# EASTERN ILLINOIS UNIVERSITY

Fall 2025 - School of Technology
Faculty/Course Evaluation

## Reachsak Ly

CMG 2223-001 (#97285 FA25)
No. of responses = 11
No. of enrolled = 23
Rate of return = 47.83%

## Overall indicators

### Global Index




av.=4.38
dev.=0.81

1. **Evaluation** (α = 0.98)

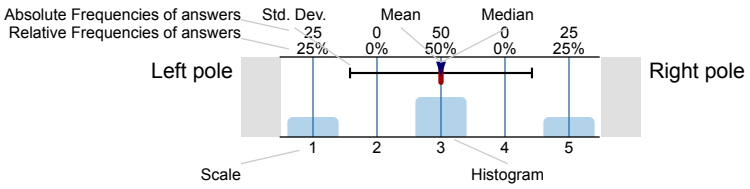



av.=4.38
dev.=0.81

## Survey Results

### Legend

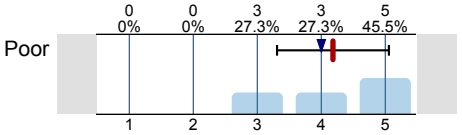
Question text




n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

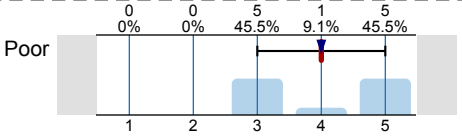
## 1. Evaluation

1.1) The instructor demonstrates command of the subject matter or discipline.



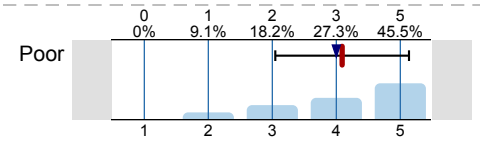

n=11
av.=4.18
md=4
dev.=0.87

1.2) The instructor effectively organizes knowledge or material for teaching and learning.



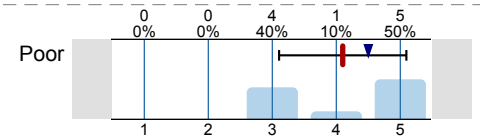

n=11
av.=4
md=4
dev.=1

1.3) The instructor presents knowledge or material effectively.



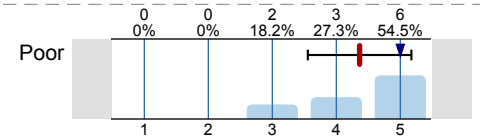

n=11
av.=4.09
md=4
dev.=1.04

1.4) The instructor explains lab procedures clearly.
(Do not respond to this item if this is not a lab course.)



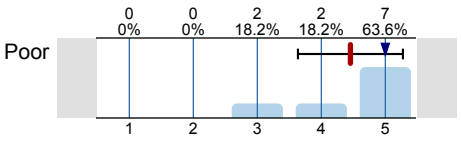

n=10
av.=4.1
md=4.5
dev.=0.99

1.5) The instructor is in control of the direction of the class.



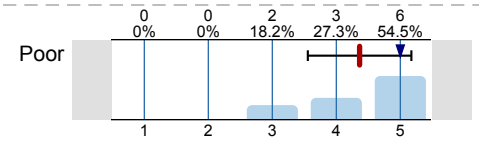

n=11
av.=4.36
md=5
dev.=0.81

1.6) The instructor appears to keep up to date on developments in the field.



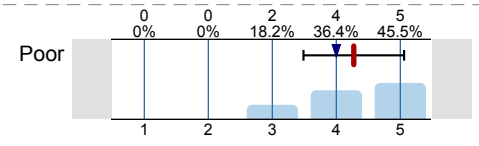

n=11 av.=4.45 md=5 dev.=0.82

1.7) The instructor encourages and interests students in the learning process.



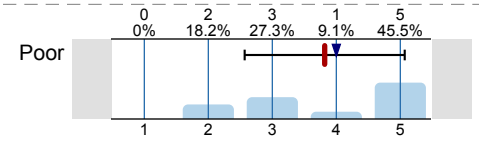

n=11 av.=4.36 md=5 dev.=0.81

1.8) The instructor encourages careful, critical, and independent thinking about the course materials.



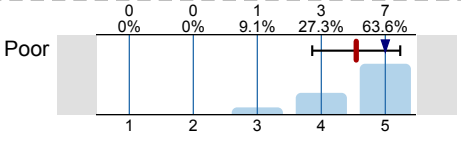

n=11 av.=4.27 md=4 dev.=0.79

1.9) The instructor demonstrates proficient oral communication skills.



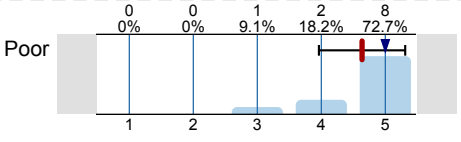

n=11 av.=3.82 md=4 dev.=1.25

1.10) The instructor's personal mannerisms are not annoying or distracting.



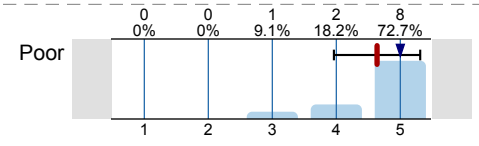

n=11 av.=4.55 md=5 dev.=0.69

1.11) The instructor is courteous and approachable.



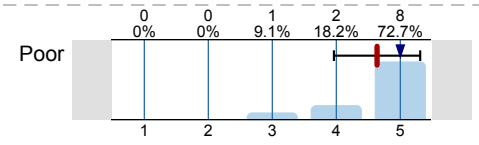

n=11 av.=4.64 md=5 dev.=0.67

1.12) The instructor is readily accessible outside of class for face-to-face course sections or electronically for technology delivered course sections.



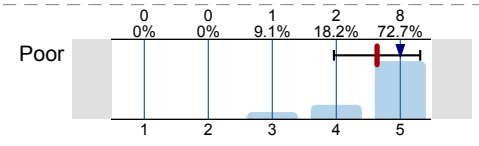

n=11 av.=4.64 md=5 dev.=0.67

1.13) The instructor respects differences of opinion.



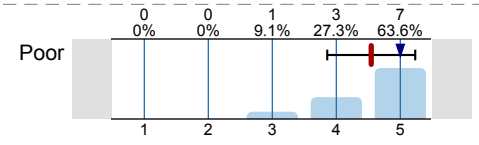

n=11 av.=4.64 md=5 dev.=0.67

1.14) The instructor respects cultural diversity in the classroom.



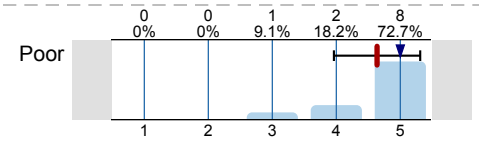

n=11 av.=4.64 md=5 dev.=0.67

1.15) The instructor is actively helpful when students have problems.



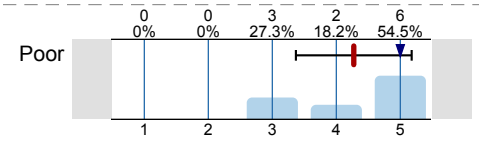

n=11 av.=4.55 md=5 dev.=0.69

1.16) The course content is related to the course objective.



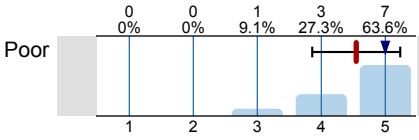

n=11 av.=4.64 md=5 dev.=0.67

1.17) The instructor establishes clear standards for grading.



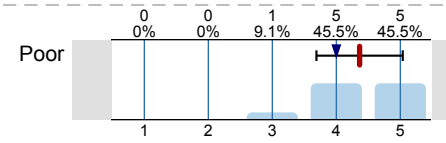

n=11 av.=4.27 md=5 dev.=0.9

1.18) Exams and evaluation procedures are coordinated with what is taught and assigned in the course.




n=11
av.=4.55
md=5
dev.=0.69

1.19) In general, this class is conducted in a manner conducive to learning.



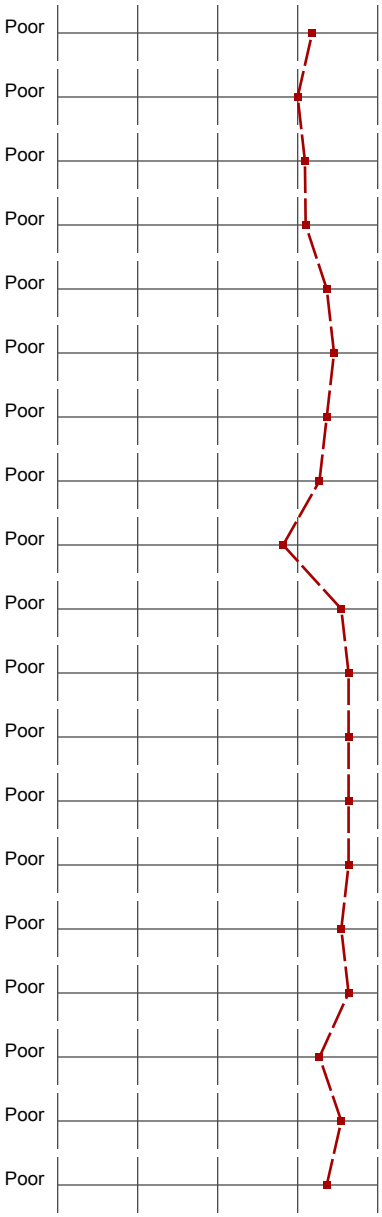

n=11
av.=4.36
md=4
dev.=0.67

# Profile

Subunit: STEC F2F - Department
Name of the instructor: Reachsak Ly
Name of the course: (Name of the survey) CMG 2223-001

Values used in the profile line: Mean

## 1. Evaluation



| | | | | |
|---|---|---|---|---|
| 1.1) | The instructor demonstrates command of the subject matter or discipline. | Poor | Excellent | n=11 av.=4.18 |
| 1.2) | The instructor effectively organizes knowledge or material for teaching and learning. | Poor | Excellent | n=11 av.=4 |
| 1.3) | The instructor presents knowledge or material effectively. | Poor | Excellent | n=11 av.=4.09 |
| 1.4) | The instructor explains lab procedures clearly. (Do not respond to this item if this is not a lab course.) | Poor | Excellent | n=10 av.=4.1 |
| 1.5) | The instructor is in control of the direction of the class. | Poor | Excellent | n=11 av.=4.36 |
| 1.6) | The instructor appears to keep up to date on developments in the field. | Poor | Excellent | n=11 av.=4.45 |
| 1.7) | The instructor encourages and interests students in the learning process. | Poor | Excellent | n=11 av.=4.36 |
| 1.8) | The instructor encourages careful, critical, and independent thinking about the course materials. | Poor | Excellent | n=11 av.=4.27 |
| 1.9) | The instructor demonstrates proficient oral communication skills. | Poor | Excellent | n=11 av.=3.82 |
| 1.10) | The instructor's personal mannerisms are not annoying or distracting. | Poor | Excellent | n=11 av.=4.55 |
| 1.11) | The instructor is courteous and approachable. | Poor | Excellent | n=11 av.=4.64 |
| 1.12) | The instructor is readily accessible outside of class for face-to-face course sections or electronically for technology delivered course sections. | Poor | Excellent | n=11 av.=4.64 |
| 1.13) | The instructor respects differences of opinion. | Poor | Excellent | n=11 av.=4.64 |
| 1.14) | The instructor respects cultural diversity in the classroom. | Poor | Excellent | n=11 av.=4.64 |
| 1.15) | The instructor is actively helpful when students have problems. | Poor | Excellent | n=11 av.=4.55 |
| 1.16) | The course content is related to the course objective. | Poor | Excellent | n=11 av.=4.64 |
| 1.17) | The instructor establishes clear standards for grading. | Poor | Excellent | n=11 av.=4.27 |
| 1.18) | Exams and evaluation procedures are coordinated with what is taught and assigned in the course. | Poor | Excellent | n=11 av.=4.55 |
| 1.19) | In general, this class is conducted in a manner conducive to learning. | Poor | Excellent | n=11 av.=4.36 |

# Profile Line for Indicators

Subunit: STEC F2F - Department
Name of the instructor: Reachsak Ly
Name of the course: (Name of the survey) CMG 2223-001

1. **Evaluation** +  - av.=4.38 dev.=0.81

# Comments Report

## 2. Comments

2.1) What activities/topics were most useful and should be retained?

- all good
- BIM
- everything in this course is vital to the development of future construction management majors.
- learning about blueprinting then actually making the plans ourselves.
- Learning how to use revit and being able to build structures. This could be very useful in a job.
- The activities that were most useful and should definitely be retained were the in-class assignments combined with open question-and-answer time. Working through assignments together during class helped reinforce the material immediately, instead of leaving all of the learning for outside homework. Being able to ask questions in real time when something was confusing made the topics much easier to understand and prevented small misunderstandings from turning into bigger problems later on.

  In addition, the worksheets that were given after or alongside lessons were very helpful for further increasing understanding. They allowed us to practice the concepts on our own while still being closely tied to what we had just learned in class. Keeping this balance between guided, in-class work and independent worksheets was especially effective and helped solidify the material.
- The Revit section is a great introduction to the software and should be retained.
- the walkthrough videos on d2l
- Using revit

2.2) What activities/topics seemed to have the least relevance?

- all good
- every topic had its respective relevance
- none (2 Counts)
- None (2 Counts)
- Projects
- some of the introductory blueprint readings
- The print reading section is useful but it is introduced with large plans that make it difficult for a student to really understand the topic.

2.3) What other comments do you want to make about the teaching of this course?

- all good
- He's a very good teacher and is funny. makes learning fun.
- I wish the class focused more on hands reading plans/drawing up plans. Drawing up the plans has been very interesting and new to me. Having less PowerPoint sessions on reading the plans would have been nice. I'm not sure what a good alternative would be, but walking through the reading plans section more thoroughly would've been nice.
- None (3 Counts)
- none
- Overall the course is very useful and the professor did a decent job of expanding construction knowledge in Print Reading and BIM.
- very good professor for being so young, and super helpful