POLS 4081 (02): Problems in Political Science

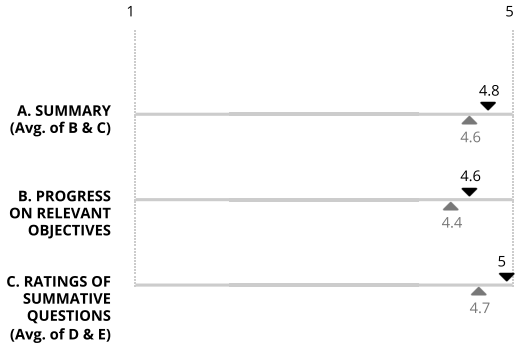
Fall 2019 | Christopher Patane | Course CIP Code: 45.1001

32 | Students Enrolled
27 | Students Responded
84.38% | 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	4.9
E. Excellent Course	4.6	5

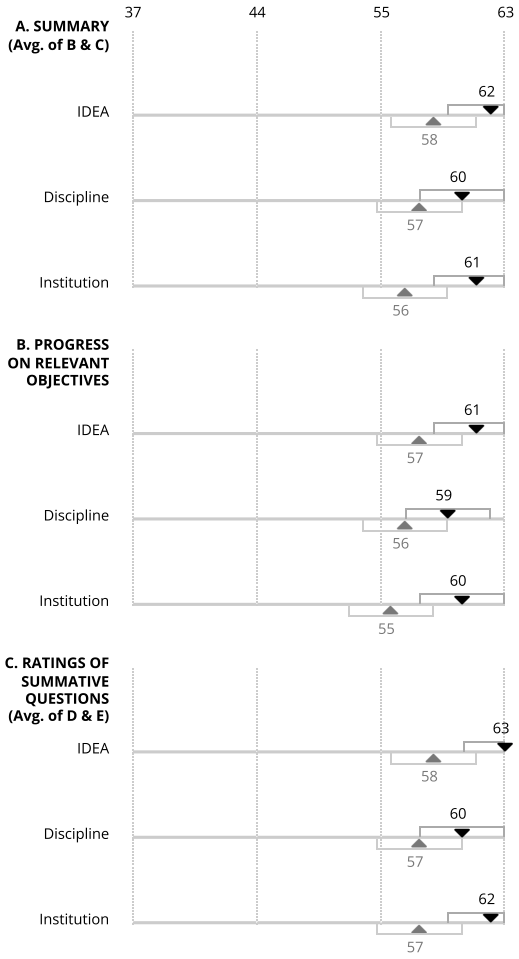
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	58	61
Discipline	57	59
Institution	57	61
E. Excellent Course		
IDEA	58	65
Discipline	56	61
Institution	56	62

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**

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	4.5	4.8	0	93	58	63	57	60	57	62
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.6	4.7	4	85	60	63	58	60	58	62
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	I	4.4	4.6	0	81	56	61	55	59	54	59
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.6	5	0	96	59	67	58	63	57	64
Acquiring skills in working with others as a member of a team	M	4.1	4.2	11	67	53	56	56	58	52	56
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4.2	4.5	15	78	56	62	58	62	52	58
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	4.1	4.3	15	74	55	57	55	57	52	55
Developing skill in expressing myself orally or in writing	M	4.4	4.7	0	85	59	63	58	61	57	61
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.4	4.7	4	85	58	62	56	59	56	61
Developing ethical reasoning and/or ethical decision making	M	4.3	4.5	7	78	56	59	55	57	55	59
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	M	4.4	4.6	4	81	58	60	55	58	57	60
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.3	4.7	4	78	56	61	55	58	54	60
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.3	4.4	7	81	57	59	58	59	56	58

		Your Converted Average		
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
Amount of coursework	3	43	45	42
Difficulty of subject matter	3.1	45	45	45

		Your Converted Average		
Student Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
As a rule, I put forth more effort than other students on academic work.	3.7	44	45	43
I really wanted to take this course regardless of who taught it.	3.2	38	41	40
When this course began I believed I could master its content.	4	53	53	52
My background prepared me well for this course's requirements.	3.7	50	51	49

Formative

Teaching Essentials	**Your Average**	**Students Rating**	**Suggested Action**
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	4.7	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.
Explained course material clearly and concisely	4.6	0% (1 or 2) 96% (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) 96% (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	4% (1 or 2) 78% (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)	4.7	0% (1 or 2) 96% (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	4.7	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	4.6	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.
Related course material to real life situations	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.
Created opportunities for students to apply course content outside the classroom	4.6	0% (1 or 2) 93% (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**

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	0% (0)	0% (0)	0% (0)	29.63% (8)	70.37% (19)	27	0	0.46	4.7
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	3.7% (1)	18.52% (5)	77.78% (21)	27	0	0.52	4.74
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	25.93% (7)	74.07% (20)	27	0	0.44	4.74
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	18.52% (5)	81.48% (22)	27	0	0.39	4.81
Formed teams or groups to facilitate learning	11.11% (3)	0% (0)	33.33% (9)	11.11% (3)	44.44% (12)	27	0	1.31	3.78
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	29.63% (8)	70.37% (19)	27	0	0.46	4.7
Provided meaningful feedback on students' academic performance	0% (0)	3.7% (1)	7.41% (2)	22.22% (6)	66.67% (18)	27	0	0.79	4.52
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	11.11% (3)	14.81% (4)	74.07% (20)	27	0	0.67	4.63
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	7.41% (2)	25.93% (7)	66.67% (18)	27	0	0.62	4.59
Explained course material clearly and concisely	0% (0)	0% (0)	3.7% (1)	33.33% (9)	62.96% (17)	27	0	0.56	4.59

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)	14.81% (4)	85.19% (23)	27	0	0.36	4.85
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	7.41% (2)	25.93% (7)	66.67% (18)	27	0	0.62	4.59
Introduced stimulating ideas about the subject	0% (0)	0% (0)	3.7% (1)	22.22% (6)	74.07% (20)	27	0	0.53	4.7
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	3.7% (1)	0% (0)	18.52% (5)	77.78% (21)	27	0	0.66	4.7
Inspired students to set and achieve goals which really challenged them	0% (0)	3.7% (1)	18.52% (5)	22.22% (6)	55.56% (15)	27	0	0.9	4.3
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	3.7% (1)	29.63% (8)	66.67% (18)	27	0	0.55	4.63
Asked students to help each other understand ideas or concepts	0% (0)	3.7% (1)	11.11% (3)	25.93% (7)	59.26% (16)	27	0	0.83	4.41
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	11.11% (3)	7.41% (2)	14.81% (4)	66.67% (18)	27	0	1.02	4.37
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	3.7% (1)	22.22% (6)	74.07% (20)	27	0	0.53	4.7

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)	7.41% (2)	33.33% (9)	59.26% (16)	27	0	0.63	4.52
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	3.7% (1)	11.11% (3)	11.11% (3)	74.07% (20)	27	0	0.83	4.56
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	18.52% (5)	25.93% (7)	55.56% (15)	27	0	0.78	4.37
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	3.7% (1)	33.33% (9)	62.96% (17)	27	0	0.56	4.59
Acquiring skills in working with others as a member of a team	3.7% (1)	7.41% (2)	22.22% (6)	11.11% (3)	55.56% (15)	27	0	1.18	4.07
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	7.41% (2)	7.41% (2)	7.41% (2)	18.52% (5)	59.26% (16)	27	0	1.27	4.15
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	11.11% (3)	3.7% (1)	11.11% (3)	11.11% (3)	62.96% (17)	27	0	1.37	4.11
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	14.81% (4)	25.93% (7)	59.26% (16)	27	0	0.74	4.44
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	3.7% (1)	11.11% (3)	25.93% (7)	59.26% (16)	27	0	0.83	4.41
Developing ethical reasoning and/or ethical decision making	3.7% (1)	3.7% (1)	14.81% (4)	18.52% (5)	59.26% (16)	27	0	1.07	4.26
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	0% (0)	3.7% (1)	14.81% (4)	14.81% (4)	66.67% (18)	27	0	0.87	4.44
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	3.7% (1)	18.52% (5)	18.52% (5)	59.26% (16)	27	0	0.9	4.33
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	7.41% (2)	0% (0)	11.11% (3)	22.22% (6)	59.26% (16)	27	0	1.14	4.26

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	3.7% (1)	14.81% (4)	70.37% (19)	3.7% (1)	7.41% (2)	27	0	0.79	2.96
Difficulty of subject matter	3.7% (1)	18.52% (5)	51.85% (14)	14.81% (4)	11.11% (3)	27	0	0.96	3.11

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.	3.7% (1)	0% (0)	44.44% (12)	29.63% (8)	22.22% (6)	27	0	0.94	3.67
I really wanted to take this course regardless of who taught it.	14.81% (4)	14.81% (4)	29.63% (8)	22.22% (6)	18.52% (5)	27	0	1.3	3.15
When this course began I believed I could master its content.	3.7% (1)	0% (0)	33.33% (9)	14.81% (4)	48.15% (13)	27	0	1.07	4.04
My background prepared me well for this course's requirements.	3.7% (1)	14.81% (4)	25.93% (7)	14.81% (4)	40.74% (11)	27	0	1.24	3.74
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	7.41% (2)	7.41% (2)	85.19% (23)	27	0	0.57	4.78
Overall, I rate this course as excellent.	0% (0)	0% (0)	11.11% (3)	18.52% (5)	70.37% (19)	27	0	0.68	4.59

Qualitative

Comments -

- I loved the topic for this course and thankfully Dr. Patane is the one to teach it given this is his area of study. I liked the classroom participation aspect and case studies. I think weekly quizzes would help retain information throughout the course. I felt kind of lost doing all the readings but only applying it to essays. Overall, this course was excellent and I would recommend it to everyone. Dr. Patane is also a great professor. Ive had him for Resesearch and Writing and now this course. Hopefully this course can continue to be taught as propaganda seems helpful to be aware of, especially in these times. Thanks Dr. Patane
- The best professor I've been taught by ever!
- Dr. Patane is a very educated guy and cares to know that his students are learning the material while presenting it in ways more than one if someone doesn't understand the material. He also really voices that he cares his students are participating in class and allows for healthy conversation upon topics that create division. I would just recommend that he implicate group work in the sense of small in class projects. Other than that, I've taken in in other courses and I really like how his classes are structured. GREAT PROF!
- I would definitely take him again. I have taken him for 2 courses already. He's a great professor. Helps his students reach their potential. I wish he would teach more advanced POLS classes. He is definitely one I look for when choosing my classes.
- I enjoyed the lectures when you spoke. I hated when the discussion got out of hand and the students would end up taking over the class. They were knowledgeable in their discussions would lose the rest of the class (at least me for sure) in the off-topic debates they would have. It would have been better if you would speak up more and cut them off when they got out of hand and off topic. You are very knowledgeable and I enjoyed your lectures when I understood them. Maybe a mid-term or something would help with learning the information instead of waiting until the end? Also, participation grades suck in these situations when the class monopolizes the conversation Lastly, great course content and you are a great professor! I really did learn a lot and thought it was an interesting class, I just hated the people in the class, no offense.
- Great teacher would take him again
- Entertaining and knowledgeable
- Dr. Patane is an amazing professor
- loved this class. some of the people on one side of the room talked too much, it would have been helpful if they were told to be quiet every so often.
- LOVE PATANE!!!
- Dr. Patane is AMAZING. I really like how all his readings are academic journals/case studies (SAVED MONEY ON A TEXTBOOK)! He really caters to the needs of his students and often communicated that his office was open to the class (even on days he was not present he made us aware and was still available via email, etc). He taught more than just a propaganda course in my opinion. We often discussed social issues and he was always helpful to give other resources on how to learn more about "off topic" discussions when the class drifted off from the assigned topic. Overall, I believe Dr. P is a great asset to the poli sci department at Sam! GO DR.P :)

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

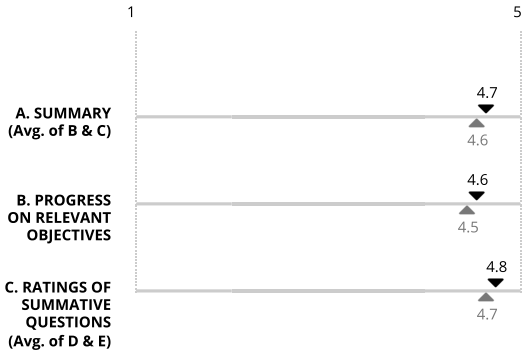
Fall 2019 | Christopher Patane | Course CIP Code: 45.1001

21 | Students Enrolled
17 | Students Responded
80.95% | 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	4.7	4.8
E. Excellent Course	4.6	4.8

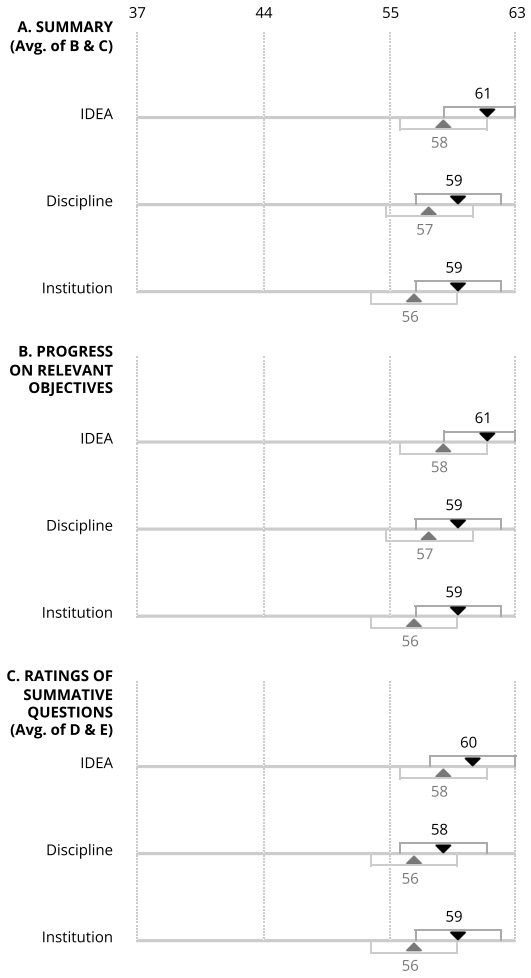
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	57	58
Discipline	56	57
Institution	56	58
E. Excellent Course		
IDEA	58	62
Discipline	56	59
Institution	56	60

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)	E	4.4	4.5	0	88	55	57	53	55	54	56
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.2	4.3	0	82	54	55	51	52	53	55
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	M	4.5	4.7	0	94	58	61	57	59	56	60
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	E	4.4	4.6	0	94	56	60	56	58	54	58
Acquiring skills in working with others as a member of a team	M	4.2	4.3	12	82	55	56	57	58	53	57
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4.4	4.7	6	94	60	64	61	63	56	60
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.4	4.5	6	88	60	62	59	60	57	59
Developing skill in expressing myself orally or in writing	I	4.6	4.7	0	100	61	64	60	62	59	62
Learning how to find, evaluate, and use resources to explore a topic in depth	I	4.6	4.8	0	94	61	64	59	61	59	62
Developing ethical reasoning and/or ethical decision making	M	4.5	4.6	6	94	59	62	58	60	58	61
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	I	4.7	4.8	0	100	62	64	59	61	60	62
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.5	4.7	0	94	58	62	57	59	57	62
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.4	4.4	6	88	58	59	59	59	57	58

		Your Converted Average		
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
Amount of coursework	3.3	49	51	49
Difficulty of subject matter	3.4	51	51	51

		Your Converted Average		
Student Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
As a rule, I put forth more effort than other students on academic work.	3.7	46	46	44
I really wanted to take this course regardless of who taught it.	3.4	42	45	44
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.	3.8	51	53	50

Formative

Teaching Essentials	**Your Average**	**Students Rating**	**Suggested Action**
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	4.4	6% (1 or 2) 82% (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	4.4	6% (1 or 2) 82% (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	4.6	0% (1 or 2) 82% (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	4.5	6% (1 or 2) 82% (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)	4.5	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.
Encouraged students to reflect on and evaluate what they have learned	4.5	0% (1 or 2) 82% (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	4.7	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	4.5	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.
Created opportunities for students to apply course content outside the classroom	4.5	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.

Collaborative Learning	**Your Average**	**Students Rating**	**Suggested Action**
Asked students to help each other understand ideas or concepts	4.5	6% (1 or 2) 82% (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	4.8	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.
Involved students in hands-on projects such as research, case studies, or real life activities	4.7	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.
Gave projects, tests, or assignments that required original or creative thinking	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.

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)	5.88% (1)	5.88% (1)	11.76% (2)	76.47% (13)	17	0	0.84	4.59
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	5.88% (1)	5.88% (1)	17.65% (3)	70.59% (12)	17	0	0.85	4.53
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	17.65% (3)	11.76% (2)	70.59% (12)	17	0	0.78	4.53
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	23.53% (4)	76.47% (13)	17	0	0.42	4.76
Formed teams or groups to facilitate learning	5.88% (1)	0% (0)	17.65% (3)	11.76% (2)	64.71% (11)	17	0	1.13	4.29
Made it clear how each topic fit into the course	0% (0)	5.88% (1)	11.76% (2)	17.65% (3)	64.71% (11)	17	0	0.91	4.41
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	11.76% (2)	11.76% (2)	76.47% (13)	17	0	0.68	4.65
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	11.76% (2)	23.53% (4)	64.71% (11)	17	0	0.7	4.53
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	0% (0)	23.53% (4)	76.47% (13)	17	0	0.42	4.76
Explained course material clearly and concisely	0% (0)	5.88% (1)	11.76% (2)	17.65% (3)	64.71% (11)	17	0	0.91	4.41

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)	5.88% (1)	94.12% (16)	17	0	0.24	4.94
Created opportunities for students to apply course content outside the classroom	0% (0)	5.88% (1)	5.88% (1)	17.65% (3)	70.59% (12)	17	0	0.85	4.53
Introduced stimulating ideas about the subject	0% (0)	0% (0)	17.65% (3)	5.88% (1)	76.47% (13)	17	0	0.77	4.59
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	5.88% (1)	5.88% (1)	5.88% (1)	82.35% (14)	17	0	0.84	4.65
Inspired students to set and achieve goals which really challenged them	0% (0)	5.88% (1)	11.76% (2)	5.88% (1)	76.47% (13)	17	0	0.92	4.53
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	5.88% (1)	11.76% (2)	11.76% (2)	70.59% (12)	17	0	0.92	4.47
Asked students to help each other understand ideas or concepts	0% (0)	5.88% (1)	11.76% (2)	11.76% (2)	70.59% (12)	17	0	0.92	4.47
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	11.76% (2)	17.65% (3)	70.59% (12)	17	0	0.69	4.59
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	5.88% (1)	11.76% (2)	82.35% (14)	17	0	0.55	4.76

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)	11.76% (2)	41.18% (7)	47.06% (8)	17	0	0.68	4.35
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	17.65% (3)	47.06% (8)	35.29% (6)	17	0	0.71	4.18
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	5.88% (1)	41.18% (7)	52.94% (9)	17	0	0.61	4.47
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	5.88% (1)	47.06% (8)	47.06% (8)	17	0	0.6	4.41
Acquiring skills in working with others as a member of a team	5.88% (1)	5.88% (1)	5.88% (1)	29.41% (5)	52.94% (9)	17	0	1.15	4.18
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	5.88% (1)	0% (0)	41.18% (7)	52.94% (9)	17	0	0.77	4.41
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	5.88% (1)	5.88% (1)	29.41% (5)	58.82% (10)	17	0	0.84	4.41
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	0% (0)	41.18% (7)	58.82% (10)	17	0	0.49	4.59
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	5.88% (1)	29.41% (5)	64.71% (11)	17	0	0.6	4.59
Developing ethical reasoning and/or ethical decision making	0% (0)	5.88% (1)	0% (0)	35.29% (6)	58.82% (10)	17	0	0.78	4.47
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	0% (0)	0% (0)	0% (0)	35.29% (6)	64.71% (11)	17	0	0.48	4.65
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	5.88% (1)	41.18% (7)	52.94% (9)	17	0	0.61	4.47
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	5.88% (1)	5.88% (1)	35.29% (6)	52.94% (9)	17	0	0.84	4.35

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	0% (0)	5.88% (1)	76.47% (13)	0% (0)	17.65% (3)	17	0	0.82	3.29
Difficulty of subject matter	0% (0)	0% (0)	70.59% (12)	17.65% (3)	11.76% (2)	17	0	0.69	3.41

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)	11.76% (2)	29.41% (5)	35.29% (6)	23.53% (4)	17	0	0.96	3.71
I really wanted to take this course regardless of who taught it.	5.88% (1)	17.65% (3)	41.18% (7)	5.88% (1)	29.41% (5)	17	0	1.23	3.35
When this course began I believed I could master its content.	0% (0)	0% (0)	41.18% (7)	23.53% (4)	35.29% (6)	17	0	0.87	3.94
My background prepared me well for this course's requirements.	5.88% (1)	5.88% (1)	23.53% (4)	29.41% (5)	35.29% (6)	17	0	1.15	3.82
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	5.88% (1)	17.65% (3)	76.47% (13)	17	0	0.57	4.71
Overall, I rate this course as excellent.	0% (0)	0% (0)	11.76% (2)	17.65% (3)	70.59% (12)	17	0	0.69	4.59

Qualitative

Comments -

- Awesome teacher
- This is how you do a Research and Writing class. One large project, but making it better over time. The fact he was understanding there will be mistakes, but understand mistakes are why we are in class to being with is amazing. A good, understanding teacher that is easy to talk to and responds quickly to any question asked.
- Professor Patane is a great professor who is very understanding and helpful. Even though the course was difficult, he was overall wonderful
- He is a excellent professor ! Definitely would take him again
- Really great professor no complaints
- Great professor. Old boomers should take notes.

POLS 2305 (07): American Government

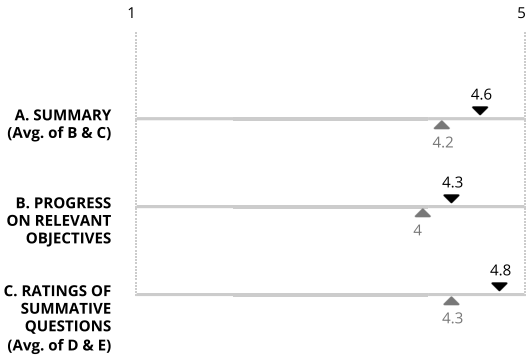
Fall 2019 | Christopher Patane | Course CIP Code: 45.1002

83	Students Enrolled
63	Students Responded
75.9%	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	4.5	4.8
E. Excellent Course	4.1	4.7

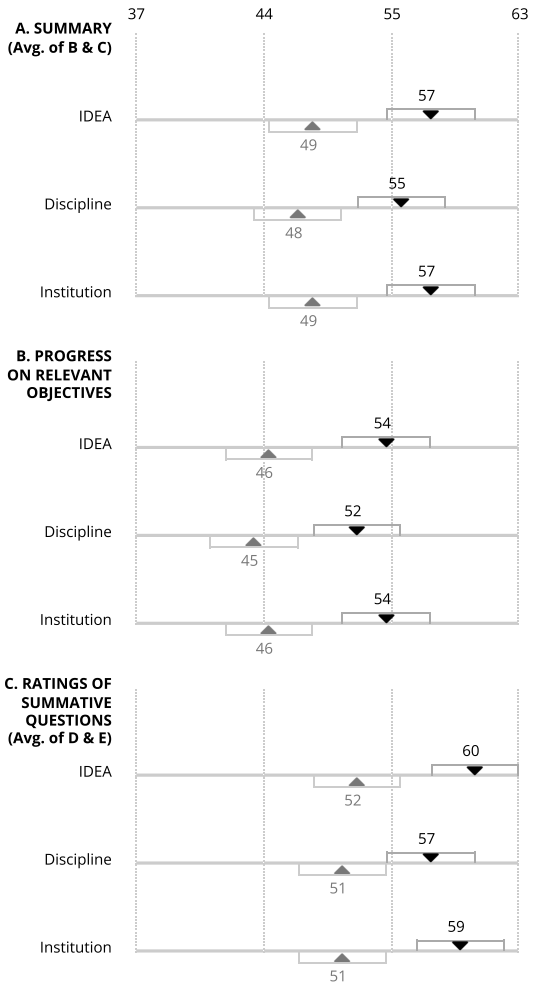
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	53	59
Discipline	52	58
Institution	52	59
E. Excellent Course		
IDEA	50	60
Discipline	49	56
Institution	49	58

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)	E	4	4.3	6	70	46	54	45	52	46	54
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.9	4.4	10	67	50	57	47	54	49	57
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	M	3.9	4.4	11	68	45	55	47	55	45	55
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4	4.6	8	71	47	59	49	58	46	58
Acquiring skills in working with others as a member of a team	M	3.2	3.7	32	51	40	47	46	52	40	49
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.1	4.1	35	44	41	55	44	57	37	53
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.4	4	24	48	44	52	45	53	42	51
Developing skill in expressing myself orally or in writing	M	3.1	3.9	35	43	37	49	38	49	36	49
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.8	4.4	16	63	46	57	46	55	46	57
Developing ethical reasoning and/or ethical decision making	M	3.9	4.4	10	70	51	58	50	56	50	58
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	M	3.9	4.3	10	71	49	56	46	54	48	56
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.8	4.4	16	65	47	56	48	55	47	57
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.3	3.6	29	49	42	46	46	50	42	47

		Your Converted Average		
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
Amount of coursework	2.5	33	37	33
Difficulty of subject matter	3.1	44	44	44

		Your Converted Average		
Student Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
As a rule, I put forth more effort than other students on academic work.	3.4	34	37	35
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.	3.3	32	36	34
My background prepared me well for this course's requirements.	3.1	37	40	37

Formative

Teaching Essentials	**Your Average**	**Students Rating**	**Suggested Action**
Made it clear how each topic fit into the course	4.3	8% (1 or 2) 79% (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	4.4	6% (1 or 2) 86% (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	4.2	10% (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**
Encouraged students to reflect on and evaluate what they have learned	4.1	14% (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.
Stimulated students to intellectual effort beyond that required by most courses	3.9	11% (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	4	13% (1 or 2) 67% (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**

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	3.17% (2)	7.94% (5)	14.29% (9)	25.4% (16)	49.21% (31)	63	0	1.11	4.1
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	1.59% (1)	3.17% (2)	6.35% (4)	36.51% (23)	52.38% (33)	63	0	0.86	4.35
Encouraged students to reflect on and evaluate what they have learned	4.76% (3)	9.52% (6)	4.76% (3)	34.92% (22)	46.03% (29)	63	0	1.15	4.08
Demonstrated the importance and significance of the subject matter	1.59% (1)	1.59% (1)	9.52% (6)	33.33% (21)	53.97% (34)	63	0	0.84	4.37
Formed teams or groups to facilitate learning	12.7% (8)	14.29% (9)	31.75% (20)	17.46% (11)	23.81% (15)	63	0	1.31	3.25
Made it clear how each topic fit into the course	0% (0)	7.94% (5)	12.7% (8)	23.81% (15)	55.56% (35)	63	0	0.96	4.27
Provided meaningful feedback on students' academic performance	11.11% (7)	7.94% (5)	23.81% (15)	28.57% (18)	28.57% (18)	63	0	1.28	3.56
Stimulated students to intellectual effort beyond that required by most courses	4.76% (3)	6.35% (4)	14.29% (9)	42.86% (27)	31.75% (20)	63	0	1.06	3.9
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.76% (3)	3.17% (2)	17.46% (11)	30.16% (19)	44.44% (28)	63	0	1.08	4.06
Explained course material clearly and concisely	1.59% (1)	4.76% (3)	7.94% (5)	23.81% (15)	61.9% (39)	63	0	0.94	4.4

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)	3.17% (2)	22.22% (14)	74.6% (47)	63	0	0.52	4.71
Created opportunities for students to apply course content outside the classroom	4.76% (3)	7.94% (5)	20.63% (13)	20.63% (13)	46.03% (29)	63	0	1.19	3.95
Introduced stimulating ideas about the subject	0% (0)	9.52% (6)	12.7% (8)	26.98% (17)	50.79% (32)	63	0	0.99	4.19
Involved students in hands-on projects such as research, case studies, or real life activities	28.57% (18)	12.7% (8)	17.46% (11)	12.7% (8)	28.57% (18)	63	0	1.59	3
Inspired students to set and achieve goals which really challenged them	11.11% (7)	11.11% (7)	22.22% (14)	23.81% (15)	31.75% (20)	63	0	1.33	3.54
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	9.52% (6)	15.87% (10)	14.29% (9)	22.22% (14)	38.1% (24)	63	0	1.37	3.63
Asked students to help each other understand ideas or concepts	7.94% (5)	14.29% (9)	15.87% (10)	30.16% (19)	31.75% (20)	63	0	1.28	3.63
Gave projects, tests, or assignments that required original or creative thinking	17.46% (11)	11.11% (7)	23.81% (15)	17.46% (11)	30.16% (19)	63	0	1.45	3.32
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.76% (3)	4.76% (3)	9.52% (6)	33.33% (21)	47.62% (30)	63	0	1.08	4.14

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)	1.59% (1)	4.76% (3)	23.81% (15)	36.51% (23)	33.33% (21)	63	0	0.95	3.95
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	1.59% (1)	7.94% (5)	23.81% (15)	28.57% (18)	38.1% (24)	63	0	1.04	3.94
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	3.17% (2)	7.94% (5)	20.63% (13)	36.51% (23)	31.75% (20)	63	0	1.05	3.86
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	7.94% (5)	20.63% (13)	38.1% (24)	33.33% (21)	63	0	0.93	3.97
Acquiring skills in working with others as a member of a team	17.46% (11)	14.29% (9)	17.46% (11)	30.16% (19)	20.63% (13)	63	0	1.39	3.22
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	26.98% (17)	7.94% (5)	20.63% (13)	20.63% (13)	23.81% (15)	63	0	1.52	3.06
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	9.52% (6)	14.29% (9)	28.57% (18)	19.05% (12)	28.57% (18)	63	0	1.29	3.43
Developing skill in expressing myself orally or in writing	23.81% (15)	11.11% (7)	22.22% (14)	17.46% (11)	25.4% (16)	63	0	1.5	3.1
Learning how to find, evaluate, and use resources to explore a topic in depth	9.52% (6)	6.35% (4)	20.63% (13)	26.98% (17)	36.51% (23)	63	0	1.27	3.75
Developing ethical reasoning and/or ethical decision making	4.76% (3)	4.76% (3)	20.63% (13)	31.75% (20)	38.1% (24)	63	0	1.1	3.94
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	1.59% (1)	7.94% (5)	19.05% (12)	39.68% (25)	31.75% (20)	63	0	0.98	3.92
Learning to apply knowledge and skills to benefit others or serve the public good	3.17% (2)	12.7% (8)	19.05% (12)	30.16% (19)	34.92% (22)	63	0	1.14	3.81
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	12.7% (8)	15.87% (10)	22.22% (14)	23.81% (15)	25.4% (16)	63	0	1.35	3.33

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	12.7% (8)	36.51% (23)	44.44% (28)	4.76% (3)	1.59% (1)	63	0	0.83	2.46
Difficulty of subject matter	1.59% (1)	12.7% (8)	65.08% (41)	19.05% (12)	1.59% (1)	63	0	0.66	3.06

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)	7.94% (5)	55.56% (35)	28.57% (18)	7.94% (5)	63	0	0.74	3.37
I really wanted to take this course regardless of who taught it.	12.7% (8)	14.29% (9)	30.16% (19)	26.98% (17)	15.87% (10)	63	0	1.23	3.19
When this course began I believed I could master its content.	6.35% (4)	12.7% (8)	36.51% (23)	36.51% (23)	7.94% (5)	63	0	1	3.27
My background prepared me well for this course's requirements.	6.35% (4)	14.29% (9)	49.21% (31)	20.63% (13)	9.52% (6)	63	0	0.98	3.13
Overall, I rate this instructor an excellent teacher.	1.59% (1)	3.17% (2)	7.94% (5)	22.22% (14)	65.08% (41)	63	0	0.89	4.46
Overall, I rate this course as excellent.	1.59% (1)	3.17% (2)	23.81% (15)	22.22% (14)	49.21% (31)	63	0	0.99	4.14

Qualitative

Comments -

- Professor Patane is a very good teacher. He is very concise and to the point when he teaches. The best part about him is his youth. In his class overall there is a greater sense of understanding towards the students. I would very much consider taking another pols class based off of how presentable the content of the class was.It was a very good semester even though I did not score the highest in this class his teaching and overall philosophy of student professor interaction was flawless. The best part about his political science class was the fact that he wasn't trying to indoctrinate students like another professor I have.
- Excellent, caring teacher despite the large class size. Was able to connect our learning to actual things going around us. 10/10 would take again.
- 10/10 Would recommend
- I really enjoyed this class!
- great professor! kept lectures interesting and relatable
-
- Very good professor and learned a lot from him. I would recommend future students to choose him as a professor
- Mr. Patane is agrea t teacher, and he really wants his students to succeed. He really goes the extra mile to make to sure his students understand and learn the material.
- Mr. Patane is a great professor, I was able to learn about the content through his easy and accessible powerpoints and through recent day politics. Although I wish there was some sort of in-class assignment to help memorize the content we're learning in that day's lecture
- Great teacher but tests were kind of hard but the curve was well needed and much appreciated
- Dr. Patane is an excellent instructor, you can tell he loves politics. He always uses real-life examples in his lectures which is amazing because it helps me have a better understanding of the concept. Even though it an 8 am class he always made ways for us to be involved. He cares about his student and wants them to succeed he provides test reviews and reading quizzes which helps a lot because as students it gives us a small checkpoint to see what we need to work on and what we already master. Overall Dr. Patane is an excellent instructor and I would absolutely recommend him to the upcoming student.
- you were a great teacher and helped me enjoy politics
- Overall, the professor was really communicative and always made sure students were up to date on assessment changes and things of that sort. Course material was always provided and made available for periods of time that would allow students to relax and not have to stress over meeting the deadlines in such a sort amount of time.
- I enjoyed taking the course, I think you do a great job in interacting with students.
- good teaching method
- Great teacher, awesome class.
- A great professor! Very practical and reasonable. His lessons were very helpful and understandable. 10/10
- Mr. Patane is a great teacher who really makes sure that the students know the information being taught. I enjoyed having his class this semester.
- Takes time to explain current political issues and relate them to the content that we're learning.
- Great teacher. Told real life events to help understand material.
- Great, easygoing professor, takes the time to answer student questions, lecture reliant
- Professor Christopher Patane is very easy going, he is very flexible on his students, the class itself can be boring sometimes because it is 8 A.M class and although he does not read everything from the PowerPoint slides, sometimes he can drag on for quite awhile. The course itself though is not hard, all we have to do is read, take the reading quiz, and test, he even gave us the reviews for the test and go over them the class before the test. He also gave us so much extra credit opportunities, and students love extra credit. Overall, the professor is great, the course is okay.

POLS 2305 (08): American Government

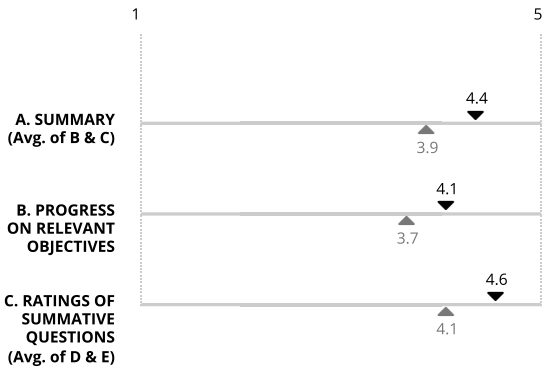
Fall 2019 | Christopher Patane | Course CIP Code: 45.1002

79	Students Enrolled
66	Students Responded
83.54%	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	4.3	4.7
E. Excellent Course	3.9	4.5

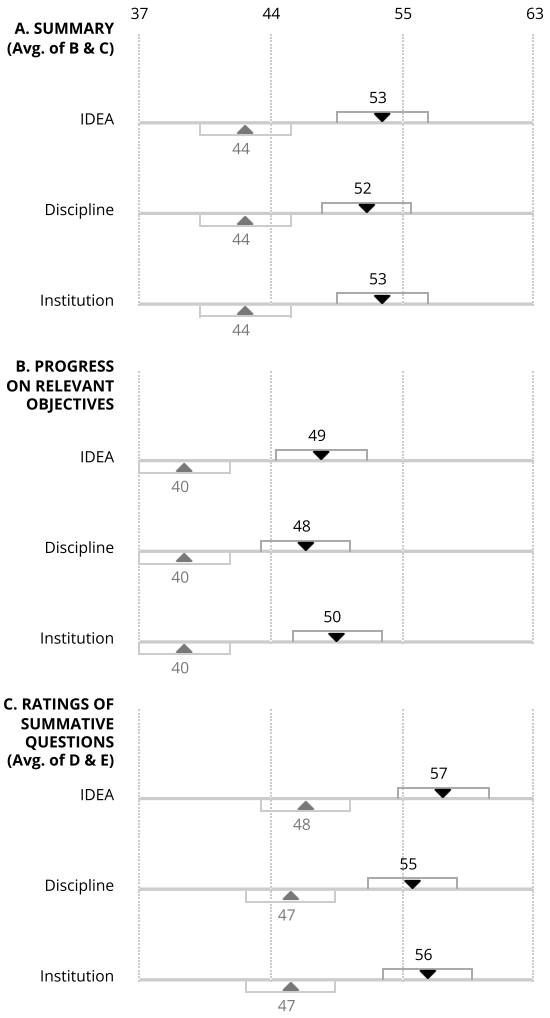
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	49	56
Discipline	48	55
Institution	49	57
E. Excellent Course		
IDEA	46	57
Discipline	45	54
Institution	45	55

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)	E	3.7	4.1	9	60	40	49	40	48	40	50
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.7	4.2	9	55	46	55	43	52	45	55
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	M	3.7	4.2	12	52	41	53	43	52	41	52
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.6	4.2	14	52	39	51	42	52	38	51
Acquiring skills in working with others as a member of a team	M	2.9	3.5	40	32	35	43	42	50	36	46
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.7	3.9	48	35	36	52	40	54	33	50
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.1	3.8	28	37	39	49	41	50	38	48
Developing skill in expressing myself orally or in writing	M	3	3.9	34	34	35	50	36	50	34	50
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.3	3.9	26	43	38	50	39	49	38	50
Developing ethical reasoning and/or ethical decision making	M	3.7	4.3	14	58	46	56	46	54	46	56
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	M	3.6	4.1	15	54	43	51	40	49	43	52
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.5	4.1	22	51	41	51	42	52	41	53
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.1	3.4	34	42	38	43	43	49	39	45

		Your Converted Average		
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
Amount of coursework	2.4	32	35	31
Difficulty of subject matter	3.3	48	48	48

		Your Converted Average		
Student Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
As a rule, I put forth more effort than other students on academic work.	3.2	28	33	30
I really wanted to take this course regardless of who taught it.	3.2	38	41	40
When this course began I believed I could master its content.	3.3	34	37	36
My background prepared me well for this course's requirements.	3	33	38	35

Formative

Teaching Essentials	**Your Average**	**Students Rating**	**Suggested Action**
Made it clear how each topic fit into the course	4.3	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.
Explained course material clearly and concisely	4.4	5% (1 or 2) 85% (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	4.1	6% (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.

Reflective and Integrative Learning	**Your Average**	**Students Rating**	**Suggested Action**
Encouraged students to reflect on and evaluate what they have learned	4	3% (1 or 2) 70% (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	3.7	15% (1 or 2) 58% (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	3.8	14% (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.

Collaborative Learning	**Your Average**	**Students Rating**	**Suggested Action**

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	1.52% (1)	6.06% (4)	12.12% (8)	33.33% (22)	46.97% (31)	66	0	0.97	4.18
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	1.52% (1)	12.12% (8)	28.79% (19)	57.58% (38)	66	0	0.76	4.42
Encouraged students to reflect on and evaluate what they have learned	1.52% (1)	1.52% (1)	27.27% (18)	39.39% (26)	30.3% (20)	66	0	0.88	3.95
Demonstrated the importance and significance of the subject matter	0% (0)	1.52% (1)	4.55% (3)	39.39% (26)	54.55% (36)	66	0	0.66	4.47
Formed teams or groups to facilitate learning	22.73% (15)	28.79% (19)	24.24% (16)	12.12% (8)	12.12% (8)	66	0	1.29	2.62
Made it clear how each topic fit into the course	1.52% (1)	4.55% (3)	4.55% (3)	40.91% (27)	48.48% (32)	66	0	0.87	4.3
Provided meaningful feedback on students' academic performance	16.67% (11)	6.06% (4)	24.24% (16)	28.79% (19)	24.24% (16)	66	0	1.36	3.38
Stimulated students to intellectual effort beyond that required by most courses	3.03% (2)	12.12% (8)	27.27% (18)	24.24% (16)	33.33% (22)	66	0	1.14	3.73
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	10.61% (7)	10.61% (7)	24.24% (16)	30.3% (20)	24.24% (16)	66	0	1.26	3.47
Explained course material clearly and concisely	1.52% (1)	3.03% (2)	10.61% (7)	27.27% (18)	57.58% (38)	66	0	0.9	4.36

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)	3.03% (2)	4.55% (3)	28.79% (19)	63.64% (42)	66	0	0.72	4.53
Created opportunities for students to apply course content outside the classroom	9.09% (6)	4.55% (3)	21.21% (14)	28.79% (19)	36.36% (24)	66	0	1.24	3.79
Introduced stimulating ideas about the subject	1.52% (1)	4.55% (3)	18.18% (12)	37.88% (25)	37.88% (25)	66	0	0.94	4.06
Involved students in hands-on projects such as research, case studies, or real life activities	30.3% (20)	22.73% (15)	21.21% (14)	13.64% (9)	12.12% (8)	66	0	1.36	2.55
Inspired students to set and achieve goals which really challenged them	15.15% (10)	16.67% (11)	28.79% (19)	24.24% (16)	15.15% (10)	66	0	1.27	3.08
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	6.06% (4)	4.55% (3)	28.79% (19)	31.82% (21)	28.79% (19)	66	0	1.11	3.73
Asked students to help each other understand ideas or concepts	9.09% (6)	15.15% (10)	24.24% (16)	28.79% (19)	22.73% (15)	66	0	1.24	3.41
Gave projects, tests, or assignments that required original or creative thinking	13.64% (9)	16.67% (11)	19.7% (13)	28.79% (19)	21.21% (14)	66	0	1.33	3.27
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.55% (3)	9.09% (6)	18.18% (12)	36.36% (24)	31.82% (21)	66	0	1.11	3.82

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)	1.54% (1)	7.69% (5)	30.77% (20)	41.54% (27)	18.46% (12)	65	0	0.91	3.68
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	4.62% (3)	4.62% (3)	35.38% (23)	27.69% (18)	27.69% (18)	65	0	1.07	3.69
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	3.08% (2)	9.23% (6)	35.38% (23)	24.62% (16)	27.69% (18)	65	0	1.07	3.65
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	3.08% (2)	10.77% (7)	33.85% (22)	32.31% (21)	20% (13)	65	0	1.02	3.55
Acquiring skills in working with others as a member of a team	18.46% (12)	21.54% (14)	27.69% (18)	15.38% (10)	16.92% (11)	65	0	1.33	2.91
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	29.23% (19)	18.46% (12)	16.92% (11)	21.54% (14)	13.85% (9)	65	0	1.43	2.72
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	15.38% (10)	12.31% (8)	35.38% (23)	18.46% (12)	18.46% (12)	65	0	1.28	3.12
Developing skill in expressing myself orally or in writing	21.54% (14)	12.31% (8)	32.31% (21)	15.38% (10)	18.46% (12)	65	0	1.37	2.97
Learning how to find, evaluate, and use resources to explore a topic in depth	9.23% (6)	16.92% (11)	30.77% (20)	23.08% (15)	20% (13)	65	0	1.22	3.28
Developing ethical reasoning and/or ethical decision making	4.62% (3)	9.23% (6)	27.69% (18)	32.31% (21)	26.15% (17)	65	0	1.1	3.66
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	4.62% (3)	10.77% (7)	30.77% (20)	27.69% (18)	26.15% (17)	65	0	1.12	3.6
Learning to apply knowledge and skills to benefit others or serve the public good	4.62% (3)	16.92% (11)	27.69% (18)	29.23% (19)	21.54% (14)	65	0	1.14	3.46
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	13.85% (9)	20% (13)	24.62% (16)	24.62% (16)	16.92% (11)	65	0	1.29	3.11

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	12.31% (8)	36.92% (24)	50.77% (33)	0% (0)	0% (0)	65	0	0.69	2.38
Difficulty of subject matter	1.54% (1)	13.85% (9)	55.38% (36)	15.38% (10)	13.85% (9)	65	0	0.92	3.26

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.	3.08% (2)	12.31% (8)	55.38% (36)	21.54% (14)	7.69% (5)	65	0	0.86	3.18
I really wanted to take this course regardless of who taught it.	16.92% (11)	13.85% (9)	26.15% (17)	23.08% (15)	20% (13)	65	0	1.35	3.15
When this course began I believed I could master its content.	6.15% (4)	13.85% (9)	36.92% (24)	26.15% (17)	16.92% (11)	65	0	1.1	3.34
My background prepared me well for this course's requirements.	7.69% (5)	21.54% (14)	41.54% (27)	23.08% (15)	6.15% (4)	65	0	1	2.98
Overall, I rate this instructor an excellent teacher.	1.54% (1)	3.08% (2)	21.54% (14)	15.38% (10)	58.46% (38)	65	0	1	4.26
Overall, I rate this course as excellent.	3.08% (2)	4.62% (3)	23.08% (15)	36.92% (24)	32.31% (21)	65	0	1	3.91

Qualitative

Comments -

- I loved Chris class. You can tell he loves what he teaches and he is very passionate about what he talks about. I'd love to take him again.
- only gives tests which is not good for grades.
- Great professor! Really improved my learning from when I last took this course.
- He is a great instructor who knows how to make a subject more interesting and enjoyable for everyone.
- I would take this class again and wish it was longer. explained everything down to the detail. had a funny way of explaining and applying to our sense in a way we could understand. answered and always answered my question when asked even through email etc. I gladly enjoyed this class
- maybe make the lessons a little more interactive. for me it was kind of hard to focus because the content is kind of bland/boring, so i feel like if it was more interactive i would have paid attention more. although i believe you taught the course very well and made the content really understandable and the course a passable. :)
- This course was easy yet difficult at the same time. The coursework was tricky, but the lectures were fairly easy. You just have to make sure you're really paying attention to get all the info you need.
- Pretty cool dude
- It was hard to concentrate (with construction etc going on right outside the window) but I liked the professor
- Makes a class that doesn't sound to entertaining, enjoyable and fun to listen too. Also covers all topic well and in depth.
- Teacher is very nonchalant about giving information. Test is formatted way different than the subject material. Teacher is very bland, doesn't encourage attendance. American Government is already boring as it is and the teacher doesn't show much excitement. Would not recommend this class if you're trying to get an A.
- Good class and always gave chances for extra credit which I'm grateful for
- Professor Patane was a great teacher and I really enjoyed his class thoroughly. He is very good at getting the point across!
- Although American Government was not my favorite class (because i'm really bad at comprehending everything in the course), I really liked my professor. I thought he was really cool and liked going to his class.
- I feel like the study guides did not help me prepare for the tests. while doing the study guides, there were multiple times where I could not find the information in the textbook or the powerpoint. I also feel like next semester you should tell your students that the textbook is not mandatory. I opened it only a few times, and when I did I could barely find any of the information that I actually needed.
- The class was always enjoyable to go to. The professor gave us the necessary information while not overloading us. He's is definitely a great professor and would recommend to others.
- He was a very engaging an creative teacher who inspired us to strive for greatness in not only our academic career but our life after college and our participation in political events.
- Patane is one of the best instructors i,ve had as he is detailed with the subject and very attentive.
- This class was great, i just wish there was more opportunities to turn in work because if you fail the test it feels like you're going to fail the class. Also could the study guides be a tad bit more helpful? They are sorta to hard and a lot of work because you have to look up 70 terms (well understand them) and you only get a little under a week to do so, then a lot of times it is not the same on the test.
- great professor no homework just a couple of quizzes (5). your final exam is not over everything its just like a regular test. you only have 3 test including the final. he gives out more then enough extra points!
- One of the best history teacher I've had but course doesn't fit me
- great personality.
- great class

POLS 2305 (11): American Government

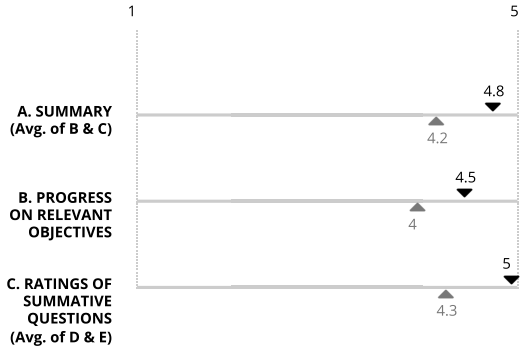
Fall 2019 | Christopher Patane | Course CIP Code: 45.1002

43 | Students Enrolled
34 | Students Responded
79.07% | 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	4.5	5
E. Excellent Course	4.1	4.9

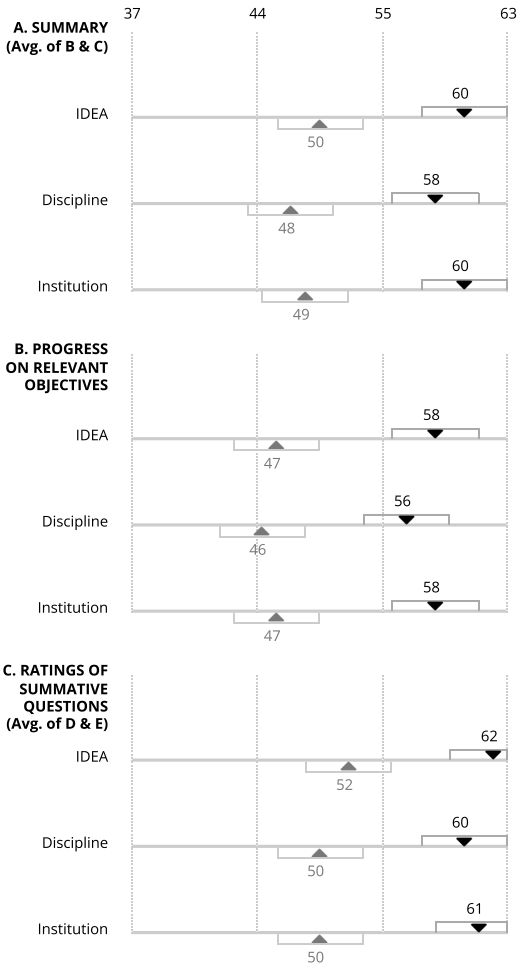
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	54	62
Discipline	53	60
Institution	53	62
E. Excellent Course		
IDEA	49	62
Discipline	47	59
Institution	47	60

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**

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	4	4.5	3	68	47	58	46	56	47	58
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4	4.5	9	71	51	60	48	57	50	59
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	M	3.8	4.4	9	65	45	57	46	56	44	56
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.9	4.6	6	71	46	60	48	58	44	58
Acquiring skills in working with others as a member of a team	M	3.2	3.7	32	47	39	47	46	52	40	49
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.8	3.6	44	35	37	48	41	51	34	47
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.2	3.7	32	44	41	49	43	50	40	48
Developing skill in expressing myself orally or in writing	M	3	3.5	32	38	35	44	36	44	34	44
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.4	3.9	24	59	40	48	41	48	40	50
Developing ethical reasoning and/or ethical decision making	M	3.7	4.3	15	65	47	56	47	55	47	57
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	M	3.9	4.3	12	71	48	56	46	54	48	56
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.8	4.6	6	56	46	59	47	57	46	59
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.3	3.6	24	44	41	46	46	51	42	48

		Your Converted Average		
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
Amount of coursework	2.4	32	35	31
Difficulty of subject matter	3.1	44	44	44

		Your Converted Average		
Student Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
As a rule, I put forth more effort than other students on academic work.	3.4	34	37	34
I really wanted to take this course regardless of who taught it.	2.6	26	30	29
When this course began I believed I could master its content.	3.3	32	36	34
My background prepared me well for this course's requirements.	3.2	38	41	38

Formative

Teaching Essentials	**Your Average**	**Students Rating**	**Suggested Action**
Made it clear how each topic fit into the course	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.
Explained course material clearly and concisely	4.6	0% (1 or 2) 97% (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	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.

Reflective and Integrative Learning	**Your Average**	**Students Rating**	**Suggested Action**
Encouraged students to reflect on and evaluate what they have learned	4.1	3% (1 or 2) 74% (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	3.8	12% (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.
Created opportunities for students to apply course content outside the classroom	3.8	9% (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.

Collaborative Learning	**Your Average**	**Students Rating**	**Suggested Action**

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	2.94% (1)	0% (0)	5.88% (2)	41.18% (14)	50% (17)	34	0	0.84	4.35
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	5.88% (2)	32.35% (11)	61.76% (21)	34	0	0.6	4.56
Encouraged students to reflect on and evaluate what they have learned	0% (0)	2.94% (1)	23.53% (8)	35.29% (12)	38.24% (13)	34	0	0.85	4.09
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	5.88% (2)	35.29% (12)	58.82% (20)	34	0	0.61	4.53
Formed teams or groups to facilitate learning	8.82% (3)	17.65% (6)	35.29% (12)	20.59% (7)	17.65% (6)	34	0	1.18	3.21
Made it clear how each topic fit into the course	0% (0)	0% (0)	5.88% (2)	32.35% (11)	61.76% (21)	34	0	0.6	4.56
Provided meaningful feedback on students' academic performance	8.82% (3)	5.88% (2)	14.71% (5)	38.24% (13)	32.35% (11)	34	0	1.21	3.79
Stimulated students to intellectual effort beyond that required by most courses	5.88% (2)	5.88% (2)	20.59% (7)	38.24% (13)	29.41% (10)	34	0	1.11	3.79
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	2.94% (1)	5.88% (2)	14.71% (5)	35.29% (12)	41.18% (14)	34	0	1.03	4.06
Explained course material clearly and concisely	0% (0)	0% (0)	2.94% (1)	38.24% (13)	58.82% (20)	34	0	0.55	4.56

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)	2.94% (1)	20.59% (7)	76.47% (26)	34	0	0.5	4.74
Created opportunities for students to apply course content outside the classroom	0% (0)	8.82% (3)	32.35% (11)	26.47% (9)	32.35% (11)	34	0	0.98	3.82
Introduced stimulating ideas about the subject	0% (0)	0% (0)	11.76% (4)	35.29% (12)	52.94% (18)	34	0	0.69	4.41
Involved students in hands-on projects such as research, case studies, or real life activities	41.18% (14)	2.94% (1)	20.59% (7)	14.71% (5)	20.59% (7)	34	0	1.6	2.71
Inspired students to set and achieve goals which really challenged them	20.59% (7)	14.71% (5)	26.47% (9)	20.59% (7)	17.65% (6)	34	0	1.37	3
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	2.94% (1)	8.82% (3)	20.59% (7)	26.47% (9)	41.18% (14)	34	0	1.11	3.94
Asked students to help each other understand ideas or concepts	2.94% (1)	11.76% (4)	23.53% (8)	23.53% (8)	38.24% (13)	34	0	1.15	3.82
Gave projects, tests, or assignments that required original or creative thinking	17.65% (6)	8.82% (3)	23.53% (8)	23.53% (8)	26.47% (9)	34	0	1.41	3.32
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	5.88% (2)	5.88% (2)	8.82% (3)	26.47% (9)	52.94% (18)	34	0	1.17	4.15

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)	2.94% (1)	29.41% (10)	32.35% (11)	35.29% (12)	34	0	0.87	4
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	2.94% (1)	5.88% (2)	20.59% (7)	29.41% (10)	41.18% (14)	34	0	1.06	4
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	8.82% (3)	26.47% (9)	38.24% (13)	26.47% (9)	34	0	0.92	3.82
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	5.88% (2)	23.53% (8)	47.06% (16)	23.53% (8)	34	0	0.83	3.88
Acquiring skills in working with others as a member of a team	17.65% (6)	14.71% (5)	20.59% (7)	26.47% (9)	20.59% (7)	34	0	1.38	3.18
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	26.47% (9)	17.65% (6)	20.59% (7)	20.59% (7)	14.71% (5)	34	0	1.41	2.79
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	11.76% (4)	20.59% (7)	23.53% (8)	20.59% (7)	23.53% (8)	34	0	1.33	3.24
Developing skill in expressing myself orally or in writing	20.59% (7)	11.76% (4)	29.41% (10)	23.53% (8)	14.71% (5)	34	0	1.33	3
Learning how to find, evaluate, and use resources to explore a topic in depth	14.71% (5)	8.82% (3)	17.65% (6)	41.18% (14)	17.65% (6)	34	0	1.28	3.38
Developing ethical reasoning and/or ethical decision making	8.82% (3)	5.88% (2)	20.59% (7)	35.29% (12)	29.41% (10)	34	0	1.2	3.71
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	0% (0)	11.76% (4)	17.65% (6)	38.24% (13)	32.35% (11)	34	0	0.98	3.91
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	5.88% (2)	38.24% (13)	26.47% (9)	29.41% (10)	34	0	0.93	3.79
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	14.71% (5)	8.82% (3)	32.35% (11)	20.59% (7)	23.53% (8)	34	0	1.32	3.29

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	14.71% (5)	38.24% (13)	41.18% (14)	5.88% (2)	0% (0)	34	0	0.8	2.38
Difficulty of subject matter	5.88% (2)	14.71% (5)	52.94% (18)	20.59% (7)	5.88% (2)	34	0	0.91	3.06

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)	11.76% (4)	50% (17)	29.41% (10)	8.82% (3)	34	0	0.8	3.35
I really wanted to take this course regardless of who taught it.	17.65% (6)	38.24% (13)	23.53% (8)	11.76% (4)	8.82% (3)	34	0	1.17	2.56
When this course began I believed I could master its content.	5.88% (2)	17.65% (6)	38.24% (13)	20.59% (7)	17.65% (6)	34	0	1.12	3.26
My background prepared me well for this course's requirements.	8.82% (3)	14.71% (5)	41.18% (14)	20.59% (7)	14.71% (5)	34	0	1.12	3.18
Overall, I rate this instructor an excellent teacher.	0% (0)	5.88% (2)	5.88% (2)	17.65% (6)	70.59% (24)	34	0	0.85	4.53
Overall, I rate this course as excellent.	0% (0)	5.88% (2)	17.65% (6)	41.18% (14)	35.29% (12)	34	0	0.87	4.06

Qualitative

Comments -

- Loved taking this course. The teacher really put himself through it by always relating each topic back to an example for better understanding. Always gave a chance to ask questions and get a deeper understanding for those that didn't grasp it right away.
- over all he was an all right teacher and stayed mostly a political but when he started voicing he's own opinion's it stated to go down hill it was quite clear he had a left wing view point and had clear disdain for Trump and Alex Jones which I don't think was appropriate for this class also it was very cringe when ever he would curse no teacher should curse in front on their students because it makes them lose respect for the teacher
- you were an amazing prof! wish you all the best!
- Professor Patane was a really good teacher ho talked alot rel world situations and current events. He was a really cool laid back teacher but made sure he thoroughly taught the material.
- An amazing profesor . Brings real events into class as they are happening.
- Overall great professor, enjoyed being in his class. Although tests were a little bit more on the difficult side.
- Good professor but the subject is boring.
- Thanks for making such a weird and complex subject material fun and easy! :)
- He was excellent in explaining the concepts and how they impact us and others. I feel like I better understand how the U.S. Government works after taking this course.
- A nice teacher,keeps the material interesting. Gives students chances and help too, he wants us to succeed.