

Summary of Teaching Evaluations

Rondall Reynoso

Below are the quantitative evaluations I received in art history courses, studio courses, and reading courses I have taught at a variety of institutions. Additionally, selections of student comments are included. Complete copies of the student evaluations are available upon request.

California College of the Arts

Despite the on-line format of the teaching evaluations I was able to encourage a very high participation rate at CCA. This allows for fairly accurate evaluations. My first semester art history evaluations were low in large part to my course being significantly more difficult than the same course by other professors. That problem was corrected in the second semester while still maintaining academic rigor strong student outcomes resulting in vastly improved evaluation scores and comments.

Questions:

- 1) The instructor made learning outcomes & class expectations clear.
- 2) The instructor defined and followed his/her grading policy.
- 3) The instructor demonstrated mastery of course material.
- 4) The instructor communicated the subject matter effectively.
- 5) The instructor gave me adequate guidance and attention.
- 6) The instructor challenged me academically.
- 7) The instructor encouraged independent thinking.
- 8) The instructor held class on time.

Studio Art

Question	Fall 2014 2-D: Multiple Processes
1	3.31
2	3.19
3	3.00
4	3.44
5	3.50
6	3.31
7	3.69
8	3.50
Course Information	3.15
Instructor Information	3.37

The CCA evaluation has several questions which required written responses. Below are samplings of the responses.

How did classroom discussions, critiques, and/or other teaching methods enhanced your understanding of the course content?

- The classroom critiques were very well done and did a great job at providing feedback with how to proceed as an artist and designer. The professor and students all provided very helpful information with each piece we made for the class.
- There was a nice flow with our class and our personality types that meshed well with Rondall's as well which made the overall discussions and critique process much more fulfilling. It wasn't a tense environment when it was overly nerve racking to state your opinions, but a very laid back friendly approach to giving each other feedback on all the works. Since there was a good connection with our class with Rondall it made the classroom vibe as a whole much more worthwhile of enjoying doing the projects and really take the time to learn how to recreate good work since I felt the class was worthwhile for me. I enjoyed all the assignments that we created.

How did the instructor encourage respectful discussion among students whose backgrounds and opinions differed?

- During critique, the vibe was open and friendly thanks to Rondall's humor, and friendly/silly/comfortableness with the entire class it heightened the discussion among all the students. He would engage the class together by asking us questions about certain aspects of the project which lead to good conversation. Most of our class gets along well with each other so it was easy to have respectful discussions about the pieces.
- The open discussions were very inviting and everyone felt comfortable to share. We were aware of the diverse community here at CCA.
- The professor was very open with his opinions and allowed students to disagree in a respectful manner. He would submit his opinion as an equal with other students and had a very lighthearted and welcoming time.

What do you consider to be the instructor's TEACHING strengths and weaknesses?

- A strength is being open to creative interpretation of the projects.
- He really pays attention to the work of each student, and usually gives good feedback for the future. The class is really dynamic. I think the only problem comes every time he changes the technic, like when we did the photoshop collage, and he just played a video explaining how to use it.
- The strength is that he is a very open-mind teacher, and very easy to attack, seems he has no difference to his student, we can have a very funny talk during the class, he is very cool. It create a very relax circumstance during the class. Students feel very comfortable in his class. The weakness I think is that he has a very bad music taste, which usually causes arguments about which people's music should be played during the class. Overall, he is the most nice and cool teacher I've seen in CCA.

How did the course content incorporate diverse social and cultural perspectives (for example, regarding race, class, gender, sexuality, etc.)?

- Many of his project assignments left a lot of doors open for interpretation to put your own personal views on each assignment which I thought was very nice because we were able to see many differing views on cultural understandings, gender, and sexuality a bit.
- We talked about a few different artists with different backgrounds. In one of our assignments, we were expressing a current tragic event from anywhere in the world. This challenged the class to make a work of art that awaked the attention to a cause from a different cultural perspective.

What did you find to be the most rewarding learning experience of this course? The least rewarding?

- For the most rewarding learning experience of this course was just the amount of hours I would put into all the assignments and how I learned about myself being in college classes for the first time, how many hours I put into projects and even homework that I enjoyed and felt excited to go to class for to work on and see everyone else's.

The least rewarding was the semester long ongoing "process book" requirement. I am glad that we were required to make one and draw down our ideas, I thought 75 page requirement was a bit much. I'm a photography major, not a drawing/painting major, so when I "doodle" it takes much longer to get drawings done and by the end I was just doing drawings to fill the 75 page requirement and I felt it was a bit unnecessary. We only had 4 projects so I felt like we should of just had 10 or so for each project.

- The most rewarding experience of this course is being able to study all different modes of making something and how they can allow for the development of all these different projects. I feel like different mediums can tell different things and I learned a lot of techniques from my professor.

Additional Comments. Feel free to discuss anything not addressed above.

- Best class I had this semester. Other than me learning so much. I felt truly valued in that class. Rondall is an awesome teacher who looks for the best in each individual student.
- Rondall is one of my favorite professors and I recommend this class to anyone taking 2D.

Art History

Question	Fall 2014 Intro to Art Section 11	Spring 2015 Intro to Art Section 2	Spring 2015 Intro to Art Section 4
1	3.07	3.54	3.50
2	3.29	3.62	3.50
3	2.75	3.35	3.19
4	2.86	3.50	3.38
5	2.79	3.38	3.44
6	3.07	3.23	3.31
7	2.89	3.52	3.13
8	2.93	3.54	3.75
Course Information	2.83	3.29	3.11
Instructor Information	2.96	3.46	3.40

The CCA evaluation has several questions which required written responses. Below are samplings of the responses.

How did classroom discussions, critiques, and/or other teaching methods enhanced your understanding of the course content?

- He helped us significantly in areas he saw us struggling in even when we didn't ask questions.
- The discussions opened up people's own thoughts about the art we looked at in this course. He let us talk about what we thought about the art, and then explained to us what it really meant, and most times we were on point to what the pieces were about. Either way, he let us express our ideas and come to conclusions on our own rather than force feeding information.
- The professor lead and mediated powerful, fun discussions that truly helped me dive into the material. This is my second time in Introduction to the Arts, and this time I felt I really was learning and took in all that I was being taught. The professor used pressing questions about pieces, told exciting and rich stories concerning the background of things, and made art history something everyone could learn, not only "scholarly artists". He made art history for everyone, and I really enjoyed that.
- Rondall constantly engages all students in class discussions which keeps everyone interested in the content being studied which can be boring otherwise.
- I think his teaching method and logic is really clear, I can understand what he is teaching.
- It allowed me to internalize what was being talked about during the lecture so then I was able to understand after the lecture.
- Great, He knew his stuff and knew how to ask questions to get us to think critically.

How did the instructor encourage respectful discussion among students whose backgrounds and opinions differed?

- We have many cultures and religions in the classroom and he encouraged debating in an academic, respectful manner.
- The instructor was exceptional in keeping things respectful and balanced with students of different backgrounds. He would often let the students talk in open discussion and would mediate or step in if needed, but usually the discussions were strong and progressive. He would always have facts to involve in discussions, not just opinions based upon himself. His knowledge of art history helped make the classroom a strong learning environment that was safe for all to learn and grow.
- He made it clear from the beginning that we live in a society where we all have different beliefs and points of view. He let every student state his or her opinion in a respectful manner as well as to accept the opinion of the other classmates. If there was tension in the room he would ease things by making a funny statement that would not sound offensive to people present in the room.
- Often time he would ask if anyone had been to a specific place or experience certain things first hand. Having an extremely diverse class, he was very inclusive of all types of students.
- By asking very smart questions. Since he knew his subject matter so well he could form great questions.

What do you consider to be the instructor's TEACHING strengths and weaknesses?

- His strength is organization. He knows how to prepare his students for a test or essay. His weakness is maybe being too laid back, but not really.
- Teaching strengths are that he encourages us to say what we think. Weaknesses are sometimes the discussions can go off topic.
- The instructor was very clear and concise on each topic. He is very charismatic. The class is always exciting with him around. He does go off our main topic at times but it relates with our topic which I enjoy.
- I believe his teaching strengths include knowledge of the material, a natural connection with students and professor that helped break the line that might divide them, and truly just a great teacher all around. He made class very enjoyable, one that I never dreaded, and one I could always, always look forward to.
- The instructor strength was to make every student participate in the discussion at least for a few minutes each class. There weren't that many "boring" moments I remember during this class and it was the first time that I felt I wanted to attend an history class. I can't think of any weaknesses at the moment, sorry, is not that I don't want to talk about them.
- Great at encouraging us to work outside of class, but weaknesses are creating heavy tests.
- I feel like sometimes the answer "we don't know" is a bit frustrating, but I guess it is just the nature of art history. Otherwise I really enjoyed the class as I said the discussions were just awesome! Alive and interesting!
- He is good. He cares about what we learn in class.. Just sometimes he would ask weird questions, like, how is this perspective...
- He is nice and generous to me, and was very patient to help me with the essays since I am a student who is not a native speaker.

- Strengths: Ability to ask questions and make students think. Weaknesses: Class control as far as laptops.

How did the course content incorporate diverse social and cultural perspectives (for example, regarding race, class, gender, sexuality, etc.)?

- The course content was rich with material from all around the world, from different pieces of time, race, and religion. The professor knew so much about each one and made learning about it wonderful. It involved many different perspectives, and so we were able to learn about them without fear of an opposing or oppressing side, as they could be recognized and analyzed with their own respectful spotlight.
- We talked about different cultures around the world during different periods of time. We explored how social, gender, religion and political status influenced in the making of artwork and the survival of the pieces. Also, how different cultures had different views of the same subject and how they managed to interpret that their own way.
- The entire point of art history is covering a wide range of cultures' art.

What did you find to be the most rewarding learning experience of this course? The least rewarding?

- The most rewarding part of this learning experience was my professor. He made the class I dreaded last semester into one I was happy to go to this semester. It felt so rewarding to be able to learn and not be afraid I was already failing because I didn't know everything. In this class, I felt that I could learn without threat, and enjoy not always knowing, because how could I learn if I knew everything? This class enriched me in knowledge of art history, people, religion, the world, and also about myself as a student. It will always be a class I remember.
- Relationship formed with the teacher would be the most rewarding.
- The most rewarding was being able to actually classify art just by a look, I didn't really have a worst one, yet a lot of art works may have contradicted my beliefs, although it really made me have a pure objective look on the artwork.
- Amazing building of church.
- Learn about art history. I have a better understanding about art that before. Also, learn about part art could inspire me sometimes as well.
- In order to pass one history class in my ENTIRE life, I really studied this class. And I got a B+ in the midterm.
- Helping students review every quiz and test with useful information and resources.
- The most rewarding is learning about other things related to the art pieces we talked about but were not covered in the book. The extra information made the class a lot more interesting than it would've been without them. The least rewarding would be having to memorize exact dates for art pieced for the quiz, midterm, and final. [In actuality students had to know within 50 years or the century]
- I think that the most rewarding learning experience of this course was connecting history to art.
- I have a broader vocabulary.

Additional Comments. Feel free to discuss anything not addressed above.

- Rondall is an excellent instructor. He keeps the class in a good flow I was able to learn the course material efficiently through his method of teaching.
- Thank you for everything. It was a joy to be in your class and to learn!
- He is amazing. I'm going to miss him.
- Too much material too little time.
- Good teacher!!
- Great teacher, knows his stuff, glad I had him for this class. Could have been bad and dry but he made it fun.

Graduate Theological Union

GTU does hand written evaluations. The class was very small and there was 100% participation in the evaluations. The course was a studio course designed for religious studies and divinity students.

Questions:

Teacher Evaluation

- 1) The teacher was knowledgeable about the subject.
- 2) The teacher was well prepared, e.g. organized for class meetings.
- 3) The teacher was respectful and fair to students regardless of race, color, religious affiliation, age, sex, gender, marital status, veteran status, national origin, sexual orientation, or disability.
- 4) The teacher made productive use of the diversity represented within the class.
- 5) The teacher was available for consultation.
- 6) The teacher followed a clear and well-structured syllabus.

Course Evaluation

- 7) This course was well conceived.
- 8) The goals/objectives of this course were made clear at the beginning of the course, e.g. explained in the course syllabus.
- 9) The course requirements, e.g. readings and assignments, were relevant to course objectives.
- 10) This course was intellectually challenging.
- 11) This course required an appropriate workload.
- 12) Class discussions were lively and enlightening.
- 13) The course integrated issues of gender, race, ethnicity, class.
- 14) This course adequately addressed any interreligious/ ecumenical issues.
- 15) This course effectively brought interdisciplinary approaches to bear on the subject.

Question	Fall 2014 Contemporary Contemplative Art
1	5.00
2	4.67
3	5.00
4	4.33
5	4.33
6	4.00
7	5.00
8	5.00
9	4.67
10	4.67
11	4.33
12	4.67
13	5.00
14	4.50
15	4.50

The GTU evaluation also has five questions which required written responses. Below are samplings of the responses.

The strongest aspect of this course was:

- Asking the student to generate concepts related to faith.
- It's personal interactivity: group with teacher, students with students.

Reflecting on your thinking and learning in this course, your considered advice to the professor is:

- Implement more visuals, i.e. more fieldtrips, artist presentations, etc.

Would you make any suggestions regarding the course workload, e.g., readings and other assignments?

- It was correct to give the most emphasis on actual artwork.

Are there any suggestions that you would make regarding the organization of the course on the semester level or the use of class time? Are there pedagogical suggestions you might make? Might technology have been used more effectively in the course?

- Technology could have been used more frequently to showcase different styles/ artist work.

Are there ways in which the professor's comment on written work were particularly helpful, or could be more helpful?

- The critiques were very helpful and practical for the course.
- Comments on course work, i.e. actual art work (not written work) were immensely helpful in short and long run.

William Jessup University

William Jessup uses an on-line evaluation on a four point scale with 4 as the high score. The on-line evaluation process resulted in only 42% of students filling out the evaluation. Additionally, the response rate swung widely between classes. The 2-D class in Fall 2013 had a 67% response rate while the Spring 2014 Drawing class had only a 20% response rate. The evaluation had eleven questions which produced individual scores for each question and three other scores: Instructor (derived from questions 1-5), Course (derived from questions 6-9 & 11), and Overall (the cumulative score for all questions)

Questions:

- 1) Overall, the instructor's presentations were clear and understandable.
- 2) The instructor stimulated my interest in the subject.
- 3) Overall, the instructor encouraged me to think critically.
- 4) The instructor treated students with respect.
- 5) I would recommend this instructor to others.
- 6) Course objectives provided a framework for the course.
- 7) The course addressed a diversity of issues and viewpoints.
- 8) Overall the course was practical and relevant to my study.
- 9) The readings, assignments, and class interactions enhanced my learning.
- 10) In this course, I grew in my Christian Faith and practice.
- 11) I would recommend this course to others.

Question	Fall 2013 All Faculty Average	Fall 2013 2-D Design	Spring 2014 All Faculty Average	Spring 2014 Drawing I	Spring 2014 Art & The Bible
1	3.41	3.63	3.5	2.5	3.33
2	3.32	3.57	3.41	2.5	3.33
3	3.42	3.38	3.52	2.0	4.0
4	3.67	3.75	3.74	3.0	4.0
5	3.46	3.75	3.55	2.5	4.0
6	3.44	3.88	3.54	1.5	3.33
7	3.46	3.86	3.55	3.0	4.0
8	3.36	3.50	3.48	3.0	3.67
9	3.30	3.50	3.42	2.0	3.67
10	n/a	3.29	n/a	2.5	3.67
11	3.34	3.63	3.47	2.0	4.0
Instructor	3.46	3.61	3.54	2.5	3.73
Course	3.38	3.67	3.49	2.3	3.73
Overall	3.42	3.64	3.52	2.4	3.73

Question	Fall 2014 2-D Design	Fall 2014 Painting I	Fall 2014 Painting II
1	3.40	2.88	3.00
2	3.60	3.11	4.00
3	3.60	3.25	4.00
4	3.40	3.11	4.00
5	3.80	3.00	4.00
6	3.40	3.00	4.00
7	3.50	3.29	4.00
8	3.20	3.00	4.00
9	3.60	2.50	4.00
10	3.00	2.40	4.00
11	3.60	2.78	4.00
Instructor	3.56	3.07	3.80
Course	3.42	2.91	4.00
Overall	3.51	2.99	3.90

The WJU evaluation also has three questions which required written responses. Below are samplings of the responses.

What were the valuable parts of the course?

- Teaching how to develop our own style and art techniques. Class increased my creativity exponentially! Professor Reynoso was encouraging and honest to sincerely help me in my artistic journey! (Fall 2014)

- It was definitely a challenge to use different mediums and styles, but it was beneficial to me as an artist. The class made us think critically for our project and that was something I needed. (Fall 2013)
- This class was challenging but in a good way. (Fall 2013)
- I really appreciated the diversity of projects. They were challenging, but a great opportunity to learn and grow. Also the critiques were really helpful and there was a wonderful community spirit that my peers and teacher fostered. (Fall 2013)
- This course was very good for students to explore their creativity. The project left room for interpretation, so it was awesome to see everyone's unique styles and perspectives come out through their pieces. I thought the textbook was a good fit for the class as well. It was very educational and revealed more techniques for getting a message across through art. (Fall 2013)

What suggestions do you have to help make this a better course?

- I can't really think of any. We had two field trips, which I think was awesome. I enjoyed the critiques, as it allowed for us to learn in action. We discussed and learned why certain pieces worked and why others didn't. (Fall 2013)
- My only concern is that as general ed requirement for those studying theater, this was a very time consuming and in-depth class. As a visual arts student I think this was very helpful, but for the sake of those who are trying to keep their GPA up and aren't familiar with visual arts, this could be a very challenging class... (Fall 2014)
- I would suggest that there would be more time taught on what the teacher wanted exactly out of the artwork. Because the topics were so broad that it was difficult to figure out what to do your project on. (Fall 2014)

Please Share any additional comments:

- Reynoso was very interesting and focused on driving students to be better. Laid back class, but doesn't take too much crap. (Fall 2014)
- I will miss the professor. He was relatable and I felt as though he cared about our progress in his class. Seriously though, don't let him leave! (Fall 2014)
- Great environment! (Fall 2013)
- This was an excellent class and Double-R did a great job teaching it. (Fall 2013)
- I enjoyed this class a lot. I appreciated that Rondall encouraged us to explore multiple mediums and added gallery and museum trips, vocabulary, and written critiques to expand our learning experience. (Fall 2013)

Northwestern State University of Louisiana

NSU had an extensive on-line evaluation. The evaluations used a five point scale with 5 as the high score. In addition, students were allowed but not required to respond to five questions. The optional on-line evaluation process at NSU resulted in less than 44% of my students completing student evaluations. The entire evaluation has 35 questions. Below are the quantitative scores for two questions followed by a sampling of student comments.

Studio Art

Question	Fall 2011 Drawing I	Spring 2012 Drawing II
Overall, I would rate this class:	4.6	4.33
Overall, I would rate this instructor:	4.6	4.67

Sampling of Comments:

- “He made us try things out of our comfort zone; from charcoal to ink, there were many different mediums we were required to use for different project, and that helped us grow immensely.” (Fall 2011)
- “Yes, he really helped me with my composition and base structure of my drawings.” (Fall 2011)
- “Yes, the class met my expectations because the assignments we’re different and challenging. They we’re medias [sic] that I would not have thought about trying.” (Fall 2011)
- “The critiques. They were helpful in many ways; mostly with how honest and hard the instructor could be at times. It’s what an artist needs, too hear the truth, whether they like it or not.” (Fall 2011)
- “I did not like that the still life’s did get a bit boring.” (Fall 2011)
- “Yes, but it went over my expectations because I thought it would be just drawing but it was so much more.” (Spring 2012)
- “I liked that we weren’t limited to only drawing.” (Spring 2012)
- [in response to the question: What did you like least about this class?] “That we had to do sketchbook drawings. (Spring 2012)

Art History

Question	Spring 2012 Art Survey II	Spring 2012 Modern Art
Overall, I would rate this class:	3.4	3.33
Overall, I would rate this instructor:	3.6	4.00

Sampling of Comments:

“The lectures covered the proper material, but i [sic] was a little upset in the fact that when he would provide us with the slide list to memorize, he would provide it less than a week before the test and expect us to memorize 100 slides within that time period. This provided a difficulty with me trying to study for my test and then trying to balance studying or doing homework for other classes.”

“Yes, it was what I expected.”

“no, i [sic] expected more from it. the most difficult class i have ever taken.”

Louisiana College

Student evaluations used a five point scale with 1 as the high score. In addition, students were allowed to comment on the professor's strengths and weaknesses. Only two off four classes a semester were required to receive student evaluations therefore not all courses are represented below.

Questions:

- 1) This professor stimulated my thinking.
- 2) This professor was well prepared for class.
- 3) This professor communicated the ideas needed to understand the subject material.
- 4) This course was academically challenging.
- 5) This professor used testing and/or other evaluative techniques that were fair and that reflected expectations communicated to the student prior to the test evaluation.
- 6) This professor provided timely feedback on tests, reports, projects, etc.
- 7) This professor used effective teaching techniques.
- 8) This professor taught this course in a manner that honors the mission of Louisiana College...
- 9) Considering everything how would you rate this professor? (Added Fall 2009)

Studio Art and Reading Courses for Studio Majors

Question	Fall 2007 Painting I	Spr. 2008 Drawing II	Fall 2008 Color Theory	Fall 2008 Painting I	Spr. 2009 Sophomore Review	Fall 2009 Painting II	Spring 2010 Junior Review
1	1.83	1.88	1.25	1.60	1.60	2.33	2.67
2	2.50	1.88	2.00	1.80	1.67	2.33	2.33
3	3.00	1.38	1.63	2.80	1.67	2.33	2.67
4	2.17	1.50	1.38	2.20	1.67	1.67	1.67
5	3.50	1.75	1.50	2.80	1.83	2.33	2.00
6	2.33	1.88	1.38	1.40	1.83	2.67	2.33
7	2.83	1.88	1.63	3.80	2.00	2.33	2.00
8	2.00	1.38	1.29	1.60	1.67	2.33	2.00
9	n/a	n/a	n/a	n/a	n/a	2.00	2.00

Question	Fall 2010 Painting I	Fall 2010 Visual Arts Seminar III	Spring 2011 Junior Review
1	2.60	1.50	1.50
2	2.80	2.50	1.37
3	3.00	2.25	1.62
4	1.20	1.50	1.50
5	2.20	2.00	1.62
6	2.60	2.75	1.37
7	3.60	2.00	1.62
8	2.40	1.75	1.37
9	2.40	2.00	1.50

Sampling of Comments (summaries by the academic affairs office):

What were the professor's best characteristics in teaching this class?

- He was funny and nice. (Fall 2007)
- Made class fun. (Fall 2007)
- He was a challenging painting professor. (Fall 2007)
- BEST TEACHER EVER (Spring 2008)
- He was funny! And made the class interesting. (Spring 2008)
- Relationship with students, sense of humor and knowledge ability. (Fall 2008)
- Outgoing and teaches well. (Fall 2008)
- Freedom and respect for individual flair. (Fall 2008)
- Brought a good balance to the class. (Fall 2008)
- He always helps when asked. (Fall 2008)
- The time he took to explain things to us. (Spring 2009)
- Loves jokes. (Spring 2009)
- Pushes students to work harder, has high expectations. (Fall 2009)
- Witty and kind. (Fall 2009)
- Lots of discussions and challenging our thoughts and abilities so that we can reach our full potential. (Spring 2010)
- Constructive criticism. (Fall 2010)
- Smart in terms of knowledge of art. (Fall 2010)
- Loved the discussions. (Spring 2011)
- His openness to difficult questions. (Spring 2011)

What could this professor do to become a more effective teacher in this class?

- He could actually teach techniques instead of just saying "let's paint." (Fall 2007)
- Not get sidetracked by student conversations. (Spring 2008)
- Explain techniques better. (Spring 2008)
- Not grade on a professional level. (Fall 2008)
- Explain techniques more thoroughly...? Bring us candy. (Fall 2008)
- Explain painting processes more. (Fall 2008)
- To me he is already really effective. (Spring 2009)
- Explain more techniques for mediums other than painting. (Fall 2009)
- Be more organized. Not have students read so much material. (Spring 2010)
- Explain more techniques and new mediums more. (Fall 2010)
- Do not give so many papers to write. (Fall 2010)
- Nothing- he was a wonderful teacher! (Spring 2011)

Art History

Question	Fall 2007 Art History Survey I	Spring 2008 Art History Survey II	Spring 2009 Art History Survey I	Fall 2009 Art History Survey II	Spring 2010 Art History Survey III
1	1.91	2.30	1.88	1.70	1.38
2	2.27	2.70	1.81	1.90	1.88
3	1.91	2.70	1.69	2.20	1.50
4	1.64	2.20	1.38	1.30	1.25
5	2.27	3.30	2.06	1.90	1.88
6	1.55	2.10	2.19	2.00	2.00
7	2.00	2.90	2.06	2.10	1.88
8	1.60	1.60	1.69	1.50	1.63
9	n/a	n/a	n/a	1.90	1.75

Sampling of Comments (summaries by the academic affairs office):

What were the professor's best characteristics in teaching this class?

- He gave detailed info. (Fall 2007)
- He related to the students. (Fall 2007)
- Great discussions (Fall 2007)
- He's funny/interesting (Fall 2007)
- He spoke clearly and allowed discussion (Spring 2008)
- Everything (Spring 2008)
- Sense of humor, his knowledge and his ability to involve students in conversations. (Spring 2009)
- Allowing students to participate. (Spring 2009)
- He made class fun and learning fun. (Spring 2009)
- He gave facts needed and helpful with giving us reviews for tests. That really helped me out. (Spring 2009)
- Goofy, nice, and made it fun. (Fall 2009)
- Was able to convey the material to be taught in a way students could understand. (Fall 2009)
- Sense of humor, high expectations of students. (Fall 2009)
- Sense of humor. (Spring 2010)
- He knows and communicates the material well. (Spring 2010)

What could this professor do to become a more effective teacher in this class?

- Narrow down the test material. (Fall 2007)
- A class to extensively review before tests (Fall 2007)
- Not be as boring (Fall 2007)
- Give more opportunities to score points, and give test that reflects the subject matter, not just identifications. (Spring 2008)
- Give a review for test to help with studying. Limit pictures to be studied, instead of 150+ images for all 14 questions test [sic], make a list of 50 (Spring 2008)

- The information we cover is MASSIVE!!! It's really tough to keep grades up with only two tests. I would like to have more tests to break up all the information and allow students to have the opportunity to bring their grades up... And the tests should be longer. When we have to study 10 chapters, more than 10 questions per test would be nice, especially when we only have two tests. (Spring 2009)
- Make the test a little less difficult (Spring 2009)
- Focus more on knowing the history during the time period rather than memorizing paintings for tests only to forget them. (Fall 2009)
- Different testing method; I have memorizing [sic] 150 paintings and only having 10 appear on the tests. It's somewhat ridiculous. (Spring 2010)
- Make the class easier. (Spring 2010)