Summary Report

May 16, 2019

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Term: Spring 2018

Quantitative Report

Course Sections	Key		Report Status	Enrolled Students	Responded Students	Response Rates
ELPS 325 (001_1): Leadership Capstone	**A**		Released	10	4	40%
Overall				10	4	40%

Describe the frequency of your instructor's teaching procedures.

The Instructor:

		Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
Found ways to help students answer their own questions	A	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4.25	0.83	0	4
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	A	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	5	0	0	4
Encouraged students to reflect on and evaluate what they have learned	A	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	5	0	0	4
Demonstrated the importance and significance of the subject matter	A	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	5	0	0	4
Formed teams or groups to facilitate learning	A	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)	4.25	0.43	0	4
Made it clear how each topic fit into the course	A	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4.25	0.83	0	4

		Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
Provided meaningful feedback on students' academic performance	A	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	5	0	0	4
Stimulated students to intellectual effort beyond that required by most courses	A	0% (0)	0% (0)	50% (2)	0% (0)	50% (2)	4	1	0	4
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	A	0% (0)	0% (0)	50% (2)	0% (0)	50% (2)	4	1	0	4
Explained course material clearly and concisely	A	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4.75	0.43	0	4

Describe the frequency of your instructor's teaching procedures.

The Instructor:

		Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
Related course material to real life situations	A	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	5	0	0	4
Created opportunities for students to apply course content outside the classroom	A	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4.75	0.43	0	4
Introduced stimulating ideas about the subject	A	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4.75	0.43	0	4

		Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	Mean	Standard Deviation	Did Not Answer	Total Responses
Involved students in hands-on projects such as research, case studies, or real life activities	A	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4.5	0.5	0	4
Inspired students to set and achieve goals which really challenged them	A	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4.75	0.43	0	4
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	A	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4.75	0.43	0	4
Asked students to help each other understand ideas or concepts	A	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4.5	0.5	0	4
Gave projects, tests, or assignments that required original or creative thinking	A	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4.5	0.5	0	4
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	A	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	5	0	0	4

Describe your progress on:

		No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Mean	Standard Deviation	Did Not Answer	Total Responses
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	A	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0.71	0	4

		No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Mean	Standard Deviation	Did Not Answer	Total Responses
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	A	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4.75	0.43	0	4
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	A	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4.75	0.43	0	4
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	A	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4.25	0.83	0	4
Acquiring skills in working with others as a member of a team	A	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4.25	0.83	0	4
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	A	0% (0)	25% (1)	0% (0)	25% (1)	50% (2)	4	1.22	0	4
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	A	25% (1)	50% (2)	0% (0)	0% (0)	25% (1)	2.5	1.5	0	4
Developing skill in expressing myself orally or in writing	A	0% (0)	25% (1)	25% (1)	25% (1)	25% (1)	3.5	1.12	0	4
Learning how to find, evaluate, and use resources to explore a topic in depth	A	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0.71	0	4

		No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	Mean	Standard Deviation	Did Not Answer	Total Responses
Developing ethical reasoning and/or ethical decision making	A	0% (0)	25% (1)	0% (0)	50% (2)	25% (1)	3.75	1.09	0	4
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	A	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0.71	0	4
Learning to apply knowledge and skills to benefit others or serve the public good	A	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4.5	0.5	0	4
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	A	50% (2)	25% (1)	0% (0)	0% (0)	25% (1)	2.25	1.64	0	4

The Course:
On the next two items, compare this course with others you have taken at this institution.

		Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	Mean	Standard Deviation	Did Not Answer	Total Responses
Amount of coursework	A	0% (0)	0% (0)	100% (4)	0% (0)	0% (0)	3	0	0	4
Difficulty of subject matter	A	0% (0)	25% (1)	75% (3)	0% (0)	0% (0)	2.75	0.43	0	4

For the following items, choose the option that best corresponds to your judgment.

		Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
As a rule, I put forth more effort than other students on academic work.	A	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)	4	0.71	0	4

		Definitely False	More False than True	In Between	More True than False	Definitely True	Mean	Standard Deviation	Did Not Answer	Total Responses
I really wanted to take this course regardless of who taught it.	A	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4.5	0.5	0	4
When this course began I believed I could master its content.	A	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4.5	0.5	0	4
My background prepared me well for this course's requirements.	A	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	5	0	0	4
Overall, I rate this instructor an excellent teacher.	A	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	5	0	0	4
Overall, I rate this course as excellent.	A	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	5	0	0	4

Qualitative Report

Course Sections	Key		Report Status	Enrolled Students	Responded Students	Response Rates
ELPS 325 (001_1): Leadership Capstone	A		Released	10	4	40%
Overall				10	4	40%

		Responses
Comments -	A	• Michelle is an exceptional leader to learn leadership from. Her personal style reflects the care she has for her students and their success. She creates an environment that allows students to learn without stress, which is refreshing within college classes. Michelle is inspirational and has left a lasting impact on my Loyola experience.
		• The leadership minor has changed my lie and I am sad to see it phased out. Having Michelle as an instructor the past 2 semesters challenged me in ways I didn't anticipate, and she was truly invested in not only our academic growth, but our growth as a people. She used a very holistic approach to instruction.
		• Michelle was super inspiring and understanding of her students' needs!
		• BEST CLASS AND PROFESSOR EVER. No exaggeration. This capstone course ties everything together and provides a space to further develop both leadership ideals and personal goals and being able to intertwine them. Michelle is a saint. And probably the greatest professor that could ever be found. She is knowledgeable, cares for her students, cares for the work that is being taught and whenever there is an issue she is happy to talk about it. This class should be required for everyone.