POLS 3379 (01): Research & Writing In Pol Sci

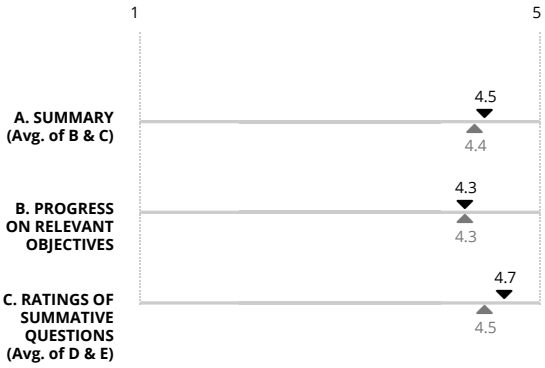
Fall 2018 | Christopher Patane | Course CIP Code: 45.1001

19	Students Enrolled
16	Students Responded
84.21%	Response Rate

Summative

▼ | Adjusted
▲ | Raw
[ ] | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.6	4.7
E. Excellent Course	4.3	4.6

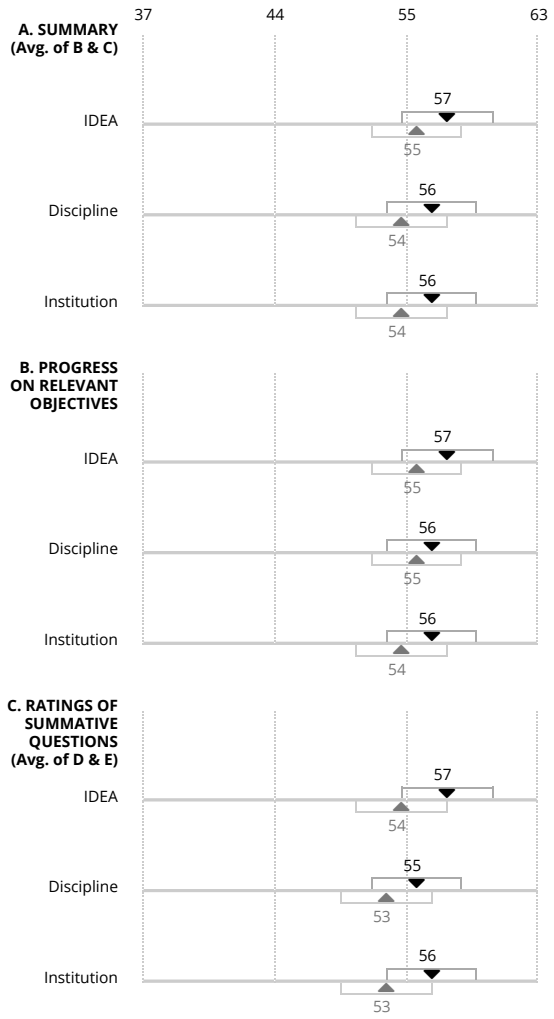
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	55	56
Discipline	54	55
Institution	54	56
E. Excellent Course		
IDEA	53	58
Discipline	52	55
Institution	52	56

Converted Average Buckets
Based on a Bell Curve

Much Lower *(Lowest 10%)*	Lower *(Next 20%)*	Similar *(Middle 40%)*	Higher *(Next 20%)*	Much Higher *(Highest 10%)*
37 or Lower	**38 - 44**	**45 - 55**	**56 - 62**	**63 or Higher**

Your Converted Average



		Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
						IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives	**Importance Rating**	**Raw**	**Adj.**	**1 or 2**	**4 or 5**	**Raw**	**Adj.**	**Raw**	**Adj.**	**Raw**	**Adj.**
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4.3	4.4	0	88	54	56	53	54	53	56
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.1	4.3	6	88	53	56	51	53	52	56
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	I	4.2	4.3	6	81	52	55	53	54	51	54
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	E	4.3	4.5	0	81	54	58	55	56	52	56
Acquiring skills in working with others as a member of a team	M	2.8	2.8	56	44	32	32	41	41	33	35
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	3.3	3.4	31	56	44	46	48	50	41	45
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.8	3.8	19	69	49	50	50	51	47	49
Developing skill in expressing myself orally or in writing	I	4.1	4.1	13	81	53	54	53	54	51	54
Learning how to find, evaluate, and use resources to explore a topic in depth	E	4.5	4.7	0	94	60	63	58	59	58	61
Developing ethical reasoning and/or ethical decision making	M	4.1	4.2	6	81	54	56	53	55	53	56
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	E	4.6	4.7	0	100	62	63	59	60	60	61
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.3	4.5	0	88	55	58	55	56	53	58
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	4.1	4.1	13	88	54	54	56	56	53	53

		Your Converted Average		
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
Amount of coursework	3.1	46	49	45
Difficulty of subject matter	3.7	56	57	56

		Your Converted Average		
Student Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
As a rule, I put forth more effort than other students on academic work.	4	56	54	52
I really wanted to take this course regardless of who taught it.	3.3	42	44	44
When this course began I believed I could master its content.	3.7	43	46	44
My background prepared me well for this course's requirements.	3.6	48	50	47

Formative

Teaching Essentials	**Your Average**	**Students Rating**	**Suggested Action**
Found ways to help students answer their own questions	4.2	13% (1 or 2) 81% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Demonstrated the importance and significance of the subject matter	4.5	0% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.4	0% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.4	0% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.4	6% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4	13% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.8	0% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.2	6% (1 or 2) 81% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.1	19% (1 or 2) 81% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.5	0% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.4	0% (1 or 2) 81% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.6	0% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4	13% (1 or 2) 81% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Asked students to help each other understand ideas or concepts	3.2	38% (1 or 2) 56% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.6	6% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Involved students in hands-on projects such as research, case studies, or real life activities	4.1	13% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.1	19% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Found ways to help students answer their own questions	0% (0)	12.5% (2)	6.25% (1)	31.25% (5)	50% (8)	16	0	1.01	4.19
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	6.25% (1)	0% (0)	12.5% (2)	31.25% (5)	50% (8)	16	0	1.07	4.19
Encouraged students to reflect on and evaluate what they have learned	0% (0)	18.75% (3)	0% (0)	31.25% (5)	50% (8)	16	0	1.11	4.13
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	12.5% (2)	25% (4)	62.5% (10)	16	0	0.71	4.5
Formed teams or groups to facilitate learning	56.25% (9)	0% (0)	6.25% (1)	6.25% (1)	31.25% (5)	16	0	1.84	2.56
Made it clear how each topic fit into the course	0% (0)	0% (0)	6.25% (1)	43.75% (7)	50% (8)	16	0	0.61	4.44
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	12.5% (2)	25% (4)	62.5% (10)	16	0	0.71	4.5
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	18.75% (3)	18.75% (3)	62.5% (10)	16	0	0.79	4.44
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	6.25% (1)	0% (0)	18.75% (3)	75% (12)	16	0	0.78	4.63
Explained course material clearly and concisely	0% (0)	0% (0)	12.5% (2)	37.5% (6)	50% (8)	16	0	0.7	4.38

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	**Hardly Ever**	**Occasionally**	**Sometimes**	**Frequently**	**Almost Always**	**N**	**DNA**	**SD**	**M**
Related course material to real life situations	0% (0)	0% (0)	6.25% (1)	31.25% (5)	62.5% (10)	16	0	0.61	4.56
Created opportunities for students to apply course content outside the classroom	12.5% (2)	0% (0)	6.25% (1)	37.5% (6)	43.75% (7)	16	0	1.27	4
Introduced stimulating ideas about the subject	0% (0)	6.25% (1)	6.25% (1)	25% (4)	62.5% (10)	16	0	0.86	4.44
Involved students in hands-on projects such as research, case studies, or real life activities	12.5% (2)	0% (0)	0% (0)	37.5% (6)	50% (8)	16	0	1.27	4.13
Inspired students to set and achieve goals which really challenged them	6.25% (1)	6.25% (1)	12.5% (2)	31.25% (5)	43.75% (7)	16	0	1.17	4
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	25% (4)	12.5% (2)	12.5% (2)	12.5% (2)	37.5% (6)	16	0	1.64	3.25
Asked students to help each other understand ideas or concepts	37.5% (6)	0% (0)	6.25% (1)	18.75% (3)	37.5% (6)	16	0	1.78	3.19
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	18.75% (3)	6.25% (1)	18.75% (3)	56.25% (9)	16	0	1.17	4.13
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	6.25% (1)	12.5% (2)	81.25% (13)	16	0	0.56	4.75

Describe your progress on:	**No Apparent Progress**	**Slight Progress**	**Moderate Progress**	**Substantial Progress**	**Exceptional Progress**	**N**	**DNA**	**SD**	**M**
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	12.5% (2)	43.75% (7)	43.75% (7)	16	0	0.68	4.31
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	6.25% (1)	0% (0)	6.25% (1)	50% (8)	37.5% (6)	16	0	0.99	4.13
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	6.25% (1)	12.5% (2)	37.5% (6)	43.75% (7)	16	0	0.88	4.19
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	18.75% (3)	31.25% (5)	50% (8)	16	0	0.77	4.31
Acquiring skills in working with others as a member of a team	37.5% (6)	18.75% (3)	0% (0)	18.75% (3)	25% (4)	16	0	1.68	2.75
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	25% (4)	6.25% (1)	12.5% (2)	25% (4)	31.25% (5)	16	0	1.57	3.31
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	12.5% (2)	6.25% (1)	12.5% (2)	31.25% (5)	37.5% (6)	16	0	1.35	3.75
Developing skill in expressing myself orally or in writing	6.25% (1)	6.25% (1)	6.25% (1)	37.5% (6)	43.75% (7)	16	0	1.14	4.06
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	6.25% (1)	37.5% (6)	56.25% (9)	16	0	0.61	4.5
Developing ethical reasoning and/or ethical decision making	6.25% (1)	0% (0)	12.5% (2)	37.5% (6)	43.75% (7)	16	0	1.05	4.13
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	0% (0)	0% (0)	0% (0)	37.5% (6)	62.5% (10)	16	0	0.48	4.63
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	12.5% (2)	50% (8)	37.5% (6)	16	0	0.66	4.25
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	12.5% (2)	0% (0)	0% (0)	43.75% (7)	43.75% (7)	16	0	1.25	4.06

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**	**N**	**DNA**	**SD**	**M**
Amount of coursework	6.25% (1)	6.25% (1)	68.75% (11)	6.25% (1)	12.5% (2)	16	0	0.93	3.13
Difficulty of subject matter	0% (0)	6.25% (1)	37.5% (6)	37.5% (6)	18.75% (3)	16	0	0.85	3.69

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**	**N**	**DNA**	**SD**	**M**
As a rule, I put forth more effort than other students on academic work.	0% (0)	0% (0)	37.5% (6)	25% (4)	37.5% (6)	16	0	0.87	4
I really wanted to take this course regardless of who taught it.	12.5% (2)	25% (4)	12.5% (2)	18.75% (3)	31.25% (5)	16	0	1.45	3.31
When this course began I believed I could master its content.	6.25% (1)	6.25% (1)	25% (4)	37.5% (6)	25% (4)	16	0	1.1	3.69
My background prepared me well for this course's requirements.	6.25% (1)	6.25% (1)	25% (4)	43.75% (7)	18.75% (3)	16	0	1.05	3.63
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	12.5% (2)	18.75% (3)	68.75% (11)	16	0	0.7	4.56
Overall, I rate this course as excellent.	0% (0)	6.25% (1)	12.5% (2)	25% (4)	56.25% (9)	16	0	0.92	4.31

Qualitative

Comments -

- He is the most understanding and helpful professors that I have had at SHSU.
- would be nice to have more ways to remember content!
- When I started the course i was really confused but when we began to take the things we learned and applied it to our research paper it made more sense to me
- Many of the concepts that you talk about during the course are somewhat abstract so it makes it easier to understand when you give real world examples of how that concept applies. I would honestly make attendance mandatory also.
- Passionate instructor that maximizes his efforts to ensure all students understand the course material.
- Good teacher. He makes content easy to understand and his grading built confidence in my political science writing skills; I am used to legal writing (e.g. case briefs, memorandums, petitions, contracts) and had very little confidence in my political science skills; Dr. Patane has made me a little more confident
- For his first year at Sam he did a great job

POLS 3379 (02): Research & Writing In Pol Sci

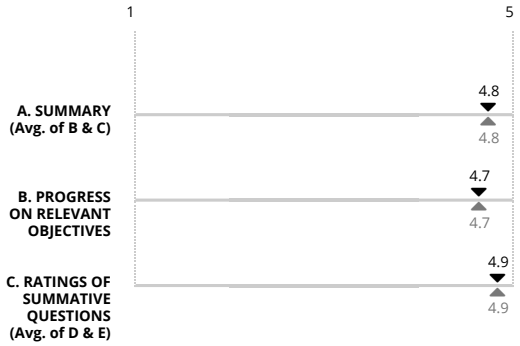
Fall 2018 | Christopher Patane | Course CIP Code: 45.1001

20 | Students Enrolled
16 | Students Responded
80% | Response Rate

Summative

▼ | Adjusted
▲ | Raw
| 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.9	4.9
E. Excellent Course	4.8	4.9

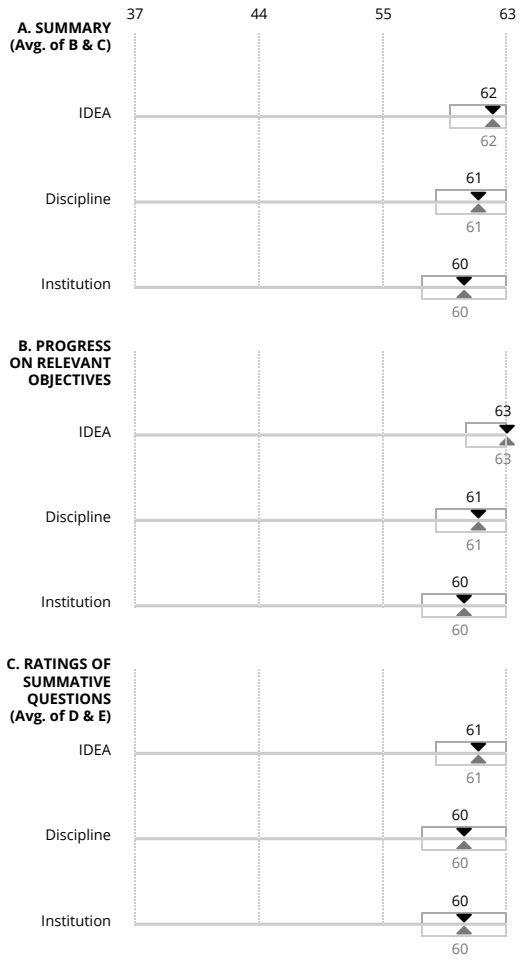
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	60	60
Discipline	59	59
Institution	59	59
E. Excellent Course		
IDEA	62	63
Discipline	61	61
Institution	60	61

Converted Average Buckets
Based on a Bell Curve

Much Lower *(Lowest 10%)*	Lower *(Next 20%)*	Similar *(Middle 40%)*	Higher *(Next 20%)*	Much Higher *(Highest 10%)*
37 or Lower	**38 - 44**	**45 - 55**	**56 - 62**	**63 or Higher**

Your Converted Average



		Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
						IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives	**Importance Rating**	**Raw**	**Adj.**	**1 or 2**	**4 or 5**	**Raw**	**Adj.**	**Raw**	**Adj.**	**Raw**	**Adj.**
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4.6	4.6	0	94	61	61	60	60	59	59
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.6	4.6	0	100	62	62	60	60	60	60
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	I	4.7	4.7	0	100	62	62	62	62	60	60
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	E	4.4	4.4	6	88	56	56	56	56	53	53
Acquiring skills in working with others as a member of a team	M	3.7	3.7	25	69	47	47	52	52	47	47
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	4.1	4.1	19	81	55	55	58	58	51	51
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.3	4.3	13	81	58	58	58	58	55	55
Developing skill in expressing myself orally or in writing	I	4.8	4.8	0	100	66	66	64	64	63	63
Learning how to find, evaluate, and use resources to explore a topic in depth	E	4.9	4.9	0	100	67	67	64	64	64	64
Developing ethical reasoning and/or ethical decision making	M	4.8	4.8	0	100	64	64	63	63	62	63
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	E	4.8	4.8	0	100	65	65	62	62	63	63
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.9	5	0	100	66	68	65	65	64	66
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	4.9	4.9	0	100	68	68	67	67	66	66

		Your Converted Average		
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
Amount of coursework	3.2	47	50	46
Difficulty of subject matter	3.3	49	49	49

		Your Converted Average		
Student Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
As a rule, I put forth more effort than other students on academic work.	4	56	54	52
I really wanted to take this course regardless of who taught it.	3.6	48	50	49
When this course began I believed I could master its content.	3.9	50	51	49
My background prepared me well for this course's requirements.	4	56	57	54

Formative

Teaching Essentials	**Your Average**	**Students Rating**	**Suggested Action**
Found ways to help students answer their own questions	4.9	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Demonstrated the importance and significance of the subject matter	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.6	6% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.8	0% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	**Your Average**	**Students Rating**	**Suggested Action**
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.9	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.5	0% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4.6	0% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Asked students to help each other understand ideas or concepts	4.5	0% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.9	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Involved students in hands-on projects such as research, case studies, or real life activities	4.8	0% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.9	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	12.5% (2)	87.5% (14)	16	0	0.33	4.88
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	25% (4)	75% (12)	16	0	0.43	4.75
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	25% (4)	75% (12)	16	0	0.43	4.75
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	18.75% (3)	81.25% (13)	16	0	0.39	4.81
Formed teams or groups to facilitate learning	25% (4)	25% (4)	6.25% (1)	6.25% (1)	37.5% (6)	16	0	1.68	3.06
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	25% (4)	75% (12)	16	0	0.43	4.75
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	0% (0)	6.25% (1)	93.75% (15)	16	0	0.24	4.94
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	6.25% (1)	37.5% (6)	56.25% (9)	16	0	0.61	4.5
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	0% (0)	6.25% (1)	93.75% (15)	16	0	0.24	4.94
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	18.75% (3)	81.25% (13)	16	0	0.39	4.81

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Related course material to real life situations	0% (0)	0% (0)	0% (0)	18.75% (3)	81.25% (13)	16	0	0.39	4.81
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	12.5% (2)	18.75% (3)	68.75% (11)	16	0	0.7	4.56
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	31.25% (5)	68.75% (11)	16	0	0.46	4.69
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	6.25% (1)	12.5% (2)	81.25% (13)	16	0	0.56	4.75
Inspired students to set and achieve goals which really challenged them	0% (0)	6.25% (1)	0% (0)	18.75% (3)	75% (12)	16	0	0.78	4.63
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	18.75% (3)	25% (4)	56.25% (9)	16	0	0.78	4.38
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	12.5% (2)	25% (4)	62.5% (10)	16	0	0.71	4.5
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	0% (0)	12.5% (2)	87.5% (14)	16	0	0.33	4.88
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	6.25% (1)	6.25% (1)	87.5% (14)	16	0	0.53	4.81

Describe your progress on:	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	6.25% (1)	25% (4)	68.75% (11)	16	0	0.6	4.63
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	0% (0)	37.5% (6)	62.5% (10)	16	0	0.48	4.63
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	0% (0)	31.25% (5)	68.75% (11)	16	0	0.46	4.69
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	6.25% (1)	6.25% (1)	31.25% (5)	56.25% (9)	16	0	0.86	4.38
Acquiring skills in working with others as a member of a team	25% (4)	0% (0)	6.25% (1)	18.75% (3)	50% (8)	16	0	1.65	3.69
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	12.5% (2)	6.25% (1)	0% (0)	25% (4)	56.25% (9)	16	0	1.39	4.06
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	6.25% (1)	6.25% (1)	6.25% (1)	12.5% (2)	68.75% (11)	16	0	1.21	4.31
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	0% (0)	18.75% (3)	81.25% (13)	16	0	0.39	4.81
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	0% (0)	12.5% (2)	87.5% (14)	16	0	0.33	4.88
Developing ethical reasoning and/or ethical decision making	0% (0)	0% (0)	0% (0)	25% (4)	75% (12)	16	0	0.43	4.75
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	0% (0)	0% (0)	0% (0)	18.75% (3)	81.25% (13)	16	0	0.39	4.81
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	0% (0)	6.25% (1)	93.75% (15)	16	0	0.24	4.94
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	0% (0)	0% (0)	6.25% (1)	93.75% (15)	16	0	0.24	4.94

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	N	DNA	SD	M
Amount of coursework	6.25% (1)	0% (0)	68.75% (11)	18.75% (3)	6.25% (1)	16	0	0.81	3.19
Difficulty of subject matter	0% (0)	6.25% (1)	68.75% (11)	12.5% (2)	12.5% (2)	16	0	0.77	3.31

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	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	0% (0)	37.5% (6)	25% (4)	37.5% (6)	16	0	0.87	4
I really wanted to take this course regardless of who taught it.	0% (0)	18.75% (3)	25% (4)	31.25% (5)	25% (4)	16	0	1.05	3.63
When this course began I believed I could master its content.	6.25% (1)	0% (0)	25% (4)	31.25% (5)	37.5% (6)	16	0	1.09	3.94
My background prepared me well for this course's requirements.	0% (0)	6.25% (1)	18.75% (3)	43.75% (7)	31.25% (5)	16	0	0.87	4
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	6.25% (1)	0% (0)	93.75% (15)	16	0	0.48	4.88
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	18.75% (3)	81.25% (13)	16	0	0.39	4.81

Qualitative

Comments -

- Great Teacher, cares about the students and it shows in the way he teaches.
- He is an amazing professor! He goes out of his way to help his students!!
- Dr. Patane went beyond of what was required of him. I felt comfortable asking him any question and he was always eager to help us.
- He really helped the class on how to develop a research paper
- The course was laid out logically and methodically. The professor was well prepared, available, eager to help with any questions and had the answers to all the questions I observed. I would give this professor my highest recommendation.
- Dr. Patane helped me developed new creative writing skills. He is a great professor that is willing to help each student not only with research and writing in political science but other political science related topics. I would definitely take another class with Dr. Patane.
- The course is hard, but Professor Patane works with you. He cares for his students.

POLS 2305 (06): American Government

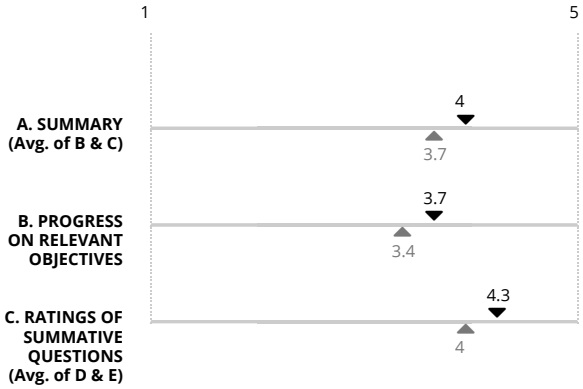
Fall 2018 | Christopher Patane | Course CIP Code: 45.1002

80	Students Enrolled
65	Students Responded
81.25%	Response Rate

Summative

▼ | Adjusted
▲ | Raw
[ ] | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.1	4.3
E. Excellent Course	3.8	4.2

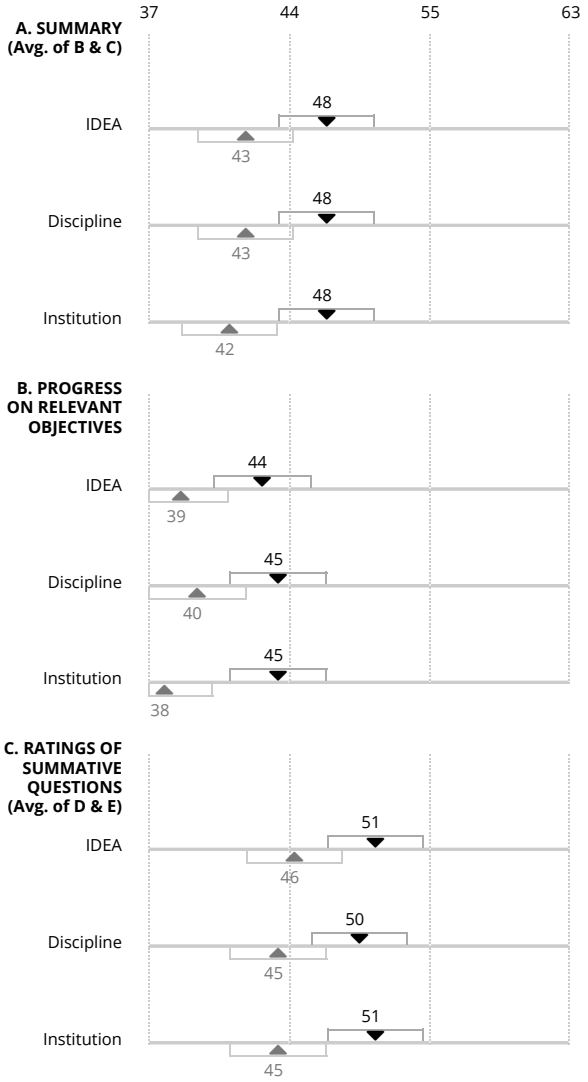
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	47	51
Discipline	46	50
Institution	46	51
E. Excellent Course		
IDEA	45	51
Discipline	44	49
Institution	44	50

Converted Average Buckets
Based on a Bell Curve

Much Lower	Lower	Similar	Higher	Much Higher
(Lowest 10%)	*(Next 20%)*	*(Middle 40%)*	*(Next 20%)*	*(Highest 10%)*
37 or Lower	**38 - 44**	**45 - 55**	**56 - 62**	**63 or Higher**

Your Converted Average



		Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
						IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives	**Importance Rating**	**Raw**	**Adj.**	**1 or 2**	**4 or 5**	**Raw**	**Adj.**	**Raw**	**Adj.**	**Raw**	**Adj.**
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	3.6	3.8	19	62	39	43	39	44	40	45
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	3.4	3.7	24	52	41	47	39	44	40	47
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	I	3.4	3.7	22	51	36	41	39	44	36	43
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.3	3.6	29	51	34	40	39	44	33	41
Acquiring skills in working with others as a member of a team	M	2.6	2.8	52	30	30	33	39	43	31	38
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.6	3.6	49	30	35	48	39	51	31	46
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	E	3.1	3.5	38	44	38	45	41	47	37	45
Developing skill in expressing myself orally or in writing	M	2.6	3.2	54	33	29	39	30	40	28	40
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3	3.4	38	43	34	40	36	41	34	42
Developing ethical reasoning and/or ethical decision making	M	3.2	3.4	29	44	39	43	39	43	39	45
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	M	3.3	3.5	27	48	37	40	34	39	37	43
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.2	3.5	29	48	37	42	38	43	37	45
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3	3.1	37	44	37	38	43	45	38	40

		Your Converted Average		
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
Amount of coursework	2.2	28	32	28
Difficulty of subject matter	3.3	49	49	49

		Your Converted Average		
Student Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
As a rule, I put forth more effort than other students on academic work.	3.5	38	41	38
I really wanted to take this course regardless of who taught it.	3.4	44	46	45
When this course began I believed I could master its content.	3.4	35	39	37
My background prepared me well for this course's requirements.	3.3	41	44	41

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.1	8% (1 or 2) 77% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	3.9	14% (1 or 2) 71% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.2	11% (1 or 2) 77% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.7	14% (1 or 2) 55% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.1	34% (1 or 2) 38% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.9	11% (1 or 2) 71% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	3.7	15% (1 or 2) 62% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.4	25% (1 or 2) 49% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.1	8% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.2	34% (1 or 2) 45% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	3.4	23% (1 or 2) 46% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action

Quantitative

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Found ways to help students answer their own questions	3.08% (2)	9.23% (6)	21.54% (14)	38.46% (25)	27.69% (18)	65	0	1.05	3.78
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	1.54% (1)	9.23% (6)	18.46% (12)	38.46% (25)	32.31% (21)	65	0	1	3.91
Encouraged students to reflect on and evaluate what they have learned	4.62% (3)	10.77% (7)	23.08% (15)	29.23% (19)	32.31% (21)	65	0	1.15	3.74
Demonstrated the importance and significance of the subject matter	0% (0)	7.69% (5)	15.38% (10)	38.46% (25)	38.46% (25)	65	0	0.92	4.08
Formed teams or groups to facilitate learning	56.92% (37)	9.23% (6)	7.69% (5)	9.23% (6)	16.92% (11)	65	0	1.58	2.2
Made it clear how each topic fit into the course	4.62% (3)	9.23% (6)	15.38% (10)	38.46% (25)	32.31% (21)	65	0	1.11	3.85
Provided meaningful feedback on students' academic performance	16.92% (11)	12.31% (8)	23.08% (15)	20% (13)	27.69% (18)	65	0	1.42	3.29
Stimulated students to intellectual effort beyond that required by most courses	13.85% (9)	10.77% (7)	26.15% (17)	23.08% (15)	26.15% (17)	65	0	1.34	3.37
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	15.38% (10)	10.77% (7)	23.08% (15)	21.54% (14)	29.23% (19)	65	0	1.4	3.38
Explained course material clearly and concisely	0% (0)	10.77% (7)	12.31% (8)	26.15% (17)	50.77% (33)	65	0	1.02	4.17

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Related course material to real life situations	0% (0)	7.69% (5)	16.92% (11)	32.31% (21)	43.08% (28)	65	0	0.95	4.11
Created opportunities for students to apply course content outside the classroom	13.85% (9)	20% (13)	21.54% (14)	18.46% (12)	26.15% (17)	65	0	1.39	3.23
Introduced stimulating ideas about the subject	3.08% (2)	10.77% (7)	30.77% (20)	23.08% (15)	32.31% (21)	65	0	1.12	3.71
Involved students in hands-on projects such as research, case studies, or real life activities	50.77% (33)	12.31% (8)	13.85% (9)	4.62% (3)	18.46% (12)	65	0	1.55	2.28
Inspired students to set and achieve goals which really challenged them	20% (13)	13.85% (9)	27.69% (18)	16.92% (11)	21.54% (14)	65	0	1.4	3.06
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	13.85% (9)	9.23% (6)	30.77% (20)	13.85% (9)	32.31% (21)	65	0	1.38	3.42
Asked students to help each other understand ideas or concepts	20% (13)	13.85% (9)	26.15% (17)	16.92% (11)	23.08% (15)	65	0	1.42	3.09
Gave projects, tests, or assignments that required original or creative thinking	24.62% (16)	10.77% (7)	24.62% (16)	16.92% (11)	23.08% (15)	65	0	1.48	3.03
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	12.31% (8)	7.69% (5)	24.62% (16)	26.15% (17)	29.23% (19)	65	0	1.31	3.52

Describe your progress on:	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	4.69% (3)	14.06% (9)	18.75% (12)	37.5% (24)	25% (16)	64	0	1.14	3.64
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	6.25% (4)	17.19% (11)	23.44% (15)	34.38% (22)	18.75% (12)	64	0	1.16	3.42
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	7.81% (5)	14.06% (9)	26.56% (17)	32.81% (21)	18.75% (12)	64	0	1.17	3.41
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	10.94% (7)	17.19% (11)	20.31% (13)	32.81% (21)	18.75% (12)	64	0	1.26	3.31
Acquiring skills in working with others as a member of a team	37.5% (24)	15.63% (10)	17.19% (11)	14.06% (9)	15.63% (10)	64	0	1.49	2.55
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	34.38% (22)	15.63% (10)	20.31% (13)	14.06% (9)	15.63% (10)	64	0	1.46	2.61
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	20.31% (13)	18.75% (12)	17.19% (11)	23.44% (15)	20.31% (13)	64	0	1.43	3.05
Developing skill in expressing myself orally or in writing	35.94% (23)	18.75% (12)	12.5% (8)	17.19% (11)	15.63% (10)	64	0	1.5	2.58
Learning how to find, evaluate, and use resources to explore a topic in depth	18.75% (12)	20.31% (13)	18.75% (12)	25% (16)	17.19% (11)	64	0	1.37	3.02
Developing ethical reasoning and/or ethical decision making	9.38% (6)	18.75% (12)	26.56% (17)	32.81% (21)	12.5% (8)	64	0	1.16	3.2
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	12.5% (8)	14.06% (9)	25% (16)	31.25% (20)	17.19% (11)	64	0	1.25	3.27
Learning to apply knowledge and skills to benefit others or serve the public good	15.63% (10)	12.5% (8)	23.44% (15)	29.69% (19)	18.75% (12)	64	0	1.32	3.23
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	21.88% (14)	15.63% (10)	18.75% (12)	28.13% (18)	15.63% (10)	64	0	1.39	3

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	N	DNA	SD	M
Amount of coursework	33.87% (21)	27.42% (17)	29.03% (18)	1.61% (1)	8.06% (5)	62	0	1.17	2.23
Difficulty of subject matter	0% (0)	12.9% (8)	54.84% (34)	20.97% (13)	11.29% (7)	62	0	0.83	3.31

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**	**N**	**DNA**	**SD**	**M**
As a rule, I put forth more effort than other students on academic work.	1.61% (1)	9.68% (6)	40.32% (25)	33.87% (21)	14.52% (9)	62	0	0.91	3.5
I really wanted to take this course regardless of who taught it.	8.06% (5)	17.74% (11)	22.58% (14)	29.03% (18)	22.58% (14)	62	0	1.24	3.4
When this course began I believed I could master its content.	6.45% (4)	14.52% (9)	30.65% (19)	30.65% (19)	17.74% (11)	62	0	1.13	3.39
My background prepared me well for this course's requirements.	11.29% (7)	12.9% (8)	29.03% (18)	25.81% (16)	20.97% (13)	62	0	1.25	3.32
Overall, I rate this instructor an excellent teacher.	1.61% (1)	4.84% (3)	24.19% (15)	20.97% (13)	48.39% (30)	62	0	1.03	4.1
Overall, I rate this course as excellent.	3.23% (2)	4.84% (3)	27.42% (17)	33.87% (21)	30.65% (19)	62	0	1.02	3.84

Qualitative

Comments -

- He was an excellent professor. He made the class very enjoyable and always answered questions and was always available to help outside of class or office hours.
- More extra credit.
- A good teacher that knows what his talking about.
- great teacher maybe give more work to help balance out the grades of the test for those who are bad test takers. It's hard to boost our grade up.
- Test are way more in depth and difficult than the reviews
- Phenomenal Instructor, very high accolades but was very down to earth and relatable. His knowledge of the subject spanned much further than lecture slides, the content was very easy to learn because it was as if stories were being told. His confidence in knowing what he was saying was factual was superb which is the reason I felt it was so easy learning. It didn't matter the class size, who showed up and who didn't, the teaching style didn't change, great public speaking skills. There is nothing in need of improving, this was by far my best class in which I felt I learned the most.
- Was a good teacher but there could have been a few more grading opportunities
- He’s a really good teacher!!!
- Instead of having just 3 test, have extra assigments and extra credit it would help out many students. Also by counting in attendance for extra credit can help out students with their grades. The reviews you gave out before the tests did help out while studying for the test, thank you for that.
- Christopher Patane is an amazing professor, this class is only difficult because it is simply a difficult course. He did a great job teaching, there's was just hard content to learn and this course is certainly not meant for the uneducated in politics like myself.
- Really awesome person! Sweet guy
- taking the course was great especially during the election because we were able to refer to the event to our class.
- You're an amazing teacher
- Good semester
- Maybe give homework so that the students have a way to work with the material outside of class other than just reading/studying. The reviews did not seem to help me too much because I knew the information on the review but did not know how to use this knowledge when it came to the test questions.
- Great class! I think you had a very interesting way of teaching and I really enjoyed it!
- Review a lil bit closer to the Test
- Clear, concise, understandable lectures and fairly straightforward tests, what more could a student ask for?
- I would have liked a more interactive class atmosphere, especially since it was a morning class when students tend to be less attentive.
- Great class! I really learned a lot!
- I wish there had been more assignments to help out my grade and/or extra credit opportunities.
- Would like a little extra homework or classwork to help me better understand the topics. Not against the class or instructor just need a little extra understanding and exercises rather than just slides and textbooks.
- He held only three exams and no in-between homework. This is terrible because there is no extra credit or way to practice the material in order to do well in the class. Everyone in the class hated that the grades in our exams were the only way to succeed in the class. I know Mr. Patane loves the subject but he also seemed like he did not want to be here.

POLS 2306 (10): Texas Government

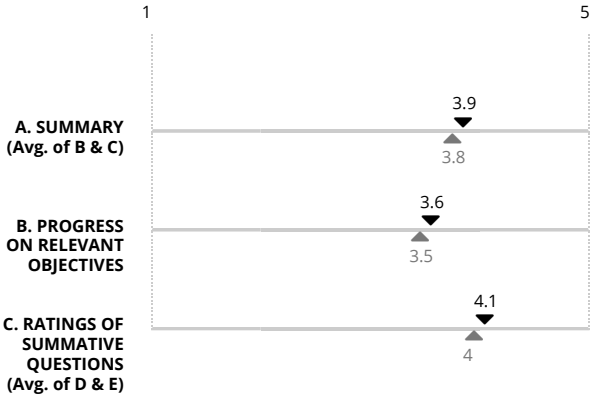
Fall 2018 | Christopher Patane | Course CIP Code: 45.1001

19	Students Enrolled
17	Students Responded
89.47%	Response Rate

Summative

▼ | Adjusted
▲ | Raw
[ ] | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.4	4.5
E. Excellent Course	3.6	3.7

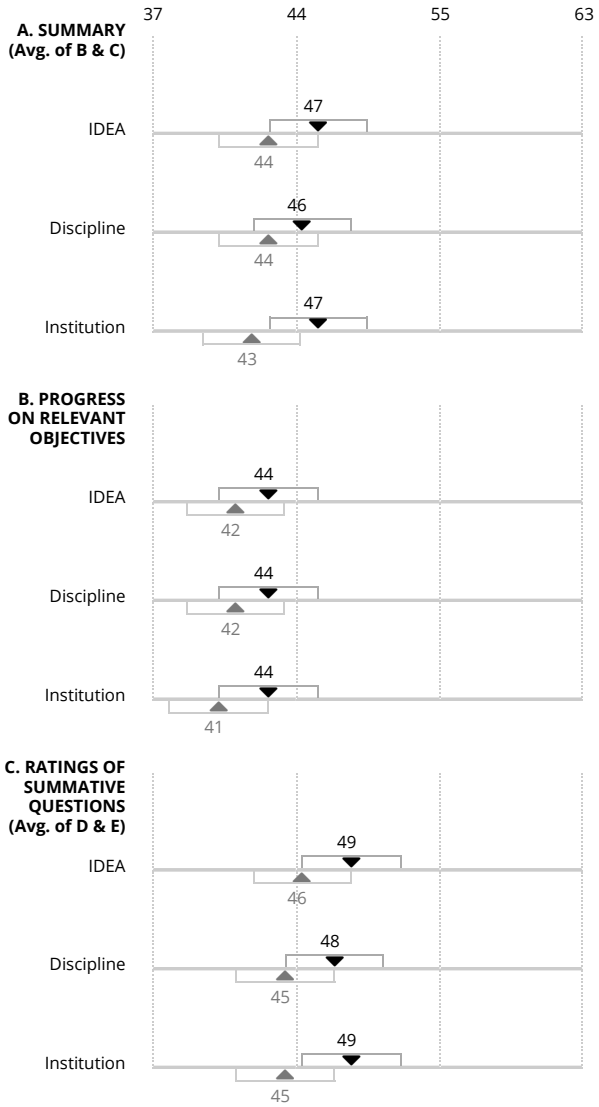
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	51	54
Discipline	50	53
Institution	50	54
E. Excellent Course		
IDEA	41	43
Discipline	39	42
Institution	40	43

Converted Average Buckets
Based on a Bell Curve

Much Lower *(Lowest 10%)*	Lower *(Next 20%)*	Similar *(Middle 40%)*	Higher *(Next 20%)*	Much Higher *(Highest 10%)*
37 or Lower	**38 - 44**	**45 - 55**	**56 - 62**	**63 or Higher**

Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale) Raw	Adj.	% of Students Rating 1 or 2	4 or 5	Your Converted Average IDEA Raw	Adj.	Discipline Raw	Adj.	Institution Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	3.9	4	18	71	45	47	44	46	45	48
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	3.3	3.4	24	47	39	41	36	39	38	42
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	I	3.5	3.6	24	59	39	41	41	43	39	42
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.5	3.6	18	41	39	41	42	45	38	42
Acquiring skills in working with others as a member of a team	M	1.5	1.5	88	6	13	13	26	28	16	19
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	2.9	3	35	29	39	41	43	45	36	40
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	2.4	2.4	53	12	27	27	32	32	28	30
Developing skill in expressing myself orally or in writing	E	3.4	3.4	12	35	41	43	42	43	40	43
Learning how to find, evaluate, and use resources to explore a topic in depth	E	3.9	4	18	76	49	52	49	51	48	52
Developing ethical reasoning and/or ethical decision making	M	2.8	2.9	41	29	33	34	33	35	34	37
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	I	3.8	3.9	6	65	47	48	44	46	47	49
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.3	3.4	35	47	38	41	40	42	38	43
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	2.1	2.1	65	24	22	22	31	32	24	25

Course Description	Your Average	Your Converted Average IDEA	Discipline	Institution
Amount of coursework	2.5	34	38	34
Difficulty of subject matter	3	43	43	43

Student Description	Your Average	Your Converted Average IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.7	46	46	44
I really wanted to take this course regardless of who taught it.	3.4	44	46	45
When this course began I believed I could master its content.	4.1	54	54	52
My background prepared me well for this course's requirements.	3.4	41	44	42

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4	12% (1 or 2) 71% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.1	12% (1 or 2) 71% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	3.9	12% (1 or 2) 59% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.8	12% (1 or 2) 53% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	2.6	41% (1 or 2) 18% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.8	12% (1 or 2) 71% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	3.9	6% (1 or 2) 76% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	3.9	18% (1 or 2) 71% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.3	18% (1 or 2) 41% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.5	18% (1 or 2) 53% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	2.9	41% (1 or 2) 29% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.2	0% (1 or 2) 76% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	3.7	18% (1 or 2) 65% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Quantitative

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Found ways to help students answer their own questions	5.88% (1)	11.76% (2)	29.41% (5)	23.53% (4)	29.41% (5)	17	0	1.19	3.59
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	11.76% (2)	17.65% (3)	47.06% (8)	23.53% (4)	17	0	0.92	3.82
Encouraged students to reflect on and evaluate what they have learned	0% (0)	5.88% (1)	17.65% (3)	52.94% (9)	23.53% (4)	17	0	0.8	3.94
Demonstrated the importance and significance of the subject matter	0% (0)	11.76% (2)	17.65% (3)	29.41% (5)	41.18% (7)	17	0	1.03	4
Formed teams or groups to facilitate learning	76.47% (13)	11.76% (2)	5.88% (1)	0% (0)	5.88% (1)	17	0	1.04	1.47
Made it clear how each topic fit into the course	0% (0)	11.76% (2)	17.65% (3)	17.65% (3)	52.94% (9)	17	0	1.08	4.12
Provided meaningful feedback on students' academic performance	5.88% (1)	11.76% (2)	11.76% (2)	29.41% (5)	41.18% (7)	17	0	1.23	3.88
Stimulated students to intellectual effort beyond that required by most courses	5.88% (1)	11.76% (2)	41.18% (7)	29.41% (5)	11.76% (2)	17	0	1.02	3.29
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	23.53% (4)	29.41% (5)	47.06% (8)	17	0	0.81	4.24
Explained course material clearly and concisely	0% (0)	11.76% (2)	29.41% (5)	11.76% (2)	47.06% (8)	17	0	1.11	3.94

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	**Hardly Ever**	**Occasionally**	**Sometimes**	**Frequently**	**Almost Always**	**N**	**DNA**	**SD**	**M**
Related course material to real life situations	0% (0)	0% (0)	0% (0)	29.41% (5)	70.59% (12)	17	0	0.46	4.71
Created opportunities for students to apply course content outside the classroom	0% (0)	17.65% (3)	29.41% (5)	35.29% (6)	17.65% (3)	17	0	0.98	3.53
Introduced stimulating ideas about the subject	0% (0)	11.76% (2)	35.29% (6)	17.65% (3)	35.29% (6)	17	0	1.06	3.76
Involved students in hands-on projects such as research, case studies, or real life activities	11.76% (2)	35.29% (6)	5.88% (1)	35.29% (6)	11.76% (2)	17	0	1.28	3
Inspired students to set and achieve goals which really challenged them	29.41% (5)	11.76% (2)	41.18% (7)	5.88% (1)	11.76% (2)	17	0	1.29	2.59
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	17.65% (3)	23.53% (4)	29.41% (5)	5.88% (1)	23.53% (4)	17	0	1.39	2.94
Asked students to help each other understand ideas or concepts	29.41% (5)	29.41% (5)	17.65% (3)	0% (0)	23.53% (4)	17	0	1.5	2.59
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	17.65% (3)	17.65% (3)	47.06% (8)	17.65% (3)	17	0	0.97	3.65
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	5.88% (1)	17.65% (3)	29.41% (5)	47.06% (8)	17	0	0.92	4.18

Describe your progress on:	**No Apparent Progress**	**Slight Progress**	**Moderate Progress**	**Substantial Progress**	**Exceptional Progress**	**N**	**DNA**	**SD**	**M**
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	17.65% (3)	11.76% (2)	35.29% (6)	35.29% (6)	17	0	1.08	3.88
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	5.88% (1)	17.65% (3)	29.41% (5)	35.29% (6)	11.76% (2)	17	0	1.07	3.29
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	5.88% (1)	17.65% (3)	17.65% (3)	35.29% (6)	23.53% (4)	17	0	1.19	3.53
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	17.65% (3)	41.18% (7)	11.76% (2)	29.41% (5)	17	0	1.09	3.53
Acquiring skills in working with others as a member of a team	70.59% (12)	17.65% (3)	5.88% (1)	0% (0)	5.88% (1)	17	0	1.04	1.53
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	11.76% (2)	23.53% (4)	35.29% (6)	17.65% (3)	11.76% (2)	17	0	1.16	2.94
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	29.41% (5)	23.53% (4)	35.29% (6)	0% (0)	11.76% (2)	17	0	1.24	2.41
Developing skill in expressing myself orally or in writing	5.88% (1)	5.88% (1)	52.94% (9)	17.65% (3)	17.65% (3)	17	0	1.03	3.35
Learning how to find, evaluate, and use resources to explore a topic in depth	5.88% (1)	11.76% (2)	5.88% (1)	41.18% (7)	35.29% (6)	17	0	1.18	3.88
Developing ethical reasoning and/or ethical decision making	17.65% (3)	23.53% (4)	29.41% (5)	17.65% (3)	11.76% (2)	17	0	1.25	2.82
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	0% (0)	5.88% (1)	29.41% (5)	41.18% (7)	23.53% (4)	17	0	0.86	3.82
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	35.29% (6)	17.65% (3)	29.41% (5)	17.65% (3)	17	0	1.13	3.29
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	52.94% (9)	11.76% (2)	11.76% (2)	17.65% (3)	5.88% (1)	17	0	1.37	2.12

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**	**N**	**DNA**	**SD**	**M**
Amount of coursework	11.76% (2)	23.53% (4)	64.71% (11)	0% (0)	0% (0)	17	0	0.7	2.53
Difficulty of subject matter	5.88% (1)	5.88% (1)	70.59% (12)	17.65% (3)	0% (0)	17	0	0.69	3

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**	**N**	**DNA**	**SD**	**M**
As a rule, I put forth more effort than other students on academic work.	5.88% (1)	11.76% (2)	17.65% (3)	35.29% (6)	29.41% (5)	17	0	1.18	3.71
I really wanted to take this course regardless of who taught it.	5.88% (1)	23.53% (4)	17.65% (3)	29.41% (5)	23.53% (4)	17	0	1.24	3.41
When this course began I believed I could master its content.	0% (0)	11.76% (2)	11.76% (2)	35.29% (6)	41.18% (7)	17	0	1	4.06
My background prepared me well for this course's requirements.	5.88% (1)	11.76% (2)	35.29% (6)	35.29% (6)	11.76% (2)	17	0	1.03	3.35
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	23.53% (4)	17.65% (3)	58.82% (10)	17	0	0.84	4.35
Overall, I rate this course as excellent.	5.88% (1)	11.76% (2)	23.53% (4)	35.29% (6)	23.53% (4)	17	0	1.14	3.59

Qualitative

Comments -

- I think that having more exams with less content would make it easier to learn and retain the information.
- I enjoyed the ability to choose my topics and write my essays about thing that interest me. But regarding the teaching I just believe he could have split the class into more test so we did not have so much to study for one test. And honestly I felt like I did not learn anything from this class compared to my American government class that was made very fun and educating. This has to be one of my least favorite code classes I have taken.
- I would have liked more opportunities for facilitated discussion during class. (Ex. Stimulating questions every few slides during lecture to teach us to apply the material and form connections). Thanks for a great semester!
- The only major complaint I had about this course is the fact that there are so few exams. It becomes difficult to study for the exams because there is so much information to cover. It would be nice to have more grades to balance out in the overall semester grade.
- Great professor, was always super helpful.
- Enjoyed the tangents into exploring how the concepts can be applied to real life. Was excited to relate material to the class. Topics could be a bit dry sometimes, though that could be the subject matter in general.
- Dr. Patane was very forthcoming about his newness to Texas Government. However, I'm disappointed that an honors class would have him as an instructor. We deserve a more experienced instructor. Other than that, he did a fantastic job of researching and learning our course material throighout the semester. But he used us as his guide to learn the material. Not the other way around. Great Professor, just a poor choice for this particular class.
- He is very good at explaining the course material and applying it to real-world happenings. However, I wish there were more grades than just 2 exams and 3 reports because some people struggle tremendously with one or both of those things. I think adding some daily work for a grade every once in a while would help students better prepare for exams and hopefully improve their grade. That was my only qualm with the course though. He is a great teacher.