

POLS 4385 (01): Political Violence & Terrorism

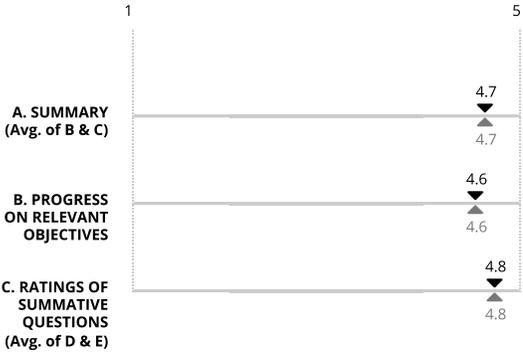
Fall 2020 | Christopher Patane | Course CIP Code: 45.1001

37 | Students Enrolled
 21 | Students Responded
 56.76% | 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

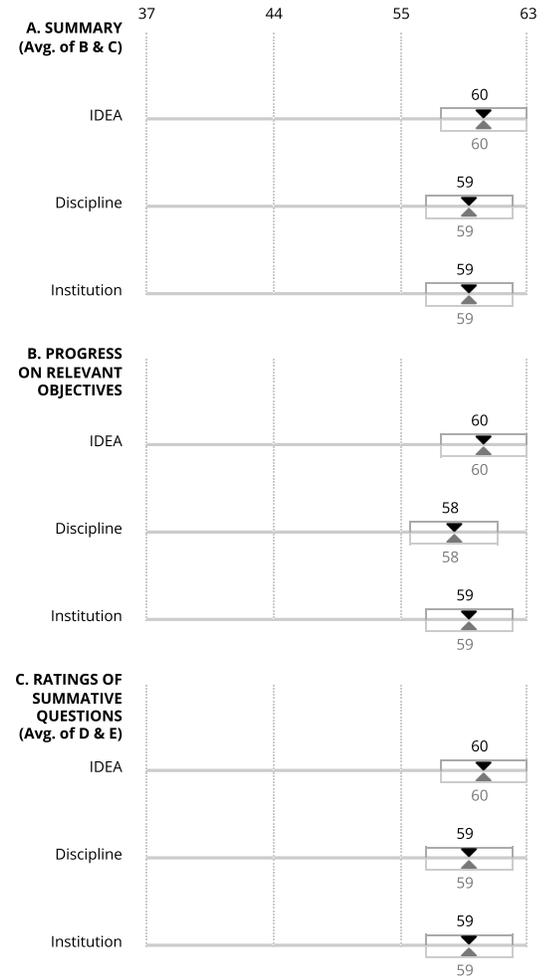
Your Overall Converted Ratings

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



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	4.6	4.6	0	90	60	60	58	58	59	59
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.7	4.7	0	95	62	62	59	59	60	60
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.4	4.4	5	86	56	56	55	55	54	54
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.5	4.5	5	86	57	57	57	57	55	55
Acquiring skills in working with others as a member of a team	M	3.9	3.9	14	67	50	50	54	54	50	50
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4.1	4.1	14	76	56	56	57	57	51	51
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.2	4.2	14	76	56	56	56	56	53	53
Developing skill in expressing myself orally or in writing	I	4.4	4.4	0	86	59	59	58	58	57	57
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.6	4.6	0	90	62	62	59	59	60	60
Developing ethical reasoning and/or ethical decision making	M	4.5	4.5	5	86	60	60	58	58	58	58
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.6	4.6	5	95	61	61	58	58	60	60
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.4	4.4	5	81	57	57	56	56	55	55
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.5	4.5	5	81	60	60	60	60	59	59

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.1	46	48	45
Difficulty of subject matter	3.1	46	46	46

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.8	48	48	46
I really wanted to take this course regardless of who taught it.	4.2	60	60	60
When this course began I believed I could master its content.	4.5	65	63	62
My background prepared me well for this course's requirements.	4.1	58	58	56

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.8	0% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.6	5% (1 or 2) 95% (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	10% (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
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.8	5% (1 or 2) 95% (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) 95% (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	4.4	5% (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.
Stimulated students to intellectual effort beyond that required by most courses	4.6	0% (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.
Created opportunities for students to apply course content outside the classroom	4.4	10% (1 or 2) 90% (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
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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) 90% (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	5% (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.

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	0% (0)	4.76% (1)	0% (0)	19.05% (4)	76.19% (16)	21	0	0.71	4.67
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	4.76% (1)	0% (0)	4.76% (1)	90.48% (19)	21	0	0.66	4.81
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	4.76% (1)	14.29% (3)	80.95% (17)	21	0	0.53	4.76
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	4.76% (1)	14.29% (3)	80.95% (17)	21	0	0.53	4.76
Formed teams or groups to facilitate learning	23.81% (5)	4.76% (1)	9.52% (2)	14.29% (3)	47.62% (10)	21	0	1.65	3.57
Made it clear how each topic fit into the course	0% (0)	0% (0)	4.76% (1)	9.52% (2)	85.71% (18)	21	0	0.5	4.81
Provided meaningful feedback on students' academic performance	0% (0)	4.76% (1)	19.05% (4)	9.52% (2)	66.67% (14)	21	0	0.95	4.38
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	14.29% (3)	9.52% (2)	76.19% (16)	21	0	0.72	4.62
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	9.52% (2)	9.52% (2)	80.95% (17)	21	0	0.63	4.71
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	23.81% (5)	76.19% (16)	21	0	0.43	4.76

<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)	0% (0)	0% (0)	14.29% (3)	85.71% (18)	21	0	0.35	4.86
Created opportunities for students to apply course content outside the classroom	0% (0)	9.52% (2)	0% (0)	28.57% (6)	61.9% (13)	21	0	0.9	4.43
Introduced stimulating ideas about the subject	0% (0)	4.76% (1)	0% (0)	23.81% (5)	71.43% (15)	21	0	0.72	4.62
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	9.52% (2)	9.52% (2)	4.76% (1)	76.19% (16)	21	0	1.01	4.48
Inspired students to set and achieve goals which really challenged them	0% (0)	9.52% (2)	14.29% (3)	9.52% (2)	66.67% (14)	21	0	1.04	4.33
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	9.52% (2)	19.05% (4)	71.43% (15)	21	0	0.65	4.62
Asked students to help each other understand ideas or concepts	4.76% (1)	4.76% (1)	19.05% (4)	9.52% (2)	61.9% (13)	21	0	1.18	4.19
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	4.76% (1)	9.52% (2)	4.76% (1)	80.95% (17)	21	0	0.84	4.62
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	9.52% (2)	0% (0)	4.76% (1)	85.71% (18)	21	0	0.89	4.67

<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)	9.52% (2)	19.05% (4)	71.43% (15)	21	0	0.65	4.62
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	4.76% (1)	23.81% (5)	71.43% (15)	21	0	0.56	4.67
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	4.76% (1)	9.52% (2)	28.57% (6)	57.14% (12)	21	0	0.84	4.38
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	4.76% (1)	9.52% (2)	19.05% (4)	66.67% (14)	21	0	0.85	4.48
Acquiring skills in working with others as a member of a team	9.52% (2)	4.76% (1)	19.05% (4)	19.05% (4)	47.62% (10)	21	0	1.31	3.9
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	9.52% (2)	4.76% (1)	9.52% (2)	19.05% (4)	57.14% (12)	21	0	1.31	4.1
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	9.52% (2)	4.76% (1)	9.52% (2)	9.52% (2)	66.67% (14)	21	0	1.33	4.19
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	14.29% (3)	28.57% (6)	57.14% (12)	21	0	0.73	4.43
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	9.52% (2)	19.05% (4)	71.43% (15)	21	0	0.65	4.62
Developing ethical reasoning and/or ethical decision making	0% (0)	4.76% (1)	9.52% (2)	14.29% (3)	71.43% (15)	21	0	0.85	4.52
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	4.76% (1)	0% (0)	23.81% (5)	71.43% (15)	21	0	0.72	4.62
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	4.76% (1)	14.29% (3)	19.05% (4)	61.9% (13)	21	0	0.9	4.38
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	4.76% (1)	14.29% (3)	9.52% (2)	71.43% (15)	21	0	0.91	4.48
<i>The Course:</i> <i>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)	4.76% (1)	80.95% (17)	14.29% (3)	0% (0)	21	0	0.43	3.1
Difficulty of subject matter	0% (0)	9.52% (2)	71.43% (15)	14.29% (3)	4.76% (1)	21	0	0.64	3.14
<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.	9.52% (2)	4.76% (1)	19.05% (4)	33.33% (7)	33.33% (7)	21	0	1.23	3.76
I really wanted to take this course regardless of who taught it.	0% (0)	4.76% (1)	19.05% (4)	23.81% (5)	52.38% (11)	21	0	0.92	4.24
When this course began I believed I could master its content.	0% (0)	0% (0)	14.29% (3)	23.81% (5)	61.9% (13)	21	0	0.73	4.48
My background prepared me well for this course's requirements.	0% (0)	0% (0)	33.33% (7)	23.81% (5)	42.86% (9)	21	0	0.87	4.1
Overall, I rate this instructor an excellent teacher.	0% (0)	4.76% (1)	0% (0)	9.52% (2)	85.71% (18)	21	0	0.68	4.76
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	19.05% (4)	80.95% (17)	21	0	0.39	4.81

<i>Please use the key below to answer the questions about your experience with technology in your online course.</i>	1 = Hardly Ever	2 = Occasional ly	3 = Sometimes	4 = Frequently	5 = Almost Always	N	DNA	SD	M
This course was generally easy to navigate.	0% (0)	0% (0)	0% (0)	9.52% (2)	90.48% (19)	21	0	0.29	4.9
The tools in this course were easy to use (discussions, blogs, email, etc.).	0% (0)	0% (0)	0% (0)	9.52% (2)	90.48% (19)	21	0	0.29	4.9
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	0% (0)	4.76% (1)	0% (0)	14.29% (3)	80.95% (17)	21	0	0.7	4.71
I was able to access my online course 24x7.	0% (0)	0% (0)	0% (0)	14.29% (3)	85.71% (18)	21	0	0.35	4.86
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	4.76% (1)	9.52% (2)	0% (0)	19.05% (4)	66.67% (14)	21	0	1.17	4.33
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	9.52% (2)	4.76% (1)	4.76% (1)	14.29% (3)	66.67% (14)	21	0	1.31	4.24
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	4.76% (1)	4.76% (1)	0% (0)	28.57% (6)	61.9% (13)	21	0	1.05	4.38

Qualitative

Comments -
<ul style="list-style-type: none"> Overall this was a good course. I really recommend taking this course and Intro to International Relations at the same time because a lot of the material is the same. I enjoyed the case study assignments in this case because we had to analyze real world violence with the concepts we discussed. I wish it was a little more challenging since it is a senior level course, but with it being a fully online course I think it was difficult to make it more challenging. Dr. Patane was really good about keeping communication open at all times. took a very long time to grade turned in material. not much feedback. Always helpful and available ! Great class! I really enjoyed the free flow of this class, despite it having a set schedule, it allowed for major flexibility. I would take this professor again for this reason. I still learned a major deal about the topic at hand. I wish the readings were not as long since I have 18 hours. But I have to note that the discussions were not difficult, so I do not mind since it was free flowing. I really liked that you had discord, I did not use it, but people would speak about it in the groupme, so it was useful! I loved this topic, and the way you taught it. I believe that Professor Patane has that a great job in allowing us to navigate the course, learn the material, and administer challenges for us to show what we have taken from the course. He also has understood that the year 2020 has been one for the books and has allowed us the grace that comes with this crazy year. He has been very understanding but also not allowed us to take advantage of his generosity. I am thankful to have a professor like him in one of my final semesters and only wish I could take more classes taught by him. Give this man a raise and some job security. And the one-size-fits-all approach to these evaluations devalues the data and makes them meaningless except as metrics porn for c-suite types. One of the absolute best professors that I have ever had. Out of all of the professors I have had since this pandemic occurred, he is the one that was the most understanding and cooperative with his students while still teaching them the course content. Excellent professor, this is my 2nd time being a student of his and just like last time I learned a lot in a very productive and friendly environment.
What technology features in this course contributed to a good online learning experience? -
<ul style="list-style-type: none"> The professor offered many additional resources to ensure that the students had all of the materials that were needed for success. The use of non-Blackboard / SHSU tech tools by the instructor No matter what we are always told about blackboard outages and given a decent time frame for which things would be fixed. Discord

POLS 3386 (01): International Political Econ

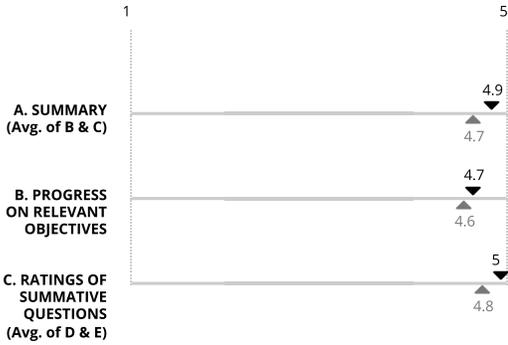
Fall 2020 | Christopher Patane | Course CIP Code: 45.1004

34		Students Enrolled
20		Students Responded
58.82%		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	5	5
E. Excellent Course	4.7	4.8

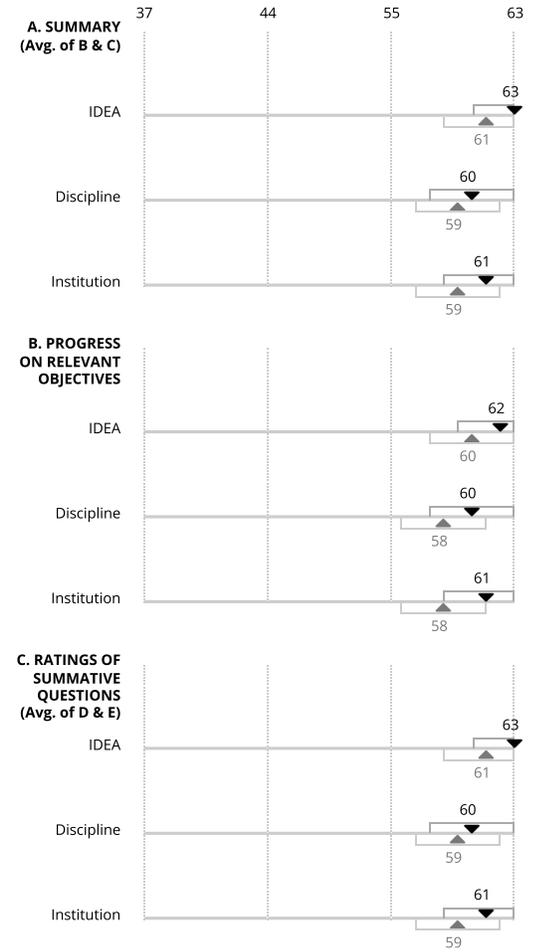
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	61	63
Discipline	60	61
Institution	60	62
E. Excellent Course		
IDEA	60	62
Discipline	58	59
Institution	58	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



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	4.6	4.7	0	95	60	61	58	59	58	60
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.7	5	0	95	63	67	60	63	61	66
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.6	4.8	0	89	61	64	60	61	59	62
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.6	4.9	0	95	60	64	59	61	58	62
Acquiring skills in working with others as a member of a team	M	4.1	4.2	5	58	53	54	56	57	52	55
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4.5	5	5	84	61	68	61	66	56	63
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.4	4.6	11	84	60	63	59	62	57	60
Developing skill in expressing myself orally or in writing	I	4.5	4.9	5	89	61	67	59	64	58	64
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.6	4.9	0	95	62	67	59	63	60	64
Developing ethical reasoning and/or ethical decision making	M	4.4	4.5	5	79	58	60	56	58	56	60
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.5	4.6	5	84	59	60	56	57	57	59
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.5	4.7	0	79	58	62	57	59	57	62
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.3	4.3	5	74	58	58	58	58	57	57

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.2	48	50	47
Difficulty of subject matter	3.7	56	56	56

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.8	50	50	48
I really wanted to take this course regardless of who taught it.	4	54	55	55
When this course began I believed I could master its content.	3.7	43	46	44
My background prepared me well for this course's requirements.	3.5	45	47	45

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.8	0% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.9	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.
Inspired students to set and achieve goals which really challenged them	4.6	5% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.8	0% (1 or 2) 95% (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) 95% (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) 95% (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) 90% (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	0% (1 or 2) 85% (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
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.8	0% (1 or 2) 95% (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) 80% (4 or 5)	You employed the method more 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	0% (0)	5% (1)	0% (0)	20% (4)	75% (15)	20	0	0.73	4.65
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	5% (1)	15% (3)	80% (16)	20	0	0.54	4.75
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	5% (1)	10% (2)	85% (17)	20	0	0.51	4.8
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	5% (1)	15% (3)	80% (16)	20	0	0.54	4.75
Formed teams or groups to facilitate learning	10% (2)	5% (1)	20% (4)	10% (2)	55% (11)	20	0	1.36	3.95
Made it clear how each topic fit into the course	0% (0)	0% (0)	5% (1)	10% (2)	85% (17)	20	0	0.51	4.8
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	5% (1)	20% (4)	75% (15)	20	0	0.56	4.7
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	10% (2)	20% (4)	70% (14)	20	0	0.66	4.6
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	5% (1)	15% (3)	80% (16)	20	0	0.54	4.75
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	25% (5)	75% (15)	20	0	0.43	4.75
<i>The Instructor:</i>									
<i>Describe the frequency of your instructor's teaching procedures.</i>									
<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)	0% (0)	0% (0)	40% (8)	60% (12)	20	0	0.49	4.6
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	15% (3)	20% (4)	65% (13)	20	0	0.74	4.5
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	15% (3)	85% (17)	20	0	0.36	4.85
Involved students in hands-on projects such as research, case studies, or real life activities	5% (1)	0% (0)	0% (0)	15% (3)	80% (16)	20	0	0.91	4.65
Inspired students to set and achieve goals which really challenged them	0% (0)	5% (1)	0% (0)	25% (5)	70% (14)	20	0	0.73	4.6
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	0% (0)	25% (5)	75% (15)	20	0	0.43	4.75
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	10% (2)	20% (4)	70% (14)	20	0	0.66	4.6
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	20% (4)	5% (1)	75% (15)	20	0	0.8	4.55
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	5% (1)	15% (3)	80% (16)	20	0	0.54	4.75

<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)	5.26% (1)	31.58% (6)	63.16% (12)	19	0	0.59	4.58
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	5.26% (1)	15.79% (3)	78.95% (15)	19	0	0.55	4.74
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	10.53% (2)	15.79% (3)	73.68% (14)	19	0	0.67	4.63
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	5.26% (1)	26.32% (5)	68.42% (13)	19	0	0.58	4.63
Acquiring skills in working with others as a member of a team	0% (0)	5.26% (1)	36.84% (7)	5.26% (1)	52.63% (10)	19	0	1.05	4.05
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	5.26% (1)	10.53% (2)	15.79% (3)	68.42% (13)	19	0	0.88	4.47
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	10.53% (2)	5.26% (1)	15.79% (3)	68.42% (13)	19	0	0.99	4.42
Developing skill in expressing myself orally or in writing	0% (0)	5.26% (1)	5.26% (1)	21.05% (4)	68.42% (13)	19	0	0.82	4.53
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	5.26% (1)	26.32% (5)	68.42% (13)	19	0	0.58	4.63
Developing ethical reasoning and/or ethical decision making	0% (0)	5.26% (1)	15.79% (3)	15.79% (3)	63.16% (12)	19	0	0.93	4.37
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	5.26% (1)	10.53% (2)	15.79% (3)	68.42% (13)	19	0	0.88	4.47
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	21.05% (4)	10.53% (2)	68.42% (13)	19	0	0.82	4.47
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	5.26% (1)	21.05% (4)	10.53% (2)	63.16% (12)	19	0	0.98	4.32
<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)	5.26% (1)	73.68% (14)	15.79% (3)	5.26% (1)	19	0	0.61	3.21
Difficulty of subject matter	0% (0)	0% (0)	52.63% (10)	26.32% (5)	21.05% (4)	19	0	0.8	3.68
<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)	10.53% (2)	31.58% (6)	21.05% (4)	36.84% (7)	19	0	1.04	3.84
I really wanted to take this course regardless of who taught it.	5.26% (1)	10.53% (2)	15.79% (3)	21.05% (4)	47.37% (9)	19	0	1.23	3.95
When this course began I believed I could master its content.	5.26% (1)	15.79% (3)	21.05% (4)	21.05% (4)	36.84% (7)	19	0	1.26	3.68
My background prepared me well for this course's requirements.	5.26% (1)	10.53% (2)	36.84% (7)	21.05% (4)	26.32% (5)	19	0	1.14	3.53
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	5.26% (1)	94.74% (18)	19	0	0.22	4.95
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	31.58% (6)	68.42% (13)	19	0	0.46	4.68
<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)	5.26% (1)	10.53% (2)	84.21% (16)	19	0	0.52	4.79
The tools in this course were easy to use (discussions, blogs, email, etc.).	0% (0)	0% (0)	0% (0)	5.26% (1)	94.74% (18)	19	0	0.22	4.95
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	0% (0)	0% (0)	5.26% (1)	10.53% (2)	84.21% (16)	19	0	0.52	4.79
I was able to access my online course 24x7.	0% (0)	0% (0)	0% (0)	15.79% (3)	84.21% (16)	19	0	0.36	4.84
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	0% (0)	0% (0)	5.26% (1)	21.05% (4)	73.68% (14)	19	0	0.57	4.68
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	0% (0)	0% (0)	5.26% (1)	21.05% (4)	73.68% (14)	19	0	0.57	4.68
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	0% (0)	0% (0)	10.53% (2)	21.05% (4)	68.42% (13)	19	0	0.67	4.58

Qualitative

Comments -

- I lucked into this class because I registered late and took what I could get. Although the subject matter doesn't excite me, I think Dr. Patane is fired up about it and his enthusiasm is infectious. I think he is an encourager and a great asset to the SHSU staff.
- I appreciate the flexibility of time deadlines of assignments due during the COVID experience while attending college classes and managing our daily lives. This has helped keep the time required to clean our immediate environments healthy for ourselves and others around us.
- Using actual research and case studies to learn the material not only challenged me intellectually but gave me a broad, direct understanding of all the various aspects of international political economy and I feel like I learned a lot about a field that was new to me AND I improved my skills in understanding how research is done. I also deeply appreciate the diverse perspectives given in this course through the readings.
- This professor was incredible!! He presented well rounded studies that ignored bias to provide only facts. He offered information on what some may view as unpopular opinions that I hope shape the views of the students in this class. He was very reliable as far as communication goes and very understanding of personal circumstances. He also included other aspects of life and culture such as diversity presentations that furthered our understanding not only of the course material but the world around us.
- Professor Patane has been a fantastic instructor. It is difficult handling online courses at times because there's typically a loss of information or maybe certain professors are not as readily available if there is a question, but Professor Patane engaged with all of his students and encouraged students to take the topics we've learned about and apply them to our everyday lives. I have sincerely enjoyed this course.

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

- Blackboard is a very easy system to use.
- The blackboard platform improvement of keeping formatting as is has been a very good improvement on the exchange of our written documents. Thank you.
- Discussion and reflection pages were easy to navigate.
- Just going to say it.... I'm a non-traditional student returning to sam, we used blackboard in 2006 and I was stoked I wouldn't have to learn a new system... I also enrolled in 4 courses at lonestar who uses the D2L platform... Despite having used blackboard in the past, D2L was wayyyyy more user friendly, I dreaded having to log into my blackboard in comparison to D2L because I have to click a million more times to navigate through and around blackboard. Anyways, just my two cents. Have a great day!

POLS 3380 (01): Intro International Relations

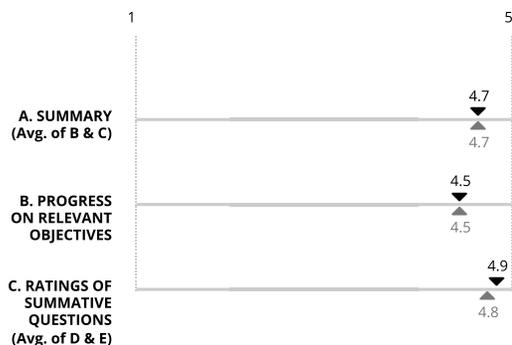
Fall 2020 | Christopher Patane | Course CIP Code: 45.0901

34 | Students Enrolled
21 | Students Responded
61.76% | 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	5

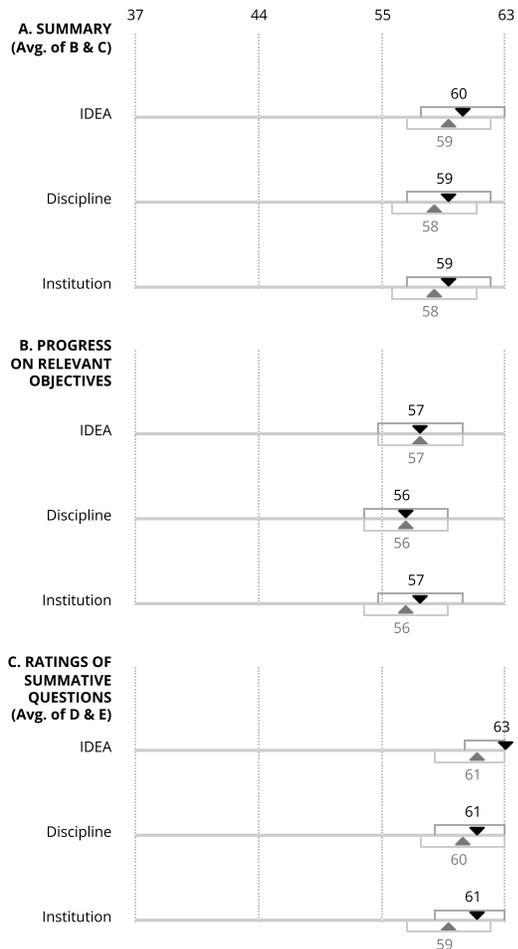
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	59	59
Discipline	58	59
Institution	58	59
E. Excellent Course		
IDEA	62	66
Discipline	61	62
Institution	60	63

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	4.4	4.4	0	81	55	56	55	55	54	56
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.5	4.6	0	86	59	60	57	57	58	60
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.3	4.4	0	81	55	56	55	56	53	55
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.4	4.5	0	81	55	58	56	58	53	56
Acquiring skills in working with others as a member of a team	M	3.8	3.8	14	57	48	48	52	52	48	49
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4	4.2	14	71	54	57	56	58	50	54
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.3	4.4	10	81	59	59	58	58	56	57
Developing skill in expressing myself orally or in writing	M	4.2	4.3	5	76	56	57	56	57	54	56
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.4	4.5	0	76	58	59	56	57	56	58
Developing ethical reasoning and/or ethical decision making	M	4.4	4.5	0	86	59	59	58	59	57	59
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.6	4.6	0	95	60	60	59	59	59	60
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.3	4.4	0	81	56	58	56	57	55	58
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.8	3.8	14	62	50	50	52	52	49	49

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.7	38	40	37
Difficulty of subject matter	3	43	43	42

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.	3.4	43	45	44
When this course began I believed I could master its content.	3.8	47	48	47
My background prepared me well for this course's requirements.	4	54	55	53

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.7	0% (1 or 2) 95% (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	4.7	0% (1 or 2) 90% (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) 90% (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)	4.9	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.
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.
Stimulated students to intellectual effort beyond that required by most courses	4.7	0% (1 or 2) 95% (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	5% (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.

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	4.3	5% (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.

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	0% (0)	0% (0)	0% (0)	23.81% (5)	76.19% (16)	21	0	0.43	4.76
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	9.52% (2)	90.48% (19)	21	0	0.29	4.9
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	19.05% (4)	80.95% (17)	21	0	0.39	4.81
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	4.76% (1)	23.81% (5)	71.43% (15)	21	0	0.56	4.67
Formed teams or groups to facilitate learning	28.57% (6)	9.52% (2)	9.52% (2)	4.76% (1)	47.62% (10)	21	0	1.75	3.33
Made it clear how each topic fit into the course	0% (0)	0% (0)	4.76% (1)	19.05% (4)	76.19% (16)	21	0	0.55	4.71
Provided meaningful feedback on students' academic performance	0% (0)	4.76% (1)	0% (0)	28.57% (6)	66.67% (14)	21	0	0.73	4.57
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	4.76% (1)	23.81% (5)	71.43% (15)	21	0	0.56	4.67
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	4.76% (1)	9.52% (2)	9.52% (2)	76.19% (16)	21	0	0.85	4.57
Explained course material clearly and concisely	0% (0)	0% (0)	9.52% (2)	9.52% (2)	80.95% (17)	21	0	0.63	4.71
<i>The Instructor:</i>									
<i>Describe the frequency of your instructor's teaching procedures.</i>									
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	9.52% (2)	14.29% (3)	76.19% (16)	21	0	0.64	4.67
Created opportunities for students to apply course content outside the classroom	0% (0)	4.76% (1)	9.52% (2)	23.81% (5)	61.9% (13)	21	0	0.85	4.43
Introduced stimulating ideas about the subject	0% (0)	0% (0)	9.52% (2)	9.52% (2)	80.95% (17)	21	0	0.63	4.71
Involved students in hands-on projects such as research, case studies, or real life activities	14.29% (3)	9.52% (2)	23.81% (5)	9.52% (2)	42.86% (9)	21	0	1.47	3.57
Inspired students to set and achieve goals which really challenged them	0% (0)	14.29% (3)	4.76% (1)	9.52% (2)	71.43% (15)	21	0	1.09	4.38
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	9.52% (2)	0% (0)	9.52% (2)	9.52% (2)	71.43% (15)	21	0	1.25	4.33
Asked students to help each other understand ideas or concepts	4.76% (1)	9.52% (2)	23.81% (5)	14.29% (3)	47.62% (10)	21	0	1.23	3.9
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	4.76% (1)	14.29% (3)	23.81% (5)	57.14% (12)	21	0	0.89	4.33
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	9.52% (2)	19.05% (4)	71.43% (15)	21	0	0.65	4.62

<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)	19.05% (4)	23.81% (5)	57.14% (12)	21	0	0.79	4.38
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	14.29% (3)	19.05% (4)	66.67% (14)	21	0	0.73	4.52
Learning to apply course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	19.05% (4)	28.57% (6)	52.38% (11)	21	0	0.78	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)	19.05% (4)	23.81% (5)	57.14% (12)	21	0	0.79	4.38
Acquiring skills in working with others as a member of a team	14.29% (3)	0% (0)	28.57% (6)	9.52% (2)	47.62% (10)	21	0	1.41	3.76
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	9.52% (2)	4.76% (1)	14.29% (3)	19.05% (4)	52.38% (11)	21	0	1.31	4
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	4.76% (1)	4.76% (1)	9.52% (2)	14.29% (3)	66.67% (14)	21	0	1.13	4.33
Developing skill in expressing myself orally or in writing	0% (0)	4.76% (1)	19.05% (4)	23.81% (5)	52.38% (11)	21	0	0.92	4.24
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	23.81% (5)	14.29% (3)	61.9% (13)	21	0	0.84	4.38
Developing ethical reasoning and/or ethical decision making	0% (0)	0% (0)	14.29% (3)	28.57% (6)	57.14% (12)	21	0	0.73	4.43
Learning to analyze and critically evaluate ideas, arguments, and points of view	0% (0)	0% (0)	4.76% (1)	33.33% (7)	61.9% (13)	21	0	0.58	4.57
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	19.05% (4)	28.57% (6)	52.38% (11)	21	0	0.78	4.33
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	9.52% (2)	4.76% (1)	23.81% (5)	19.05% (4)	42.86% (9)	21	0	1.3	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	14.29% (3)	9.52% (2)	71.43% (15)	4.76% (1)	0% (0)	21	0	0.78	2.67
Difficulty of subject matter	4.76% (1)	4.76% (1)	80.95% (17)	9.52% (2)	0% (0)	21	0	0.58	2.95
<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)	0% (0)	42.86% (9)	28.57% (6)	28.57% (6)	21	0	0.83	3.86
I really wanted to take this course regardless of who taught it.	9.52% (2)	19.05% (4)	23.81% (5)	19.05% (4)	28.57% (6)	21	0	1.33	3.38
When this course began I believed I could master its content.	0% (0)	0% (0)	47.62% (10)	23.81% (5)	28.57% (6)	21	0	0.85	3.81
My background prepared me well for this course's requirements.	0% (0)	4.76% (1)	33.33% (7)	23.81% (5)	38.1% (8)	21	0	0.95	3.95
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	4.76% (1)	9.52% (2)	85.71% (18)	21	0	0.5	4.81
Overall, I rate this course as excellent.	0% (0)	0% (0)	4.76% (1)	9.52% (2)	85.71% (18)	21	0	0.5	4.81

Qualitative

Comments -

- Dr. Patane is a great professor who I have taken before. He really has been helpful throughout this difficult semester because of COVID and when I was out for a bit due to a medical reason. He cares about his students and wants to see us all be successful. He loves what he teaches and breaks down the material so we can understand it and apply it in our coursework and on exams. I definitely recommend him to other students if they are looking for a great political science professor to take.
- Thank you for allowing us to work at our own pace. This year has been extremely difficult to manage.
- He is one of the best professors I have ever had! Constantly wanted us to feel safe during COVID and encouraged us to talk and communicate with him if we ever felt behind/ overwhelmed. Such an amazing professor!
- Dr. Patane is the best political science professor I had so far. My favorite part about his course was how he breaks down the lessons. Dr. Patane explains in the simplest of terms that even a middle schooler could understand it. From this point, Dr. Patane would go more about the details of said political analysis. This semester has been so hard because I was a 1st-year transfer during the covid-19 pandemic. I was happy when Dr. Patane understood what everyone was feeling; burned out. He ultimately extended his discussion post assignments, because mostly everyone was running behind. Not because of Dr. Patane, but other professors. Other professors are not so kind and diligent as Dr. Patane. On a personal level, I have spent many hours talking with Dr. Patane about political studies and life in general. We found similarities between one another like we both love history. I remember being the only person in the class, because of the covid-19 pandemic rendering students. While one-on-one; I have learned so much from him and his research tips and tricks. Overall Dr. Patane was the best political science professor, I have ever had. In his lectures and discussion post, he shows great sagacity while knowing how to explain his knowledge to common students from different backgrounds. Next semester, I will take his other class; International Relation Economics.
- This course was definitely easier than most that I have taken. Due to the setup with COVID, I think it was made easier on purpose so we did not have to stress too much with how things were going. Other than that, I find this course interesting and was really excited to take it! Dr. Patane was a good instructor. He made concepts easier to understand, and he went out of his way to keep communication open at all times. He was not strict on grading, so as long as you did the work then you would be fine. He did occasionally poke his own personal opinions about politics; which could make some students feel uncomfortable.
- I really enjoyed analyzing global issues even though it was all online, I still learned quite a bit. Thank you.
- Great prof.
- Best political science professor!
- Professor Patane is an understanding and patient professor. He handled the pandemic with compassion and made the course enjoyable.
- One of the absolute best professors that I have ever had. Out of all of the professors I have had since this pandemic occurred, he is the one that was the most understanding and cooperative with his students while still teaching them the course content.
- You are an amazing professor, think critically of your own biases sometimes. Please never stop teaching, you are amazing at what you do.
- The best professor I have had at Sam Houston. Explained the course very well, and was very helpful throughout the entire Covid-19 situation.
- So helpful and really made it manageable for everyone considering what is going on. Definitely knows how to teach and get information across. I will be taking him again next spring! Love the way his class is organized.

POLS 2306 (05): Texas Government

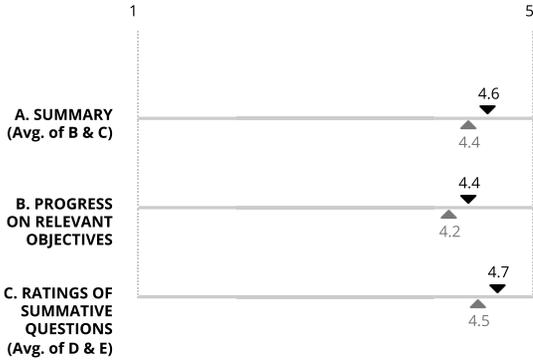
Fall 2020 | Christopher Patane | Course CIP Code: 45.1001

87 | Students Enrolled
 62 | Students Responded
 71.26% | Response Rate

Summative

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

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.6	4.7
E. Excellent Course	4.4	4.7

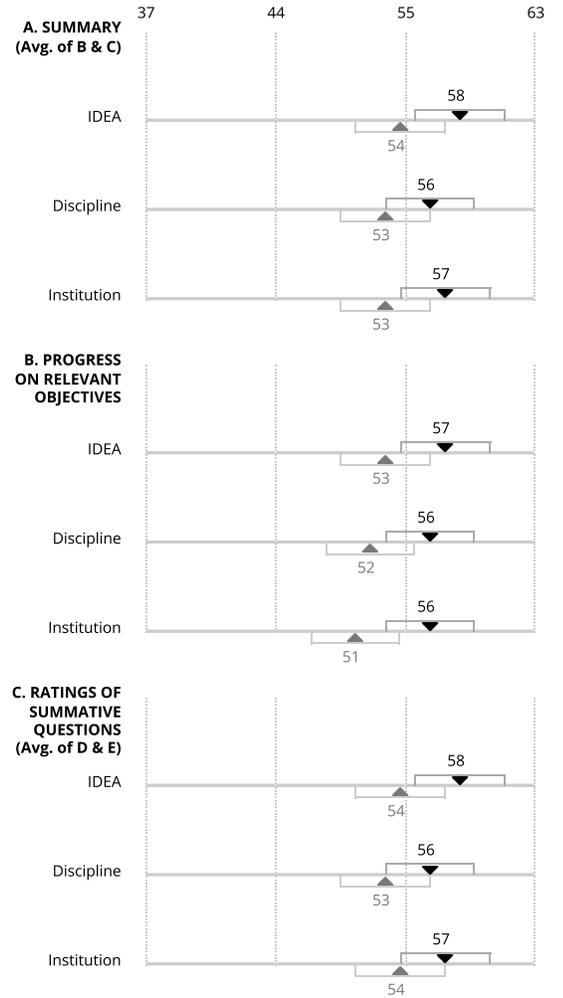
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	54	56
Discipline	53	55
Institution	54	57
E. Excellent Course		
IDEA	54	59
Discipline	53	56
Institution	53	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	4.2	4.4	3	78	52	56	51	54	51	56
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.3	4.4	2	80	55	57	52	54	54	57
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.2	4.5	3	78	53	59	53	57	51	57
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.2	4.6	3	82	52	60	52	58	50	58
Acquiring skills in working with others as a member of a team	M	3.9	4.2	12	67	50	54	54	57	49	55
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.9	4.7	17	67	52	64	54	63	48	60
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	4.1	4.4	8	75	55	60	54	59	52	57
Developing skill in expressing myself orally or in writing	M	4.1	4.7	10	77	53	64	53	62	51	62
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.2	4.6	7	78	54	62	52	59	53	60
Developing ethical reasoning and/or ethical decision making	M	4.3	4.5	7	83	56	59	54	57	55	59
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.2	4.5	5	78	54	59	51	56	53	58
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.2	4.6	5	82	54	59	54	57	53	59
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.9	4.1	13	68	51	54	53	56	50	54

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.6	35	39	35
Difficulty of subject matter	2.7	38	37	37

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.4	36	39	36
I really wanted to take this course regardless of who taught it.	3.4	42	44	44
When this course began I believed I could master its content.	3.7	44	46	44
My background prepared me well for this course's requirements.	3.6	46	48	46

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.5	5% (1 or 2) 92% (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	6% (1 or 2) 90% (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	3% (1 or 2) 84% (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	4.1	10% (1 or 2) 74% (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	5% (1 or 2) 90% (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	3% (1 or 2) 90% (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	4.3	3% (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.
Created opportunities for students to apply course content outside the classroom	4.4	3% (1 or 2) 85% (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
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Active Learning	Your Average	Students Rating	Suggested Action
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Quantitative

<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)	4.84% (3)	11.29% (7)	20.97% (13)	62.9% (39)	62	0	0.87	4.42
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	4.84% (3)	4.84% (3)	25.81% (16)	64.52% (40)	62	0	0.8	4.5
Encouraged students to reflect on and evaluate what they have learned	0% (0)	3.23% (2)	6.45% (4)	27.42% (17)	62.9% (39)	62	0	0.76	4.5
Demonstrated the importance and significance of the subject matter	1.61% (1)	4.84% (3)	4.84% (3)	27.42% (17)	61.29% (38)	62	0	0.91	4.42
Formed teams or groups to facilitate learning	16.13% (10)	6.45% (4)	19.35% (12)	14.52% (9)	43.55% (27)	62	0	1.48	3.63
Made it clear how each topic fit into the course	0% (0)	4.84% (3)	3.23% (2)	30.65% (19)	61.29% (38)	62	0	0.78	4.48
Provided meaningful feedback on students' academic performance	0% (0)	9.68% (6)	14.52% (9)	20.97% (13)	54.84% (34)	62	0	1.02	4.21
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	3.23% (2)	14.52% (9)	27.42% (17)	54.84% (34)	62	0	0.84	4.34
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	1.61% (1)	6.45% (4)	11.29% (7)	19.35% (12)	61.29% (38)	62	0	1.01	4.32
Explained course material clearly and concisely	0% (0)	6.45% (4)	3.23% (2)	17.74% (11)	72.58% (45)	62	0	0.84	4.56
<i>The Instructor:</i>									
<i>Describe the frequency of your instructor's teaching procedures.</i>									
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	3.23% (2)	8.06% (5)	27.42% (17)	61.29% (38)	62	0	0.78	4.47
Created opportunities for students to apply course content outside the classroom	0% (0)	3.23% (2)	11.29% (7)	30.65% (19)	54.84% (34)	62	0	0.81	4.37
Introduced stimulating ideas about the subject	0% (0)	3.23% (2)	12.9% (8)	24.19% (15)	59.68% (37)	62	0	0.83	4.4
Involved students in hands-on projects such as research, case studies, or real life activities	8.06% (5)	16.13% (10)	16.13% (10)	24.19% (15)	35.48% (22)	62	0	1.32	3.63
Inspired students to set and achieve goals which really challenged them	1.61% (1)	8.06% (5)	16.13% (10)	25.81% (16)	48.39% (30)	62	0	1.05	4.11
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	1.61% (1)	3.23% (2)	12.9% (8)	25.81% (16)	56.45% (35)	62	0	0.93	4.32
Asked students to help each other understand ideas or concepts	3.23% (2)	9.68% (6)	14.52% (9)	19.35% (12)	53.23% (33)	62	0	1.16	4.1
Gave projects, tests, or assignments that required original or creative thinking	1.61% (1)	12.9% (8)	19.35% (12)	24.19% (15)	41.94% (26)	62	0	1.13	3.92
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	3.23% (2)	8.06% (5)	9.68% (6)	20.97% (13)	58.06% (36)	62	0	1.11	4.23

<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)	3.33% (2)	18.33% (11)	30% (18)	48.33% (29)	60	0	0.86	4.23
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	1.67% (1)	0% (0)	18.33% (11)	31.67% (19)	48.33% (29)	60	0	0.87	4.25
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	3.33% (2)	18.33% (11)	31.67% (19)	46.67% (28)	60	0	0.86	4.22
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	3.33% (2)	15% (9)	40% (24)	41.67% (25)	60	0	0.81	4.2
Acquiring skills in working with others as a member of a team	3.33% (2)	8.33% (5)	21.67% (13)	30% (18)	36.67% (22)	60	0	1.1	3.88
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	8.33% (5)	8.33% (5)	16.67% (10)	21.67% (13)	45% (27)	60	0	1.3	3.87
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	1.67% (1)	6.67% (4)	16.67% (10)	31.67% (19)	43.33% (26)	60	0	1	4.08
Developing skill in expressing myself orally or in writing	5% (3)	5% (3)	13.33% (8)	30% (18)	46.67% (28)	60	0	1.11	4.08
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	6.67% (4)	15% (9)	33.33% (20)	45% (27)	60	0	0.92	4.17
Developing ethical reasoning and/or ethical decision making	1.67% (1)	5% (3)	10% (6)	33.33% (20)	50% (30)	60	0	0.94	4.25
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	5% (3)	16.67% (10)	30% (18)	48.33% (29)	60	0	0.9	4.22
Learning to apply knowledge and skills to benefit others or serve the public good	1.67% (1)	3.33% (2)	13.33% (8)	33.33% (20)	48.33% (29)	60	0	0.92	4.23
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	5% (3)	8.33% (5)	18.33% (11)	30% (18)	38.33% (23)	60	0	1.16	3.88
<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	11.67% (7)	26.67% (16)	58.33% (35)	1.67% (1)	1.67% (1)	60	0	0.78	2.55
Difficulty of subject matter	6.67% (4)	21.67% (13)	68.33% (41)	3.33% (2)	0% (0)	60	0	0.65	2.68
<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.	1.67% (1)	6.67% (4)	51.67% (31)	30% (18)	10% (6)	60	0	0.82	3.4
I really wanted to take this course regardless of who taught it.	8.33% (5)	10% (6)	40% (24)	21.67% (13)	20% (12)	60	0	1.15	3.35
When this course began I believed I could master its content.	3.33% (2)	10% (6)	26.67% (16)	33.33% (20)	26.67% (16)	60	0	1.07	3.7
My background prepared me well for this course's requirements.	1.67% (1)	10% (6)	43.33% (26)	20% (12)	25% (15)	60	0	1.02	3.57
Overall, I rate this instructor an excellent teacher.	1.67% (1)	0% (0)	13.33% (8)	11.67% (7)	73.33% (44)	60	0	0.85	4.55
Overall, I rate this course as excellent.	1.67% (1)	0% (0)	18.33% (11)	20% (12)	60% (36)	60	0	0.89	4.37

Qualitative

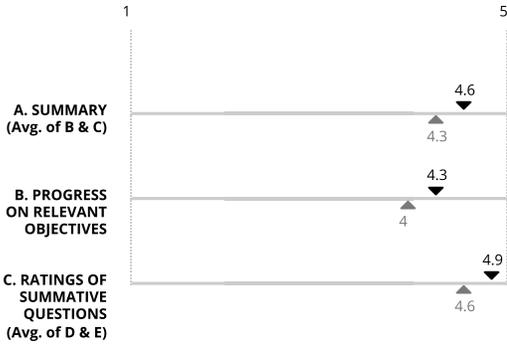
Comments -

- NONE
- It was a great year even though it was COVID.
- I appreciate the effort that you put in to helping students better understand what they were learning.
- Mr. Christopher Patane is an excellent teacher when it comes to educating his students about political science. Since it is a requirement, most of us went in with little enthusiasm especially considering the current political climate we are in. However, Mr. Patane changed that around by teaching with interest, and instead of sugarcoating historical events, he brought them to our attention and taught us how we can prevent these in the future. As a history teacher, it is easy to get caught up in biases but this class was executed very well regarding the course matter and our assignments. Would 100% recommend Prof. Patane for this class!
- He was a great instructor really cared about each and every one of us and was very accommodating through all of this COVID online school. I'm not particularly interested in POLS but he always found a way to connect it to what we are dealing with now !
- I really enjoyed this class especially with professor Patane, we always have a way to reach him with any questions and teaches the subject really well.
- Thank you Mr. Patane for a great year I really enjoyed speaking to you I'm sorry we couldn't meet more hope to here from you in the future best regards
- I had little stress about this class and it was a godsend this semester
- ur a gr8 teacher
- I love Professor Patane, he makes sure that everyone is on the same page before moving on to more content. He takes his time with each unit as well and makes sure we have a clear understanding!
- I do thank you for being so understanding with what we are all dealing with right now and made it easy for us to still keep up with work
- Professor Patane before coming to your class I was scared because I am not a fan of Texas Government. However, you made everything easy and really interesting! Thank for everything!
- Prof Patane has been wonderful this semester. He did an amazing job at covering course material and relating it to real life. He was extremely understanding during this pandemic and would recommend him to everyone.
- Would take this course again with Patane only no doubt!
- he is the best teacher I could've ever asked for he helped me so much
- Professor Patane is a very good professor I will recommend him to anyone
- Great 10/10.

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	4.9
E. Excellent Course	4.4	4.9

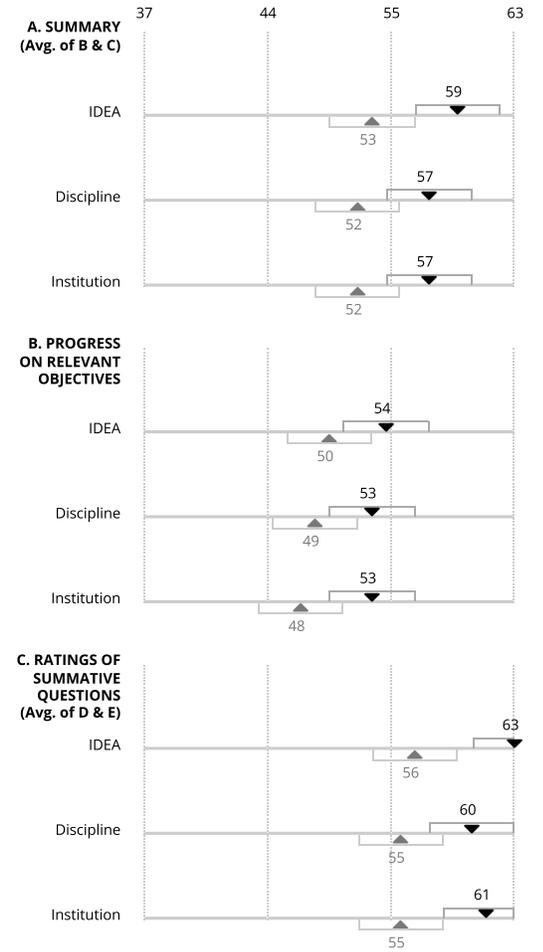
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	57	61
Discipline	56	59
Institution	56	60
E. Excellent Course		
IDEA	55	64
Discipline	54	60
Institution	54	62

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	4.3	6	74	48	53	47	52	47	53
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.1	4.2	6	83	53	55	50	52	51	55
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.1	4.4	6	71	50	56	50	55	49	55
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.1	4.5	9	74	49	57	50	56	47	56
Acquiring skills in working with others as a member of a team	M	3.7	3.9	20	63	47	51	52	55	47	52
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.7	4.1	20	60	49	55	52	56	45	52
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	4	4.2	14	74	53	56	53	56	50	54
Developing skill in expressing myself orally or in writing	M	4	4.3	11	69	51	57	51	56	50	56
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.1	4.4	6	69	52	58	51	56	51	57
Developing ethical reasoning and/or ethical decision making	M	4.2	4.5	6	83	55	60	54	58	54	60
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.3	4.5	6	86	55	60	52	57	54	59
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.3	4.8	6	89	55	64	55	60	54	63
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.8	4.2	11	63	50	55	52	57	50	55

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.6	36	40	36
Difficulty of subject matter	2.4	33	32	32

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.4	37	40	37
I really wanted to take this course regardless of who taught it.	3	34	38	37
When this course began I believed I could master its content.	3.7	43	45	43
My background prepared me well for this course's requirements.	3.4	42	44	42

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.5	0% (1 or 2) 91% (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	4.5	0% (1 or 2) 91% (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	3% (1 or 2) 80% (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	3.8	14% (1 or 2) 63% (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)	4.5	0% (1 or 2) 91% (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	4.6	0% (1 or 2) 91% (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	4.2	9% (1 or 2) 74% (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) 69% (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

<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	0% (0)	0% (0)	5.71% (2)	40% (14)	54.29% (19)	35	0	0.6	4.49
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	8.57% (3)	31.43% (11)	60% (21)	35	0	0.65	4.51
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	8.57% (3)	25.71% (9)	65.71% (23)	35	0	0.65	4.57
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	2.86% (1)	34.29% (12)	62.86% (22)	35	0	0.55	4.6
Formed teams or groups to facilitate learning	20% (7)	11.43% (4)	25.71% (9)	5.71% (2)	37.14% (13)	35	0	1.54	3.29
Made it clear how each topic fit into the course	0% (0)	0% (0)	8.57% (3)	28.57% (10)	62.86% (22)	35	0	0.65	4.54
Provided meaningful feedback on students' academic performance	2.86% (1)	11.43% (4)	20% (7)	14.29% (5)	51.43% (18)	35	0	1.2	4
Stimulated students to intellectual effort beyond that required by most courses	2.86% (1)	5.71% (2)	17.14% (6)	20% (7)	54.29% (19)	35	0	1.08	4.17
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	17.14% (6)	28.57% (10)	54.29% (19)	35	0	0.76	4.37
Explained course material clearly and concisely	0% (0)	0% (0)	8.57% (3)	28.57% (10)	62.86% (22)	35	0	0.65	4.54
<i>The Instructor:</i>									
<i>Describe the frequency of your instructor's teaching procedures.</i>									
<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)	0% (0)	11.43% (4)	14.29% (5)	74.29% (26)	35	0	0.68	4.63
Created opportunities for students to apply course content outside the classroom	2.86% (1)	2.86% (1)	25.71% (9)	14.29% (5)	54.29% (19)	35	0	1.07	4.14
Introduced stimulating ideas about the subject	0% (0)	2.86% (1)	17.14% (6)	20% (7)	60% (21)	35	0	0.86	4.37
Involved students in hands-on projects such as research, case studies, or real life activities	11.43% (4)	14.29% (5)	17.14% (6)	22.86% (8)	34.29% (12)	35	0	1.38	3.54
Inspired students to set and achieve goals which really challenged them	8.57% (3)	5.71% (2)	22.86% (8)	20% (7)	42.86% (15)	35	0	1.28	3.83
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	5.71% (2)	11.43% (4)	22.86% (8)	60% (21)	35	0	0.9	4.37
Asked students to help each other understand ideas or concepts	0% (0)	8.57% (3)	11.43% (4)	20% (7)	60% (21)	35	0	0.98	4.31
Gave projects, tests, or assignments that required original or creative thinking	2.86% (1)	8.57% (3)	20% (7)	20% (7)	48.57% (17)	35	0	1.13	4.03
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	2.86% (1)	2.86% (1)	14.29% (5)	20% (7)	60% (21)	35	0	1.01	4.31

<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)	5.71% (2)	20% (7)	40% (14)	34.29% (12)	35	0	0.88	4.03
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	2.86% (1)	2.86% (1)	11.43% (4)	45.71% (16)	37.14% (13)	35	0	0.92	4.11
Learning to apply course material (to improve thinking, problem solving, and decisions)	2.86% (1)	2.86% (1)	22.86% (8)	28.57% (10)	42.86% (15)	35	0	1.01	4.06
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	2.86% (1)	5.71% (2)	17.14% (6)	31.43% (11)	42.86% (15)	35	0	1.04	4.06
Acquiring skills in working with others as a member of a team	8.57% (3)	11.43% (4)	17.14% (6)	28.57% (10)	34.29% (12)	35	0	1.28	3.69
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	8.57% (3)	11.43% (4)	20% (7)	25.71% (9)	34.29% (12)	35	0	1.29	3.66
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	8.57% (3)	5.71% (2)	11.43% (4)	28.57% (10)	45.71% (16)	35	0	1.25	3.97
Developing skill in expressing myself orally or in writing	2.86% (1)	8.57% (3)	20% (7)	25.71% (9)	42.86% (15)	35	0	1.11	3.97
Learning how to find, evaluate, and use resources to explore a topic in depth	2.86% (1)	2.86% (1)	25.71% (9)	20% (7)	48.57% (17)	35	0	1.05	4.09
Developing ethical reasoning and/or ethical decision making	2.86% (1)	2.86% (1)	11.43% (4)	34.29% (12)	48.57% (17)	35	0	0.96	4.23
Learning to analyze and critically evaluate ideas, arguments, and points of view	2.86% (1)	2.86% (1)	8.57% (3)	34.29% (12)	51.43% (18)	35	0	0.94	4.29
Learning to apply knowledge and skills to benefit others or serve the public good	2.86% (1)	2.86% (1)	5.71% (2)	37.14% (13)	51.43% (18)	35	0	0.92	4.31
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	5.71% (2)	5.71% (2)	25.71% (9)	25.71% (9)	37.14% (13)	35	0	1.16	3.83
<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	8.57% (3)	25.71% (9)	62.86% (22)	2.86% (1)	0% (0)	35	0	0.68	2.6
Difficulty of subject matter	20% (7)	20% (7)	57.14% (20)	2.86% (1)	0% (0)	35	0	0.84	2.43
<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)	11.43% (4)	45.71% (16)	31.43% (11)	11.43% (4)	35	0	0.84	3.43
I really wanted to take this course regardless of who taught it.	11.43% (4)	25.71% (9)	28.57% (10)	22.86% (8)	11.43% (4)	35	0	1.18	2.97
When this course began I believed I could master its content.	0% (0)	2.86% (1)	48.57% (17)	28.57% (10)	20% (7)	35	0	0.83	3.66
My background prepared me well for this course's requirements.	2.86% (1)	8.57% (3)	51.43% (18)	22.86% (8)	14.29% (5)	35	0	0.93	3.37
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	11.43% (4)	8.57% (3)	80% (28)	35	0	0.67	4.69
Overall, I rate this course as excellent.	0% (0)	2.86% (1)	14.29% (5)	20% (7)	62.86% (22)	35	0	0.84	4.43

Qualitative

Comments -

- No comment
- Very understanding professor and knew how to get the class involved even when remote. I really appreciate the effort he put into his students.
- you were an absolute great teacher and I have enjoyed having you this semester. blessings!
- I appreciate the application of each lesson to what is going on in the world now. I also liked the openness of being able to discuss thoughts and opinions.
- N/A
- N/A
- Profesor Patane is definitely my favorite Profesor for this semester. I enjoyed the way he taught. He had plenty of opportunities for help outside of class and made himself available whenever his students needed him to be. I also am very grateful for the way that he handled the hybrid set up of class.
- Very easy as long as you pay attention would recommend for others.
- Great professor, especially during this weird time.
- Your patience through these crazy times is what motivated me. I will say that sometimes you were a little too forgiving, but I am very grateful for it. This class made me realize that I have to push myself, especially because of (or lack of) due dates. You not only encouraged me to get out and vote but also to encourage others to do so as well. I've never heard of a professor creating a Discord just to talk to students, which I thought was awesome! You're an amazing professor, and I enjoyed class when I went in person, unfortunately, COVID scares kept me from doing so more often.
- Professor Christopher Patane was passionate about his class and it helped get engaged in class and be interested in it.
- Thank you for a great semester! Happy Thanksgiving & Merry Christmas! I loved this class, I hope to keep in touch.
- Christopher Patane is an understanding professor during these hard times and made us feel at ease with school work. Although it has been a tough time he never stopped caring about his students and his lessons.
- He was a great teacher.
- He's a good professor who will help you understand the material without overloading you with work.
- You're great! Thank you for being so understanding and caring throughout the semester with your students, I'll definitely tell my friends to take your class!
- He made everything interesting and helpful us understand the topic but the pandemic did not let me enjoy the class as I hoped
- Wonderful teacher and class, enjoyed every minute of it and as much as I hate government and political associated things, thoroughly enjoyed my time in this course.
- I really enjoyed this class and I learned a lot. I really like the review sessions for each test because they were really helpful when actually taking the exam.
- this class has been great overall