

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	3.9	4.2
E. Excellent Course	3.8	4.3

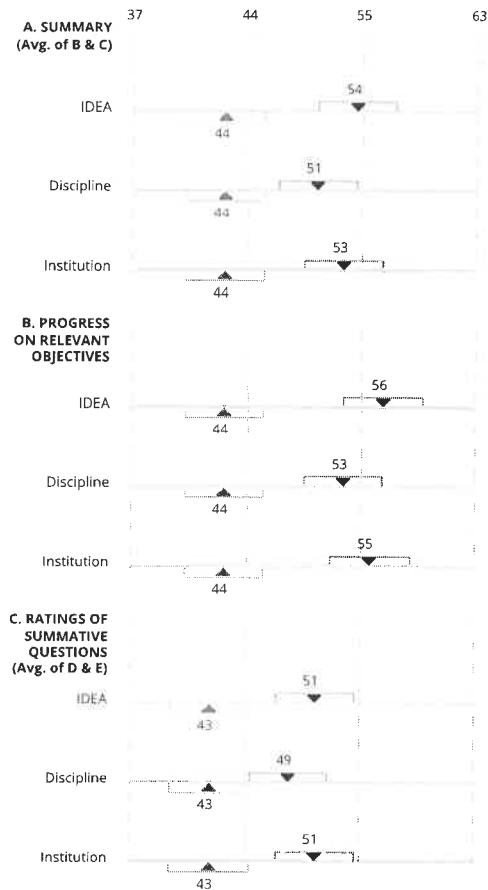
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	43	49
Discipline	42	47
Institution	43	50
E. Excellent Course		
IDEA	43	53
Discipline	44	50
Institution	43	52

Converted Average Buckets
Based on a Bell Curve

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



Your Converted Average

Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
		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	4	22	67	38	48	39	46	39	49
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.3	4.1	33	67	40	52	37	47	40	52
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	3.8	4.4	22	67	44	57	46	55	44	56
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.3	3.9	33	56	35	46	40	48	35	47
Acquiring skills in working with others as a member of a team	M	2.7	3.4	44	33	32	42	42	51	34	45
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4	5	33	67	54	73	57	70	51	68
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.9	4.8	11	67	52	66	51	62	50	62
Developing skill in expressing myself orally or in writing	I	3.9	4.9	22	78	50	66	51	63	49	63
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4	4.9	11	67	51	66	53	64	50	63
Developing ethical reasoning and/or ethical decision making	M	3.9	4.8	22	67	50	64	46	57	50	63
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	3.6	4.1	22	56	42	52	39	48	43	53
Learning to apply knowledge and skills to benefit others or serve the public good	M	3	3.7	33	44	33	46	36	47	36	48
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.2	3.7	33	56	40	47	51	56	42	49

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.9	61	64	61
Difficulty of subject matter	4.4	70	70	71

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	2.9	19	26	22
I really wanted to take this course regardless of who taught it.	3.1	37	42	39
When this course began I believed I could master its content.	3.3	34	42	37
My background prepared me well for this course's requirements.	3	34	43	36

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.4	0% (1 or 2) 89% (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	11% (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.
Explained course material clearly and concisely	3.7	22% (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.
Introduced stimulating ideas about the subject	4.1	11% (1 or 2) 78% (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	3.9	22% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of 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)	3.8	22% (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.
Encouraged students to reflect on and evaluate what they have learned	4.7	0% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.3	11% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.3	11% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.1	11% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4.1	11% (1 or 2) 78% (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
Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.4	0% (1 or 2) 78% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	11.11% (1)	11.11% (1)	0% (0)	11.11% (1)	66.67% (6)	9	0	1.45	4.11
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	22.22% (2)	11.11% (1)	33.33% (3)	33.33% (3)	9	0	1.13	3.78
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	11.11% (1)	11.11% (1)	77.78% (7)	9	0	0.67	4.67
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	11.11% (1)	33.33% (3)	55.56% (5)	9	0	0.68	4.44
Formed teams or groups to facilitate learning	22.22% (2)	22.22% (2)	22.22% (2)	11.11% (1)	22.22% (2)	9	0	1.45	2.89
Made it clear how each topic fit into the course	11.11% (1)	0% (0)	22.22% (2)	11.11% (1)	55.56% (5)	9	0	1.33	4
Provided meaningful feedback on students' academic performance	11.11% (1)	0% (0)	0% (0)	22.22% (2)	66.67% (6)	9	0	1.25	4.33
Stimulated students to intellectual effort beyond that required by most courses	11.11% (1)	0% (0)	0% (0)	22.22% (2)	66.67% (6)	9	0	1.25	4.33
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	22.22% (2)	11.11% (1)	66.67% (6)	9	0	0.83	4.44
Explained course material clearly and concisely	11.11% (1)	11.11% (1)	11.11% (1)	33.33% (3)	33.33% (3)	9	0	1.33	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	11.11% (1)	0% (0)	11.11% (1)	22.22% (2)	55.56% (5)	9	0	1.29	4.11
Created opportunities for students to apply course content outside the classroom	11.11% (1)	0% (0)	11.11% (1)	22.22% (2)	55.56% (5)	9	0	1.29	4.11
Introduced stimulating ideas about the subject	11.11% (1)	0% (0)	11.11% (1)	22.22% (2)	55.56% (5)	9	0	1.29	4.11
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	22.22% (2)	11.11% (1)	11.11% (1)	55.56% (5)	9	0	1.25	4
Inspired students to set and achieve goals which really challenged them	11.11% (1)	11.11% (1)	0% (0)	33.33% (3)	44.44% (4)	9	0	1.37	3.89
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	11.11% (1)	0% (0)	33.33% (3)	22.22% (2)	33.33% (3)	9	0	1.25	3.67
Asked students to help each other understand ideas or concepts	11.11% (1)	0% (0)	0% (0)	11.11% (1)	77.78% (7)	9	0	1.26	4.44
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	0% (0)	22.22% (2)	77.78% (7)	9	0	0.42	4.78
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	11.11% (1)	0% (0)	22.22% (2)	11.11% (1)	55.56% (5)	9	0	1.33	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)	11.11% (1)	11.11% (1)	11.11% (1)	44.44% (4)	22.22% (2)	9	0	1.26	3.56
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	22.22% (2)	11.11% (1)	0% (0)	44.44% (4)	22.22% (2)	9	0	1.49	3.33
Learning to apply course material (to improve thinking, problem solving, and decisions)	11.11% (1)	11.11% (1)	11.11% (1)	22.22% (2)	44.44% (4)	9	0	1.4	3.78
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	11.11% (1)	22.22% (2)	11.11% (1)	33.33% (3)	22.22% (2)	9	0	1.33	3.33
Acquiring skills in working with others as a member of a team	22.22% (2)	22.22% (2)	22.22% (2)	33.33% (3)	0% (0)	9	0	1.15	2.67
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	33.33% (3)	0% (0)	0% (0)	66.67% (6)	9	0	1.41	4
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	11.11% (1)	0% (0)	22.22% (2)	22.22% (2)	44.44% (4)	9	0	1.29	3.89
Developing skill in expressing myself orally or in writing	11.11% (1)	11.11% (1)	0% (0)	33.33% (3)	44.44% (4)	9	0	1.37	3.89
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	11.11% (1)	22.22% (2)	22.22% (2)	44.44% (4)	9	0	1.05	4
Developing ethical reasoning and/or ethical decision making	11.11% (1)	11.11% (1)	11.11% (1)	11.11% (1)	55.56% (5)	9	0	1.45	3.89
Learning to analyze and critically evaluate ideas, arguments, and points of view	22.22% (2)	0% (0)	22.22% (2)	11.11% (1)	44.44% (4)	9	0	1.57	3.56
Learning to apply knowledge and skills to benefit others or serve the public good	33.33% (3)	0% (0)	22.22% (2)	22.22% (2)	22.22% (2)	9	0	1.56	3
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	33.33% (3)	0% (0)	11.11% (1)	22.22% (2)	33.33% (3)	9	0	1.69	3.22
<i>The Course:</i> On the next two items, compare this course with others you have taken at this institution.									
	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)	0% (0)	33.33% (3)	44.44% (4)	22.22% (2)	9	0	0.74	3.89
Difficulty of subject matter	0% (0)	0% (0)	0% (0)	55.56% (5)	44.44% (4)	9	0	0.5	4.44
<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.	11.11% (1)	11.11% (1)	55.56% (5)	22.22% (2)	0% (0)	9	0	0.87	2.89
I really wanted to take this course regardless of who taught it.	22.22% (2)	11.11% (1)	22.22% (2)	22.22% (2)	22.22% (2)	9	0	1.45	3.11
When this course began I believed I could master its content.	22.22% (2)	0% (0)	33.33% (3)	11.11% (1)	33.33% (3)	9	0	1.49	3.33
My background prepared me well for this course's requirements.	11.11% (1)	11.11% (1)	44.44% (4)	33.33% (3)	0% (0)	9	0	0.94	3
Overall, I rate this instructor an excellent teacher.	11.11% (1)	11.11% (1)	0% (0)	33.33% (3)	44.44% (4)	9	0	1.37	3.89
Overall, I rate this course as excellent.	22.22% (2)	0% (0)	0% (0)	33.33% (3)	44.44% (4)	9	0	1.55	3.78

Please use the key below to answer the questions about your experience with technology in your online course.	1 = Hardly Ever	2 = Occasional	3 = Sometimes	4 = Frequently	5 = Almost Always	N	DNA	SD	M
This course was generally easy to navigate.	11.11% (1)	0% (0)	0% (0)	33.33% (3)	55.56% (5)	9	0	1.23	4.22
The tools in this course were easy to use (discussions, blogs, email, etc.).	0% (0)	11.11% (1)	0% (0)	33.33% (3)	55.56% (5)	9	0	0.94	4.33
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	0% (0)	0% (0)	0% (0)	33.33% (3)	66.67% (6)	9	0	0.47	4.67
I was able to access my online course 24x7.	0% (0)	11.11% (1)	0% (0)	11.11% (1)	77.78% (7)	9	0	0.96	4.56
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	0% (0)	0% (0)	11.11% (1)	22.22% (2)	66.67% (6)	9	0	0.68	4.56
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	0% (0)	0% (0)	11.11% (1)	0% (0)	88.89% (8)	9	0	0.63	4.78
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	0% (0)	0% (0)	11.11% (1)	22.22% (2)	66.67% (6)	9	0	0.68	4.56

Qualitative

Comments -
<ul style="list-style-type: none"> discussion questions or comments should be considered as more of a participation grade rather than getting a grade being based on the amount of participation given . This was by far one of the most difficult courses that I have ever taken. Dr.Brommage was an excellent professor. I struggled with my mental and physical health this semester and Dr.Brommage worked with me to make sure I get the most out of this class. I can and will blame all of my issues with course on a simple lack of interest. At times the course work felt a bit overwhelming, but that could just be me. Dr. Brommage knows the material well and is an excellent communicator. He presented difficult information as clearly as one might expect and encouraged conversation on the subject not rote memorization and information regurgitation. He is very willing to engage students both in class discussion and outside class to clarify materials and answer questions. The main area of frustration was in the return of assignments. Given the nature of this course, and the way it was laid out, having assignments graded and returned in a more timely manner would have been beneficial to students. This may be a result of the conditions of this semester and not normal in others. Overall a great course. It was challenging, informative, and often fun learning. Dr. Brommage is a good and helpful instructor, considerate of his students and their lives, and someone who challenges you but helps you meet the challenges presented.
What technology features in this course contributed to a good online learning experience? -
<ul style="list-style-type: none"> The videos