

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

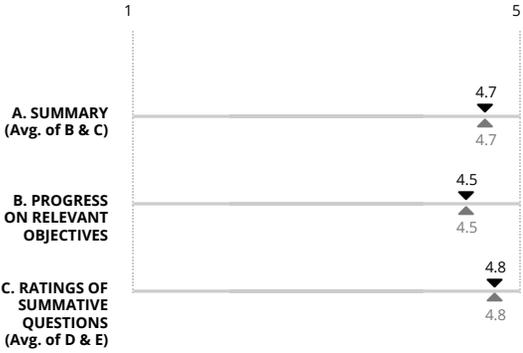
Spring 2019 | Christopher Patane | Course CIP Code: 45.1001

22 | Students Enrolled
 18 | Students Responded
 81.82% | 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	4.8	4.8
E. Excellent Course	4.8	4.8

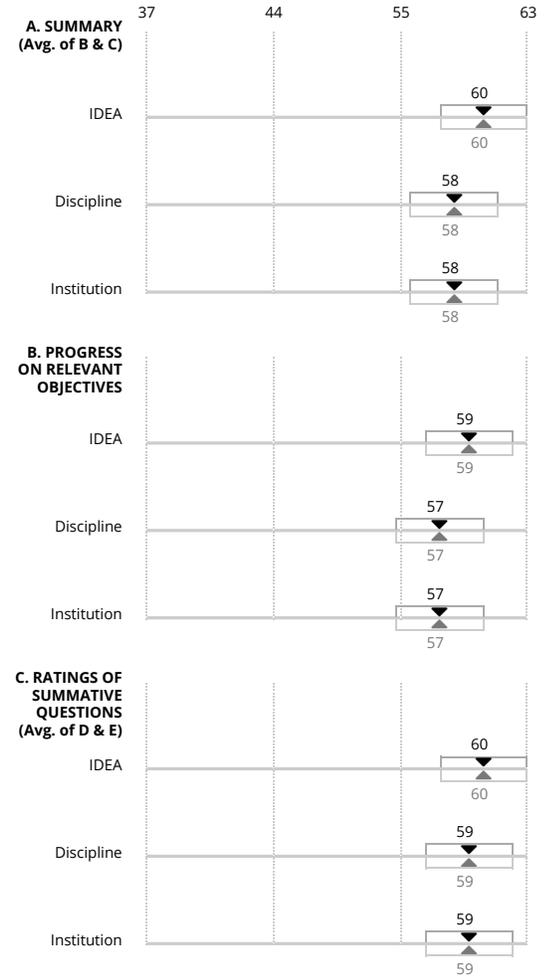
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	59	59
Discipline	58	58
Institution	58	58
E. Excellent Course		
IDEA	61	61
Discipline	60	60
Institution	59	59

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)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	4.5	4.5	0	78	58	58	57	57	57	57
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.3	4.3	6	78	57	57	55	55	55	55
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.3	4.3	0	72	55	55	55	55	54	54
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4.3	4.3	0	78	55	55	55	55	52	52
Acquiring skills in working with others as a member of a team	M	4.4	4.4	6	78	58	58	60	60	56	56
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4.3	4.3	6	78	59	59	61	61	55	55
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	4.2	4.2	6	78	57	57	57	57	54	54
Developing skill in expressing myself orally or in writing	I	4.3	4.3	0	78	58	58	57	57	55	55
Learning how to find, evaluate, and use resources to explore a topic in depth	E	4.7	4.7	0	89	63	63	61	61	61	61
Developing ethical reasoning and/or ethical decision making	M	4.3	4.3	6	78	57	57	56	56	56	56
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	E	4.5	4.5	0	78	59	59	57	57	58	58
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.4	4.4	6	78	57	57	57	57	55	55
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.3	4.3	6	78	57	57	59	59	56	56

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.2	48	51	47
Difficulty of subject matter	3.4	51	51	51

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.9	51	51	49
I really wanted to take this course regardless of who taught it.	4.1	57	58	57
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.	4	56	57	54

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	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.
Made it clear how each topic fit into the course	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.
Explained course material clearly and concisely	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.
Introduced stimulating ideas about the subject	4.6	0% (1 or 2) 89% (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	4.3	6% (1 or 2) 78% (4 or 5)	You employed the method with frequency typical of 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)	4.7	0% (1 or 2) 89% (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) 94% (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	4.8	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.
Stimulated students to intellectual effort beyond that required by most courses	4.6	6% (1 or 2) 89% (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) 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	4.4	0% (1 or 2) 83% (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	4.6	0% (1 or 2) 89% (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) 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	4.6	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.
Gave projects, tests, or assignments that required original or creative thinking	4.4	6% (1 or 2) 89% (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.	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	5.56% (1)	5.56% (1)	88.89% (16)	18	0	0.5	4.83
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	11.11% (2)	5.56% (1)	83.33% (15)	18	0	0.65	4.72
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	5.56% (1)	11.11% (2)	83.33% (15)	18	0	0.53	4.78
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	11.11% (2)	88.89% (16)	18	0	0.31	4.89
Formed teams or groups to facilitate learning	0% (0)	11.11% (2)	22.22% (4)	16.67% (3)	50% (9)	18	0	1.08	4.06
Made it clear how each topic fit into the course	0% (0)	0% (0)	5.56% (1)	5.56% (1)	88.89% (16)	18	0	0.5	4.83
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	5.56% (1)	5.56% (1)	88.89% (16)	18	0	0.5	4.83
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	5.56% (1)	5.56% (1)	16.67% (3)	72.22% (13)	18	0	0.83	4.56
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	5.56% (1)	0% (0)	94.44% (17)	18	0	0.46	4.89
Explained course material clearly and concisely	0% (0)	0% (0)	5.56% (1)	5.56% (1)	88.89% (16)	18	0	0.5	4.83

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	5.56% (1)	5.56% (1)	88.89% (16)	18	0	0.5	4.83
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	16.67% (3)	22.22% (4)	61.11% (11)	18	0	0.76	4.44
Introduced stimulating ideas about the subject	0% (0)	0% (0)	11.11% (2)	16.67% (3)	72.22% (13)	18	0	0.68	4.61
Involved students in hands-on projects such as research, case studies, or real life activities	5.56% (1)	0% (0)	0% (0)	16.67% (3)	77.78% (14)	18	0	0.95	4.61
Inspired students to set and achieve goals which really challenged them	5.56% (1)	0% (0)	16.67% (3)	16.67% (3)	61.11% (11)	18	0	1.1	4.28
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	16.67% (3)	16.67% (3)	66.67% (12)	18	0	0.76	4.5
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	11.11% (2)	22.22% (4)	66.67% (12)	18	0	0.68	4.56
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	5.56% (1)	5.56% (1)	27.78% (5)	61.11% (11)	18	0	0.83	4.44
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	0% (0)	5.56% (1)	94.44% (17)	18	0	0.23	4.94

<i>Describe your progress on:</i>	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)	22.22% (4)	5.56% (1)	72.22% (13)	18	0	0.83	4.5
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	5.56% (1)	16.67% (3)	16.67% (3)	61.11% (11)	18	0	0.94	4.33
Learning to apply course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	27.78% (5)	11.11% (2)	61.11% (11)	18	0	0.88	4.33
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	22.22% (4)	22.22% (4)	55.56% (10)	18	0	0.82	4.33
Acquiring skills in working with others as a member of a team	0% (0)	5.56% (1)	16.67% (3)	11.11% (2)	66.67% (12)	18	0	0.95	4.39
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	5.56% (1)	0% (0)	16.67% (3)	11.11% (2)	66.67% (12)	18	0	1.11	4.33
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	5.56% (1)	0% (0)	16.67% (3)	22.22% (4)	55.56% (10)	18	0	1.08	4.22
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	22.22% (4)	22.22% (4)	55.56% (10)	18	0	0.82	4.33
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	11.11% (2)	11.11% (2)	77.78% (14)	18	0	0.67	4.67
Developing ethical reasoning and/or ethical decision making	5.56% (1)	0% (0)	16.67% (3)	11.11% (2)	66.67% (12)	18	0	1.11	4.33
Learning to analyze and critically evaluate ideas, arguments, and points of view	0% (0)	0% (0)	22.22% (4)	5.56% (1)	72.22% (13)	18	0	0.83	4.5
Learning to apply knowledge and skills to benefit others or serve the public good	5.56% (1)	0% (0)	16.67% (3)	5.56% (1)	72.22% (13)	18	0	1.11	4.39
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	5.56% (1)	0% (0)	16.67% (3)	16.67% (3)	61.11% (11)	18	0	1.1	4.28
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	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	0% (0)	11.76% (2)	64.71% (11)	11.76% (2)	11.76% (2)	17	0	0.81	3.24
Difficulty of subject matter	0% (0)	5.88% (1)	52.94% (9)	35.29% (6)	5.88% (1)	17	0	0.69	3.41
<i>For the following items, choose the option that best corresponds to your judgment.</i>	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)	5.88% (1)	29.41% (5)	35.29% (6)	29.41% (5)	17	0	0.9	3.88
I really wanted to take this course regardless of who taught it.	0% (0)	5.88% (1)	29.41% (5)	17.65% (3)	47.06% (8)	17	0	1	4.06
When this course began I believed I could master its content.	0% (0)	5.88% (1)	29.41% (5)	17.65% (3)	47.06% (8)	17	0	1	4.06
My background prepared me well for this course's requirements.	0% (0)	5.88% (1)	23.53% (4)	35.29% (6)	35.29% (6)	17	0	0.91	4
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	17.65% (3)	82.35% (14)	17	0	0.38	4.82
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	23.53% (4)	76.47% (13)	17	0	0.42	4.76

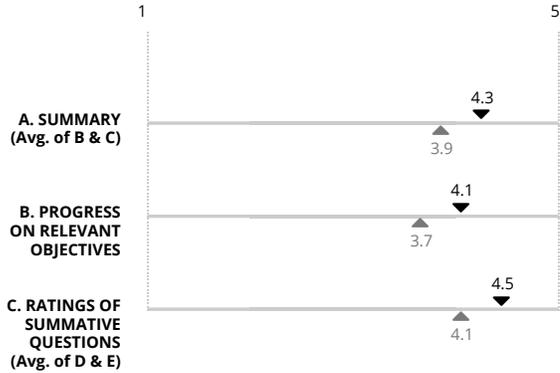
Qualitative

Comments -
<ul style="list-style-type: none"> • Very Understanding Professor • Excellent teacher in person. Terrible if you take them online. • Nothing to complain about. Was clear an to the point with everything he discussed. • Very good professor Only criticism is to give less studying material for the exam. There are over fifty definitions to study and only twenty-five questions. No student has time for that much studying and NO student will be able to remember that much material on the test. If you must have more study material than the test then, please, cut it down to thirty definitions to study rather than the entire course. Trust me, the longer you're here, the more you'll see what I mean. So, less studying material. Otherwise great job • Best professor in Sam! • Dr. Patane is a very well-organized professor and always comes to class ready to teach his students. He is by far the easiest professor to get a hold of simply because he states a time frame in which he will get back to you if you email and always does. He always encourages office visits and gives solid feedback on your writing work. I am even taking a course he is teaching next semester. I think he is passionate about teaching and very interested in getting to understand the student if the student allows for by emailing and visiting during office hours. He teaches the course in a way everyone can understand and if you cannot, backtracks and finds another way to get the information to stick. He takes student feedback seriously as it is how he structures his next class day, test, projects, etc... I like him alot. I would just recommend that he sets rules such as computers, phones, etc because I found them distracting at first and then never wanted to show up because half the class was not even paying attention.. ALSO gives alot of extra credit which is so helpful, but wish more students showed up for him. I dont know if it was because alot of students took a class before his which made his class kind of like a review for him.

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	4.2	4.5
E. Excellent Course	3.9	4.4

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	48	53
Discipline	47	52
Institution	47	53
E. Excellent Course		
IDEA	46	54
Discipline	45	52
Institution	45	53

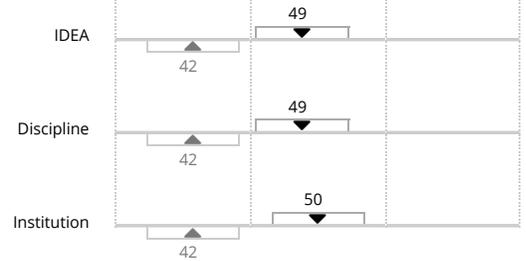
Converted Average Buckets
Based on a Bell Curve

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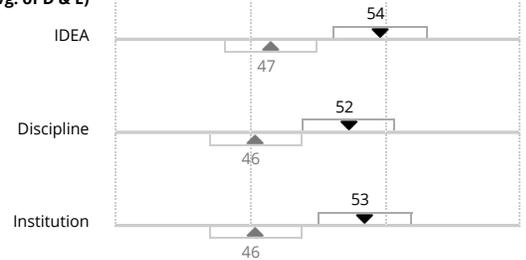
Your Converted Average



B. PROGRESS ON RELEVANT OBJECTIVES



C. RATINGS OF SUMMATIVE QUESTIONS (Avg. of D & E)



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	3.7	4.1	15	65	42	48	41	48	42	49
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.6	3.9	18	56	44	50	42	47	43	50
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.5	3.9	18	48	39	47	41	48	39	47
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.6	4.1	23	60	39	49	43	51	38	49
Acquiring skills in working with others as a member of a team	M	2.9	3.2	39	35	34	40	42	48	35	43
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.9	3.9	34	34	38	53	43	55	35	50
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.3	3.8	23	42	42	50	44	51	40	49
Developing skill in expressing myself orally or in writing	M	2.9	3.7	39	40	34	46	35	47	33	46
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.3	3.9	24	48	39	48	40	48	39	49
Developing ethical reasoning and/or ethical decision making	M	3.5	3.8	23	53	44	49	43	48	43	50
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	3.7	4.1	13	65	45	52	43	50	45	53
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.6	4	19	58	43	51	44	50	43	52
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.2	3.5	27	47	40	44	45	49	40	45

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.6	36	40	36
Difficulty of subject matter	3.1	46	45	45

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.3	33	36	33
I really wanted to take this course regardless of who taught it.	3.2	39	42	41
When this course began I believed I could master its content.	3.5	37	40	39
My background prepared me well for this course's requirements.	3.2	37	41	38

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.3	5% (1 or 2) 83% (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	4.2	10% (1 or 2) 83% (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	4	8% (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.
Introduced stimulating ideas about the subject	3.9	11% (1 or 2) 65% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.2	32% (1 or 2) 48% (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)	4.1	8% (1 or 2) 78% (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	16% (1 or 2) 63% (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	3.6	14% (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.
Related course material to real life situations	4.4	3% (1 or 2) 87% (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	3.6	16% (1 or 2) 57% (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
Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	3.4	25% (1 or 2) 54% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	6.35% (4)	7.94% (5)	17.46% (11)	36.51% (23)	31.75% (20)	63	0	1.16	3.79
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.76% (3)	3.17% (2)	14.29% (9)	36.51% (23)	41.27% (26)	63	0	1.05	4.06
Encouraged students to reflect on and evaluate what they have learned	4.76% (3)	11.11% (7)	20.63% (13)	36.51% (23)	26.98% (17)	63	0	1.12	3.7
Demonstrated the importance and significance of the subject matter	0% (0)	4.76% (3)	12.7% (8)	34.92% (22)	47.62% (30)	63	0	0.85	4.25
Formed teams or groups to facilitate learning	44.44% (28)	14.29% (9)	20.63% (13)	6.35% (4)	14.29% (9)	63	0	1.45	2.32
Made it clear how each topic fit into the course	3.17% (2)	6.35% (4)	7.94% (5)	34.92% (22)	47.62% (30)	63	0	1.03	4.17
Provided meaningful feedback on students' academic performance	11.11% (7)	14.29% (9)	28.57% (18)	25.4% (16)	20.63% (13)	63	0	1.26	3.3
Stimulated students to intellectual effort beyond that required by most courses	4.76% (3)	9.52% (6)	30.16% (19)	36.51% (23)	19.05% (12)	63	0	1.05	3.56
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	6.35% (4)	15.87% (10)	30.16% (19)	22.22% (14)	25.4% (16)	63	0	1.21	3.44
Explained course material clearly and concisely	4.76% (3)	3.17% (2)	20.63% (13)	26.98% (17)	44.44% (28)	63	0	1.1	4.03
<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	3.17% (2)	9.52% (6)	26.98% (17)	60.32% (38)	63	0	0.79	4.44
Created opportunities for students to apply course content outside the classroom	6.35% (4)	9.52% (6)	26.98% (17)	28.57% (18)	28.57% (18)	63	0	1.17	3.63
Introduced stimulating ideas about the subject	1.59% (1)	9.52% (6)	23.81% (15)	30.16% (19)	34.92% (22)	63	0	1.05	3.87
Involved students in hands-on projects such as research, case studies, or real life activities	25.4% (16)	15.87% (10)	20.63% (13)	19.05% (12)	19.05% (12)	63	0	1.46	2.9
Inspired students to set and achieve goals which really challenged them	17.46% (11)	14.29% (9)	20.63% (13)	30.16% (19)	17.46% (11)	63	0	1.35	3.16
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	11.11% (7)	15.87% (10)	28.57% (18)	20.63% (13)	23.81% (15)	63	0	1.29	3.3
Asked students to help each other understand ideas or concepts	15.87% (10)	11.11% (7)	20.63% (13)	33.33% (21)	19.05% (12)	63	0	1.33	3.29
Gave projects, tests, or assignments that required original or creative thinking	12.7% (8)	12.7% (8)	20.63% (13)	34.92% (22)	19.05% (12)	63	0	1.27	3.35
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	6.35% (4)	12.7% (8)	14.29% (9)	34.92% (22)	31.75% (20)	63	0	1.21	3.73

<i>Describe your progress on:</i>	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)	3.23% (2)	11.29% (7)	20.97% (13)	37.1% (23)	27.42% (17)	62	0	1.08	3.74
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	6.45% (4)	11.29% (7)	25.81% (16)	29.03% (18)	27.42% (17)	62	0	1.18	3.6
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	8.06% (5)	9.68% (6)	33.87% (21)	19.35% (12)	29.03% (18)	62	0	1.23	3.52
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	9.68% (6)	12.9% (8)	17.74% (11)	30.65% (19)	29.03% (18)	62	0	1.29	3.56
Acquiring skills in working with others as a member of a team	30.65% (19)	8.06% (5)	25.81% (16)	16.13% (10)	19.35% (12)	62	0	1.49	2.85
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	27.42% (17)	6.45% (4)	32.26% (20)	16.13% (10)	17.74% (11)	62	0	1.42	2.9
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	8.06% (5)	14.52% (9)	35.48% (22)	24.19% (15)	17.74% (11)	62	0	1.16	3.29
Developing skill in expressing myself orally or in writing	30.65% (19)	8.06% (5)	20.97% (13)	19.35% (12)	20.97% (13)	62	0	1.53	2.92
Learning how to find, evaluate, and use resources to explore a topic in depth	14.52% (9)	9.68% (6)	27.42% (17)	24.19% (15)	24.19% (15)	62	0	1.33	3.34
Developing ethical reasoning and/or ethical decision making	8.06% (5)	14.52% (9)	24.19% (15)	29.03% (18)	24.19% (15)	62	0	1.23	3.47
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	3.23% (2)	9.68% (6)	22.58% (14)	38.71% (24)	25.81% (16)	62	0	1.05	3.74
Learning to apply knowledge and skills to benefit others or serve the public good	6.45% (4)	12.9% (8)	22.58% (14)	33.87% (21)	24.19% (15)	62	0	1.17	3.56
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	20.97% (13)	6.45% (4)	25.81% (16)	25.81% (16)	20.97% (13)	62	0	1.4	3.19
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	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	14.75% (9)	22.95% (14)	52.46% (32)	3.28% (2)	6.56% (4)	61	0	0.99	2.64
Difficulty of subject matter	6.56% (4)	9.84% (6)	54.1% (33)	22.95% (14)	6.56% (4)	61	0	0.91	3.13
<i>For the following items, choose the option that best corresponds to your judgment.</i>	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.	3.28% (2)	9.84% (6)	54.1% (33)	16.39% (10)	16.39% (10)	61	0	0.97	3.33
I really wanted to take this course regardless of who taught it.	13.11% (8)	16.39% (10)	27.87% (17)	24.59% (15)	18.03% (11)	61	0	1.27	3.18
When this course began I believed I could master its content.	8.2% (5)	13.11% (8)	27.87% (17)	26.23% (16)	24.59% (15)	61	0	1.22	3.46
My background prepared me well for this course's requirements.	13.11% (8)	11.48% (7)	37.7% (23)	21.31% (13)	16.39% (10)	61	0	1.22	3.16
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	29.51% (18)	24.59% (15)	45.9% (28)	61	0	0.85	4.16
Overall, I rate this course as excellent.	0% (0)	8.2% (5)	27.87% (17)	29.51% (18)	34.43% (21)	61	0	0.97	3.9

Qualitative

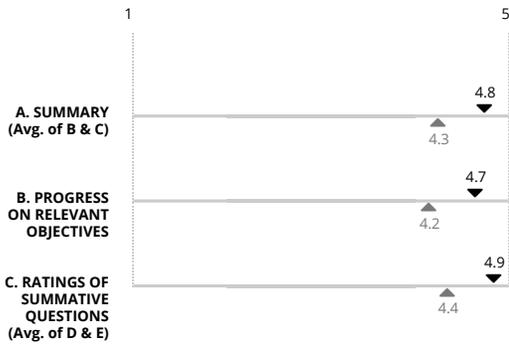
Comments -

- I enjoyed this class and you give mostly clear understanding of the material. In my opinion I believe involving student discussion into the classroom with the students and asking critical questions would greatly benefit us.
- Great Course and Professor!
- Good teacher
- Great professor! would take again!
- you're a cool dude. No problems with content, rules or teaching.
- Test were kind a hard...wish there was few more instead of three. And wish there was more assignment beside the quiz to help the grades out little bit.
- The lectures were confusing because he tended to ramble. The test reviews did not help at all because you had to know real life examples not definitions. The quizzes and tests were very wordy and some the grammar was wrong. Struggled a lot in this class.
- This was a great class and Professor Christopher Patane obviously knew what he was talking about and has good energy. Having the class not be mandatory attendance made me feel like the people that were in class were the people that really wanted to learn and not just people being in class because they have to and goofing off.
- The course is great, it could use any amount of class participation. That would be great. Exam review should be an entire lecture with students collaborating to find the answers. It would better prepare students for the difficult sometimes ambiguously worded exam questions.
- I took this class in high school and I understood it better then. He gives you all the information that you need, but it is not always common sense. For people who are not good test takers, me, I would like to have a weekly quiz to cover what we learned each week. The material on the tests is far apart and we forgot we even learned about it. More quizzes to help those who struggle with test taking. He is always there if needed.
- He was a good professor. He gave a good amount of feedback but the review for the test was lacking in a way. It was just definitions and I mean the slides had little to no explanation on it. I kind of had to teach myself. But I made it work. He's a very nice professor. And he helped me when I asked but just the subject material was lacking a bit.
- Chris seems very passionate about this class and this subject but doesn't interact with the student body. His class becomes extremely boring because it seems like he is reading off of the slides.
- Great teacher but I think he should appeal more to the kids who need more visuals to learn such as charts, venn diagrams , cause/effect boxes, etc
- Walk around more
- Heavy lecture and hard to pay attention. Maybe include students more. (Yes the few times you did ask questions no one was ready for it. But if you ask questions more consistently, people will be more ready for it). Test questions. were worded poorly at times. Application questions were very hard and I felt severely unprepared for so maybe go further in-depth about application in class. Overall good semester and I learned a lot.
- Great teacher with a knack for explaining material and making it easier.
- I loved the class and the professor. My one note is that along with the study guide maybe add a practice test to go along with it to make sure we know how to apply the concept to the question when it comes to test time. Also, maybe more quizzes to fluff up the grade if we didn't do so well on an assignment. Other than that loved the teaching style and the subject matter! Thank you so much for teaching me this semester!
- such a great teacher
- good teacher. taught the the material extremely well and elaborated
- Great teacher really helpful
- Found the subject to be very interesting

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	5
E. Excellent Course	4.2	4.7

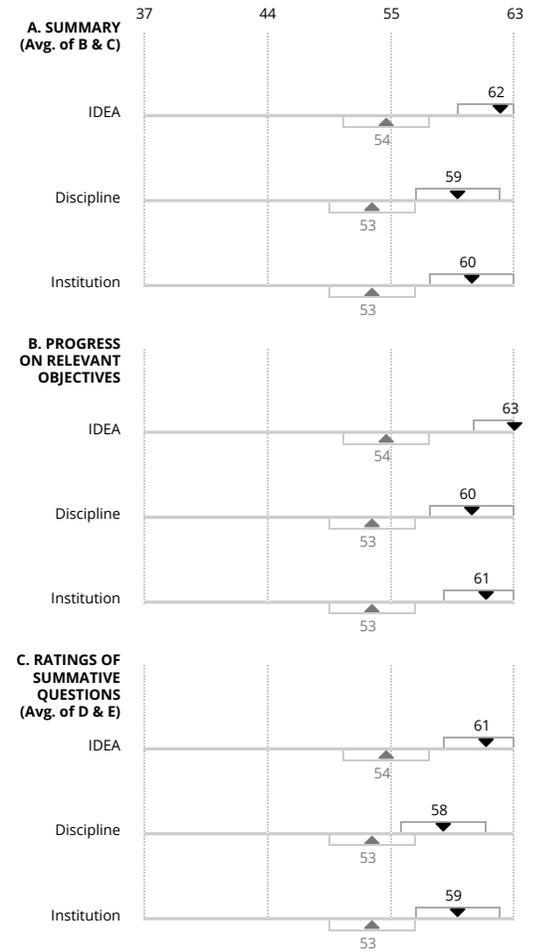
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	56	62
Discipline	55	60
Institution	55	61
E. Excellent Course		
IDEA	51	59
Discipline	50	56
Institution	50	57

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)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	4.1	4.5	0	69	50	58	49	55	49	57
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.2	4.6	6	81	54	61	52	58	53	60
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.9	4.4	6	63	47	56	48	55	46	55
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.8	4.3	13	63	44	53	47	53	43	52
Acquiring skills in working with others as a member of a team	M	3.3	3.7	31	50	40	47	47	52	40	48
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.6	4.2	19	56	49	57	52	58	45	54
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.8	4.2	19	63	50	57	51	56	48	55
Developing skill in expressing myself orally or in writing	I	4.3	4.9	0	81	57	67	57	65	55	65
Learning how to find, evaluate, and use resources to explore a topic in depth	E	4.4	5	0	88	58	68	56	64	56	66
Developing ethical reasoning and/or ethical decision making	M	4.1	4.6	6	81	53	61	52	59	52	61
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.4	4.9	0	88	58	66	56	63	57	64
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.1	4.7	6	69	51	62	52	58	50	61
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.8	4.2	19	63	50	56	53	57	49	55

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.6	55	57	53
Difficulty of subject matter	3.6	54	54	53

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.2	28	33	29
I really wanted to take this course regardless of who taught it.	3.4	45	47	46
When this course began I believed I could master its content.	3.6	42	44	42
My background prepared me well for this course's requirements.	3	34	38	35

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	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.
Made it clear how each topic fit into the course	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.
Explained course material clearly and concisely	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.
Introduced stimulating ideas about the subject	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.
Inspired students to set and achieve goals which really challenged them	4.4	0% (1 or 2) 75% (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)	4.4	0% (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	4.8	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	4.7	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.
Stimulated students to intellectual effort beyond that required by most courses	4.4	0% (1 or 2) 75% (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) 88% (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	4.1	6% (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.

Collaborative Learning	Your Average	Students Rating	Suggested Action
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Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.7	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	4.4	6% (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.

Quantitative

<i>Please use the key below to answer the questions about your experience with technology in your online course.</i>	1 = Hardly Ever	2 = Occasionally	3 = Sometimes	4 = Frequently	5 = Almost Always	N	DNA	SD	M
This course was generally easy to navigate.	0% (0)	0% (0)	12.5% (2)	25% (4)	62.5% (10)	16	0	0.71	4.5
The tools in this course were easy to use (discussions, blogs, email, etc.).	0% (0)	0% (0)	18.75% (3)	25% (4)	56.25% (9)	16	0	0.78	4.38
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	6.25% (1)	6.25% (1)	12.5% (2)	18.75% (3)	56.25% (9)	16	0	1.22	4.13
I was able to access my online course 24x7.	0% (0)	0% (0)	6.25% (1)	12.5% (2)	81.25% (13)	16	0	0.56	4.75
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	6.25% (1)	6.25% (1)	0% (0)	25% (4)	62.5% (10)	16	0	1.16	4.31
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	6.25% (1)	0% (0)	0% (0)	18.75% (3)	75% (12)	16	0	1	4.56
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	12.5% (2)	0% (0)	6.25% (1)	18.75% (3)	62.5% (10)	16	0	1.33	4.19

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	6.25% (1)	12.5% (2)	31.25% (5)	50% (8)	16	0	0.9	4.25
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	18.75% (3)	25% (4)	56.25% (9)	16	0	0.78	4.38
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)	12.5% (2)	18.75% (3)	68.75% (11)	16	0	0.7	4.56
Formed teams or groups to facilitate learning	50% (8)	0% (0)	6.25% (1)	25% (4)	18.75% (3)	16	0	1.69	2.63
Made it clear how each topic fit into the course	0% (0)	0% (0)	12.5% (2)	12.5% (2)	75% (12)	16	0	0.7	4.63
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	0% (0)	31.25% (5)	68.75% (11)	16	0	0.46	4.69
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	25% (4)	6.25% (1)	68.75% (11)	16	0	0.86	4.44
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	6.25% (1)	18.75% (3)	75% (12)	16	0	0.58	4.69
Explained course material clearly and concisely	0% (0)	0% (0)	6.25% (1)	31.25% (5)	62.5% (10)	16	0	0.61	4.56

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	12.5% (2)	12.5% (2)	75% (12)	16	0	0.7	4.63
Created opportunities for students to apply course content outside the classroom	0% (0)	6.25% (1)	18.75% (3)	31.25% (5)	43.75% (7)	16	0	0.93	4.13
Introduced stimulating ideas about the subject	0% (0)	0% (0)	6.25% (1)	25% (4)	68.75% (11)	16	0	0.6	4.63
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	6.25% (1)	6.25% (1)	25% (4)	62.5% (10)	16	0	0.86	4.44
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	25% (4)	12.5% (2)	62.5% (10)	16	0	0.86	4.38
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	18.75% (3)	0% (0)	6.25% (1)	18.75% (3)	56.25% (9)	16	0	1.52	3.94
Asked students to help each other understand ideas or concepts	18.75% (3)	0% (0)	6.25% (1)	18.75% (3)	56.25% (9)	16	0	1.52	3.94
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	6.25% (1)	12.5% (2)	12.5% (2)	68.75% (11)	16	0	0.93	4.44
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	18.75% (3)	12.5% (2)	68.75% (11)	16	0	0.79	4.5

<i>Describe your progress on:</i>	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)	31.25% (5)	25% (4)	43.75% (7)	16	0	0.86	4.13
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	6.25% (1)	12.5% (2)	37.5% (6)	43.75% (7)	16	0	0.88	4.19
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	6.25% (1)	0% (0)	31.25% (5)	18.75% (3)	43.75% (7)	16	0	1.14	3.94
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	12.5% (2)	25% (4)	31.25% (5)	31.25% (5)	16	0	1.01	3.81
Acquiring skills in working with others as a member of a team	18.75% (3)	12.5% (2)	18.75% (3)	25% (4)	25% (4)	16	0	1.44	3.25
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	12.5% (2)	6.25% (1)	25% (4)	18.75% (3)	37.5% (6)	16	0	1.36	3.63
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	6.25% (1)	12.5% (2)	18.75% (3)	18.75% (3)	43.75% (7)	16	0	1.29	3.81
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	18.75% (3)	31.25% (5)	50% (8)	16	0	0.77	4.31
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	12.5% (2)	37.5% (6)	50% (8)	16	0	0.7	4.38
Developing ethical reasoning and/or ethical decision making	0% (0)	6.25% (1)	12.5% (2)	50% (8)	31.25% (5)	16	0	0.83	4.06
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	12.5% (2)	31.25% (5)	56.25% (9)	16	0	0.7	4.44
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	6.25% (1)	25% (4)	25% (4)	43.75% (7)	16	0	0.97	4.06
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	6.25% (1)	12.5% (2)	18.75% (3)	18.75% (3)	43.75% (7)	16	0	1.29	3.81
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	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	0% (0)	12.5% (2)	37.5% (6)	31.25% (5)	18.75% (3)	16	0	0.93	3.56
Difficulty of subject matter	0% (0)	6.25% (1)	37.5% (6)	50% (8)	6.25% (1)	16	0	0.7	3.56
<i>For the following items, choose the option that best corresponds to your judgment.</i>	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.	18.75% (3)	18.75% (3)	18.75% (3)	12.5% (2)	31.25% (5)	16	0	1.51	3.19
I really wanted to take this course regardless of who taught it.	12.5% (2)	12.5% (2)	25% (4)	18.75% (3)	31.25% (5)	16	0	1.37	3.44
When this course began I believed I could master its content.	0% (0)	18.75% (3)	31.25% (5)	18.75% (3)	31.25% (5)	16	0	1.11	3.63
My background prepared me well for this course's requirements.	12.5% (2)	31.25% (5)	12.5% (2)	31.25% (5)	12.5% (2)	16	0	1.27	3
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	6.25% (1)	25% (4)	68.75% (11)	16	0	0.6	4.63
Overall, I rate this course as excellent.	0% (0)	6.25% (1)	18.75% (3)	25% (4)	50% (8)	16	0	0.95	4.19

Qualitative

Comments -
<ul style="list-style-type: none"> All around I really enjoyed this course. I think that since most people are unaware of how to write a lit review expanding it over the entire semester is for sure the way to do it (and you will probably have to do it into the future). Having weekly reading overviews for sure helped as well as the content could be a little bit hard to fully grasp. I would say that the written version of them is far superior to recordings as well since it is easier to reference back to while reading. Overall though I do not really have any critiques or anything negative to say about the class. Over time, the amount of reading started to get overwhelming especially if I had other classes to focus on too. Provide readings that are more feasible to read and understand Dr. Patane was a great professor. He was always available and his communication was great. I loved the outline of the course and he made the content easy to comprehend. I really enjoyed this class. The course was a lot more work than I thought it would be, but it was still a very interesting course. I learned a lot about International Political Economy, and I found out it is a lot more complicated than I original thought. You gave some good feedback for a literature reviews, and it really helped me every time you graded one of my drafts. The quizzes were hard, but I understood it was to make sure we understand the subject matter of that week. The reflection post were also hard and made me think and figure out a lot just to answer one question. Sometimes I wish it was easier, but I understand it was to because the subject matter was very complicated, and it had to be hard to understand International Political Economy. I liked how you responded very quickly to emails, and made it very easy to contact you. The class was all in all very interesting. I was not prepared for this class mentally. As I could not get any of the concepts down. With that being said I think you were an excellent instructor in providing feedback on every post and writing assignment. This class was just not for me. Dr. Patane is one of the most compassionate professors I have ever had. He makes his coursework accessible and is always approachable with issues with the course or outside of the course. Would recommend to anyone who plans on taking any upper level POLS courses.
What technology features in this course contributed to a good online learning experience? -
<ul style="list-style-type: none"> The PDF documents

POLS 2305 (16): American Government

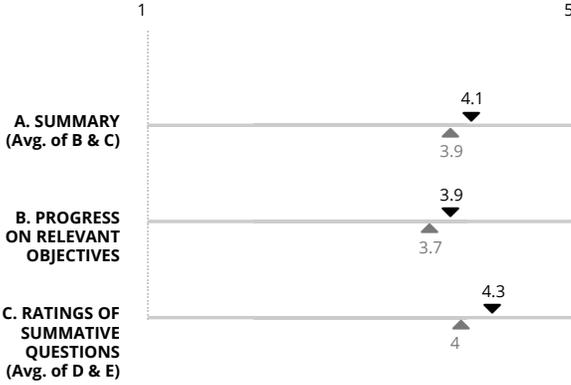
Spring 2019 | Christopher Patane | Course CIP Code: 45.1002

44		Students Enrolled
26		Students Responded
59.09%		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	4.2
E. Excellent Course	3.9	4.3

Your Overall Converted Ratings

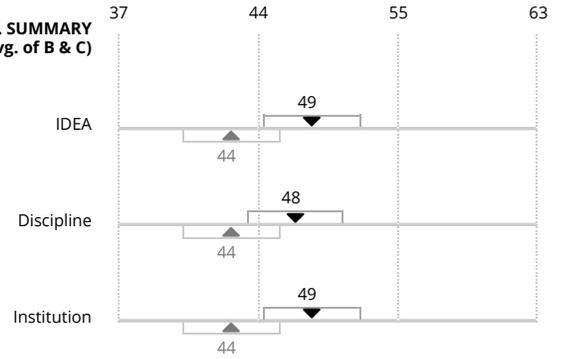
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	45	49
Discipline	44	48
Institution	45	50
E. Excellent Course		
IDEA	46	53
Discipline	45	50
Institution	45	52

Converted Average Buckets
Based on a Bell Curve

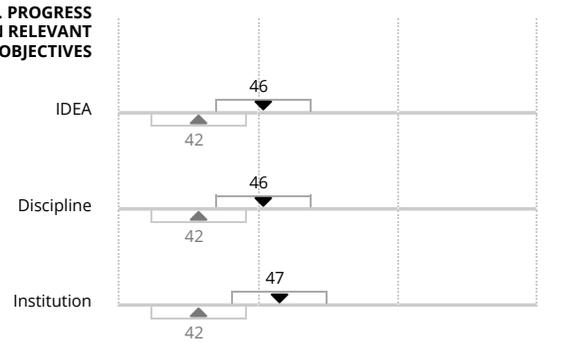
Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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Your Converted Average

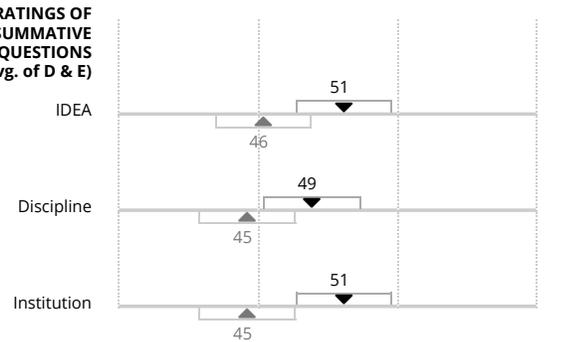
A. SUMMARY (Avg. of B & C)



B. PROGRESS ON RELEVANT OBJECTIVES



C. RATINGS OF SUMMATIVE QUESTIONS (Avg. of D & E)



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	3.7	3.8	19	62	40	44	40	44	40	45
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.6	3.8	19	54	44	48	42	45	43	48
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.6	3.9	23	58	40	45	42	47	40	46
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.5	3.8	19	50	38	43	41	46	36	44
Acquiring skills in working with others as a member of a team	M	3.1	3.4	31	42	38	42	45	49	39	45
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.2	3.6	27	38	43	49	47	52	39	47
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.6	3.9	19	54	47	52	48	53	45	51
Developing skill in expressing myself orally or in writing	M	3.6	4.1	23	62	45	53	45	52	43	52
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.7	4.1	15	62	45	52	46	51	45	52
Developing ethical reasoning and/or ethical decision making	M	3.7	4	23	65	46	51	46	51	46	52
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	3.9	4.1	12	69	47	52	45	50	47	53
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.4	3.7	19	50	40	45	41	46	40	47
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.3	3.5	23	46	41	44	46	49	41	45

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.9	42	45	41
Difficulty of subject matter	3.1	45	45	45

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.5	38	41	38
I really wanted to take this course regardless of who taught it.	3.5	46	48	47
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.	2.9	32	36	34

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4	12% (1 or 2) 73% (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	15% (1 or 2) 73% (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	15% (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.
Introduced stimulating ideas about the subject	3.6	19% (1 or 2) 58% (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	3.4	23% (1 or 2) 50% (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)	3.7	15% (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.
Encouraged students to reflect on and evaluate what they have learned	4	12% (1 or 2) 77% (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	3.5	19% (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.
Related course material to real life situations	4.1	8% (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.
Created opportunities for students to apply course content outside the classroom	3.5	23% (1 or 2) 58% (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
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Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	3.7	19% (1 or 2) 69% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Quantitative

<i>Please use the key below to answer the questions about your experience with technology in your online course.</i>	1 = Hardly Ever	2 = Occasionally	3 = Sometimes	4 = Frequently	5 = Almost Always	N	DNA	SD	M
This course was generally easy to navigate.	3.85% (1)	3.85% (1)	15.38% (4)	30.77% (8)	46.15% (12)	26	0	1.05	4.12
The tools in this course were easy to use (discussions, blogs, email, etc.).	7.69% (2)	3.85% (1)	0% (0)	34.62% (9)	53.85% (14)	26	0	1.15	4.23
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	7.69% (2)	0% (0)	3.85% (1)	30.77% (8)	57.69% (15)	26	0	1.1	4.31
I was able to access my online course 24x7.	0% (0)	3.85% (1)	0% (0)	23.08% (6)	73.08% (19)	26	0	0.68	4.65
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	3.85% (1)	3.85% (1)	11.54% (3)	30.77% (8)	50% (13)	26	0	1.04	4.19
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	0% (0)	7.69% (2)	19.23% (5)	26.92% (7)	46.15% (12)	26	0	0.97	4.12
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	3.85% (1)	0% (0)	7.69% (2)	26.92% (7)	61.54% (16)	26	0	0.93	4.42

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	15.38% (4)	0% (0)	7.69% (2)	53.85% (14)	23.08% (6)	26	0	1.26	3.69
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	11.54% (3)	3.85% (1)	19.23% (5)	38.46% (10)	26.92% (7)	26	0	1.24	3.65
Encouraged students to reflect on and evaluate what they have learned	3.85% (1)	7.69% (2)	11.54% (3)	38.46% (10)	38.46% (10)	26	0	1.07	4
Demonstrated the importance and significance of the subject matter	3.85% (1)	7.69% (2)	15.38% (4)	30.77% (8)	42.31% (11)	26	0	1.11	4
Formed teams or groups to facilitate learning	30.77% (8)	7.69% (2)	30.77% (8)	15.38% (4)	15.38% (4)	26	0	1.42	2.77
Made it clear how each topic fit into the course	7.69% (2)	7.69% (2)	11.54% (3)	19.23% (5)	53.85% (14)	26	0	1.29	4.04
Provided meaningful feedback on students' academic performance	15.38% (4)	7.69% (2)	3.85% (1)	50% (13)	23.08% (6)	26	0	1.34	3.58
Stimulated students to intellectual effort beyond that required by most courses	11.54% (3)	7.69% (2)	19.23% (5)	38.46% (10)	23.08% (6)	26	0	1.25	3.54
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	11.54% (3)	3.85% (1)	3.85% (1)	38.46% (10)	42.31% (11)	26	0	1.29	3.96
Explained course material clearly and concisely	11.54% (3)	3.85% (1)	3.85% (1)	34.62% (9)	46.15% (12)	26	0	1.3	4

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	7.69% (2)	26.92% (7)	15.38% (4)	50% (13)	26	0	1.03	4.08
Created opportunities for students to apply course content outside the classroom	11.54% (3)	11.54% (3)	19.23% (5)	30.77% (8)	26.92% (7)	26	0	1.31	3.5
Introduced stimulating ideas about the subject	7.69% (2)	11.54% (3)	23.08% (6)	26.92% (7)	30.77% (8)	26	0	1.24	3.62
Involved students in hands-on projects such as research, case studies, or real life activities	30.77% (8)	11.54% (3)	19.23% (5)	19.23% (5)	19.23% (5)	26	0	1.51	2.85
Inspired students to set and achieve goals which really challenged them	11.54% (3)	11.54% (3)	26.92% (7)	23.08% (6)	26.92% (7)	26	0	1.31	3.42
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	11.54% (3)	7.69% (2)	11.54% (3)	30.77% (8)	38.46% (10)	26	0	1.34	3.77
Asked students to help each other understand ideas or concepts	7.69% (2)	11.54% (3)	23.08% (6)	15.38% (4)	42.31% (11)	26	0	1.32	3.73
Gave projects, tests, or assignments that required original or creative thinking	11.54% (3)	7.69% (2)	11.54% (3)	34.62% (9)	34.62% (9)	26	0	1.32	3.73
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	19.23% (5)	0% (0)	23.08% (6)	23.08% (6)	34.62% (9)	26	0	1.45	3.54
<i>Describe your progress on:</i>	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)	7.69% (2)	11.54% (3)	19.23% (5)	30.77% (8)	30.77% (8)	26	0	1.24	3.65
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	11.54% (3)	7.69% (2)	26.92% (7)	19.23% (5)	34.62% (9)	26	0	1.34	3.58
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	11.54% (3)	11.54% (3)	19.23% (5)	23.08% (6)	34.62% (9)	26	0	1.36	3.58
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	11.54% (3)	7.69% (2)	30.77% (8)	23.08% (6)	26.92% (7)	26	0	1.28	3.46
Acquiring skills in working with others as a member of a team	30.77% (8)	0% (0)	26.92% (7)	11.54% (3)	30.77% (8)	26	0	1.6	3.12
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	11.54% (3)	15.38% (4)	34.62% (9)	19.23% (5)	19.23% (5)	26	0	1.24	3.19
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	11.54% (3)	7.69% (2)	26.92% (7)	15.38% (4)	38.46% (10)	26	0	1.36	3.62
Developing skill in expressing myself orally or in writing	7.69% (2)	15.38% (4)	15.38% (4)	34.62% (9)	26.92% (7)	26	0	1.25	3.58
Learning how to find, evaluate, and use resources to explore a topic in depth	11.54% (3)	3.85% (1)	23.08% (6)	26.92% (7)	34.62% (9)	26	0	1.29	3.69
Developing ethical reasoning and/or ethical decision making	19.23% (5)	3.85% (1)	11.54% (3)	23.08% (6)	42.31% (11)	26	0	1.52	3.65
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	7.69% (2)	3.85% (1)	19.23% (5)	34.62% (9)	34.62% (9)	26	0	1.17	3.85
Learning to apply knowledge and skills to benefit others or serve the public good	19.23% (5)	0% (0)	30.77% (8)	23.08% (6)	26.92% (7)	26	0	1.39	3.38
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	19.23% (5)	3.85% (1)	30.77% (8)	23.08% (6)	23.08% (6)	26	0	1.37	3.27
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	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	3.85% (1)	11.54% (3)	76.92% (20)	3.85% (1)	3.85% (1)	26	0	0.67	2.92
Difficulty of subject matter	3.85% (1)	19.23% (5)	50% (13)	15.38% (4)	11.54% (3)	26	0	0.97	3.12

<i>For the following items, choose the option that best corresponds to your judgment.</i>	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.	3.85% (1)	7.69% (2)	42.31% (11)	26.92% (7)	19.23% (5)	26	0	1.01	3.5
I really wanted to take this course regardless of who taught it.	7.69% (2)	23.08% (6)	19.23% (5)	11.54% (3)	38.46% (10)	26	0	1.39	3.5
When this course began I believed I could master its content.	7.69% (2)	7.69% (2)	23.08% (6)	30.77% (8)	30.77% (8)	26	0	1.2	3.69
My background prepared me well for this course's requirements.	15.38% (4)	15.38% (4)	42.31% (11)	15.38% (4)	11.54% (3)	26	0	1.17	2.92
Overall, I rate this instructor an excellent teacher.	0% (0)	11.54% (3)	19.23% (5)	26.92% (7)	42.31% (11)	26	0	1.04	4
Overall, I rate this course as excellent.	3.85% (1)	7.69% (2)	23.08% (6)	23.08% (6)	42.31% (11)	26	0	1.14	3.92

Qualitative

Comments -
<ul style="list-style-type: none"> • THANK YOU! • The professor was a great instructor who when asked for help, helped. The only complaint is that even if I read and studied the chapter I still had immense difficulty making good grades on the test. This is due to the likeness that some of the answers had to the questions which weren't always able to translate into exactly what the correct government definition was. • Good class! • Since, I been in this Government course I now consider the basic ideas, structures, and political processes of the United States government, including the fundamental institutional relationships in the federal system. I am able to recognize the major players in American politics, I have learned the basic structure of the U.S. Government, and the roles ideas, individuals, and institutions play. This Course has been a great learning experience for Me. I am totally satisfied with the Course and the instructor. No changes needed. • Dr. Patane is a pleasant professor and made himself available when seeking out guidance; however, the online material was disappointing, the book was extremely biased and the exam questions were poorly worded. I do not enjoy being so harsh and based on the face to face discussion I had with Dr. Patane, it sounded as this may have been his first time conducting an online course. This course is much better suited for a classroom environment, as Political Science is an interpretive subject which requires the students to have a better understanding of the professor's perspective. I follow politics very closely, have an in-depth knowledge of our political system & the 3 branches of government, a strong grasp of our founding and broad knowledge of the media & various political groups. Although I have a B in this class, I strive for A's and have A's in all my other courses. I take my time, take notes on the reading assignments and always complete my work before the deadline. The areas where this class could be improved is by creating lecture videos, from the professor, to provide a clearer understanding of the material and more concise wording on the exams. I understand that Dr. Patane wants everyone to have a "working knowledge" of the subject; however, unless the material is backed up with lecture videos, it is difficult to have an understanding of the instructors perspective. When an instructor provides a reading assignment, they must always realize that each individual may interrupt the material differently; as such, it is up to the instructor to provide the additional insight as to ensure the student grasps the meaning of the material provided. Dr. Patane did encourage online discourse between the students; however, (through no fault of Dr. Patane) I found the exercise to be futile at best. This is due to the student's inability to provide any productive or insightful responses and often seemed as though they were "checking a box". Not every student could be accused of this but the vast majority of them were just "checking the box". To be quite honest, this was the class I was most excited about this semester and walked away being disappointed by the material. I will lay most of this blame at my feet, as I should have taken the course on campus, rather than online; however, if the material is going to be provided online, it requires a lot more work. • I was a little worried about having to take this class again, because I had to drop out the first time I took this class at another school. However, I think that your class challenged me in a good way. I have a better understanding and a new perspective on the government and how it works. I have really enjoyed taking your class this semester. I wouldn't change anything about this class because I think if students do the reading and assignments, they will succeed. You are an excellent teacher. Thank you. • I enjoyed your online class, even though they are more impersonal, the discussion boards helped to communicate and listen to other classmates while not in a classroom.
What technology features in this course contributed to a good online learning experience? -
<ul style="list-style-type: none"> • Understanding of the functions of blackboard. • This course requires more features, especially from the professor's side in providing lecture videos to convey a better understanding of the coursework. As far as Blackboard, I had no real concerns or issues. • Blackboard availability. • Totally satisfied with Technology, IT Help desk • everything was on blackboard • notification s

POLS 2305 (17): American Government

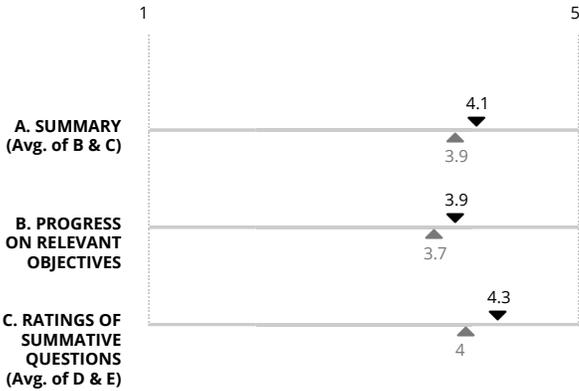
Spring 2019 | Christopher Patane | Course CIP Code: 45.1002

36 | Students Enrolled
22 | Students Responded
61.11% | 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	4.4
E. Excellent Course	3.8	4.1

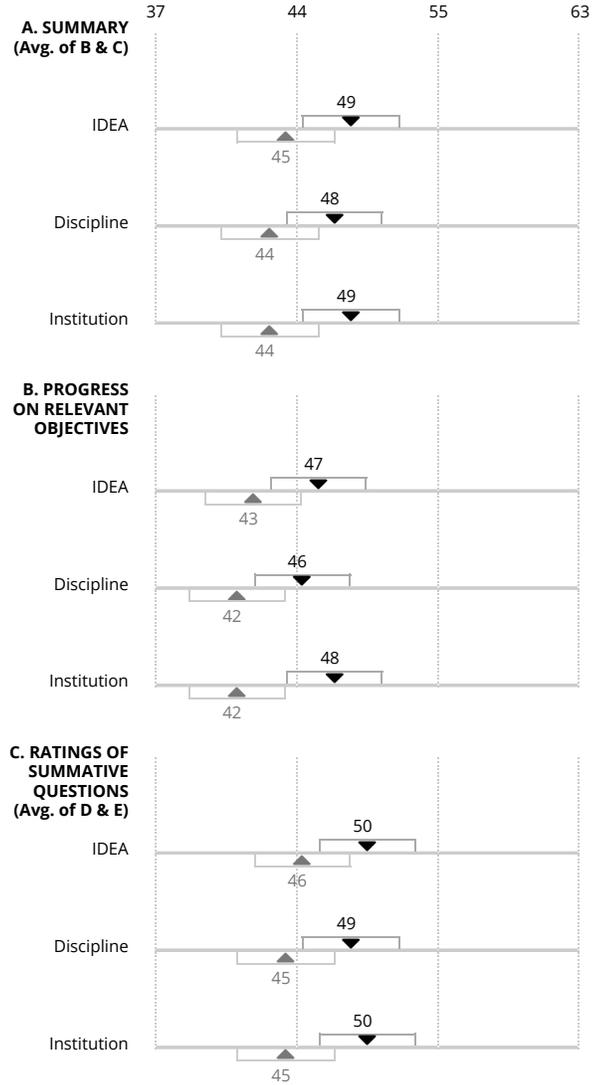
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	47	51
Discipline	47	50
Institution	47	52
E. Excellent Course		
IDEA	44	49
Discipline	42	47
Institution	43	48

Converted Average Buckets
Based on a Bell Curve

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



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	3.7	3.9	14	59	42	46	41	45	42	47
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.8	4.1	14	59	47	52	45	50	46	52
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.7	4	18	59	42	48	44	49	41	48
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.9	4.2	14	68	45	53	48	53	44	52
Acquiring skills in working with others as a member of a team	M	3.2	3.5	23	41	40	44	47	51	40	47
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.5	4	23	55	47	54	51	56	43	52
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.5	3.7	23	59	44	49	46	50	43	48
Developing skill in expressing myself orally or in writing	M	3.4	3.7	23	45	42	48	42	48	40	48
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.5	3.8	23	50	41	46	42	47	41	48
Developing ethical reasoning and/or ethical decision making	M	3.6	3.9	18	55	45	50	45	49	45	51
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	3.6	3.9	14	59	44	48	41	46	44	49
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.7	4.1	18	59	45	52	46	51	44	53
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.3	3.5	18	50	42	45	46	49	42	46

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.9	42	45	41
Difficulty of subject matter	3.2	48	47	47

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.5	38	41	38
I really wanted to take this course regardless of who taught it.	3.6	47	49	48
When this course began I believed I could master its content.	3.3	33	37	36
My background prepared me well for this course's requirements.	3	33	37	34

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.1	9% (1 or 2) 73% (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	3.8	14% (1 or 2) 68% (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	4.1	14% (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	3.6	27% (1 or 2) 59% (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	4	18% (1 or 2) 73% (4 or 5)	You employed the method with frequency typical of 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	14% (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.
Encouraged students to reflect on and evaluate what they have learned	4.1	14% (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.
Stimulated students to intellectual effort beyond that required by most courses	3.9	18% (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.
Related course material to real life situations	3.9	18% (1 or 2) 64% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.9	18% (1 or 2) 64% (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
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Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	3.9	23% (1 or 2) 68% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Quantitative

<i>Please use the key below to answer the questions about your experience with technology in your online course.</i>	1 = Hardly Ever	2 = Occasionally	3 = Sometimes	4 = Frequently	5 = Almost Always	N	DNA	SD	M
This course was generally easy to navigate.	0% (0)	0% (0)	9.09% (2)	40.91% (9)	50% (11)	22	0	0.65	4.41
The tools in this course were easy to use (discussions, blogs, email, etc.).	0% (0)	4.55% (1)	9.09% (2)	36.36% (8)	50% (11)	22	0	0.82	4.32
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	0% (0)	9.09% (2)	13.64% (3)	31.82% (7)	45.45% (10)	22	0	0.97	4.14
I was able to access my online course 24x7.	0% (0)	0% (0)	22.73% (5)	22.73% (5)	54.55% (12)	22	0	0.82	4.32
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	0% (0)	0% (0)	18.18% (4)	27.27% (6)	54.55% (12)	22	0	0.77	4.36
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	0% (0)	0% (0)	18.18% (4)	22.73% (5)	59.09% (13)	22	0	0.78	4.41
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	0% (0)	0% (0)	22.73% (5)	18.18% (4)	59.09% (13)	22	0	0.83	4.36

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	9.09% (2)	22.73% (5)	31.82% (7)	36.36% (8)	22	0	0.98	3.95
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	13.64% (3)	27.27% (6)	13.64% (3)	45.45% (10)	22	0	1.12	3.91
Encouraged students to reflect on and evaluate what they have learned	0% (0)	13.64% (3)	9.09% (2)	36.36% (8)	40.91% (9)	22	0	1.02	4.05
Demonstrated the importance and significance of the subject matter	0% (0)	9.09% (2)	18.18% (4)	31.82% (7)	40.91% (9)	22	0	0.98	4.05
Formed teams or groups to facilitate learning	9.09% (2)	13.64% (3)	27.27% (6)	22.73% (5)	27.27% (6)	22	0	1.27	3.45
Made it clear how each topic fit into the course	4.55% (1)	9.09% (2)	18.18% (4)	36.36% (8)	31.82% (7)	22	0	1.11	3.82
Provided meaningful feedback on students' academic performance	4.55% (1)	13.64% (3)	18.18% (4)	18.18% (4)	45.45% (10)	22	0	1.25	3.86
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	18.18% (4)	22.73% (5)	13.64% (3)	45.45% (10)	22	0	1.18	3.86
Encouraged students to use multiple resources (e.g., internet, library holdings, outside experts) to improve understanding	4.55% (1)	13.64% (3)	18.18% (4)	13.64% (3)	50% (11)	22	0	1.28	3.91
Explained course material clearly and concisely	4.55% (1)	9.09% (2)	9.09% (2)	31.82% (7)	45.45% (10)	22	0	1.15	4.05

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	18.18% (4)	18.18% (4)	18.18% (4)	45.45% (10)	22	0	1.16	3.91
Created opportunities for students to apply course content outside the classroom	0% (0)	18.18% (4)	18.18% (4)	22.73% (5)	40.91% (9)	22	0	1.14	3.86
Introduced stimulating ideas about the subject	9.09% (2)	18.18% (4)	13.64% (3)	18.18% (4)	40.91% (9)	22	0	1.4	3.64
Involved students in hands-on projects such as research, case studies, or real life activities	9.09% (2)	18.18% (4)	9.09% (2)	27.27% (6)	36.36% (8)	22	0	1.37	3.64
Inspired students to set and achieve goals which really challenged them	4.55% (1)	13.64% (3)	9.09% (2)	22.73% (5)	50% (11)	22	0	1.24	4
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	18.18% (4)	13.64% (3)	18.18% (4)	50% (11)	22	0	1.17	4
Asked students to help each other understand ideas or concepts	0% (0)	22.73% (5)	9.09% (2)	18.18% (4)	50% (11)	22	0	1.22	3.95
Gave projects, tests, or assignments that required original or creative thinking	9.09% (2)	13.64% (3)	9.09% (2)	18.18% (4)	50% (11)	22	0	1.39	3.86
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.55% (1)	13.64% (3)	18.18% (4)	22.73% (5)	40.91% (9)	22	0	1.23	3.82
<i>Describe your progress on:</i>	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)	4.55% (1)	9.09% (2)	27.27% (6)	27.27% (6)	31.82% (7)	22	0	1.14	3.73
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	13.64% (3)	27.27% (6)	27.27% (6)	31.82% (7)	22	0	1.04	3.77
Learning to apply course material (to improve thinking, problem solving, and decisions)	4.55% (1)	13.64% (3)	22.73% (5)	27.27% (6)	31.82% (7)	22	0	1.18	3.68
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	13.64% (3)	18.18% (4)	36.36% (8)	31.82% (7)	22	0	1.01	3.86
Acquiring skills in working with others as a member of a team	13.64% (3)	9.09% (2)	36.36% (8)	22.73% (5)	18.18% (4)	22	0	1.24	3.23
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	13.64% (3)	9.09% (2)	22.73% (5)	22.73% (5)	31.82% (7)	22	0	1.37	3.5
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	18.18% (4)	4.55% (1)	18.18% (4)	31.82% (7)	27.27% (6)	22	0	1.41	3.45
Developing skill in expressing myself orally or in writing	13.64% (3)	9.09% (2)	31.82% (7)	18.18% (4)	27.27% (6)	22	0	1.33	3.36
Learning how to find, evaluate, and use resources to explore a topic in depth	4.55% (1)	18.18% (4)	27.27% (6)	27.27% (6)	22.73% (5)	22	0	1.16	3.45
Developing ethical reasoning and/or ethical decision making	4.55% (1)	13.64% (3)	27.27% (6)	31.82% (7)	22.73% (5)	22	0	1.12	3.55
Learning to analyze and critically evaluate ideas, arguments, and points of view	4.55% (1)	9.09% (2)	27.27% (6)	36.36% (8)	22.73% (5)	22	0	1.07	3.64
Learning to apply knowledge and skills to benefit others or serve the public good	4.55% (1)	13.64% (3)	22.73% (5)	27.27% (6)	31.82% (7)	22	0	1.18	3.68
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	13.64% (3)	4.55% (1)	31.82% (7)	36.36% (8)	13.64% (3)	22	0	1.18	3.32
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	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	0% (0)	18.18% (4)	72.73% (16)	9.09% (2)	0% (0)	22	0	0.51	2.91
Difficulty of subject matter	4.55% (1)	4.55% (1)	59.09% (13)	27.27% (6)	4.55% (1)	22	0	0.79	3.23

<i>For the following items, choose the option that best corresponds to your judgment.</i>	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)	4.55% (1)	54.55% (12)	27.27% (6)	13.64% (3)	22	0	0.78	3.5
I really wanted to take this course regardless of who taught it.	4.55% (1)	18.18% (4)	22.73% (5)	27.27% (6)	27.27% (6)	22	0	1.2	3.55
When this course began I believed I could master its content.	0% (0)	18.18% (4)	40.91% (9)	31.82% (7)	9.09% (2)	22	0	0.87	3.32
My background prepared me well for this course's requirements.	9.09% (2)	27.27% (6)	36.36% (8)	13.64% (3)	13.64% (3)	22	0	1.15	2.95
Overall, I rate this instructor an excellent teacher.	4.55% (1)	4.55% (1)	13.64% (3)	27.27% (6)	50% (11)	22	0	1.1	4.14
Overall, I rate this course as excellent.	4.55% (1)	9.09% (2)	27.27% (6)	22.73% (5)	36.36% (8)	22	0	1.17	3.77

Qualitative

Comments -

- Dr. Patane was a great professor! He was easy to reach and is very accessible which is sometimes rare for an online class. I thought think I learned something from this class and am very grateful for that!
- Quiz questions and exams were really challenging as you had to really dig into the book to know the answers. I felt as if I spent a lot of my studying time researching on the internet because the materials required or provided did not contain enough information. Overall I did enjoy Mr. Patane as a professor. He responded to e-mails in a timely manner, answered our questions and always encouraged us to use our minds and be creative in our answers. I would take him again.
- Mr. Patane was always willing to help and I really appreciate that! Some of the questions on the tests that were could be tricky but overall a good course especially for online!
- It is an online course and this semester I am taking 4 online courses. So for me I didn't know what to expect. For this course it was literally reading the chapter. Sometimes taking a quiz of the subject matter. Sometimes writing about a subject on the chapter. No lecture. Or to be more accurate if there was a lecture I could not find it. Now it is mostly factual stuff we were going over and learning. I guess a lecture could be boring but hearing things more than once is always good for me. For other classes I read the chapters take notes or jot questions and then watch the lectures and also take notes and jot questions. Yes it is basically the same things in the book but lectures, to me, help with practical application or further explanation or clarification when needed. Often it is needed. So for me it was hard to not have a lecture. But again this is my first semester taking all online courses. This may be the common thing.
- He is an amazing teacher. Although I only had him only, I kinda wished I had taken his actual lecture. He made it easy to apply this knowledge. Any concerns about your grade or the wording of the quizzes/test he would fix it and made sure you succeeded.
- Professor Patane had to deal with technical problems on our first exams but he was extremely patient and emailed me back straight away when I had any questions. He's very passionate about what he does and it shows in the quizzes and other work he gave us. He didn't just give us the basic questions that other classes use year after year. His questions really made you think and made you want to understand what your reading rather than just get answers for whatever you're working on. It was great to be a part of his class this semester.
- My only input is more specific due dates and time limits posted. When it came to the tests, there was no marker for how long we had for the test. That would be nice in the long run. Also, for discussions, there was no due date posted anywhere that I could find, so it was confusing on when they were due. Besides that, this was a good class!
- This course was difficult because I expected to learn much more than I have throughout the semester. His tests were not pulled from our textbook which was extremely difficult and unfair since this was an online course and having no other supplemental material. I made and put forth effort to study for the exams but the material was again not in the book or listed on his exam reviews. I am extremely disappointed with this course.

What technology features in this course contributed to a good online learning experience? -

- Online videos
- I had an issue taking an exam. I was 7 minutes into an exam with no idle time on my computer and it submitted my test. I had to reach out to the professor to give me another chance at taking the exam.
- Blackboard and discussion posts
- Everything on blackboard was pretty easy to find and organized decently well. No complaints.
- blackboard
- For me it was the affordable options to get the course materials including the book.
- Having my own personal computer helped me during this course.