

## Summary Report

Michelle Kusel  
Term: Spring 2019

## Quantitative Report

Course Sections	Key	Report Status	Enrolled Students	Responded Students	Response Rates
<u>ELPS 325 (001 1): Leadership Capstone</u>	A	Released	13	8	61.54%
Overall			13	8	61.54%

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)	0% (0)	25% (2)	75% (6)	4.75	0.43	0	8
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	A	0% (0)	0% (0)	0% (0)	12.5% (1)	87.5% (7)	4.88	0.33	0	8
Encouraged students to reflect on and evaluate what they have learned	A	0% (0)	0% (0)	0% (0)	0% (0)	100% (8)	5	0	0	8
Demonstrated the importance and significance of the subject matter	A	0% (0)	0% (0)	0% (0)	25% (2)	75% (6)	4.75	0.43	0	8
Formed teams or groups to facilitate learning	A	0% (0)	0% (0)	0% (0)	12.5% (1)	87.5% (7)	4.88	0.33	0	8
Made it clear how each topic fit into the course	A	0% (0)	0% (0)	0% (0)	25% (2)	75% (6)	4.75	0.43	0	8

		<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Did Not Answer</b>	<b>Total Responses</b>
Provided meaningful feedback on students' academic performance	<b>A</b>	0% (0)	0% (0)	0% (0)	25% (2)	75% (6)	4.75	0.43	0	8
Stimulated students to intellectual effort beyond that required by most courses	<b>A</b>	0% (0)	0% (0)	12.5% (1)	12.5% (1)	75% (6)	4.63	0.7	0	8
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	<b>A</b>	0% (0)	12.5% (1)	0% (0)	12.5% (1)	75% (6)	4.5	1	0	8
Explained course material clearly and concisely	<b>A</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (8)	5	0	0	8

Describe the frequency of your instructor's teaching procedures.

The Instructor:

		<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Did Not Answer</b>	<b>Total Responses</b>
Related course material to real life situations	<b>A</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (8)	5	0	0	8
Created opportunities for students to apply course content outside the classroom	<b>A</b>	0% (0)	12.5% (1)	0% (0)	12.5% (1)	75% (6)	4.5	1	0	8
Introduced stimulating ideas about the subject	<b>A</b>	0% (0)	0% (0)	0% (0)	25% (2)	75% (6)	4.75	0.43	0	8

		<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Did Not Answer</b>	<b>Total Responses</b>
Involving students in hands-on projects such as research, case studies, or real life activities	<b>A</b>	0% (0)	0% (0)	0% (0)	12.5% (1)	87.5% (7)	4.88	0.33	0	8
Inspired students to set and achieve goals which really challenged them	<b>A</b>	0% (0)	0% (0)	12.5% (1)	12.5% (1)	75% (6)	4.63	0.7	0	8
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	<b>A</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (8)	5	0	0	8
Asked students to help each other understand ideas or concepts	<b>A</b>	0% (0)	0% (0)	0% (0)	12.5% (1)	87.5% (7)	4.88	0.33	0	8
Gave projects, tests, or assignments that required original or creative thinking	<b>A</b>	0% (0)	0% (0)	0% (0)	12.5% (1)	87.5% (7)	4.88	0.33	0	8
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	<b>A</b>	0% (0)	0% (0)	0% (0)	12.5% (1)	87.5% (7)	4.88	0.33	0	8

Describe your progress on:

		<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Did Not Answer</b>	<b>Total Responses</b>
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	<b>A</b>	0% (0)	0% (0)	0% (0)	25% (2)	75% (6)	4.75	0.43	0	8

		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% (2)	75% (6)	4.75	0.43	0	8
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	A	0% (0)	0% (0)	0% (0)	12.5% (1)	87.5% (7)	4.88	0.33	0	8
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)	0% (0)	12.5% (1)	87.5% (7)	4.88	0.33	0	8
Acquiring skills in working with others as a member of a team	A	0% (0)	0% (0)	0% (0)	25% (2)	75% (6)	4.75	0.43	0	8
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	A	0% (0)	0% (0)	12.5% (1)	12.5% (1)	75% (6)	4.63	0.7	0	8
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	A	0% (0)	0% (0)	12.5% (1)	12.5% (1)	75% (6)	4.63	0.7	0	8
Developing skill in expressing myself orally or in writing	A	0% (0)	0% (0)	12.5% (1)	12.5% (1)	75% (6)	4.63	0.7	0	8
Learning how to find, evaluate, and use resources to explore a topic in depth	A	12.5% (1)	0% (0)	0% (0)	12.5% (1)	75% (6)	4.38	1.32	0	8

		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)	12.5% (1)	0% (0)	25% (2)	62.5% (5)	4.38	0.99	0	8
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	A	0% (0)	0% (0)	0% (0)	25% (2)	75% (6)	4.75	0.43	0	8
Learning to apply knowledge and skills to benefit others or serve the public good	A	0% (0)	0% (0)	0% (0)	12.5% (1)	87.5% (7)	4.88	0.33	0	8
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	A	12.5% (1)	0% (0)	25% (2)	12.5% (1)	50% (4)	3.88	1.36	0	8

## 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)	37.5% (3)	50% (4)	12.5% (1)	0% (0)	2.75	0.66	0	8
Difficulty of subject matter	A	12.5% (1)	37.5% (3)	37.5% (3)	12.5% (1)	0% (0)	2.5	0.87	0	8

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)	12.5% (1)	50% (4)	37.5% (3)	4.25	0.66	0	8

		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)	12.5% (1)	25% (2)	62.5% (5)	4.5	0.71	0	8
When this course began I believed I could master its content.	A	0% (0)	0% (0)	0% (0)	37.5% (3)	62.5% (5)	4.63	0.48	0	8
My background prepared me well for this course's requirements.	A	0% (0)	0% (0)	0% (0)	37.5% (3)	62.5% (5)	4.63	0.48	0	8
Overall, I rate this instructor an excellent teacher.	A	0% (0)	0% (0)	0% (0)	12.5% (1)	87.5% (7)	4.88	0.33	0	8
Overall, I rate this course as excellent.	A	0% (0)	0% (0)	0% (0)	12.5% (1)	87.5% (7)	4.88	0.33	0	8

### Qualitative Report

Course Sections	Key	Report Status	Enrolled Students	Responded Students	Response Rates
<u>ELPS 325 (001 1): Leadership Capstone</u>	A	Released	13	8	61.54%
Overall			13	8	61.54%

### Responses

Comments -	A	<ul style="list-style-type: none"> <li>First off, Michelle Kusel is an incredible person. In the many courses I've taken with her, she has consistently proven to be an advocate for her students. She is passionate about the work she does and has provided me with some of my most meaningful experiences at Loyola. In regards to the class and minor, it is quite a shame that it has ended. Not only its completion in my studies, but in its existence on campus. I have learned MORE about how to be a person for others in this class than any other class at Loyola. The coursework and framing that the leadership minor has provided me since my first year, has guided me to become a more mindful and fierce leader. I firmly believe that leadership studies is the most topical coursework Loyola could have offered its students. I'm thoroughly disappointed in this university and its lack to live out AMDG and its own mission.</li> <li>Michelle Kusel is an inspiration. Everyone who meets her loves her. She will be missed.</li> <li>Michelle is awesome!!</li> <li>Woohoo Michelle is the best!!!</li> <li>Professor Kusel is one of the kindest professors I have had at Loyola. She genuinely cares about her students and her passion for the course content drives everything she does in the classroom. I am so grateful for her and all that the Leadership Studies Minor has done for me.</li> </ul>
------------	---	--