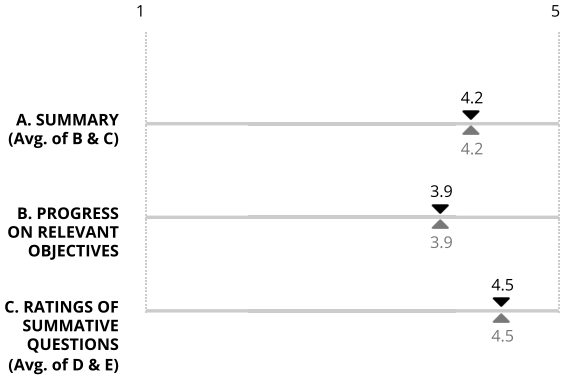


## Summative

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

**Your Average Scores**  
5 Point Scale



**Your Overall Mean Ratings**  
5 Point Scale

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

**Your Overall Converted Ratings**

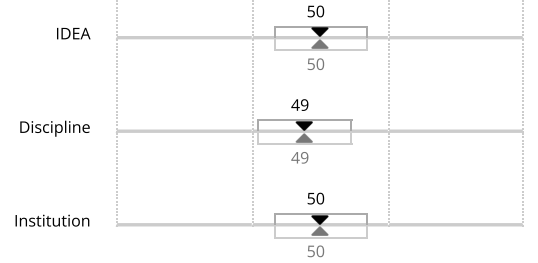
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	51	51
Discipline	50	50
Institution	51	51
E. Excellent Course		
IDEA	56	56
Discipline	55	55
Institution	55	55

**Converted Average Buckets**  
Based on a Bell Curve

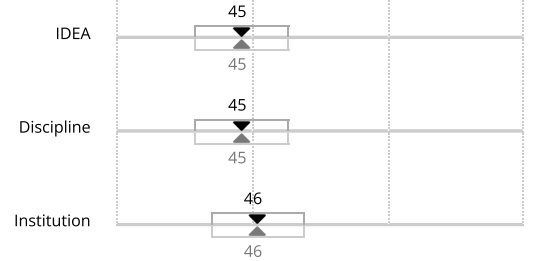
Much Lower (Lowest 10%)	Lower (Next 20%)	Similar (Middle 40%)	Higher (Next 20%)	Much Higher (Highest 10%)
37 or Lower	38 - 44	45 - 55	56 - 62	63 or Higher

**Your Converted Average**

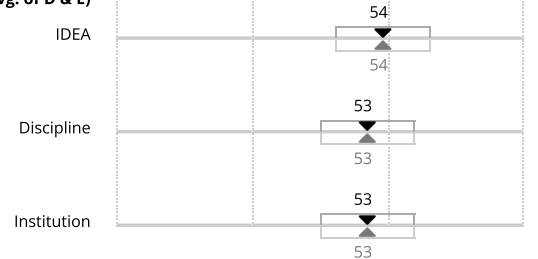
**A. SUMMARY (Avg. of B & C)**  
37 44 55 63



**B. PROGRESS ON RELEVANT OBJECTIVES**



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



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	3.9	3.9	0	63	45	45	44	44	45	45
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4	4	0	63	51	51	49	49	50	50
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.8	3.8	0	50	43	43	45	45	44	44
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.6	3.6	0	50	41	41	44	44	40	40
Acquiring skills in working with others as a member of a team	M	3	3	38	38	37	37	45	45	38	38
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.3	3.3	25	63	44	44	48	48	41	41
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.3	3.3	25	63	42	42	44	44	41	41
Developing skill in expressing myself orally or in writing	M	3.8	3.8	13	75	48	48	48	48	47	47
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.9	3.9	0	63	49	49	48	48	48	48
Developing ethical reasoning and/or ethical decision making	M	3.4	3.4	25	63	42	42	42	42	43	43
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	3.9	3.9	0	75	48	48	46	46	48	48
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.6	3.6	13	63	44	44	45	45	45	45
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.8	3.8	13	63	49	49	52	52	49	49

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.1	47	49	46
Difficulty of subject matter	3	44	44	44

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	52	51	50
I really wanted to take this course regardless of who taught it.	3.9	52	53	54
When this course began I believed I could master its content.	3.9	49	50	48
My background prepared me well for this course's requirements.	3.9	53	54	52

## Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.8	0% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.6	0% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.3	0% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.5	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.
Inspired students to set and achieve goals which really challenged them	3.4	25% (1 or 2) 50% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

<b>Reflective and Integrative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	3.8	13% (1 or 2) 63% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	3.8	13% (1 or 2) 63% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.9	0% (1 or 2) 63% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.3	13% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.9	0% (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.
<b>Collaborative Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
<b>Active Learning</b>	<b>Your Average</b>	<b>Students Rating</b>	<b>Suggested Action</b>
Gave projects, tests, or assignments that required original or creative thinking	4.3	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

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Found ways to help students answer their own questions</b>	0% (0)	12.5% (1)	12.5% (1)	37.5% (3)	37.5% (3)	8	0	1	4
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	0% (0)	12.5% (1)	25% (2)	37.5% (3)	25% (2)	8	0	0.97	3.75
<b>Encouraged students to reflect on and evaluate what they have learned</b>	12.5% (1)	0% (0)	25% (2)	25% (2)	37.5% (3)	8	0	1.3	3.75
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	0% (0)	12.5% (1)	0% (0)	87.5% (7)	8	0	0.66	4.75
<b>Formed teams or groups to facilitate learning</b>	62.5% (5)	0% (0)	12.5% (1)	12.5% (1)	12.5% (1)	8	0	1.54	2.13
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	12.5% (1)	12.5% (1)	75% (6)	8	0	0.7	4.63
<b>Provided meaningful feedback on students' academic performance</b>	25% (2)	0% (0)	37.5% (3)	25% (2)	12.5% (1)	8	0	1.32	3
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	0% (0)	37.5% (3)	37.5% (3)	25% (2)	8	0	0.78	3.88
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	0% (0)	0% (0)	37.5% (3)	37.5% (3)	25% (2)	8	0	0.78	3.88
<b>Explained course material clearly and concisely</b>	0% (0)	0% (0)	12.5% (1)	50% (4)	37.5% (3)	8	0	0.66	4.25

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasionally</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	12.5% (1)	0% (0)	0% (0)	25% (2)	62.5% (5)	8	0	1.3	4.25
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	0% (0)	37.5% (3)	37.5% (3)	25% (2)	8	0	0.78	3.88
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	12.5% (1)	25% (2)	62.5% (5)	8	0	0.71	4.5
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	12.5% (1)	12.5% (1)	12.5% (1)	62.5% (5)	8	0	1.09	4.25
<b>Inspired students to set and achieve goals which really challenged them</b>	12.5% (1)	12.5% (1)	25% (2)	25% (2)	25% (2)	8	0	1.32	3.38
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	0% (0)	25% (2)	25% (2)	50% (4)	8	0	0.83	4.25
<b>Asked students to help each other understand ideas or concepts</b>	12.5% (1)	0% (0)	12.5% (1)	50% (4)	25% (2)	8	0	1.2	3.75
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	0% (0)	12.5% (1)	50% (4)	37.5% (3)	8	0	0.66	4.25
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	12.5% (1)	0% (0)	37.5% (3)	50% (4)	0% (0)	8	0	0.97	3.25

<i>Describe your progress on:</i>	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	0% (0)	0% (0)	37.5% (3)	37.5% (3)	25% (2)	8	0	0.78	3.88
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	0% (0)	0% (0)	37.5% (3)	25% (2)	37.5% (3)	8	0	0.87	4
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	0% (0)	50% (4)	25% (2)	25% (2)	8	0	0.83	3.75
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	0% (0)	50% (4)	37.5% (3)	12.5% (1)	8	0	0.7	3.63
<b>Acquiring skills in working with others as a member of a team</b>	12.5% (1)	25% (2)	25% (2)	25% (2)	12.5% (1)	8	0	1.22	3
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	25% (2)	0% (0)	12.5% (1)	50% (4)	12.5% (1)	8	0	1.39	3.25
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	25% (2)	0% (0)	12.5% (1)	50% (4)	12.5% (1)	8	0	1.39	3.25
<b>Developing skill in expressing myself orally or in writing</b>	0% (0)	12.5% (1)	12.5% (1)	62.5% (5)	12.5% (1)	8	0	0.83	3.75
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	0% (0)	0% (0)	37.5% (3)	37.5% (3)	25% (2)	8	0	0.78	3.88
<b>Developing ethical reasoning and/or ethical decision making</b>	25% (2)	0% (0)	12.5% (1)	37.5% (3)	25% (2)	8	0	1.49	3.38
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	0% (0)	0% (0)	25% (2)	62.5% (5)	12.5% (1)	8	0	0.6	3.88
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	0% (0)	12.5% (1)	25% (2)	50% (4)	12.5% (1)	8	0	0.86	3.63
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	0% (0)	12.5% (1)	25% (2)	37.5% (3)	25% (2)	8	0	0.97	3.75
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Amount of coursework</b>	0% (0)	0% (0)	87.5% (7)	12.5% (1)	0% (0)	8	0	0.33	3.13
<b>Difficulty of subject matter</b>	0% (0)	0% (0)	100% (8)	0% (0)	0% (0)	8	0	0	3
<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	0% (0)	37.5% (3)	37.5% (3)	25% (2)	8	0	0.78	3.88
<b>I really wanted to take this course regardless of who taught it.</b>	0% (0)	0% (0)	25% (2)	62.5% (5)	12.5% (1)	8	0	0.6	3.88
<b>When this course began I believed I could master its content.</b>	0% (0)	0% (0)	25% (2)	62.5% (5)	12.5% (1)	8	0	0.6	3.88
<b>My background prepared me well for this course's requirements.</b>	0% (0)	0% (0)	25% (2)	62.5% (5)	12.5% (1)	8	0	0.6	3.88
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	0% (0)	12.5% (1)	37.5% (3)	50% (4)	8	0	0.7	4.38
<b>Overall, I rate this course as excellent.</b>	0% (0)	0% (0)	25% (2)	0% (0)	75% (6)	8	0	0.87	4.5

<i>Please use the key below to answer the questions about your experience with technology in your online course.</i>	<b>1 = Hardly Ever</b>	<b>2 = Occasional ly</b>	<b>3 = Sometimes</b>	<b>4 = Frequently</b>	<b>5 = Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>This course was generally easy to navigate.</b>	0% (0)	0% (0)	12.5% (1)	25% (2)	62.5% (5)	8	0	0.71	4.5
<b>The tools in this course were easy to use (discussions, blogs, email, etc.).</b>	0% (0)	0% (0)	12.5% (1)	12.5% (1)	75% (6)	8	0	0.7	4.63
<b>The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.</b>	0% (0)	0% (0)	25% (2)	12.5% (1)	62.5% (5)	8	0	0.86	4.38
<b>I was able to access my online course 24x7.</b>	0% (0)	0% (0)	12.5% (1)	0% (0)	87.5% (7)	8	0	0.66	4.75
<b>I was able to obtain technology support when needed from the SHSU Online Helpdesk.</b>	0% (0)	0% (0)	25% (2)	12.5% (1)	62.5% (5)	8	0	0.86	4.38
<b>When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.</b>	0% (0)	0% (0)	25% (2)	12.5% (1)	62.5% (5)	8	0	0.86	4.38
<b>SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.</b>	0% (0)	12.5% (1)	12.5% (1)	25% (2)	50% (4)	8	0	1.05	4.13

## Qualitative

### Comments -

- Really enjoyed the course work and the effort to provide a guide to the complexity of the issues this course centered around
- Dr Patane is a good teacher. I enjoyed the class.
- I would have loved some feedback from the professor.
- One of the best professors I have ever had with regard to communication. I am working on a 2nd Master's degree and Dr. Patane, by far, is the easiest to get in touch with, and he is very prompt in his responses. With this being an online course, and with me living too far away to have his class in person, this was the best option; however, I feel like I have missed out by not having his class face-to-face. I would recommend any class he teaches - there is a substantial amount of reading, which may not fit in with the learning styles of others; for me, the course was exceptional.

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

- Blackboard is excellent. I have worked on both Blackboard and Canvas - Blackboard is by far my favorite.

# POLS 4384 (01): Conflict Studies

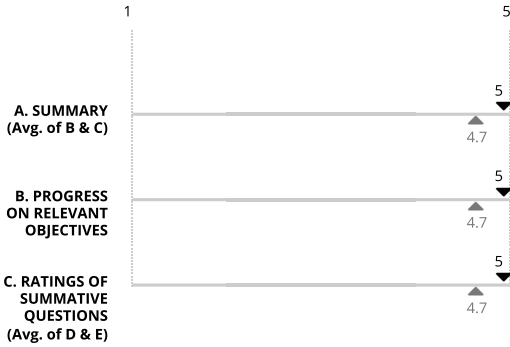
Spring 2022 | Christopher Patane | Course CIP Code: 45.1001

14		Students Enrolled
3		Students Responded
21.43%		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	5
E. Excellent Course	4.7	5

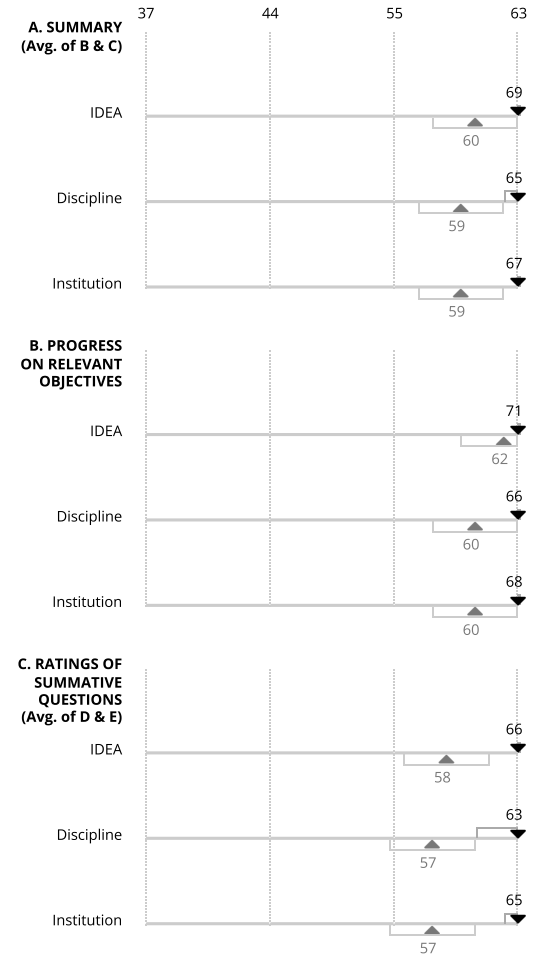
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	56	61
Discipline	55	60
Institution	56	61
E. Excellent Course		
IDEA	59	71
Discipline	58	66
Institution	58	68

**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	4.7	5	0	100	62	72	60	67	60	69
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.7	5	0	100	62	70	59	66	60	69
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.7	5	0	100	62	73	60	68	60	69
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.7	5	0	100	61	74	60	67	58	69
Acquiring skills in working with others as a member of a team	M	4.3	4.8	0	100	57	65	59	64	56	63
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4.7	5	0	100	64	76	64	72	59	70
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.7	5	0	100	64	72	62	67	61	67
Developing skill in expressing myself orally or in writing	M	4.3	4.7	0	100	57	64	57	62	55	62
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.7	5	0	100	63	71	60	66	60	68
Developing ethical reasoning and/or ethical decision making	M	4.7	5	0	100	62	71	61	67	61	69
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.7	5	0	100	62	68	59	64	60	65
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.7	5	0	100	61	75	60	68	60	71
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4	4.1	0	67	53	54	55	56	53	54

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3	44	47	44
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.	3.7	45	46	44
I really wanted to take this course regardless of who taught it.	2.7	27	32	31
When this course began I believed I could master its content.	3.7	43	45	44
My background prepared me well for this course's requirements.	3.7	48	50	48

## 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) 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	4.7	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.
Introduced stimulating ideas about the subject	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

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) 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	4.7	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	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	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.

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	4.7	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.

## Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasional ly</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Found ways to help students answer their own questions</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Formed teams or groups to facilitate learning</b>	0% (0)	0% (0)	0% (0)	66.67% (2)	33.33% (1)	3	0	0.47	4.33
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Provided meaningful feedback on students' academic performance</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Explained course material clearly and concisely</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<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>	<b>Hardly Ever</b>	<b>Occasional ly</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Inspired students to set and achieve goals which really challenged them</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67



<i>Describe your progress on:</i>	<b>No Apparent Progress</b>	<b>Slight Progress</b>	<b>Moderate Progress</b>	<b>Substantial Progress</b>	<b>Exceptional Progress</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Learning to apply course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Acquiring skills in working with others as a member of a team</b>	0% (0)	0% (0)	0% (0)	66.67% (2)	33.33% (1)	3	0	0.47	4.33
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Developing skill in expressing myself orally or in writing</b>	0% (0)	0% (0)	0% (0)	66.67% (2)	33.33% (1)	3	0	0.47	4.33
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Developing ethical reasoning and/or ethical decision making</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Learning to analyze and critically evaluate ideas, arguments, and points of view</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	0% (0)	0% (0)	33.33% (1)	33.33% (1)	33.33% (1)	3	0	0.82	4

<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>Amount of coursework</b>	0% (0)	33.33% (1)	33.33% (1)	33.33% (1)	0% (0)	3	0	0.82	3
<b>Difficulty of subject matter</b>	0% (0)	0% (0)	33.33% (1)	66.67% (2)	0% (0)	3	0	0.47	3.67

<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	0% (0)	33.33% (1)	66.67% (2)	0% (0)	3	0	0.47	3.67
<b>I really wanted to take this course regardless of who taught it.</b>	33.33% (1)	0% (0)	33.33% (1)	33.33% (1)	0% (0)	3	0	1.25	2.67
<b>When this course began I believed I could master its content.</b>	0% (0)	0% (0)	33.33% (1)	66.67% (2)	0% (0)	3	0	0.47	3.67
<b>My background prepared me well for this course's requirements.</b>	0% (0)	33.33% (1)	0% (0)	33.33% (1)	33.33% (1)	3	0	1.25	3.67
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67
<b>Overall, I rate this course as excellent.</b>	0% (0)	0% (0)	0% (0)	33.33% (1)	66.67% (2)	3	0	0.47	4.67

## Qualitative

<b>Comments -</b>
<ul style="list-style-type: none"> <li>In my four years of being a student, I have not completed a single course evaluation. I genuinely just push it off and forget about it, but I wanted to make sure Dr. Patane received an evaluation. Dr. Patane is generous, thoughtful, intelligent, relatable, and overall embodies the best of us at Sam Houston State. Dr. Patane is the definition of exceeding expectations and he continuously puts the needs of students before his own. Many individuals go into the teaching profession to make a difference in the lives of students, and many succeed. However, I can sit here and confidently tell you Dr. Patane has changed my life for the better. Often times we find ourselves at a crossroads, not sure where we are going and it can be very confusing and lonely. Dr. Patane has been instrumental in bringing my focus back on the original mission - graduating from this university. I can not thank Dr. Patane enough for everything he has done for me and what I know he does for the rest of the students here at Sam Houston State. It is my hope that when you find professors such as Dr. Patane you will treat them well. The students need people like Dr. Patane, and I hope this university recognizes the work he puts into this job. Thank you, Dr. Patane - I owe you everything.</li> </ul>

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

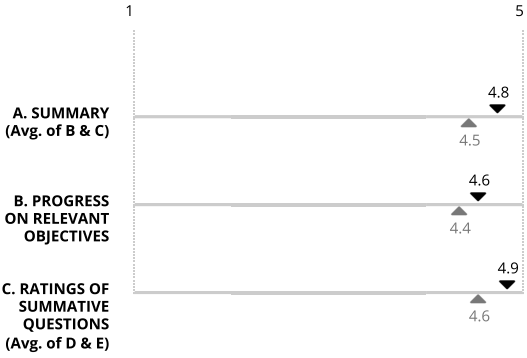
Spring 2022 | Christopher Patane | Course CIP Code: 45.1001

15 | Students Enrolled  
 5 | Students Responded  
 33.33% | 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	4.6	5

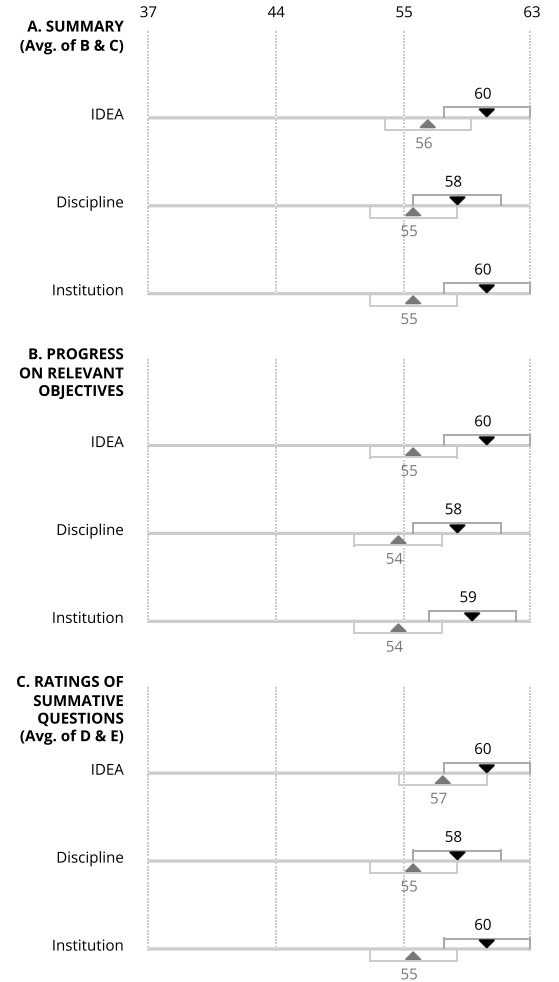
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	55	56
Discipline	54	55
Institution	54	57
E. Excellent Course		
IDEA	58	64
Discipline	56	60
Institution	56	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	4.2	4.4	0	80	51	56	51	54	51	56
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4	4.2	0	60	51	55	49	52	50	55
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.4	4.7	0	80	56	62	56	60	55	60
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.2	4.5	0	80	52	58	52	57	50	56
Acquiring skills in working with others as a member of a team	M	3.8	4	0	40	49	53	53	56	49	54
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4	4.4	0	60	54	60	56	61	51	57
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.6	3.7	20	60	47	50	49	51	46	49
Developing skill in expressing myself orally or in writing	M	4	4.2	0	60	52	55	52	55	50	54
Learning how to find, evaluate, and use resources to explore a topic in depth	I	4.4	4.7	0	80	58	63	56	60	56	61
Developing ethical reasoning and/or ethical decision making	M	3.6	3.8	20	60	46	48	45	48	46	50
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.6	4.8	0	100	61	65	58	62	59	63
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.8	4.1	20	60	47	52	48	51	47	53
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.4	4.6	20	80	59	62	59	61	58	61

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3	44	47	44
Difficulty of subject matter	3.4	51	51	51

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.4	36	39	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.	4	52	52	51
My background prepared me well for this course's requirements.	4	55	56	54

## Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	5	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	5	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	5	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	4.4	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.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	5	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	5	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	5	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.
Related course material to real life situations	5	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	5	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.

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	5	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.
Gave projects, tests, or assignments that required original or creative thinking	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.

## 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>									
<b>Found ways to help students answer their own questions</b>	0% (0)	0% (0)	20% (1)	0% (0)	80% (4)	5	0	0.8	4.6
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	0% (0)	0% (0)	0% (0)	20% (1)	80% (4)	5	0	0.4	4.8
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	5	0	0	5
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	5	0	0	5
<b>Formed teams or groups to facilitate learning</b>	0% (0)	0% (0)	20% (1)	20% (1)	60% (3)	5	0	0.8	4.4
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	0% (0)	20% (1)	80% (4)	5	0	0.4	4.8
<b>Provided meaningful feedback on students' academic performance</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	5	0	0	5
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	5	0	0	5
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	5	0	0	5
<b>Explained course material clearly and concisely</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	5	0	0	5

<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>									
<b>Related course material to real life situations</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	5	0	0	5
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	5	0	0	5
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	5	0	0	5
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	5	0	0	5
<b>Inspired students to set and achieve goals which really challenged them</b>	0% (0)	0% (0)	0% (0)	60% (3)	40% (2)	5	0	0.49	4.4
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	0% (0)	20% (1)	20% (1)	60% (3)	5	0	0.8	4.4
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	0% (0)	20% (1)	0% (0)	80% (4)	5	0	0.8	4.6
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	0% (0)	0% (0)	20% (1)	80% (4)	5	0	0.4	4.8
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	0% (0)	0% (0)	0% (0)	100% (5)	5	0	0	5

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	20% (1)	40% (2)	40% (2)	5	0	0.75	4.2
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	40% (2)	20% (1)	40% (2)	5	0	0.89	4
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	20% (1)	20% (1)	60% (3)	5	0	0.8	4.4
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	20% (1)	40% (2)	40% (2)	5	0	0.75	4.2
Acquiring skills in working with others as a member of a team	0% (0)	0% (0)	60% (3)	0% (0)	40% (2)	5	0	0.98	3.8
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	0% (0)	40% (2)	20% (1)	40% (2)	5	0	0.89	4
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	20% (1)	0% (0)	20% (1)	20% (1)	40% (2)	5	0	1.5	3.6
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	40% (2)	20% (1)	40% (2)	5	0	0.89	4
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	20% (1)	20% (1)	60% (3)	5	0	0.8	4.4
Developing ethical reasoning and/or ethical decision making	20% (1)	0% (0)	20% (1)	20% (1)	40% (2)	5	0	1.5	3.6
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	0% (0)	40% (2)	60% (3)	5	0	0.49	4.6
Learning to apply knowledge and skills to benefit others or serve the public good	20% (1)	0% (0)	20% (1)	0% (0)	60% (3)	5	0	1.6	3.8
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	20% (1)	0% (0)	0% (0)	80% (4)	5	0	1.2	4.4
<i>The Course:</i> <i>On the next two items, compare this course with others you have taken at this institution.</i>	<b>Much Less than Most Courses</b>	<b>Less than Most Courses</b>	<b>About Average</b>	<b>More than Most Courses</b>	<b>Much More than Most Courses</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
Amount of coursework	0% (0)	0% (0)	100% (5)	0% (0)	0% (0)	5	0	0	3
Difficulty of subject matter	0% (0)	0% (0)	60% (3)	40% (2)	0% (0)	5	0	0.49	3.4
<i>For the following items, choose the option that best corresponds to your judgment.</i>	<b>Definitely False</b>	<b>More False than True</b>	<b>In Between</b>	<b>More True than False</b>	<b>Definitely True</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
As a rule, I put forth more effort than other students on academic work.	0% (0)	0% (0)	60% (3)	40% (2)	0% (0)	5	0	0.49	3.4
I really wanted to take this course regardless of who taught it.	20% (1)	0% (0)	40% (2)	40% (2)	0% (0)	5	0	1.1	3
When this course began I believed I could master its content.	0% (0)	20% (1)	20% (1)	0% (0)	60% (3)	5	0	1.26	4
My background prepared me well for this course's requirements.	0% (0)	0% (0)	40% (2)	20% (1)	40% (2)	5	0	0.89	4
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	20% (1)	0% (0)	80% (4)	5	0	0.8	4.6
Overall, I rate this course as excellent.	0% (0)	0% (0)	20% (1)	0% (0)	80% (4)	5	0	0.8	4.6

## Qualitative

Comments -
<ul style="list-style-type: none"> <li>Super important course that I wish I'd taken sooner. I like that there aren't as many little assignments do and that there are drafting stages for the bigger assignments. One thing I would encourage is that I think it'd be a good idea to have students submit their sources for draft 1 of the lit review because I was scrambling to find mine at the last minute and I think it'd be a useful incentive to find sources by implementing a deadline. I really enjoyed that we got to apply the subject matter/examples to real world situations to put things into perspective. I learned a lot about what's happening in the world, how the field of political science operates, and in general, I think the classroom environment made me feel comfortable and heard. Dr. Patane is a very kind, thoughtful professor and I am very grateful for him and all the resources he introduced us to. I think what sets Dr. Patane apart from other political science professors I've had is that even though he is an incredibly intelligent person, he's not pretentious about it and doesn't look down on his students for not recognizing/understanding a particular reference. I never felt dumb or bad for not understanding something or asking a silly question which is like, the bare minimum you can ask for from a professor, but it feels good regardless.</li> <li>As mentioned previously in the evaluation for the Conflict Studies course - Dr. Patane is an exceptional professor whom genuinely cares about what he is teaching and his students. The university needs people like Dr. Patane and I hope he is treated well by this university. Dr. Patane demonstrates what it means by the motto, "the measure of a life is its service". I can not thank Dr. Patane enough for everything he has done for myself and the rest of the students here at Sam Houston State.</li> <li>Great Professor.</li> </ul>

# POLS 2305 (08): American Government

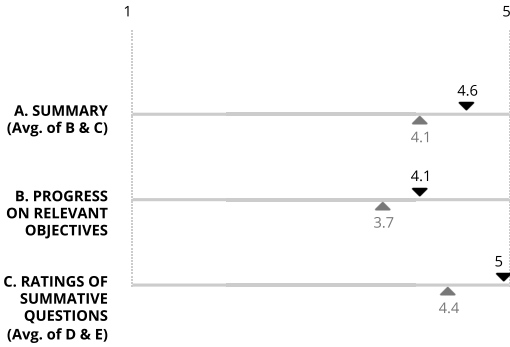
Spring 2022 | Christopher Patane | Course CIP Code: 45.1002

74		Students Enrolled
20		Students Responded
27.03%		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	4.2	5

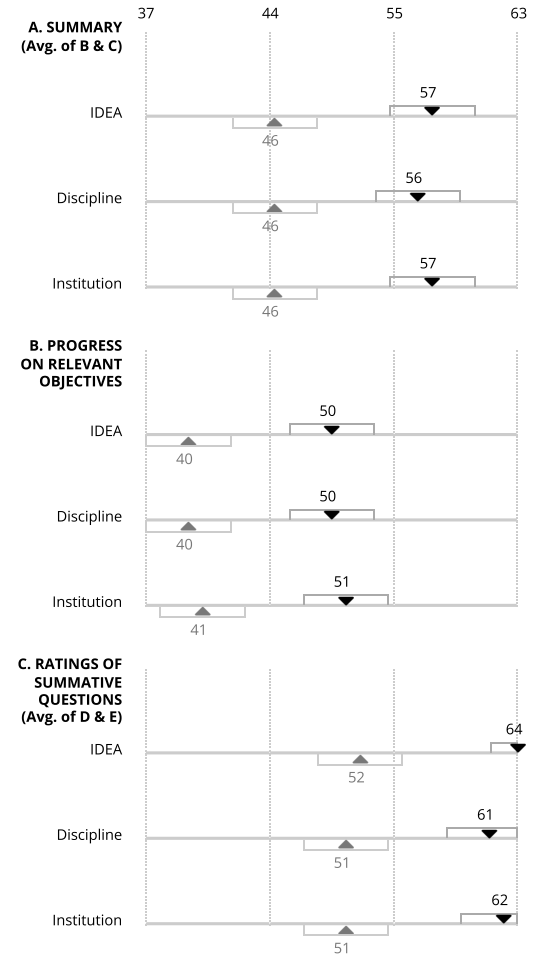
**Your Overall Converted Ratings**

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	53	62
Discipline	52	60
Institution	53	62
E. Excellent Course		
IDEA	50	65
Discipline	49	61
Institution	49	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	3.7	4.2	0	56	40	50	40	50	41	51
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.8	4.4	0	50	48	57	46	54	48	57
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	3.4	4	17	44	37	49	39	50	38	49
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.4	4.1	6	33	37	50	41	51	37	50
Acquiring skills in working with others as a member of a team	M	2.9	3.5	39	28	35	44	43	51	37	46
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.8	3.9	44	22	37	53	42	55	34	50
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.4	4	28	44	44	54	46	55	43	53
Developing skill in expressing myself orally or in writing	M	2.9	3.8	39	28	35	48	36	49	34	48
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.7	4.5	6	56	46	60	46	57	46	58
Developing ethical reasoning and/or ethical decision making	M	3.7	4.4	0	39	47	58	47	56	48	58
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.8	4.3	6	56	46	56	44	54	47	56
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.8	4.6	6	50	47	61	47	58	47	60
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	2.9	3.3	28	28	35	41	42	48	37	44

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	1.9	23	28	23
Difficulty of subject matter	2.5	34	34	34

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.2	30	34	32
I really wanted to take this course regardless of who taught it.	2.8	30	34	33
When this course began I believed I could master its content.	3.2	30	35	33
My background prepared me well for this course's requirements.	2.8	30	35	33

## Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.4	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	4.5	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	4.4	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
Encouraged students to reflect on and evaluate what they have learned	4.3	0% (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.
Stimulated students to intellectual effort beyond that required by most courses	3.9	10% (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.
Created opportunities for students to apply course content outside the classroom	4	0% (1 or 2) 75% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Collaborative Learning	Your Average	Students Rating	Suggested Action
Active Learning	Your Average	Students Rating	Suggested Action

## Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	<b>Hardly Ever</b>	<b>Occasional ly</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Found ways to help students answer their own questions</b>	0% (0)	0% (0)	20% (4)	20% (4)	60% (12)	20	0	0.8	4.4
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	0% (0)	0% (0)	15% (3)	30% (6)	55% (11)	20	0	0.73	4.4
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	0% (0)	25% (5)	25% (5)	50% (10)	20	0	0.83	4.25
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	0% (0)	20% (4)	30% (6)	50% (10)	20	0	0.78	4.3
<b>Formed teams or groups to facilitate learning</b>	20% (4)	15% (3)	35% (7)	10% (2)	20% (4)	20	0	1.36	2.95
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	5% (1)	50% (10)	45% (9)	20	0	0.58	4.4
<b>Provided meaningful feedback on students' academic performance</b>	0% (0)	15% (3)	20% (4)	30% (6)	35% (7)	20	0	1.06	3.85
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	10% (2)	25% (5)	35% (7)	30% (6)	20	0	0.96	3.85
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	0% (0)	0% (0)	15% (3)	45% (9)	40% (8)	20	0	0.7	4.25
<b>Explained course material clearly and concisely</b>	0% (0)	0% (0)	10% (2)	30% (6)	60% (12)	20	0	0.67	4.5
<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>	<b>Hardly Ever</b>	<b>Occasional ly</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Almost Always</b>	<b>N</b>	<b>DNA</b>	<b>SD</b>	<b>M</b>
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	0% (0)	10% (2)	25% (5)	65% (13)	20	0	0.67	4.55
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	0% (0)	25% (5)	50% (10)	25% (5)	20	0	0.71	4
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	10% (2)	45% (9)	45% (9)	20	0	0.65	4.35
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	20% (4)	10% (2)	30% (6)	15% (3)	25% (5)	20	0	1.42	3.15
<b>Inspired students to set and achieve goals which really challenged them</b>	5% (1)	15% (3)	30% (6)	25% (5)	25% (5)	20	0	1.16	3.5
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	5% (1)	30% (6)	30% (6)	35% (7)	20	0	0.92	3.95
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	5% (1)	30% (6)	15% (3)	50% (10)	20	0	0.99	4.1
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	25% (5)	20% (4)	25% (5)	10% (2)	20% (4)	20	0	1.44	2.8
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	5% (1)	20% (4)	30% (6)	45% (9)	20	0	0.91	4.15



<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)	44.44% (8)	44.44% (8)	11.11% (2)	18	0	0.67	3.67
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	50% (9)	16.67% (3)	33.33% (6)	18	0	0.9	3.83
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	16.67% (3)	38.89% (7)	27.78% (5)	16.67% (3)	18	0	0.96	3.44
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	5.56% (1)	61.11% (11)	16.67% (3)	16.67% (3)	18	0	0.83	3.44
Acquiring skills in working with others as a member of a team	16.67% (3)	22.22% (4)	33.33% (6)	11.11% (2)	16.67% (3)	18	0	1.29	2.89
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	16.67% (3)	27.78% (5)	33.33% (6)	5.56% (1)	16.67% (3)	18	0	1.27	2.78
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	5.56% (1)	22.22% (4)	27.78% (5)	16.67% (3)	27.78% (5)	18	0	1.25	3.39
Developing skill in expressing myself orally or in writing	16.67% (3)	22.22% (4)	33.33% (6)	5.56% (1)	22.22% (4)	18	0	1.35	2.94
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	5.56% (1)	38.89% (7)	33.33% (6)	22.22% (4)	18	0	0.87	3.72
Developing ethical reasoning and/or ethical decision making	0% (0)	0% (0)	61.11% (11)	5.56% (1)	33.33% (6)	18	0	0.93	3.72
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	5.56% (1)	38.89% (7)	27.78% (5)	27.78% (5)	18	0	0.92	3.78
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	5.56% (1)	44.44% (8)	16.67% (3)	33.33% (6)	18	0	0.97	3.78
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	22.22% (4)	5.56% (1)	44.44% (8)	16.67% (3)	11.11% (2)	18	0	1.24	2.89

<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	50% (9)	16.67% (3)	27.78% (5)	0% (0)	5.56% (1)	18	0	1.13	1.94
Difficulty of subject matter	22.22% (4)	16.67% (3)	50% (9)	11.11% (2)	0% (0)	18	0	0.96	2.5

<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)	16.67% (3)	55.56% (10)	16.67% (3)	11.11% (2)	18	0	0.85	3.22
I really wanted to take this course regardless of who taught it.	22.22% (4)	11.11% (2)	44.44% (8)	11.11% (2)	11.11% (2)	18	0	1.23	2.78
When this course began I believed I could master its content.	5.56% (1)	11.11% (2)	55.56% (10)	16.67% (3)	11.11% (2)	18	0	0.96	3.17
My background prepared me well for this course's requirements.	11.11% (2)	16.67% (3)	55.56% (10)	11.11% (2)	5.56% (1)	18	0	0.96	2.83
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	22.22% (4)	5.56% (1)	72.22% (13)	18	0	0.83	4.5
Overall, I rate this course as excellent.	0% (0)	0% (0)	33.33% (6)	16.67% (3)	50% (9)	18	0	0.9	4.17

## Qualitative

Comments -
<ul style="list-style-type: none"> <li>Thank you</li> <li>He is an amazing teacher, really knows what he is talking about. Always wants to hear what other students think on certain topics. He is a great teacher.</li> <li>I really enjoyed this class and especially the understanding from Professor Patane over the spring semester. Listening to your students and keeping the content well put together made this class very easy for me to follow! Thank you so much!</li> <li>Very understanding professor and really great at teaching his material.</li> <li>Has really interesting lectures that are relatable and easy to understand.</li> <li>Patane is a very kind and understanding Professor, he is probably one of the best I have had at Sam. He is very passionate about this subject, and you can tell.</li> <li>Patane was amazing. I love the concept of 2 tests throughout the semester it helps with balancing all my classes. The extra credit discussions were nice to get your grade up if you do bad on tests. I love the hybrid thing he created. It's perfect</li> <li>I think this teacher is great he made the class more fun. In class we talk about different thing and if you don't understand you rise your hand and he will help you understand it.</li> <li>While I like how Dr. Patane pivoted and created hybrid lesson plans, I don't think I learned as much that way. With that said, I found him to be incredibly thoughtful and understanding. Most of the course content will not stick with me long-term, but this class was an easy A and he was a good professor.</li> <li>Understanding teacher</li> </ul>