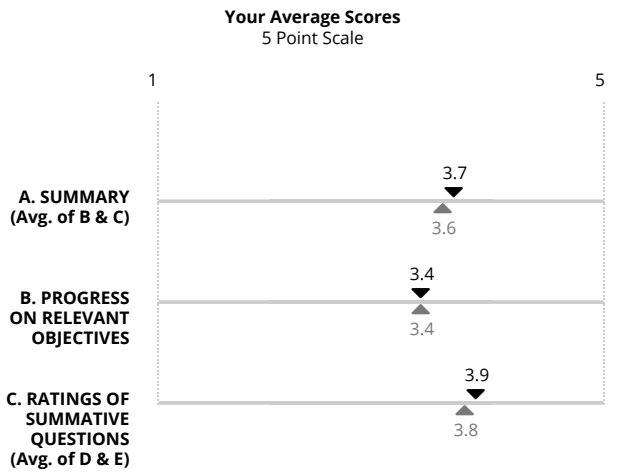


Summative

▼ | Adjusted

▲ | Raw

▢ | 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

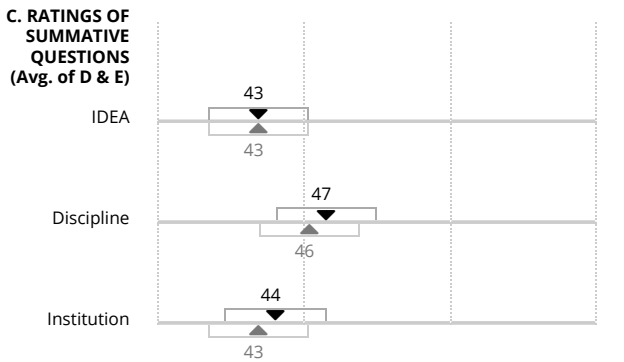
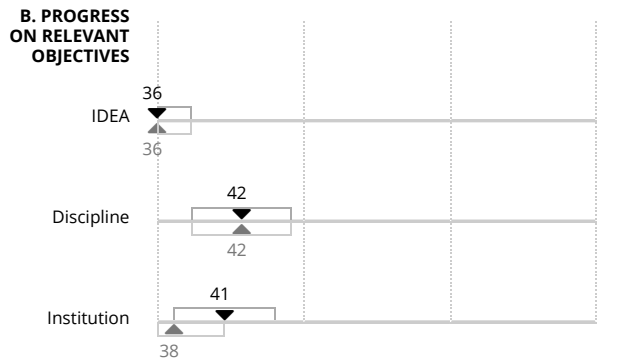
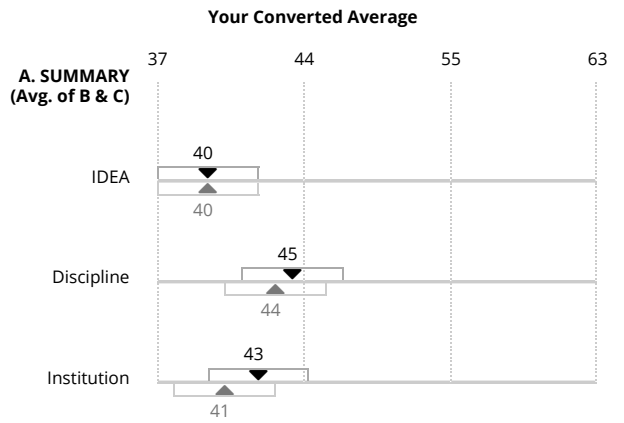
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4	4.1
E. Excellent Course	3.6	3.6

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	45	46
Discipline	48	49
Institution	45	47
E. Excellent Course		
IDEA	40	40
Discipline	44	44
Institution	40	41

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	22	56	35	35	41	41	36	37
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.3	2.3	56	22	24	24	31	31	33	36
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.3	3.3	22	44	35	35	40	40	37	40
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	3.6	3.6	22	56	39	40	46	47	42	45
Acquiring skills in working with others as a member of a team	M	2.3	2.3	56	22	26	26	37	37	32	34
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.3	2.4	56	22	31	32	40	42	36	40
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	2.2	2.2	56	22	25	25	37	38	30	33
Developing skill in expressing myself orally or in writing	M	2.2	2.2	56	22	23	23	35	35	29	32
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3	3	44	33	33	34	40	41	39	42
Developing ethical reasoning and/or ethical decision making	M	2.7	2.7	56	33	31	31	39	39	41	44
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	2.8	2.8	44	33	28	28	36	36	34	37
Learning to apply knowledge and skills to benefit others or serve the public good	M	2.9	2.9	33	33	32	32	39	42	41	45
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.7	3.7	22	56	47	47	48	49	50	51

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.4	53	53	54
Difficulty of subject matter	4	62	56	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.	3.7	45	46	46
I really wanted to take this course regardless of who taught it.	3.8	51	52	52
When this course began I believed I could master its content.	3.2	31	38	34
My background prepared me well for this course's requirements.	3.4	44	49	44

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	3.9	11% (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	4.1	11% (1 or 2) 78% (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	11% (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	3.7	22% (1 or 2) 56% (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	3.6	22% (1 or 2) 56% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	3.8	11% (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	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	0% (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	3.2	22% (1 or 2) 44% (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 help each other understand ideas or concepts	3.3	22% (1 or 2) 44% (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
Involved students in hands-on projects such as research, case studies, or real life activities	3	56% (1 or 2) 44% (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	Occasion-ally	Sometimes	Frequently	Almost Always	N	SD	SD	M
The Instructor:									
Found ways to help students answer their own questions	0% (0)	0% (0)	33.33% (3)	44.44% (4)	22.22% (2)	9	0	0.74	3.89
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	22.22% (2)	0% (0)	44.44% (4)	22.22% (2)	11.11% (1)	9	0	1.25	3
Encouraged students to reflect on and evaluate what they have learned	0% (0)	11.11% (1)	22.22% (2)	44.44% (4)	22.22% (2)	9	0	0.92	3.78
Demonstrated the importance and significance of the subject matter	0% (0)	11.11% (1)	22.22% (2)	33.33% (3)	33.33% (3)	9	0	0.99	3.89
Formed teams or groups to facilitate learning	77.78% (7)	11.11% (1)	0% (0)	0% (0)	11.11% (1)	9	0	1.26	1.56
Made it clear how each topic fit into the course	0% (0)	11.11% (1)	11.11% (1)	33.33% (3)	44.44% (4)	9	0	0.99	4.11
Provided meaningful feedback on students' academic performance	11.11% (1)	0% (0)	11.11% (1)	33.33% (3)	44.44% (4)	9	0	1.25	4
Stimulated students to intellectual effort beyond that required by most courses	11.11% (1)	0% (0)	0% (0)	55.56% (5)	33.33% (3)	9	0	1.15	4
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	11.11% (1)	33.33% (3)	22.22% (2)	11.11% (1)	22.22% (2)	9	0	1.33	3
Explained course material clearly and concisely	11.11% (1)	0% (0)	22.22% (2)	44.44% (4)	22.22% (2)	9	0	1.15	3.67
Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasion-ally	Sometimes	Frequently	Almost Always	N	SD	SD	M
The Instructor:									
Related course material to real life situations	0% (0)	0% (0)	22.22% (2)	44.44% (4)	33.33% (3)	9	0	0.74	4.11
Created opportunities for students to apply course content outside the classroom	22.22% (2)	0% (0)	33.33% (3)	22.22% (2)	22.22% (2)	9	0	1.4	3.22
Introduced stimulating ideas about the subject	0% (0)	22.22% (2)	22.22% (2)	22.22% (2)	33.33% (3)	9	0	1.15	3.67
Involved students in hands-on projects such as research, case studies, or real life activities	22.22% (2)	33.33% (3)	0% (0)	11.11% (1)	33.33% (3)	9	0	1.63	3
Inspired students to set and achieve goals which really challenged them	11.11% (1)	11.11% (1)	22.22% (2)	22.22% (2)	33.33% (3)	9	0	1.34	3.56
Asked students to share ideas and experiences with others whose back-grounds and viewpoints differ from their own	44.44% (4)	11.11% (1)	22.22% (2)	11.11% (1)	11.11% (1)	9	0	1.41	2.33
Asked students to help each other understand ideas or concepts	11.11% (1)	11.11% (1)	33.33% (3)	22.22% (2)	22.22% (2)	9	0	1.25	3.33
Gave projects, tests, or assignments that required original or creative thinking	22.22% (2)	11.11% (1)	22.22% (2)	11.11% (1)	33.33% (3)	9	0	1.55	3.22
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	22.22% (2)	33.33% (3)	44.44% (4)	9	0	0.79	4.22

<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)	22.22% (2)	33.33% (3)	22.22% (2)	9	0	1.26	3.44
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	44.44% (4)	11.11% (1)	22.22% (2)	11.11% (1)	11.11% (1)	9	0	1.41	2.33
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	11.11% (1)	11.11% (1)	33.33% (3)	22.22% (2)	22.22% (2)	9	0	1.25	3.33
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	11.11% (1)	11.11% (1)	22.22% (2)	22.22% (2)	33.33% (3)	9	0	1.34	3.56
Acquiring skills in working with others as a member of a team	44.44% (4)	11.11% (1)	22.22% (2)	11.11% (1)	11.11% (1)	9	0	1.41	2.33
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	44.44% (4)	11.11% (1)	22.22% (2)	11.11% (1)	11.11% (1)	9	0	1.41	2.33
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	55.56% (5)	0% (0)	22.22% (2)	11.11% (1)	11.11% (1)	9	0	1.47	2.22
Developing skill in expressing myself orally or in writing	55.56% (5)	0% (0)	22.22% (2)	11.11% (1)	11.11% (1)	9	0	1.47	2.22
Learning how to find, evaluate, and use resources to explore a topic in depth	11.11% (1)	33.33% (3)	22.22% (2)	11.11% (1)	22.22% (2)	9	0	1.33	3
Developing ethical reasoning and/or ethical decision making	33.33% (3)	22.22% (2)	11.11% (1)	11.11% (1)	22.22% (2)	9	0	1.56	2.67
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	33.33% (3)	11.11% (1)	22.22% (2)	11.11% (1)	22.22% (2)	9	0	1.55	2.78
Learning to apply knowledge and skills to benefit others or serve the public good	33.33% (3)	0% (0)	33.33% (3)	11.11% (1)	22.22% (2)	9	0	1.52	2.89
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	22.22% (2)	22.22% (2)	22.22% (2)	33.33% (3)	9	0	1.15	3.67
<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)	66.67% (6)	22.22% (2)	11.11% (1)	9	0	0.68	3.44
Difficulty of subject matter	0% (0)	0% (0)	22.22% (2)	55.56% (5)	22.22% (2)	9	0	0.67	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)	11.11% (1)	33.33% (3)	33.33% (3)	22.22% (2)	9	0	0.94	3.67
I really wanted to take this course regardless of who taught it.	11.11% (1)	0% (0)	11.11% (1)	55.56% (5)	22.22% (2)	9	0	1.13	3.78
When this course began I believed I could master its content.	0% (0)	44.44% (4)	11.11% (1)	22.22% (2)	22.22% (2)	9	0	1.23	3.22
My background prepared me well for this course's requirements.	0% (0)	22.22% (2)	33.33% (3)	22.22% (2)	22.22% (2)	9	0	1.07	3.44
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	33.33% (3)	33.33% (3)	33.33% (3)	9	0	0.82	4
Overall, I rate this course as excellent.	11.11% (1)	11.11% (1)	22.22% (2)	22.22% (2)	33.33% (3)	9	0	1.34	3.56
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M
The online delivery method that my professor used (interactive sessions, recorded lectures, etc.) was effective in meeting the course learning objectives.	33.33% (3)	11.11% (1)	44.44% (4)	0% (0)	11.11% (1)	9	0	-	-
	Positively	Negatively	Has Not Impacted It			N	DNA	SD	M
How has online instruction impacted your learning in the course?	44.44% (4)	33.33% (3)	22.22% (2)			9	0	-	-
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M
Course activities and assignments facilitated my understanding of the revised course material.	11.11% (1)	55.56% (5)	11.11% (1)	22.22% (2)	0% (0)	9	0	-	-

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DA	SD	M
My technology skills were adequate for successfully completing this course.	44.44% (4)	44.44% (4)	11.11% (1)	0% (0)	0% (0)	9	0	-	-

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DA	SD	M
My personal technological resources were adequate for successfully completing this course.	55.56% (5)	44.44% (4)	0% (0)	0% (0)	0% (0)	9	0	-	-

Qualitative

Comments -
<ul style="list-style-type: none">• Dr. Jiang's command of the mathematical techniques in economics was apparent from the very first lecture. As he explained topics two or three ways to best suit the needs of the students, it was obvious his passion was in mathematical economics as well as in student success. By doing similar examples of every problem that was expected on the homework, if not doing the problem itself, every homework assignment made us students confident that we could merge the math behind the problem with the economic concepts presented. As a higher level economics course, the difficulty of the topic was certainly felt, but with Dr. Jiang's excellent lectures, generous class time spent on solving problems, and his willingness to meet students in office hours, the class was enjoyable.• Dr. Jiang does a great job checking to make sure that students fully understand a concept before moving to the next topic. I like that he models how to solve a problem and then allows students to perform the computations themselves.• Most lectures were difficult to comprehend.