------|------|
| | | | | | | IDEA | | Discipline | | Institution | |
| | | | | | | | | | | | |
| Student Ratings of Learning on Relevant Objectives | | | | | | Raw | Adj. | Raw | Adj. | Raw | Adj. |
| Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) | | I | 3.4 | 3.4 | 10 | 35 | 33 | 34 | | 36 | 40 |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | | I | 3 | 3.3 | 25 | 25 | 34 | 40 | | 38 | 45 |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) | | I | 3.6 | 3.7 | 10 | 45 | 40 | 42 | | 41 | 46 |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | | I | 3.4 | 3.5 | 20 | 45 | 35 | 37 | | 38 | 42 |
| Acquiring skills in working with others as a member of a team | | M | 3.4 | 3.7 | 20 | 50 | 43 | 47 | | 46 | 52 |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | | M | 2.4 | 2.8 | 55 | 15 | 32 | 37 | | 35 | 43 |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | | M | 2.7 | 3 | 45 | 40 | 34 | 38 | | 37 | 44 |
| Developing skill in expressing myself orally or in writing | | M | 2.5 | 2.7 | 40 | 15 | 28 | 32 | | 31 | 38 |
| Learning how to find, evaluate, and use resources to explore a topic in depth | | I | 3.3 | 3.5 | 15 | 45 | 37 | 41 | | 39 | 45 |
| Developing ethical reasoning and/or ethical decision making | | M | 3 | 3.3 | 30 | 45 | 37 | 41 | | 40 | 46 |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view | | I | 3 | 3.1 | 25 | 35 | 33 | 35 | | 36 | 41 |
| Learning to apply knowledge and skills to benefit others or serve the public good | | I | 3 | 3.2 | 15 | 20 | 34 | 37 | | 38 | 44 |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | | M | 3.3 | 3.3 | 20 | 35 | 41 | 41 | | 44 | 46 |

| | | Your Converted Average | | |
|------------------------------|--------------|------------------------|------------|-------------|
| Course Description | Your Average | IDEA | Discipline | Institution |
| Amount of coursework | 3.1 | 47 | | 48 |
| Difficulty of subject matter | 4 | 62 | | 62 |

| | | Your Converted Average | | |
|--|--------------|------------------------|------------|-------------|
| Student Description | Your Average | IDEA | Discipline | Institution |
| As a rule, I put forth more effort than other students on academic work. | 3.6 | 42 | | 42 |
| I really wanted to take this course regardless of who taught it. | 3.9 | 51 | | 48 |
| When this course began I believed I could master its content. | 3.7 | 43 | | 43 |
| My background prepared me well for this course's requirements. | 3.6 | 45 | | 44 |

Formative

| Teaching Essentials | Your Average | Students Rating | Suggested Action |
|---|--------------|------------------------------|--|
| Demonstrated the importance and significance of the subject matter | 3.6 | 24% (1 or 2) 67% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Made it clear how each topic fit into the course | 3.8 | 5% (1 or 2) 67% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Explained course material clearly and concisely | 3.7 | 14% (1 or 2) 57% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Introduced stimulating ideas about the subject | 3.2 | 24% (1 or 2) 38% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Inspired students to set and achieve goals which really challenged them | 3 | 33% (1 or 2) 33% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |

| Reflective and Integrative Learning | Your Average | Students Rating | Suggested Action |
|---|--------------|------------------------------|--|
| Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views) | 3.5 | 19% (1 or 2) 48% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Encouraged students to reflect on and evaluate what they have learned | 3.9 | 19% (1 or 2) 76% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Provided meaningful feedback on students' academic performance | 3.2 | 24% (1 or 2) 38% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Stimulated students to intellectual effort beyond that required by most courses | 3.7 | 10% (1 or 2) 57% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Related course material to real life situations | 3.6 | 19% (1 or 2) 62% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Created opportunities for students to apply course content outside the classroom | 2.8 | 43% (1 or 2) 24% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |

| Collaborative Learning | Your Average | Students Rating | Suggested Action |
|--|--------------|------------------------------|--|
| Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own | 2.6 | 48% (1 or 2) 14% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Asked students to help each other understand ideas or concepts | 3.2 | 29% (1 or 2) 38% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |

| Active Learning | Your Average | Students Rating | Suggested Action |
|--|--------------|------------------------------|--|
| Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding | 3.5 | 14% (1 or 2) 52% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Involved students in hands-on projects such as research, case studies, or real life activities | 2.3 | 57% (1 or 2) 19% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Gave projects, tests, or assignments that required original or creative thinking | 3 | 29% (1 or 2) 38% (4 or 5) | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |

Quantitative

| <i>Describe the frequency of your instructor's teaching procedures.</i> | Hardly Ever | Occasional ly | Sometimes | Frequently | Almost Always | N | DNA | SD | M |
|--|--------------------|----------------------|------------------|-------------------|----------------------|----------|------------|-----------|----------|
| <i>The Instructor:</i> | | | | | | | | | |
| Found ways to help students answer their own questions | 0% (0) | 23.81% (5) | 19.05% (4) | 19.05% (4) | 38.1% (8) | 21 | 0 | 1.2 | 3.71 |
| Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views) | 0% (0) | 19.05% (4) | 33.33% (7) | 23.81% (5) | 23.81% (5) | 21 | 0 | 1.05 | 3.52 |
| Encouraged students to reflect on and evaluate what they have learned | 0% (0) | 19.05% (4) | 4.76% (1) | 47.62% (10) | 28.57% (6) | 21 | 0 | 1.04 | 3.86 |
| Demonstrated the importance and significance of the subject matter | 9.52% (2) | 14.29% (3) | 9.52% (2) | 38.1% (8) | 28.57% (6) | 21 | 0 | 1.29 | 3.62 |
| Formed teams or groups to facilitate learning | 0% (0) | 4.76% (1) | 19.05% (4) | 42.86% (9) | 33.33% (7) | 21 | 0 | 0.84 | 4.05 |
| Made it clear how each topic fit into the course | 0% (0) | 4.76% (1) | 28.57% (6) | 47.62% (10) | 19.05% (4) | 21 | 0 | 0.79 | 3.81 |
| Provided meaningful feedback on students' academic performance | 4.76% (1) | 19.05% (4) | 38.1% (8) | 23.81% (5) | 14.29% (3) | 21 | 0 | 1.06 | 3.24 |
| Stimulated students to intellectual effort beyond that required by most courses | 4.76% (1) | 4.76% (1) | 33.33% (7) | 28.57% (6) | 28.57% (6) | 21 | 0 | 1.08 | 3.71 |
| Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding | 9.52% (2) | 4.76% (1) | 33.33% (7) | 33.33% (7) | 19.05% (4) | 21 | 0 | 1.14 | 3.48 |
| Explained course material clearly and concisely | 0% (0) | 14.29% (3) | 28.57% (6) | 33.33% (7) | 23.81% (5) | 21 | 0 | 0.99 | 3.67 |
| <i>Describe the frequency of your instructor's teaching procedures.</i> | Hardly Ever | Occasional ly | Sometimes | Frequently | Almost Always | N | DNA | SD | M |
| <i>The Instructor:</i> | | | | | | | | | |
| Related course material to real life situations | 0% (0) | 19.05% (4) | 19.05% (4) | 42.86% (9) | 19.05% (4) | 21 | 0 | 1 | 3.62 |
| Created opportunities for students to apply course content outside the classroom | 9.52% (2) | 33.33% (7) | 33.33% (7) | 14.29% (3) | 9.52% (2) | 21 | 0 | 1.1 | 2.81 |
| Introduced stimulating ideas about the subject | 9.52% (2) | 14.29% (3) | 38.1% (8) | 23.81% (5) | 14.29% (3) | 21 | 0 | 1.14 | 3.19 |
| Involved students in hands-on projects such as research, case studies, or real life activities | 38.1% (8) | 19.05% (4) | 23.81% (5) | 9.52% (2) | 9.52% (2) | 21 | 0 | 1.32 | 2.33 |
| Inspired students to set and achieve goals which really challenged them | 14.29% (3) | 19.05% (4) | 33.33% (7) | 23.81% (5) | 9.52% (2) | 21 | 0 | 1.17 | 2.95 |
| Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own | 14.29% (3) | 33.33% (7) | 38.1% (8) | 4.76% (1) | 9.52% (2) | 21 | 0 | 1.09 | 2.62 |
| Asked students to help each other understand ideas or concepts | 9.52% (2) | 19.05% (4) | 33.33% (7) | 19.05% (4) | 19.05% (4) | 21 | 0 | 1.22 | 3.19 |
| Gave projects, tests, or assignments that required original or creative thinking | 23.81% (5) | 4.76% (1) | 33.33% (7) | 28.57% (6) | 9.52% (2) | 21 | 0 | 1.29 | 2.95 |
| Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email) | 0% (0) | 14.29% (3) | 19.05% (4) | 42.86% (9) | 23.81% (5) | 21 | 0 | 0.97 | 3.76 |

| <i>Describe your progress on:</i> | No Apparent Progress | Slight Progress | Moderate Progress | Substantial Progress | Exceptional Progress | N | DNA | SD | M |
|---|----------------------------|--------------------|----------------------|-------------------------|-------------------------|----|-----|------|------|
| Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories) | 0% (0) | 10% (2) | 55% (11) | 20% (4) | 15% (3) | 20 | 0 | 0.86 | 3.4 |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures | 10% (2) | 15% (3) | 50% (10) | 20% (4) | 5% (1) | 20 | 0 | 0.97 | 2.95 |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) | 0% (0) | 10% (2) | 45% (9) | 20% (4) | 25% (5) | 20 | 0 | 0.97 | 3.6 |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | 5% (1) | 15% (3) | 35% (7) | 25% (5) | 20% (4) | 20 | 0 | 1.11 | 3.4 |
| Acquiring skills in working with others as a member of a team | 5% (1) | 15% (3) | 30% (6) | 40% (8) | 10% (2) | 20 | 0 | 1.01 | 3.35 |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.) | 30% (6) | 25% (5) | 30% (6) | 10% (2) | 5% (1) | 20 | 0 | 1.15 | 2.35 |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | 30% (6) | 15% (3) | 15% (3) | 35% (7) | 5% (1) | 20 | 0 | 1.35 | 2.7 |
| Developing skill in expressing myself orally or in writing | 35% (7) | 5% (1) | 45% (9) | 10% (2) | 5% (1) | 20 | 0 | 1.2 | 2.45 |
| Learning how to find, evaluate, and use resources to explore a topic in depth | 10% (2) | 5% (1) | 40% (8) | 40% (8) | 5% (1) | 20 | 0 | 0.99 | 3.25 |
| Developing ethical reasoning and/or ethical decision making | 20% (4) | 10% (2) | 25% (5) | 40% (8) | 5% (1) | 20 | 0 | 1.22 | 3 |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view | 20% (4) | 5% (1) | 40% (8) | 25% (5) | 10% (2) | 20 | 0 | 1.22 | 3 |
| Learning to apply knowledge and skills to benefit others or serve the public good | 10% (2) | 5% (1) | 65% (13) | 15% (3) | 5% (1) | 20 | 0 | 0.89 | 3 |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information | 5% (1) | 15% (3) | 45% (9) | 20% (4) | 15% (3) | 20 | 0 | 1.04 | 3.25 |

| <i>The Course: On the next two items, compare this course with others you have taken at this institution.</i> | Much Less than Most Courses | Less than Most Courses | About Average | More than Most Courses | Much More than Most Courses | N | DNA | SD | M |
|---|-----------------------------------|------------------------------|------------------|------------------------------|--------------------------------------|----|-----|------|-----|
| Amount of coursework | 0% (0) | 10% (2) | 80% (16) | 0% (0) | 10% (2) | 20 | 0 | 0.7 | 3.1 |
| Difficulty of subject matter | 0% (0) | 0% (0) | 35% (7) | 30% (6) | 35% (7) | 20 | 0 | 0.84 | 4 |

| <i>For the following items, choose the option that best corresponds to your judgment.</i> | Definitely False | More False than True | In Between | More True than False | Definitely True | N | DNA | SD | M |
|---|---------------------|-------------------------|---------------|-------------------------|--------------------|----|-----|------|------|
| As a rule, I put forth more effort than other students on academic work. | 0% (0) | 0% (0) | 55% (11) | 35% (7) | 10% (2) | 20 | 0 | 0.67 | 3.55 |
| I really wanted to take this course regardless of who taught it. | 0% (0) | 10% (2) | 25% (5) | 35% (7) | 30% (6) | 20 | 0 | 0.96 | 3.85 |
| When this course began I believed I could master its content. | 5% (1) | 5% (1) | 30% (6) | 40% (8) | 20% (4) | 20 | 0 | 1.01 | 3.65 |
| My background prepared me well for this course's requirements. | 5% (1) | 5% (1) | 50% (10) | 10% (2) | 30% (6) | 20 | 0 | 1.12 | 3.55 |
| Overall, I rate this instructor an excellent teacher. | 5% (1) | 5% (1) | 40% (8) | 25% (5) | 25% (5) | 20 | 0 | 1.07 | 3.6 |
| Overall, I rate this course as excellent. | 15% (3) | 5% (1) | 45% (9) | 25% (5) | 10% (2) | 20 | 0 | 1.14 | 3.1 |

Qualitative

Comments -

- The class and I struggled at times, especially during exams. The study guide did not relate to the exams as much as we were lead to believe, to the point none of us believed the study guide was correct for the exam. When the class struggled we were blamed for being lazy and no change was made in our education of the matter nor the style of the exams and study guide. The attendance policy is incredibly strict, after 2 absences our final grade will be penalized. I was sick and showed a doctor's note, and experience errors with the Cameron Business week attendance and showed screenshots of my attempts at submitting attendance. Neither were excused. The coursework online was significantly different from the lectures and felt like two separate courses at times. This class was incredibly challenging for myself and the peers I have discussed this with in the class. The professor herself is nice, however can't seem to find a way to adjust her teaching style to the class's needs, and this hurt our education and grades as students.
- LOVE the professor but hate the class. THE CLASS IS SO HARD and takes so much effort for a level 2 class. This class makes me want to quit college and drown
- My biggest problem with this class is the test content. I had a very hard time with both midterms and feel like all the studying I did, didn't really help me.
- great professor, the class is what you put into it.
- A great professor, and a great semester.
- Swati Sharma is very wise and possesses vast knowledge in the field that she teaches. However, I feel like she cannot connect with students and create a calm environment.
- I liked how the professor encouraged answering questions in class and provided help when needed.