

To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

Of the 38 students enrolled, 24 responded (63%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Seven objectives were selected as relevant (Important or Essential – see page 2)	4.3	4.3
Overall Ratings		
B. Excellent Teacher	4.8	4.8
C. Excellent Course	4.3	4.7
D. Average of B & C	4.6	4.8
Summary Evaluation (Average of A & D) ¹	4.4	4.6

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives	Overall Ratings						Summary Evaluation (Average of A & D)	
		B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Raw	Adj.
		Raw	Adj.	Raw	Adj.	Raw	Adj.		
Much Higher Highest 10% (63 or higher)									
Higher Next 20% (56-62)	58	58	59	59	57	58	61	58	60
Similar Middle 40% (45-55)									
Lower Next 20% (38-44)									
Much Lower Lowest 10% (37 or lower)									

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	53	55	57	59	53	60	55	60	54	58
Institution	51	56	56	59	52	61	54	60	53	58

IDEA Discipline used for comparison:
 Religion & Theological Studies

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.3	4.4	4%	79%
22. Learning fundamental principles, generalizations, or theories	Essential	4.3	4.4	0%	79%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.2	4.2	4%	83%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	4.2	4.1	8%	79%
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Important	4.4	4.4	4%	88%
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	4.3	4.2	4%	83%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	4.2	4.3	8%	83%
Progress on Relevant Objectives		4.3	4.3		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
57 Higher	59 Higher	51 Similar	55 Similar	51 Similar	56 Higher
58 Higher	60 Higher	53 Similar	56 Higher	51 Similar	56 Higher
54 Similar	55 Similar	50 Similar	53 Similar	47 Similar	52 Similar
57 Higher	56 Higher	55 Similar	56 Higher	55 Similar	60 Higher
62 Higher	62 Higher	60 Higher	60 Higher	54 Similar	57 Higher
58 Higher	56 Higher	54 Similar	53 Similar	51 Similar	54 Similar
57 Higher	59 Higher	52 Similar	55 Similar	49 Similar	55 Similar
58	58	53	55	51	56

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

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Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	3.7
34. Amount of work in other (non-reading) assignments	3.1
35. Difficulty of subject matter	3.2

Student Description

37. I worked harder on this course than on most courses I have taken.	3.3
39. I really wanted to take this course regardless of who taught it.	2.6
43. As a rule, I put forth more effort than other students on academic work.	4.0

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
57	Higher	50	Similar	57	Higher
44	Lower	45	Similar	44	Lower
46	Similar	45	Similar	48	Similar

45	Similar	45	Similar	43	Lower
37	Much Lower	34	Much Lower	32	Much Lower
63	Much Higher	58	Higher	51	Similar

Much Higher = Highest 10% of classes (63 or higher)
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Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the [Interpretive Guide \(www.theideacenter.org/diagnosticguide.pdf\)](http://www.theideacenter.org/diagnosticguide.pdf), POD-IDEA Center Notes (www.theideacenter.org/podidea), and POD-IDEA Center *Learning Notes* (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.4	88%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.2	79%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 27, 31, 32	4.7	92%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 27, 31, 32	4.6	92%	Strength to retain

Fostering Student Collaboration

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	27, 31, 32	4.8	96%	Strength to retain
18. Asked students to help each other understand ideas or concepts	29, 32	4.5	83%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.4	79%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.7	96%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 27, 29, 31, 32	4.3	79%	Strength to retain
1. Displayed a personal interest in students and their learning	32	4.8	96%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	4.7	92%	Strength to retain

Encouraging Student Involvement

19. Gave projects, tests, or assignments that required original or creative thinking	27, 29, 31, 32	4.3	79%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	4.6	92%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	29	4.0	63%	Strength to retain
11. Related course material to real life situations	Not relevant to objectives selected	4.5	92%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 27, 32	4.4	88%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 27	4.6	92%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.9	96%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.6	92%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.8	96%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	1	0	2	21	0	4.8	0.7
2. Found ways to help students answer their own questions	0	1	0	4	19	0	4.7	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	2	5	17	0	4.6	0.6
4. Demonstrated the importance and significance of the subject matter	0	0	2	3	19	0	4.7	0.6
5. Formed "teams" or "discussion groups" to facilitate learning	0	1	4	3	16	0	4.4	0.9
6. Made it clear how each topic fit into the course	1	0	2	6	15	0	4.4	1.0
7. Explained the reasons for criticisms of students' academic...	1	0	4	5	14	0	4.3	1.0
8. Stimulated students to intellectual effort beyond that required by...	0	1	2	7	14	0	4.4	0.8
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	2	5	17	0	4.6	0.6
10. Explained course material clearly and concisely	0	1	1	4	18	0	4.6	0.8
11. Related course material to real life situations	0	1	1	6	16	0	4.5	0.8
12. Gave tests, projects, etc. that covered the most important points...	0	1	0	0	23	0	4.9	0.6
13. Introduced stimulating ideas about the subject	0	1	1	4	18	0	4.6	0.8
14. Involved students in "hands on" projects such as research, case...	0	3	6	4	11	0	4.0	1.1
15. Inspired students to set and achieve goals which really...	0	1	4	8	11	0	4.2	0.9
16. Asked students to share ideas and experiences with others...	0	1	0	3	20	0	4.8	0.7
17. Provided timely and frequent feedback on tests, reports,...	0	1	0	2	21	0	4.8	0.7
18. Asked students to help each other understand ideas or concepts	0	0	4	3	17	0	4.5	0.8
19. Gave projects, tests, or assignments that required original or...	1	1	3	3	16	0	4.3	1.1
20. Encouraged student-faculty interaction outside of class (office...	0	1	1	2	20	0	4.7	0.8

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential -see page 2) and other items for which comparisons were provided.

Notes:

Discipline code selected on FIF: 3900

Discipline code used for comparison: 3900

	Number Responding						Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	1	4	5	14	0	4.3	0.9	57	59	4.0	4.3	4.3
22. Learning fundamental principles, generalizations, or...	0	0	5	6	13	0	4.3	0.8	58	60	3.9	4.2	4.3
23. Learning to apply course material (to improve thinking,...	1	0	3	9	11	0	4.2	1.0	54	55	4.0	4.2	4.4
24. Developing specific skills, competencies, and points of view...	1	0	3	8	12	0	4.3	1.0	NA	NA	4.0	4.2	4.4
25. Acquiring skills in working with others as a member of a team	1	4	3	4	12	0	3.9	1.3	NA	NA	3.9	3.9	4.2
26. Developing creative capacities (writing, inventing, designing,...	0	3	5	5	11	0	4.0	1.1	NA	NA	3.9	3.7	NA
27. Gaining a broader understanding and appreciation of...	1	1	3	7	12	0	4.2	1.1	57	56	3.7	3.9	3.8
28. Developing skill in expressing myself orally or in writing	1	2	3	6	12	0	4.1	1.2	NA	NA	3.8	3.9	4.1
29. Learning how to find and use resources for answering...	1	0	2	6	15	0	4.4	1.0	62	62	3.7	3.9	4.2
30. Developing a clearer understanding of, and commitment to,...	1	1	0	5	17	0	4.5	1.0	NA	NA	3.8	4.2	4.2
31. Learning to analyze and critically evaluate ideas,...	1	0	3	7	13	0	4.3	1.0	58	56	3.8	4.1	4.2
32. Acquiring an interest in learning more by asking my...	2	0	2	8	12	0	4.2	1.2	57	59	3.8	4.1	4.2

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress **Bold = Selected as Important or Essential**

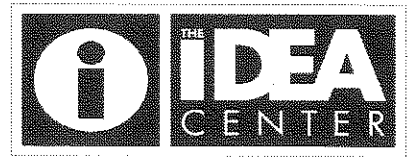
33. Amount of reading	0	2	8	9	5	0	3.7	0.9	57	NA	3.2	3.7	3.2
34. Amount of work in other (non-reading) assignments	0	4	14	6	0	0	3.1	0.7	44	NA	3.4	3.3	3.4
35. Difficulty of subject matter	1	1	14	8	0	0	3.2	0.7	46	NA	3.4	3.4	3.3

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	3	2	7	8	4	0	3.3	1.2	NA	NA	3.7	3.8	4.0
37. I worked harder on this course than on most courses I have taken.	1	4	9	7	3	0	3.3	1.0	45	NA	3.6	3.5	3.7
38. I really wanted to take a course from this instructor.	1	3	6	4	10	0	3.8	1.3	NA	NA	3.4	3.7	3.6
39. I really wanted to take this course regardless of who taught it.	4	7	9	3	1	0	2.6	1.1	37	NA	3.3	3.3	3.7
40. As a result of taking this course, I have more positive feelings...	2	0	4	7	10	1	4.0	1.2	52	58	3.9	4.1	4.3
41. Overall, I rate this instructor an excellent teacher.	1	0	0	2	21	0	4.8	0.8	59	59	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	1	1	0	9	13	0	4.3	1.0	57	63	3.9	4.2	4.2
43. As a rule, I put forth more effort than other students on...	0	0	8	7	9	0	4.0	0.9	63	NA	3.6	3.8	4.0

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



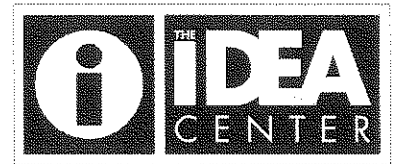
Myatt, William
THEO 100-020
Intro Christian Theology
Loyola University Chicago
11-23-2013 -12-07-2013

Comments: Use the space provided in the text area below for your comments.

- Great professor who not only made relatively difficult material easy to understand but encouraged us to think about things we learned and how they relate to everyday life.
- I thoroughly enjoyed being in Dr. Myatt's class every week. Even though I had never taken a theology course before he taught it in a way that was easy to understand. You can tell he really wants us to learn the subject matter and that he cares a lot about it himself. He is a great teacher.
- His method of teaching is great, the quizzes help a lot in order to study for the major topics, its great to have to option of writing a paper to express what we've learned and get constructive feedback.
- Dr. Myatt is an excellent professor in his field of study. He had excellent knowledge and personally is understanding of his students. He definitely cares about his profession and communicating with students. Great guy, wish I could take more courses with him!
- Professor Myatt is a great instructor. I'm so glad I had the opportunity to be part of his class.
- Truly an amazing professor. He is a wonderful teacher and goes the extra mile to make you feel like more than just another face in the crowd. He is the only professor I've had who has learned my name and all of my classmates names. Definitely a cut above the rest. Would love to take another course with him at some point. All I can say to him is thank you.
- Awesome class and professor! Made everything easy to understand and made me think about the things we were learning in the course.
- Dr. Myatt is awesome. Best religion teacher I've ever had. Would take him again if I ever get the chance. Recommending him to all my friends.
- Dr. Myatt is the best. Pay him more money, he deserves it.
- I really enjoyed this teacher and this course! I was very lucky to have gotten this professor, and he is very cordial to all faiths and views on life which keeps the class interesting.
- He's very knowledgable on the subject. I appreciate his point of views on the church and it's teachings. We had some great and heated discussions.
- Needs to understand this is not a compulsory institution and criticisms should be professional and respectful. He his not a parental figure and his self righteous attitude is not appropriate at an academic institution. Also, he has to understand most of us are taking this because it is part of our core instruction not because we want to express our "feelings". He's a good guy and I respect his concern but lets keep it professional.
- Professor Myatt has been my favorite professor that I have had so far at Loyola University Chicago. He truly cares about his class and it shows. I would love to take another Theology course if he taught a tier II.

Comments: Use the space provided in the text area below for your comments.

- Amazing class and one of the greatest theology professors I have had. Dr. Myatt was super helpful, understanding, and excited about the course which had me more interested.
- He was a good, well-engaged, interactive teacher. A lot of the material seemed like trivial memory things more than concepts, but overall I enjoyed the course. I learned a lot of new things I never learned in catholic school.
- Great professor, would definitely want to take another course taught by him



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Summary Evaluation (Average of A & D)¹	4.6	4.5

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Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives	Overall Ratings						Summary Evaluation (Average of A & D)	
		B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Raw	Adj.
		Raw	Adj.	Raw	Adj.	Raw	Adj.		
Much Higher Highest 10% (63 or higher)									
Higher Next 20% (56-62)	60	60	58	58	59	59	59	59	60 60
Similar Middle 40% (45-55)									
Lower Next 20% (38-44)									
Much Lower Lowest 10% (37 or lower)									

Your Converted Average When Compared to Your:²

	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Discipline (IDEA Data)	57	57	56	57	55	56	56	57	57	57
Institution	54	57	55	57	54	58	55	58	55	58

IDEA Discipline used for comparison:
 Religion & Theological Studies

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

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23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.5	4.5	0%	95%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	4.5	4.5	0%	95%
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Important	4.4	4.4	5%	86%
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	4.4	4.3	5%	86%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	4.5	4.5	5%	95%
Progress on Relevant Objectives		4.5	4.4		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
60 Higher	58 Higher	55 Similar	54 Similar	54 Similar	55 Similar
61 Higher	60 Higher	57 Higher	56 Higher	54 Similar	56 Higher
60 Higher	60 Higher	58 Higher	59 Higher	52 Similar	56 Higher
61 Higher	61 Higher	62 Higher	63 Much Higher	60 Higher	65 Much Higher
61 Higher	62 Higher	59 Higher	60 Higher	53 Similar	57 Higher
59 Higher	58 Higher	56 Higher	56 Higher	53 Similar	56 Higher
62 Higher	63 Much Higher	59 Higher	60 Higher	54 Similar	58 Higher
60	60	57	57	54	57

¹ The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

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

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	3.5
34. Amount of work in other (non-reading) assignments	3.1
35. Difficulty of subject matter	3.5

Student Description

37. I worked harder on this course than on most courses I have taken.	3.6
39. I really wanted to take this course regardless of who taught it.	3.4
43. As a rule, I put forth more effort than other students on academic work.	3.9

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
54	Similar	45	Similar	54	Similar
45	Similar	46	Similar	44	Lower
51	Similar	51	Similar	53	Similar

51	Similar	52	Similar	48	Similar
51	Similar	51	Similar	45	Similar
58	Higher	53	Similar	48	Similar

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

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the [Interpretive Guide \(www.theideacenter.org/diagnosticguide.pdf\)](http://www.theideacenter.org/diagnosticguide.pdf), [POD-IDEA Center Notes \(www.theideacenter.org/podidea\)](http://www.theideacenter.org/podidea), and [POD-IDEA Center Learning Notes \(www.theideacenter.org/podidea/PODNotesLearning.html\)](http://www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.6	90%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.9	100%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.6	95%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 32	5.0	100%	Strength to retain

Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	29, 31, 32	4.8	90%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	27, 31	4.9	100%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.2	71%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.5	95%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 27, 29, 31, 32	4.5	86%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 32	5.0	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	4.7	90%	Strength to retain

Encouraging Student Involvement

19. Gave projects, tests, or assignments that required original or creative thinking	27, 29, 31	4.7	95%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	5.0	100%	Strength to retain
11. Related course material to real life situations	23	5.0	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	29	4.2	76%	Strength to retain

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 27, 32	4.7	95%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 27	4.9	95%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.9	95%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.8	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.9	100%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	1	20	0	5.0	0.2
2. Found ways to help students answer their own questions	0	1	0	7	13	0	4.5	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	0	4	17	0	4.8	0.4
4. Demonstrated the importance and significance of the subject matter	0	0	0	1	20	0	5.0	0.2
5. Formed "teams" or "discussion groups" to facilitate learning	1	1	4	2	13	0	4.2	1.2
6. Made it clear how each topic fit into the course	0	0	1	5	15	0	4.7	0.6
7. Explained the reasons for criticisms of students' academic...	0	1	2	3	15	0	4.5	0.9
8. Stimulated students to intellectual effort beyond that required by...	0	0	2	5	14	0	4.6	0.7
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	0	1	20	0	5.0	0.2
10. Explained course material clearly and concisely	0	0	1	1	19	0	4.9	0.5
11. Related course material to real life situations	0	0	0	1	20	0	5.0	0.2
12. Gave tests, projects, etc. that covered the most important points...	0	1	0	0	20	0	4.9	0.7
13. Introduced stimulating ideas about the subject	0	0	0	2	19	0	4.9	0.3
14. Involved students in "hands on" projects such as research, case...	0	2	3	4	12	0	4.2	1.0
15. Inspired students to set and achieve goals which really...	0	0	1	7	13	0	4.6	0.6
16. Asked students to share ideas and experiences with others...	0	0	0	2	19	0	4.9	0.3
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	3	18	0	4.9	0.4
18. Asked students to help each other understand ideas or concepts	0	0	2	1	17	1	4.8	0.6
19. Gave projects, tests, or assignments that required original or...	0	1	0	3	17	0	4.7	0.7
20. Encouraged student-faculty interaction outside of class (office...	0	0	2	3	16	0	4.7	0.7

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential -see page 2) and other items for which comparisons were provided.

Notes:

Discipline code selected on FIF: 3900
Discipline code used for comparison: 3900

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	1	1	6	13	0	4.5	0.8	60	58	4.0	4.3	4.3
22. Learning fundamental principles, generalizations, or...	0	0	2	7	12	0	4.5	0.7	61	60	3.9	4.2	4.3
23. Learning to apply course material (to improve thinking,...	0	0	1	8	12	0	4.5	0.6	60	60	4.0	4.2	4.4
24. Developing specific skills, competencies, and points of view...	0	0	2	6	13	0	4.5	0.7	NA	NA	4.0	4.2	4.4
25. Acquiring skills in working with others as a member of a team	2	0	3	4	12	0	4.1	1.3	NA	NA	3.9	3.9	4.2
26. Developing creative capacities (writing, inventing, designing,...	0	1	2	5	13	0	4.4	0.9	NA	NA	3.9	3.7	NA
27. Gaining a broader understanding and appreciation of...	0	0	1	8	12	0	4.5	0.6	61	61	3.7	3.9	3.8
28. Developing skill in expressing myself orally or in writing	0	2	3	7	9	0	4.1	1.0	NA	NA	3.8	3.9	4.1
29. Learning how to find and use resources for answering...	0	1	2	6	12	0	4.4	0.9	61	62	3.7	3.9	4.2
30. Developing a clearer understanding of, and commitment to,...	0	0	2	6	13	0	4.5	0.7	NA	NA	3.8	4.2	4.2
31. Learning to analyze and critically evaluate ideas,...	0	1	2	6	12	0	4.4	0.9	59	58	3.8	4.1	4.2
32. Acquiring an interest in learning more by asking my...	0	1	0	8	12	0	4.5	0.7	62	63	3.8	4.1	4.2

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress **Bold = Selected as Important or Essential**

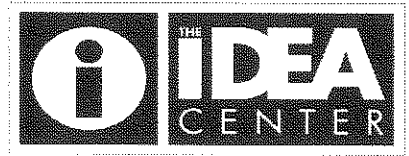
33. Amount of reading	0	1	11	7	2	0	3.5	0.7	54	NA	3.2	3.7	3.2
34. Amount of work in other (non-reading) assignments	1	3	12	3	2	0	3.1	0.9	45	NA	3.4	3.3	3.4
35. Difficulty of subject matter	0	1	11	7	2	0	3.5	0.7	51	NA	3.4	3.4	3.3

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	1	2	8	3	7	0	3.6	1.2	NA	NA	3.7	3.8	4.0
37. I worked harder on this course than on most courses I have taken.	0	3	6	8	4	0	3.6	1.0	51	NA	3.6	3.5	3.7
38. I really wanted to take a course from this instructor.	4	0	7	3	7	0	3.4	1.5	NA	NA	3.4	3.7	3.6
39. I really wanted to take this course regardless of who taught it.	3	2	6	4	6	0	3.4	1.4	51	NA	3.3	3.3	3.7
40. As a result of taking this course, I have more positive feelings...	0	0	4	2	15	0	4.5	0.8	61	62	3.9	4.1	4.3
41. Overall, I rate this instructor an excellent teacher.	0	0	1	4	16	0	4.7	0.6	58	58	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	0	0	4	3	13	1	4.5	0.8	59	59	3.9	4.2	4.2
43. As a rule, I put forth more effort than other students on...	0	1	6	8	6	0	3.9	0.9	58	NA	3.6	3.8	4.0

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

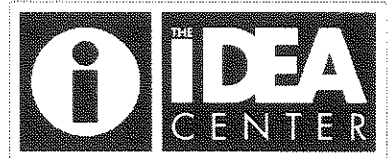
No Additional Questions.



Myatt, William
THEO 100-026
Intro Christian Theology
Loyola University Chicago
11-23-2013 -12-07-2013

Comments: Use the space provided in the text area below for your comments.

- A very passionate teacher, truly cares for his students and tries to ensure success for every student.
- awesome teacher!
- Dr. Myatt, you are awesome. My favorite teacher by far this semester. Honestly, I was dreading having to take a course in Christian theology but you made it very interesting and more like a religious philosophy class. I love that! Also thank you for all of your wonderful feedback on papers, etc. Take care!
- I loved Dr. Myatt. Even though i did not excel, he put me in a great position to excel. Not only did i learn a lot about myself but about the subject matter in a modern environment.
- I believe Dr. Myatt did a great job in teaching this course. I really have no complaints because he was open for questions outside of class if I needed clarification. He utilized quizzes, tests, participation, facebook, and essays to fit every style of learning. He did a wonderful job →one thing I would do is see if he can make the class more interesting. He has exceeded expectations →I want him to double exceed! That's a good challenge, let's see what can happen!



To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

Of the 34 students enrolled, 16 responded (47%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Seven objectives were selected as relevant (Important or Essential – see page 2)	4.5	4.4
Overall Ratings		
B. Excellent Teacher	4.8	4.6
C. Excellent Course	4.6	4.5
D. Average of B & C	4.7	4.6
Summary Evaluation (Average of A & D) ¹	4.6	4.5

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives	Overall Ratings						Summary Evaluation (Average of A & D)		
		B. Excellent Teacher		C. Excellent Course		D. Average of B & C				
		Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56-62)	61	59	59	57	62	60	61	59	61	59
Similar Middle 40% (45-55)										
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	57	57	57	55	59	56	58	56	58	57
Institution	54	57	56	56	56	59	56	58	55	58

IDEA Discipline used for comparison:
 Religion & Theological Studies

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.4	4.4	0%	81%
22. Learning fundamental principles, generalizations, or theories	Essential	4.6	4.5	0%	88%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.4	4.3	0%	88%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	4.4	4.2	6%	81%
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Important	4.3	4.2	7%	80%
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	4.4	4.3	6%	88%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	4.6	4.6	0%	88%
Progress on Relevant Objectives		4.5	4.4		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
59 Higher	58 Higher	54 Similar	54 Similar	53 Similar	55 Similar
63 Much Higher	62 Higher	59 Higher	59 Higher	55 Similar	58 Higher
59 Higher	56 Higher	56 Higher	55 Similar	51 Similar	54 Similar
59 Higher	57 Higher	59 Higher	57 Higher	58 Higher	61 Higher
60 Higher	59 Higher	58 Higher	58 Higher	53 Similar	55 Similar
60 Higher	58 Higher	57 Higher	56 Higher	54 Similar	55 Similar
64 Much Higher	64 Much Higher	61 Higher	61 Higher	55 Similar	59 Higher
61	59	57	57	54	57

Much Higher = Highest 10% of classes (63 or higher)
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Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	3.5
34. Amount of work in other (non-reading) assignments	2.9
35. Difficulty of subject matter	2.9

Student Description

37. I worked harder on this course than on most courses I have taken.	3.4
39. I really wanted to take this course regardless of who taught it.	3.6
43. As a rule, I put forth more effort than other students on academic work.	3.8

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
54	Similar	46	Similar	54	Similar
42	Lower	42	Lower	41	Lower
42	Lower	39	Lower	43	Lower

48	Similar	48	Similar	46	Similar
54	Similar	55	Similar	48	Similar
56	Higher	50	Similar	45	Similar

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

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the [Interpretive Guide \(www.theideacenter.org/diagnosticguide.pdf\)](#), [POD-IDEA Center Notes \(www.theideacenter.org/podidea\)](#), and [POD-IDEA Center Learning Notes \(www.theideacenter.org/podidea/PODNotesLearning.html\)](#).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.4	81%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.7	88%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.5	81%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 32	4.8	94%	Strength to retain

Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	29, 31, 32	4.6	88%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	27, 31	4.7	94%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.5	81%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.6	94%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 27, 29, 31, 32	4.4	88%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 32	4.7	94%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	4.3	75%	Strength to retain

Encouraging Student Involvement

19. Gave projects, tests, or assignments that required original or creative thinking	27, 29, 31	4.6	94%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	4.7	94%	Strength to retain
11. Related course material to real life situations	23	4.7	94%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	29	4.4	81%	Strength to retain

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 27, 32	4.6	94%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 27	4.7	94%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.8	94%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.8	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.6	94%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	1	0	2	13	0	4.7	0.8
2. Found ways to help students answer their own questions	0	1	0	4	11	0	4.6	0.8
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	0	3	13	0	4.8	0.4
4. Demonstrated the importance and significance of the subject matter	0	0	1	2	13	0	4.8	0.6
5. Formed "teams" or "discussion groups" to facilitate learning	0	1	2	1	12	0	4.5	1.0
6. Made it clear how each topic fit into the course	0	1	0	3	12	0	4.6	0.8
7. Explained the reasons for criticisms of students' academic...	0	1	1	4	10	0	4.4	0.9
8. Stimulated students to intellectual effort beyond that required by...	0	0	3	3	10	0	4.4	0.8
9. Encouraged students to use multiple resources (e.g. data banks,...	0	1	0	2	13	0	4.7	0.8
10. Explained course material clearly and concisely	0	0	1	3	12	0	4.7	0.6
11. Related course material to real life situations	0	0	1	3	12	0	4.7	0.6
12. Gave tests, projects, etc. that covered the most important points...	0	0	1	1	14	0	4.8	0.5
13. Introduced stimulating ideas about the subject	0	0	2	1	13	0	4.7	0.7
14. Involved students in "hands on" projects such as research, case...	0	1	2	2	11	0	4.4	1.0
15. Inspired students to set and achieve goals which really...	0	0	3	2	11	0	4.5	0.8
16. Asked students to share ideas and experiences with others...	0	0	1	3	12	0	4.7	0.6
17. Provided timely and frequent feedback on tests, reports,...	0	0	1	5	10	0	4.6	0.6
18. Asked students to help each other understand ideas or concepts	0	0	2	3	11	0	4.6	0.7
19. Gave projects, tests, or assignments that required original or...	0	0	1	4	11	0	4.6	0.6
20. Encouraged student-faculty interaction outside of class (office...	0	1	3	2	10	0	4.3	1.0

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential -see page 2) and other items for which comparisons were provided.

Notes:

Discipline code selected on FIF: 3900

Discipline code used for comparison: 3900

									Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	0	0	3	3	10	0	4.4	0.8	59	58	4.0	4.3	4.3
22. Learning fundamental principles, generalizations, or...	0	0	2	3	11	0	4.6	0.7	63	62	3.9	4.2	4.3
23. Learning to <i>apply</i> course material (to improve thinking,...	0	0	2	5	9	0	4.4	0.7	59	56	4.0	4.2	4.4
24. Developing specific skills, competencies, and points of view...	0	2	2	3	9	0	4.2	1.1	NA	NA	4.0	4.2	4.4
25. Acquiring skills in working with others as a member of a team	1	1	2	4	8	0	4.1	1.2	NA	NA	3.9	3.9	4.2
26. Developing creative capacities (writing, inventing, designing,...	1	1	1	4	9	0	4.2	1.2	NA	NA	3.9	3.7	NA
27. Gaining a broader understanding and appreciation of...	0	1	2	3	10	0	4.4	1.0	59	57	3.7	3.9	3.8
28. Developing skill in expressing myself orally or in writing	0	1	3	2	10	0	4.3	1.0	NA	NA	3.8	3.9	4.1
29. Learning how to find and use resources for answering...	1	0	2	2	10	1	4.3	1.2	60	59	3.7	3.9	4.2
30. Developing a clearer understanding of, and commitment to,...	0	0	2	3	11	0	4.6	0.7	NA	NA	3.8	4.2	4.2
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas,...	0	1	1	4	10	0	4.4	0.9	60	58	3.8	4.1	4.2
32. Acquiring an interest in learning more by asking my...	0	0	2	3	11	0	4.6	0.7	64	64	3.8	4.1	4.2

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress **Bold = Selected as Important or Essential**

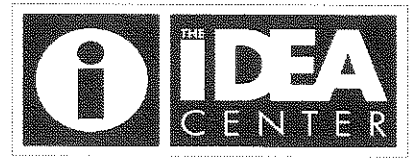
33. Amount of reading	0	0	10	4	2	0	3.5	0.7	54	NA	3.2	3.7	3.2
34. Amount of work in other (non-reading) assignments	0	3	10	2	0	1	2.9	0.6	42	NA	3.4	3.3	3.4
35. Difficulty of subject matter	1	2	10	3	0	0	2.9	0.8	42	NA	3.4	3.4	3.3

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	3	1	3	2	7	0	3.6	1.6	NA	NA	3.7	3.8	4.0
37. I worked harder on this course than on most courses I have taken.	0	5	4	2	5	0	3.4	1.3	48	NA	3.6	3.5	3.7
38. I really wanted to take a course from this instructor.	1	1	6	5	3	0	3.5	1.1	NA	NA	3.4	3.7	3.6
39. I really wanted to take this course regardless of who taught it.	2	1	4	4	5	0	3.6	1.4	54	NA	3.3	3.3	3.7
40. As a result of taking this course, I have more positive feelings...	0	0	3	4	9	0	4.4	0.8	59	55	3.9	4.1	4.3
41. Overall, I rate this instructor an excellent teacher.	0	0	1	2	13	0	4.8	0.6	59	57	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	0	0	1	4	11	0	4.6	0.6	62	60	3.9	4.2	4.2
43. As a rule, I put forth more effort than other students on...	0	0	8	3	5	0	3.8	0.9	56	NA	3.6	3.8	4.0

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

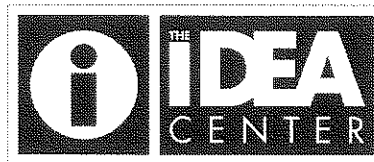
No Additional Questions.



Myatt, William
THEO 100-025
Intro Christian Theology
Loyola University Chicago
11-23-2013 – 12-07-2013

Comments: Use the space provided in the text area below for your comments.

- Mr. Myatt, is a great professor, he made this class enjoyable and easy to understand. I really hope to take another class with him as a professor. Thanks for making class fun Mr. Myatt, your family is so cute.
- Excellent teacher!
- I really enjoyed this class and this professor. Dr. Myatt did a great job of clearly explaining everything and incorporated different things into his teaching that were very helpful. I think he did a good job of teaching all the aspects of Christian Theology very objectively. I also really enjoyed the books we read in the class.
- Great course. I learned a lot and had so much fun doing it. Dr. Myatt really knows what he is doing.
- Great class over all! Really enjoyed taking this course.
- This class was amazing. I learned a lot from the instructor. Myatt is extremely knowledgeable about what he is teaching but doesn't hesitate to incorporate a personal touch. The class was not bad at all. There was an average of 2 real exams and pop quizzes with Augustine. As long as you read the material before hand and follow along with his power points, the class is an easy A. Plus he gives out a ton of extra credit opportunities, so take advantage of them.
- Dr. Mytt is the best!
- Dr. Myatt is one of the best teachers that I have ever had. He opened my eyes to many new ideas that I had never considered. I also learned more about theology than I had previously known. He is extremely engaged with the students and is always trying out new ways for the students to learn. This is one of the best classes that I have ever taken in my life.
- Professor Myatt is a very personable instructor, and it was very easy to learn from him. He made the subject matter approachable and actually fun to learn, even though I dreaded this course.



To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

Of the 34 students enrolled, 21 responded (62%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives¹ Seven objectives were selected as relevant (Important or Essential – see page 2)	4.5	4.6
Overall Ratings		
B. Excellent Teacher	4.8	4.9
C. Excellent Course	4.3	4.5
D. Average of B & C	4.6	4.7
Summary Evaluation (Average of A & D)¹	4.6	4.7

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)		63								
Higher Next 20% (56–62)	60		60	61		59	58	60	59	62
Similar Middle 40% (45–55)										
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	57	61	58	61	52	56	55	59	56	60
Institution	54	60	57	60	51	58	54	59	54	60

IDEA Discipline used for comparison:
 Religion & Theological Studies

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.6	4.7	0%	90%
22. Learning fundamental principles, generalizations, or theories	Essential	4.7	4.8	0%	95%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.5	4.6	5%	90%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	4.1	4.2	5%	76%
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Important	4.4	4.6	5%	86%
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	4.3	4.4	5%	81%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	4.3	4.6	5%	86%
Progress on Relevant Objectives		4.5	4.6		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
61 Higher	64 Much Higher	57 Higher	61 Higher	55 Similar	60 Higher
65 Much Higher	68 Much Higher	62 Higher	66 Much Higher	58 Higher	62 Higher
60 Higher	63 Much Higher	57 Higher	62 Higher	52 Similar	59 Higher
56 Higher	57 Higher	53 Similar	58 Higher	54 Similar	61 Higher
61 Higher	65 Much Higher	59 Higher	64 Much Higher	53 Similar	60 Higher
58 Higher	59 Higher	54 Similar	57 Higher	51 Similar	57 Higher
60 Higher	64 Much Higher	56 Higher	61 Higher	51 Similar	59 Higher
60	63	57	61	54	60

¹ The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

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

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	3.5
34. Amount of work in other (non-reading) assignments	2.9
35. Difficulty of subject matter	3.4

Student Description

37. I worked harder on this course than on most courses I have taken.	3.4
39. I really wanted to take this course regardless of who taught it.	3.2
43. As a rule, I put forth more effort than other students on academic work.	3.6

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
54	Similar	45	Similar	54	Similar
41	Lower	42	Lower	40	Lower
49	Similar	49	Similar	51	Similar

47	Similar	47	Similar	45	Similar
48	Similar	48	Similar	43	Lower
49	Similar	43	Lower	40	Lower

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

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the [Interpretive Guide \(www.theideacenter.org/diagnosticguide.pdf\)](#), POD-IDEA Center Notes ([www.theideacenter.org/podidea](#)), and POD-IDEA Center *Learning Notes* ([www.theideacenter.org/podidea/PODNotesLearning.html](#)).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.0	76%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.4	86%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.7	95%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 32	4.6	95%	Strength to retain

Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	29, 31, 32	4.2	81%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	27, 31	4.5	90%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.1	76%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.6	95%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 27, 29, 31, 32	4.4	86%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 32	4.9	95%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	4.6	86%	Strength to retain

Encouraging Student Involvement

14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	29	4.0	67%	Retain current use or consider increasing
19. Gave projects, tests, or assignments that required original or creative thinking	27, 29, 31	4.7	90%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	4.7	95%	Strength to retain
11. Related course material to real life situations	23	4.4	86%	Strength to retain

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 27, 32	4.6	90%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 27	4.6	95%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.8	100%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.7	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.5	90%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	1	1	19	0	4.9	0.5
2. Found ways to help students answer their own questions	1	0	0	4	16	0	4.6	0.9
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	0	7	14	0	4.7	0.5
4. Demonstrated the importance and significance of the subject matter	1	0	0	4	16	0	4.6	0.9
5. Formed "teams" or "discussion groups" to facilitate learning	1	3	1	5	11	0	4.0	1.3
6. Made it clear how each topic fit into the course	1	0	1	2	17	0	4.6	1.0
7. Explained the reasons for criticisms of students' academic...	0	1	2	6	12	0	4.4	0.9
8. Stimulated students to intellectual effort beyond that required by...	1	1	1	3	15	0	4.4	1.1
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	1	4	16	0	4.7	0.6
10. Explained course material clearly and concisely	0	1	0	6	14	0	4.6	0.7
11. Related course material to real life situations	1	0	2	5	13	0	4.4	1.0
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	4	17	0	4.8	0.4
13. Introduced stimulating ideas about the subject	1	0	0	3	17	0	4.7	0.9
14. Involved students in "hands on" projects such as research, case...	1	2	4	3	11	0	4.0	1.3
15. Inspired students to set and achieve goals which really...	1	2	2	7	9	0	4.0	1.2
16. Asked students to share ideas and experiences with others...	1	1	0	3	16	0	4.5	1.1
17. Provided timely and frequent feedback on tests, reports,...	1	0	1	4	15	0	4.5	1.0
18. Asked students to help each other understand ideas or concepts	1	2	1	4	13	0	4.2	1.2
19. Gave projects, tests, or assignments that required original or...	0	0	2	3	16	0	4.7	0.7
20. Encouraged student-faculty interaction outside of class (office...	0	1	2	2	16	0	4.6	0.9

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential -see page 2) and other items for which comparisons were provided.

Notes:

Discipline code selected on FIF: 3900
Discipline code used for comparison: 3900

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	2	5	14	0	4.6	0.7	61	64	4.0	4.3	4.3
22. Learning fundamental principles, generalizations, or...	0	0	1	5	15	0	4.7	0.6	65	68	3.9	4.2	4.3
23. Learning to apply course material (to improve thinking,...	1	0	1	5	14	0	4.5	1.0	60	63	4.0	4.2	4.4
24. Developing specific skills, competencies, and points of view...	1	0	3	4	13	0	4.3	1.1	NA	NA	4.0	4.2	4.4
25. Acquiring skills in working with others as a member of a team	1	4	2	6	8	0	3.8	1.3	NA	NA	3.9	3.9	4.2
26. Developing creative capacities (writing, inventing, designing,...	1	1	6	4	9	0	3.9	1.2	NA	NA	3.9	3.7	NA
27. Gaining a broader understanding and appreciation of...	1	0	4	7	9	0	4.1	1.0	56	57	3.7	3.9	3.8
28. Developing skill in expressing myself orally or in writing	1	1	6	4	9	0	3.9	1.2	NA	NA	3.8	3.9	4.1
29. Learning how to find and use resources for answering...	0	1	2	6	12	0	4.4	0.9	61	65	3.7	3.9	4.2
30. Developing a clearer understanding of, and commitment to,...	1	0	5	3	12	0	4.2	1.1	NA	NA	3.8	4.2	4.2
31. Learning to analyze and critically evaluate ideas,...	0	1	3	6	11	0	4.3	0.9	58	59	3.8	4.1	4.2
32. Acquiring an interest in learning more by asking my...	1	0	2	6	12	0	4.3	1.0	60	64	3.8	4.1	4.2

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress **Bold = Selected as Important or Essential**

33. Amount of reading	0	1	11	7	2	0	3.5	0.7	54	NA	3.2	3.7	3.2
34. Amount of work in other (non-reading) assignments	1	4	13	2	1	0	2.9	0.8	41	NA	3.4	3.3	3.4
35. Difficulty of subject matter	0	1	13	5	2	0	3.4	0.7	49	NA	3.4	3.4	3.3

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	2	4	5	3	7	0	3.4	1.4	NA	NA	3.7	3.8	4.0
37. I worked harder on this course than on most courses I have taken.	0	4	8	6	3	0	3.4	1.0	47	NA	3.6	3.5	3.7
38. I really wanted to take a course from this instructor.	1	3	10	2	5	0	3.3	1.2	NA	NA	3.4	3.7	3.6
39. I really wanted to take this course regardless of who taught it.	1	6	5	5	4	0	3.2	1.2	48	NA	3.3	3.3	3.7
40. As a result of taking this course, I have more positive feelings...	1	1	5	4	10	0	4.0	1.2	52	54	3.9	4.1	4.3
41. Overall, I rate this instructor an excellent teacher.	0	1	0	1	19	0	4.8	0.7	60	61	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	1	0	2	7	11	0	4.3	1.0	56	59	3.9	4.2	4.2
43. As a rule, I put forth more effort than other students on...	0	3	6	7	4	1	3.6	1.0	49	NA	3.6	3.8	4.0

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



Myatt, William
THEO 100-027
Intro Christian Theology
Loyola University Chicago
11-23-2013 - 12-07-2013

Comments: Use the space provided in the text area below for your comments.

- Great teacher. Learned a lot.
- I loved the course. Dr. Myatt is a wonderful professor.
- Dr. Myatt is a phenomenal teacher I would take any other course with his as the professor.
- Great teacher, very positive and knows how to get the students involved. He is very approachable and makes the material easy to understand, which is difficult because theology is such a complex subject matter. I had zero interest in this class ahead of time, but because of Dr. Myatt, this class has been my favorite class this semester.
- He is a great teacher who is extremely approachable and willing to help students. He is very kind and even says "Hi" when I run into him on campus. He genuinely cares about his students and will even ask about extracurricular activities students are involved in. It shows that he cares about his students beyond their classroom life. Though I am not a fan of theology, he made it bearable and easier to understand. Great teacher!
- I was not very interested in taking this class, but I had to because it is a CORE class. However, this teacher made it very interesting and I feel like I learned a lot from this course
- I really enjoyed Dr. Myatt's class. As a non Christian I was a little intimidated by a class centered around Christian theology but Dr. Myatt was extremely open minded and did not make me feel out of place in the class. After taking my theology class with Dr. Myatt my interest in theology and religious studies has significantly increased.
- Thank you for a great semester!
- Professor Myatt is a great teacher. He is fair and has many ways to engage the class in discussion. His lectures are interesting and made me examine my faith and beliefs. I in the future I hope he will teach a Tier 2 course, because I would love to have him as a teacher again.
- Best Professor of my first semester. All of them were great, but he went above and beyond! I wish I could have one of his classes every year. Hopefully I'll have a class with him again soon.

