

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

Of the 37 students enrolled, 31 responded (84%). 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)	4.4	4.4
Overall Ratings		
B. Excellent Teacher	4.8	4.8
C. Excellent Course	4.3	4.6
D. Average of B & C	4.6	4.7
Summary Evaluation (Average of A & D) ¹	4.5	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	59	60	59	57	61	59	60	59 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

	54	56	59	59	53	57	56	58	55	57
Discipline (IDEA Data)										
Institution	52	56	57	59	52	59	55	59	54	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	4.5	4.5	3%	87%
22. Learning fundamental principles, generalizations, or theories	Essential	4.3	4.4	6%	84%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.1	4.1	6%	68%
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	4.4	3%	87%
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	3%	87%
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	3%	84%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	4.4	4.5	6%	84%
Progress on Relevant Objectives		4.4	4.4		

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Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
59	61	54	57	53	58
Higher	Higher	Similar	Higher	Similar	Higher
58	58	53	54	51	55
Higher	Higher	Similar	Similar	Similar	Similar
52	52	48	50	45	50
Similar	Similar	Similar	Similar	Similar	Similar
59	59	58	60	58	63
Higher	Higher	Higher	Higher	Higher	Much Higher
61	62	58	60	53	57
Higher	Higher	Higher	Higher	Similar	Higher
58	57	54	54	51	54
Higher	Higher	Similar	Similar	Similar	Similar
60	62	56	60	52	58
Higher	Higher	Higher	Higher	Similar	Higher
58	59	54	56	52	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)

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	3.3
34. Amount of work in other (non-reading) assignments	2.9
35. Difficulty of subject matter	3.1

Student Description

37. I worked harder on this course than on most courses I have taken.	2.7
39. I really wanted to take this course regardless of who taught it.	3.1
43. As a rule, I put forth more effort than other students on academic work.	3.7

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

35	Much Lower	33	Much Lower	34	Much Lower
46	Similar	45	Similar	40	Lower
51	Similar	45	Similar	42	Lower

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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 \(www.theideacenter.org/podidea\)](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	4.2	74%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.1	68%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 27, 31, 32	4.6	94%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 27, 31, 32	4.6	94%	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	4.6	94%	Strength to retain
18. Asked students to help each other understand ideas or concepts	29, 32	4.5	90%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.5	94%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.7	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 27, 29, 31, 32	4.5	81%	Strength to retain
1. Displayed a personal interest in students and their learning	32	4.9	97%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	4.3	84%	Strength to retain

Encouraging Student Involvement

19. Gave projects, tests, or assignments that required original or creative thinking	27, 29, 31, 32	4.7	97%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	4.7	97%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	29	4.4	84%	Strength to retain
11. Related course material to real life situations	Not relevant to objectives selected	4.4	84%	

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	4.5	87%	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	4.6	97%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.8	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	1	2	28	0	4.9	0.4
2. Found ways to help students answer their own questions	0	0	0	8	23	0	4.7	0.4
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	1	10	20	0	4.6	0.6
4. Demonstrated the importance and significance of the subject matter	0	0	2	8	21	0	4.6	0.6
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	2	11	18	0	4.5	0.6
6. Made it clear how each topic fit into the course	0	0	2	8	21	0	4.6	0.6
7. Explained the reasons for criticisms of students' academic...	0	1	5	4	21	0	4.5	0.9
8. Stimulated students to intellectual effort beyond that required by...	0	0	8	9	14	0	4.2	0.8
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	1	6	24	0	4.7	0.5
10. Explained course material clearly and concisely	0	0	4	9	18	0	4.5	0.7
11. Related course material to real life situations	0	0	5	8	18	0	4.4	0.8
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	5	26	0	4.8	0.4
13. Introduced stimulating ideas about the subject	0	0	2	9	20	0	4.6	0.6
14. Involved students in "hands on" projects such as research, case...	0	3	2	5	21	0	4.4	1.0
15. Inspired students to set and achieve goals which really...	0	1	9	6	15	0	4.1	1.0
16. Asked students to share ideas and experiences with others...	0	0	2	8	21	0	4.6	0.6
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	5	25	1	4.8	0.4
18. Asked students to help each other understand ideas or concepts	0	1	2	7	20	1	4.5	0.8
19. Gave projects, tests, or assignments that required original or...	0	0	1	8	22	0	4.7	0.5
20. Encouraged student-faculty interaction outside of class (office...	0	0	5	11	15	0	4.3	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		
									Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	1	0	3	7	20	0	4.5	0.9	59	61	4.0	4.3	4.3
22. Learning fundamental principles, generalizations, or...	2	0	3	7	19	0	4.3	1.1	58	58	3.9	4.2	4.3
23. Learning to apply course material (to improve thinking,...	1	1	8	5	16	0	4.1	1.1	52	52	4.0	4.2	4.4
24. Developing specific skills, competencies, and points of view...	1	0	7	8	15	0	4.2	1.0	NA	NA	4.0	4.2	4.4
25. Acquiring skills in working with others as a member of a team	1	2	7	9	12	0	3.9	1.1	NA	NA	3.9	3.9	4.2
26. Developing creative capacities (writing, inventing, designing,...	1	2	6	8	14	0	4.0	1.1	NA	NA	3.9	3.7	NA
27. Gaining a broader understanding and appreciation of...	1	0	3	10	17	0	4.4	0.9	59	59	3.7	3.9	3.8
28. Developing skill in expressing myself orally or in writing	1	2	6	8	14	0	4.0	1.1	NA	NA	3.8	3.9	4.1
29. Learning how to find and use resources for answering...	1	0	3	10	17	0	4.4	0.9	61	62	3.7	3.9	4.2
30. Developing a clearer understanding of, and commitment to,...	1	0	3	7	20	0	4.5	0.9	NA	NA	3.8	4.2	4.2
31. Learning to analyze and critically evaluate ideas,...	1	0	4	10	16	0	4.3	0.9	58	57	3.8	4.1	4.2
32. Acquiring an interest in learning more by asking my...	1	1	3	7	19	0	4.4	1.0	60	62	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**

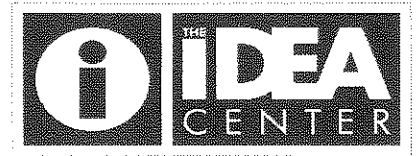
33. Amount of reading	0	2	20	7	2	0	3.3	0.7	51	NA	3.2	3.7	3.2
34. Amount of work in other (non-reading) assignments	1	8	17	4	1	0	2.9	0.8	41	NA	3.4	3.3	3.4
35. Difficulty of subject matter	0	4	21	6	0	0	3.1	0.6	44	NA	3.4	3.4	3.3

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.	4	8	5	10	4	0	3.1	1.3	NA	NA	3.7	3.8	4.0
37. I worked harder on this course than on most courses I have taken.	2	11	13	4	1	0	2.7	0.9	35	NA	3.6	3.5	3.7
38. I really wanted to take a course from this instructor.	2	6	9	8	6	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.	3	9	6	8	5	0	3.1	1.3	46	NA	3.3	3.3	3.7
40. As a result of taking this course, I have more positive feelings...	0	2	4	9	16	0	4.3	0.9	57	61	3.9	4.1	4.3
41. Overall, I rate this instructor an excellent teacher.	0	1	1	0	29	0	4.8	0.6	60	59	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	0	1	3	12	15	0	4.3	0.8	57	61	3.9	4.2	4.2
43. As a rule, I put forth more effort than other students on...	1	1	10	14	5	0	3.7	0.9	51	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 107-011

Intro to Religious Studies

Loyola University Chicago

04-12-2014 -04-26-2014

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

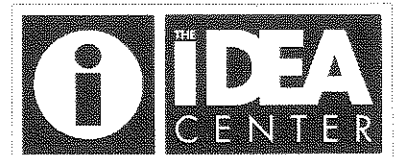
- I loved this class! Dr. Myatt made every class engaging, and I actually looked forward to coming to class, because I knew he would introduce to us interesting ideas and encourage us to learn actively.
- Great Teacher. He not only was a fun teacher, but his course was also engaging and challenging.
- At times he uses theological terminology and jargon to explain already difficult subjects and concepts so you can get a little lost or uninterested if you don't understand. Overall, he is a great person and professor who is always trying to help his students succeed.
- Great teacher and class. Perfect amount of work and difficulty for an introductory level course.
- BEST TEACHER EVER
- Professor Myatt made this class so enjoyable, and I hope to take a course taught by him in the future. He made the content comprehensible and truly knows how to engage students.
- I feel Mr. Myatt should explain his material and what he requires from his students. also, his content tests should match his study guide. i had trouble understanding the content exam and what he required.
- overall great class and great teacher. The ONLY thing i would change would be giving out better handouts on what key points are going to be on test. Test are not too difficult but at times it was hard knowing what to look for from the notes and what types of information we would be quizzed on. I would recommend this class to other students with this teacher! really great guy!
- Great teacher, loved the class!
- Dr. Myatt has been a fantastic teacher this semester, it opened me up to a much more holistic understanding of theological study without being overwhelming. Some of the readings were incredibly dense and I wish we spent more time discussing the text itself and how to deconstruct those readings, but I I have a clear understanding of the philosophies and beliefs of everyone we covered.
- One of my favorite classes taken at Loyola, Dr. Myatt explained the topic clearly and concisely and kept the class interesting.
- Professor Myatt was an excellent teacher. However, the content of the class often became muddled and it was difficult to see how each section we covered related to each other. This made it difficult to study for the exams. Despite this, Professor Myatt was extremely helpful and a great teacher.
- The assignments for this class weren't just created to do and get out of the way, but really made me think about the material and also personally.

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

- I really enjoyed taking this class. Dr. Myatt is very easy to talk to and wants all his students to do well. He is very approachable by e-mail and understanding of students situations. I really enjoyed his teaching style because it was not just powerpoint based. There were group activities, videos and guest lecturers. I would definitely take another course offered by this professor.
- Dr. Myatt provides an engaging course. He is always willing to provide extra help if needed and he makes the coursework interesting and the classroom feel open and friendly.
- This class was a great experience. Coming into this class, I didn't think I would have much interest towards theology. After taking this class, I am inspired to get more involved and learn more about my faith. Having the field project was a great idea because it allowed me to expand my knowledge about religion and learn about a religion that I had no previous knowledge on. I also liked how essay prompts were given to us a day before, allowing time to prepare beforehand. The only thing I'd say is maybe cut down the reading for this class because many students looked at the length of the reading and did not read. Possibly condense the reading to the most important points so that more students actually read the reading assignments!
- this course was very eye-opening for me. after learning about the psychological, philosophical and sociological aspects, I resonated more with the concept of religion. the course was very interesting and provided many ways to look at religion. this class changed my life I am not kidding.
- He made learning this subject interesting and fun and made me want to learn more. He presented ideas in an easy to understand way and explained and reinforced ideas. The entire course flowed well and each topic related to the next so it was easy to follow along. This course was hard and completely new to me but Dr. Myatt made me take advantage of my learning and helped me. He wanted all of his students to learn and be on the same page. He wanted his students to succeed and would give them grades depending on their effort. He wanted his students to try. I achieved an A in this class and would take another course by this teacher. As long as you came to class, you would be well prepared. Had a 3 absent policy that motivated students to come to class and attendance was rewarded by a paper final. Shows as long as you put forth the work, you will get a good grade.
- William Myatt was one of my favorite professors this semester, even though I didn't want to take this class because I have no interest or motivation to learn about religion. He was very nice and his use of humor made the topics easier to learn about. I also liked when we watched videos instead of reading. His project where we had to visit a religious place by ourselves was very interesting and I liked that learning experience.
- I took Old Testament last semester as an attempt at satisfying the core requirement. I was unsuccessful, and as a result, chose Dr. Myatt's class this semester. Dr. Myatt was far more invested in the well-being of his students than my previous professor. He made the curriculum exciting and interesting, and was really dedicated to making sure his students understood the material. The projects Dr. Myatt assigned initially seemed more difficult and tedious than they needed to be, but they turned out to be wildly invigorating and helpful. I even enjoyed writing papers for Dr. Myatt's class because I was so confident in what he had taught me. I have never been so impressed with a professor.
- I loved having Professor Myatt as a teacher! He was very helpful, genuinely interested in his students, and an entertaining lecturer.
- Dr. Myatt was very helpful and tried different way of engaging students with the material, including in class group activities and guest speakers. It's also very clear that Dr. Myatt cares about the course and wants students to succeed. Overall, one of my favorite professors this year!

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

- Dr. Matt is caring, insightful, respectable and an overall amazing professor at Loyola University Chicago. He engages students in the course material and makes the material interesting to learn.



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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.	Raw	Adj.
Much Higher Highest 10% (63 or higher)						64		63		63
Higher Next 20% (56–62)	61	62	60	62			58		60	
Similar Middle 40% (45–55)						56				
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

	57	61	59	62	52	60	56	61	57	61
Discipline (IDEA Data)										
Institution	54	59	57	61	51	62	54	62	54	61

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%	94%
22. Learning fundamental principles, generalizations, or theories	Essential	4.5	4.7	0%	87%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.3	4.4	3%	81%
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	4.3	4.4	6%	77%
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	4.5	4.5	3%	87%
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	4.5	4.5	3%	84%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	4.4	4.5	6%	84%
Progress on Relevant Objectives		4.5	4.6		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
62 Higher	65 Much Higher	58 Higher	62 Higher	55 Similar	61 Higher
62 Higher	65 Much Higher	58 Higher	62 Higher	55 Similar	60 Higher
56 Higher	58 Higher	52 Similar	56 Higher	48 Similar	55 Similar
58 Higher	59 Higher	57 Higher	60 Higher	57 Higher	63 Much Higher
63 Much Higher	63 Much Higher	60 Higher	62 Higher	55 Similar	58 Higher
61 Higher	60 Higher	58 Higher	59 Higher	55 Similar	58 Higher
60 Higher	63 Much Higher	56 Higher	61 Higher	52 Similar	59 Higher
61	62	57	61	54	59

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)

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.

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	3.3
34. Amount of work in other (non-reading) assignments	2.9
35. Difficulty of subject matter	3.3

Student Description

37. I worked harder on this course than on most courses I have taken.	3.0
39. I really wanted to take this course regardless of who taught it.	2.5
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	
51	Similar	42	Lower	51	Similar
41	Lower	42	Lower	40	Lower
47	Similar	46	Similar	49	Similar

40	Lower	39	Lower	39	Lower
36	Much Lower	33	Much Lower	31	Much Lower
62	Higher	57	Higher	50	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	4.4	87%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.3	81%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 27, 31, 32	4.7	97%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 27, 31, 32	4.7	94%	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	4.6	90%	Strength to retain
18. Asked students to help each other understand ideas or concepts	29, 32	4.6	94%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.5	87%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.7	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 27, 29, 31, 32	4.5	87%	Strength to retain
1. Displayed a personal interest in students and their learning	32	4.9	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	4.4	84%	Strength to retain

Encouraging Student Involvement

19. Gave projects, tests, or assignments that required original or creative thinking	27, 29, 31, 32	4.6	84%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	4.8	97%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	29	4.3	81%	Strength to retain
11. Related course material to real life situations	Not relevant to objectives selected	4.6	90%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 27, 32	4.7	97%	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	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	4.6	94%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.8	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	2	29	0	4.9	0.2
2. Found ways to help students answer their own questions	0	0	0	8	23	0	4.7	0.4
3. Scheduled course work (class activities, tests, projects) in ways...	0	1	1	8	21	0	4.6	0.7
4. Demonstrated the importance and significance of the subject matter	0	0	1	7	23	0	4.7	0.5
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	4	7	20	0	4.5	0.7
6. Made it clear how each topic fit into the course	0	0	1	9	21	0	4.6	0.6
7. Explained the reasons for criticisms of students' academic...	0	0	4	8	19	0	4.5	0.7
8. Stimulated students to intellectual effort beyond that required by...	1	1	2	8	19	0	4.4	1.0
9. Encouraged students to use multiple resources (e.g. data banks,...	0	1	0	3	27	0	4.8	0.6
10. Explained course material clearly and concisely	0	1	1	5	24	0	4.7	0.7
11. Related course material to real life situations	0	0	3	8	20	0	4.5	0.7
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	5	26	0	4.8	0.4
13. Introduced stimulating ideas about the subject	0	1	1	6	23	0	4.6	0.7
14. Involved students in "hands on" projects such as research, case...	0	3	3	8	17	0	4.3	1.0
15. Inspired students to set and achieve goals which really...	1	2	3	7	18	0	4.3	1.1
16. Asked students to share ideas and experiences with others...	0	0	3	8	20	0	4.5	0.7
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	6	25	0	4.8	0.4
18. Asked students to help each other understand ideas or concepts	0	0	2	8	21	0	4.6	0.6
19. Gave projects, tests, or assignments that required original or...	0	0	5	4	22	0	4.5	0.8
20. Encouraged student-faculty interaction outside of class (office...	0	1	4	9	17	0	4.4	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

									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	2	9	20	0	4.6	0.6	62	65	4.0	4.3	4.3
22. Learning fundamental principles, generalizations, or...	0	0	4	6	21	0	4.5	0.7	62	65	3.9	4.2	4.3
23. Learning to apply course material (to improve thinking,...	0	1	5	9	16	0	4.3	0.9	56	58	4.0	4.2	4.4
24. Developing specific skills, competencies, and points of view...	0	1	4	8	18	0	4.4	0.8	NA	NA	4.0	4.2	4.4
25. Acquiring skills in working with others as a member of a team	1	1	8	8	13	0	4.0	1.1	NA	NA	3.9	3.9	4.2
26. Developing creative capacities (writing, inventing, designing,...	1	3	5	6	15	1	4.0	1.2	NA	NA	3.9	3.7	NA
27. Gaining a broader understanding and appreciation of...	0	2	5	6	18	0	4.3	1.0	58	59	3.7	3.9	3.8
28. Developing skill in expressing myself orally or in writing	0	1	6	5	19	0	4.4	0.9	NA	NA	3.8	3.9	4.1
29. Learning how to find and use resources for answering...	0	1	3	8	19	0	4.5	0.8	63	63	3.7	3.9	4.2
30. Developing a clearer understanding of, and commitment to,...	1	0	2	8	20	0	4.5	0.9	NA	NA	3.8	4.2	4.2
31. Learning to analyze and critically evaluate ideas,...	0	1	4	5	21	0	4.5	0.9	61	60	3.8	4.1	4.2
32. Acquiring an interest in learning more by asking my...	1	1	3	7	19	0	4.4	1.0	60	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

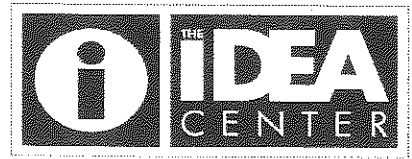
33. Amount of reading	0	5	16	6	4	0	3.3	0.9	51	NA	3.2	3.7	3.2
34. Amount of work in other (non-reading) assignments	2	7	15	6	1	0	2.9	0.9	41	NA	3.4	3.3	3.4
35. Difficulty of subject matter	0	4	18	6	3	0	3.3	0.8	47	NA	3.4	3.4	3.3

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.	6	4	12	4	5	0	2.9	1.3	NA	NA	3.7	3.8	4.0
37. I worked harder on this course than on most courses I have taken.	2	8	10	9	2	0	3.0	1.0	40	NA	3.6	3.5	3.7
38. I really wanted to take a course from this instructor.	1	2	7	10	11	0	3.9	1.1	NA	NA	3.4	3.7	3.6
39. I really wanted to take this course regardless of who taught it.	10	5	8	6	2	0	2.5	1.3	36	NA	3.3	3.3	3.7
40. As a result of taking this course, I have more positive feelings...	2	2	3	15	9	0	3.9	1.1	50	57	3.9	4.1	4.3
41. Overall, I rate this instructor an excellent teacher.	0	0	2	1	28	0	4.8	0.5	60	62	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	0	1	3	14	13	0	4.3	0.8	56	64	3.9	4.2	4.2
43. As a rule, I put forth more effort than other students on...	0	1	8	11	10	1	4.0	0.9	62	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 107-010

Intro to Religious Studies

Loyola University Chicago

04-12-2014 -04-26-2014

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

- Professor Myatt was definitely one of my favorite teachers ever. He is extremely passionate and involved with the subject and really expresses himself in a beautiful and extremely engaging way... great lecturer, even better person. Super intelligent; please do not ever lose such a great instructor, he's an excellent asset to this university! Love him!
- Professor Myatt is a great professor and allowed me to expand my knowledge of theology and theology resources at Loyola. Great teacher, great class, loved it all.
- Dr. Myatt is a very nice man who genuinely cares about his students and their progress. That being said, I felt like the class was missing practical applications. We didn't discuss how religion affects people's actions and ideas or the way cultures interact. Rather, we spent a lot of time working on ontological proofs of the existence of a higher power. As an atheist, it rubbed me the wrong way. I also feel like I am missing general knowledge of the tenants of many major world religions.
- I really enjoyed the material of this class and learned a lot about religion because of the way Professor Myatt taught the class. He made complicated concepts, myths, and theories relatable and understandable to the point that I am able to incorporate theologians and their literature into my other courses in order to prove points and establish myself as credible and knowledgeable writer.
- Professor Myatt is an amazing instructor!
- N/A
- Dr. Myatt was a excellent professor who kept students engaged and truly cared about his students' wellbeing. In the future, I want to take him for any theology courses required.
- Excellent teacher! probably one of the best professors at loyola. really enjoyed this class. sometimes lectures were a little over my head, a bit too much at maybe a graduate level. Wonderful person and seems to really care about how students are doing in his class.
- This class was probably my favorite class throughout this semester! Dr. Myatt is very thorough and makes sure we all understand what he is teaching. He prepares us very well for the tests. I could tell that he is very passionate about what he is teaching and I would love to take another course with him. Thank you so much Dr. Myatt for a great semester!
- Excellent Professor. Most of the core classes I've taken have been mind-numbingly easy, but Dr. Myatt presented challenging material and gave us the tools to understand and analyze primary texts. It is also evident that he really cares about his students and he is very understanding. This course not only improved my understanding of religion and religious theories, but it also challenged me to become a better writer.
- This class was very interesting and engaging. However, I felt some exam questions pulled from readings were too specific.

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

- Mr. Myatt is a great teacher. He knows a lot about the subject matter, and is able to explain the material succinctly. He is always positive, and gives the classroom an atmosphere that allows for questions and constructive thought.
- Dr. Myatt made me enjoy a class that I was not looking forward to taking. He allowed for everyone to share their ideas and guided his students to the right answers. By taking his class, I was able to expand my knowledge of theology and this strengthened and altered my own beliefs and values. I would love to take a tier II theo class from Dr. Myatt if it was available.
- Dr. Myatt is a wonderful teacher. His varied methods of teaching provided an open environment conducive to learning for a variety of individuals. He truly cares about the success of his students and wants to help students in his class understand the course material so that they may apply lessons to their lives. Dr. Myatt is professional, humorous, and very knowledgeable about the subject matter he teaches. I really liked how there were no required books for the course and that all of the readings were posted on Sakai; it was a very cost and time efficient method.
- Overall the class was an interesting one. Since this was a core class that I had to take, I didn't really feel the need to try as hard, especially with the work load that was given to me. There didn't really seem like there was much work to be done in the class, and I did well even without doing some of it. There were reading quizzes that we took, but many of the questions were easy to guess if we didn't read the homework. Also, as a side note, his teaching was fairly good, but he seemed to have a fondness for attaching -ism to a lot of things. This sometimes made the class confusing as he would say it was an "...ism" but then wouldn't explain what he meant by that very well afterwards. Other than that the teaching was done pretty well. Back to coursework, there hardly seemed like there was any at all, and when there was it seemed like it was optional. I like being pushed in my classes, even core ones, and when I'm not challenged I tend to lose focus in class, and I tend to not care anymore because I can pass the class with ease. I'm just looking for the class to be more challenging.
- this was a great class, i especially enjoyed the field project assignment.
- Many people may be weary of taking a course in religious studies, but I would recommend this course to anyone regardless of their beliefs or stances on religion. And if they happen to have Dr. Myatt as a professor, even better. He was an extremely friendly and engaging teacher who made the course all the more enjoyable. Learning about different religions, theories, theological thinkers, and cultures is a very rewarding experience and this course teaches all of those. This class has helped me reaffirm my own values and beliefs as well as learn and become open to the values and beliefs of others and different cultures. By taking this course with Dr. Myatt, students will leave with a stronger understanding of the world and the various viewpoints that are a part of it. This was possibly my most enjoyable class this semester, so I am thankful too the school for offering it, and to Dr. Myatt for being a wonderful instructor.
- William is a cool guy. I was dreading this class because I think religion is something people should discover independently rather than be forced to learn. However, William made it bearable, actually pleasant at times by being enthusiastic, open-minded, and knowledgeable. I appreciate that he is understanding about forgotten assignments and confusions with technology. Multiple choice sections on tests are difficult. William gave substantial introductions to a plethora of religions that gave me an grasp of their worldly importance. However, Christian Science is not a science at all and has nothing to do with academics. In fact, it goes against everything school has ever taught about rationality and making educated hypotheses therefore I don't think it is beneficial for students to learn.

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

- Dr. Myatt was regarded as an excellent teacher by my peers last semester. They urged me to sign up for him for Theology. I was glad that I took Dr. Myatt as he is very guiding in his teaching. He not only challenges you during the course to read, understand, and think of the course work, he also will explain it in a way that everyone can understand. Dr. Myatt is personable and has an approachable personality that will make your anxieties about taking Theology disappear, such as mine have.



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

Of the 38 students enrolled, 34 responded (89%). 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)	4.4	4.4
Overall Ratings		
B. Excellent Teacher	4.7	4.7
C. Excellent Course	4.1	4.3
D. Average of B & C	4.4	4.5
Summary Evaluation (Average of A & D) ¹	4.4	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.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56-62)	59	60	58	58	57	56	58	58	59	
Similar Middle 40% (45-55)					54					
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	56	58	56	57	49	53	53	55	55	57
Institution	53	57	55	58	49	56	52	57	53	57

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	4.5	4.6	0%	91%
22. Learning fundamental principles, generalizations, or theories	Essential	4.5	4.6	0%	91%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.0	4.0	3%	68%
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	4.4	3%	88%
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	4.3	0%	85%
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	4.4	0%	88%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	4.2	4.3	3%	76%
Progress on Relevant Objectives		4.4	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	63 Much Higher	55 Similar	60 Higher	53 Similar	59 Higher
61 Higher	64 Much Higher	57 Higher	61 Higher	54 Similar	59 Higher
50 Similar	50 Similar	46 Similar	48 Similar	43 Lower	48 Similar
60 Higher	60 Higher	60 Higher	62 Higher	59 Higher	64 Much Higher
60 Higher	61 Higher	58 Higher	59 Higher	52 Similar	56 Higher
60 Higher	59 Higher	57 Higher	57 Higher	54 Similar	56 Higher
57 Higher	60 Higher	53 Similar	57 Higher	50 Similar	56 Higher
59	60	56	58	53	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	2.9
35. Difficulty of subject matter	2.8

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
54	Similar	46	Similar	54	Similar
40	Lower	41	Lower	39	Lower
40	Lower	37	Much Lower	41	Lower

Student Description

37. I worked harder on this course than on most courses I have taken.	2.9
39. I really wanted to take this course regardless of who taught it.	2.9
43. As a rule, I put forth more effort than other students on academic work.	3.8

39	Lower	38	Lower	38	Lower
43	Lower	41	Lower	38	Lower
54	Similar	48	Similar	44	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 \(www.theideacenter.org/diagnosticguide.pdf\)](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	3.9	65%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.2	74%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 27, 31, 32	4.5	88%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 27, 31, 32	4.5	85%	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	4.7	88%	Strength to retain
18. Asked students to help each other understand ideas or concepts	29, 32	4.3	79%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.2	79%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.6	91%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 27, 29, 31, 32	4.4	91%	Strength to retain
1. Displayed a personal interest in students and their learning	32	4.9	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	4.4	85%	Strength to retain

Encouraging Student Involvement

19. Gave projects, tests, or assignments that required original or creative thinking	27, 29, 31, 32	4.5	94%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	4.8	94%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	29	4.4	74%	Strength to retain
11. Related course material to real life situations	Not relevant to objectives selected	4.4	82%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 27, 32	4.7	97%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 27	4.6	91%	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	4.6	91%	
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	5	29	0	4.9	0.4
2. Found ways to help students answer their own questions	0	0	3	9	22	0	4.6	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	0	1	2	6	25	0	4.6	0.7
4. Demonstrated the importance and significance of the subject matter	0	1	3	7	23	0	4.5	0.8
5. Formed "teams" or "discussion groups" to facilitate learning	0	2	5	11	16	0	4.2	0.9
6. Made it clear how each topic fit into the course	0	0	1	10	23	0	4.6	0.5
7. Explained the reasons for criticisms of students' academic...	0	1	2	12	19	0	4.4	0.7
8. Stimulated students to intellectual effort beyond that required by...	1	3	8	9	13	0	3.9	1.1
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	2	4	28	0	4.8	0.6
10. Explained course material clearly and concisely	0	0	3	8	23	0	4.6	0.7
11. Related course material to real life situations	0	1	5	7	21	0	4.4	0.9
12. Gave tests, projects, etc. that covered the most important points...	0	0	2	2	30	0	4.8	0.5
13. Introduced stimulating ideas about the subject	0	0	5	7	22	0	4.5	0.7
14. Involved students in "hands on" projects such as research, case...	0	0	9	4	21	0	4.4	0.9
15. Inspired students to set and achieve goals which really...	0	1	8	9	16	0	4.2	0.9
16. Asked students to share ideas and experiences with others...	0	0	4	2	28	0	4.7	0.7
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	4	30	0	4.9	0.3
18. Asked students to help each other understand ideas or concepts	0	4	3	5	22	0	4.3	1.1
19. Gave projects, tests, or assignments that required original or...	0	0	2	12	20	0	4.5	0.6
20. Encouraged student-faculty interaction outside of class (office...	1	0	4	9	20	0	4.4	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	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	0	0	3	12	19	0	4.5	0.7	59	63	4.0	4.3	4.3
22. Learning fundamental principles, generalizations, or...	0	0	3	11	20	0	4.5	0.7	61	64	3.9	4.2	4.3
23. Learning to apply course material (to improve thinking,...	0	1	10	11	12	0	4.0	0.9	50	50	4.0	4.2	4.4
24. Developing specific skills, competencies, and points of view...	1	1	8	9	15	0	4.1	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	6	12	11	0	3.8	1.1	NA	NA	3.9	3.9	4.2
26. Developing creative capacities (writing, inventing, designing,...	1	4	7	12	10	0	3.8	1.1	NA	NA	3.9	3.7	NA
27. Gaining a broader understanding and appreciation of...	0	1	3	10	20	0	4.4	0.8	60	60	3.7	3.9	3.8
28. Developing skill in expressing myself orally or in writing	0	1	6	15	12	0	4.1	0.8	NA	NA	3.8	3.9	4.1
29. Learning how to find and use resources for answering...	0	0	5	13	16	0	4.3	0.7	60	61	3.7	3.9	4.2
30. Developing a clearer understanding of, and commitment to,...	0	1	4	14	15	0	4.3	0.8	NA	NA	3.8	4.2	4.2
31. Learning to analyze and critically evaluate ideas,...	0	0	4	12	18	0	4.4	0.7	60	59	3.8	4.1	4.2
32. Acquiring an interest in learning more by asking my...	0	1	7	10	16	0	4.2	0.9	57	60	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**

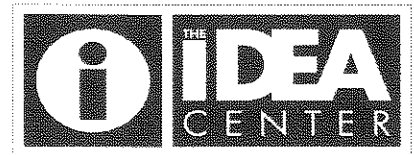
33. Amount of reading	1	1	18	8	6	0	3.5	0.9	54	NA	3.2	3.7	3.2
34. Amount of work in other (non-reading) assignments	0	10	20	3	1	0	2.9	0.7	40	NA	3.4	3.3	3.4
35. Difficulty of subject matter	3	5	22	3	1	0	2.8	0.8	40	NA	3.4	3.4	3.3

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	4	14	9	4	0	3.2	1.1	NA	NA	3.7	3.8	4.0
37. I worked harder on this course than on most courses I have taken.	2	8	16	6	2	0	2.9	1.0	39	NA	3.6	3.5	3.7
38. I really wanted to take a course from this instructor.	1	2	11	12	8	0	3.7	1.0	NA	NA	3.4	3.7	3.6
39. I really wanted to take this course regardless of who taught it.	4	9	10	7	4	0	2.9	1.2	43	NA	3.3	3.3	3.7
40. As a result of taking this course, I have more positive feelings...	1	0	8	17	8	0	3.9	0.9	51	53	3.9	4.1	4.3
41. Overall, I rate this instructor an excellent teacher.	0	0	2	6	26	0	4.7	0.6	58	58	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	1	0	7	11	15	0	4.1	1.0	54	57	3.9	4.2	4.2
43. As a rule, I put forth more effort than other students on...	0	3	11	11	9	0	3.8	1.0	54	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 107-009
Intro to Religious Studies
Loyola University Chicago
04-12-2014 -04-26-2014

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

- I took this course to fulfill my core but it turned out to be more engaging than I thought it would be. I'm glad Dr. Myatt took time to show research resources and writing tips. The course work was fair and the tests were fit to what was taught and what should have been reading on our own time. Overall, Dr. Myatt was very helpful during class and concepts were explained clearly.
- Dr. Myatt is an intelligent professor and very passionate about the subject. He made the class very interesting and made his students participate and engage in the conversations. He gave back helpful feedback on the exams and essays to make sure that we are able to improve and better our grades. Overall, great professor!
- Amazing Teacher
- This class really helped me to develop a deeper understanding of theology and the different religions we touched on. This class also helped me to think critically and logically on resources that were not scientific, but more so abstract.
- AWESOME
- Very enthusiastic and clearly knowledgeable about subject matter. Very charismatic which allowed for more active and engaged learning of topics, even if there was no previous interest before. The workload was average, with an appropriate amount of reading. The assessments were fair. Project was very enjoyable as well.
- Professor Myatt cares deeply about his students and engaging them in the subject matter. He is always very energetic and tries to get the students excited about what he is discussing for the class. I particularly enjoyed when he brought in guest speakers to try and further explain the specifics of their given religion. Overall, I enjoyed this class thoroughly and would be very interested in taking another class with him soon.
- Overall a very good professor. Calling the tests throughout the semester "Content Quizzes" confuses kids. Most students don't spend much time preparing for quizzes since they aren't as big. But if it is known that it is a test then students prepare better. They're tests, just call them tests.
- I enjoyed this class. It gave me a new context for thinking about my faith and the faiths of those around me. For the most part everything was clear, but a few sections in the last area were a bit confusing. The section on race and religion did not make a lot of sense to me in what I thought we were learning about. Other than that I thought this was a good course that was well taught.
- I found this instructor to be very kind and understanding. He provided different ways to learn besides the regular tests. He used online quizzes and large assignments that encouraged us to learn. I would try to make the lectures a little more engaging, asking students questions or encouraging more discussion. But overall, a good teacher.
- Dr. Myatt was really helpful all through out the course. I really liked the way he taught.
- Some of the readings were unrealistically long.

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

- Dr. Myatt truly cares for his students encouraging them to strive to do their very best. He presents the course content well, however the course itself is not very challenging.
- I truly enjoyed Dr. Myatt's class. He explored many religions that at first had no interest for me. But after I found myself personally interested in these new topics. He was always open to comments, and questions. The course was not very difficult but I find religion to be an easier subject overall. I would really be interested in taking another class from Dr. Myatt. He truly teaches with passion and wants his students to learn for the sake of learning.
- Overall, this core curriculum class was enjoyable and served its role. Dr. Myatt does a good job facilitating and keeping the class motivated to keep working and learning.
- I wish the course included more in depth knowledge. We covered a lot of areas but mostly only learned the main point of the religion then it was a lot of memorizing names. I wish that I had a better understanding of the religions in depth. Also it was just picky that a large majority of the tests were memorizing and filling in the blank for things like quotes. I don't think that this really helps the student understand the concepts. This only shows who had the best memory for the quotes in the powerpoint. It wasn't hard because I do have a good memory but I could see how a lot of people struggled with this and for a reason that's not under their total control. I also think that the reading he assigns should be more particular to what we are learning. Sometimes I felt like he assigned really long readings and we never even touched on a lot of it in class. If I am going to struggle to get through a really long reading at home I want to go over it in depth in class to make sure I actually understand it.
- Very straightforward class. The use of powerpoint was very helpful in studying for quizzes. Not too hard of a class but still challenged me to think critically and use the available resources.
- I think Dr. Myatt was an overall excellent teacher, I think for what the course is he does a good job of trying to make us understand how everything relates in the realm of theology. I think while sometimes the subjects we study need more of an in depth look at to fully understand them I understand how they are used for what we are doing in class. Dr. Myatt is also very helpful when it comes to whatever you need help with and is very knowledgeable on many of the topics we study in class, I would definitely take another theology class taught by him.
- Showed genuine care for students and their progression with material throughout the course. Could ask a little more frequently of how students feel or think of the subject at hand so we can share thoughts and ideas as a whole. Very passionate about his work and what we discuss, open to our ideas which is refreshing to see. Easy to confront and talk to about any difficulties or concerns.