

# POLS 4385 (01): Political Violence & Terrorism

Fall 2022 | Christopher Patane | Course CIP Code: 45.1001

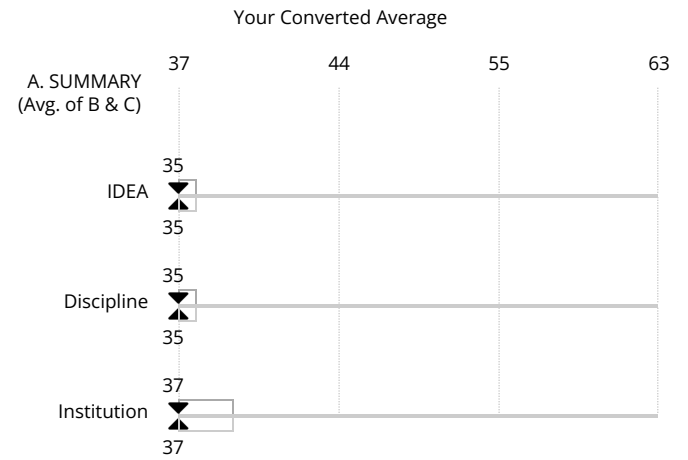
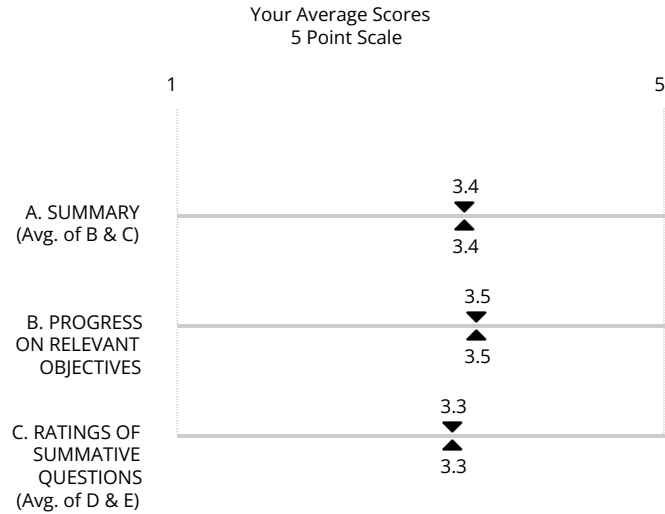
35 | Students Enrolled  
 6 | Students Responded  
 17.14% | Response Rate

## Summative

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

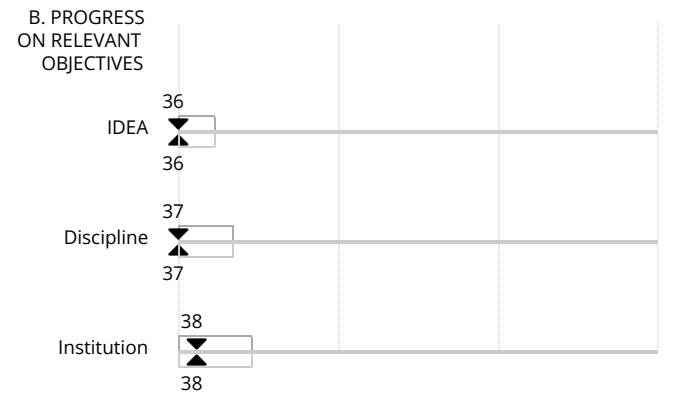
Converted Average Buckets  
 Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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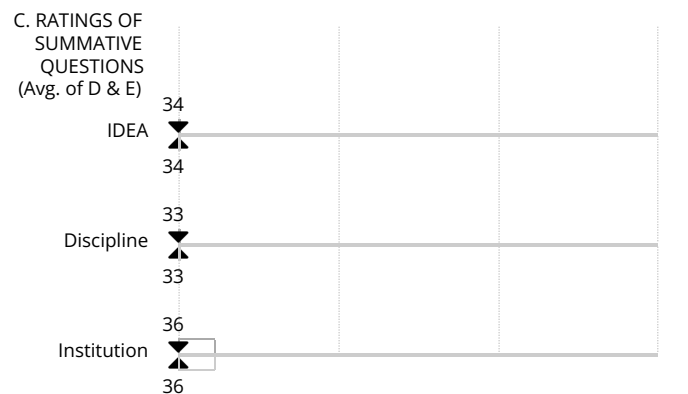
Your Overall Mean Ratings  
 5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	3.3	3.3
E. Excellent Course	3.3	3.3



Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	33	33
Discipline	32	32
Institution	35	35
E. Excellent Course		
IDEA	35	35
Discipline	34	34
Institution	36	36



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	3.5	3.5	33	50	36	36	37	37	38	38
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.5	3.5	33	50	43	43	40	40	43	43
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	3.5	3.5	33	50	38	38	40	40	40	40
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.5	3.5	33	50	38	38	42	42	39	39
Acquiring skills in working with others as a member of a team	M	2.8	2.8	50	33	34	34	43	43	37	37
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3	3	50	50	40	40	45	45	38	38
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	2.7	2.7	50	33	33	33	37	37	34	34
Developing skill in expressing myself orally or in writing	M	3.3	3.3	33	50	41	41	42	42	41	41
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.3	3.3	33	50	39	39	39	39	40	40
Developing ethical reasoning and/or ethical decision making	M	3.2	3.2	50	50	39	39	39	39	40	40
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.2	3.2	50	50	35	35	33	33	38	38
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.2	3.2	50	50	36	36	38	38	39	39
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.2	3.2	50	50	40	40	45	45	41	41

Course Description	Your Average	Your Converted Average		
		IDE A	Discipline	Institution
Amount of coursework	2.2	28	33	29
Difficulty of subject matter	2.2	28	28	29

Student Description	Your Average	Your Converted Average		
		IDE A	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.7	45	46	45
I really wanted to take this course regardless of who taught it.	3.8	51	52	53
When this course began I believed I could master its content.	4.2	56	56	55
My background prepared me well for this course's requirements.	4.2	59	58	57

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	3.5	33% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	3	50% (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.
Introduced stimulating ideas about the subject	3.7	33% (1 or 2) 67% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	3.5	33% (1 or 2) 67% (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	2.8	50% (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.
Created opportunities for students to apply course content outside the classroom	2.7	50% (1 or 2) 33% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
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Active Learning	Your Average	Students Rating	Suggested Action
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## Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	16.67% (1)	0% (0)	33.33% (2)	0% (0)	50% (3)	6	0	1.49	3.67
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	33.33% (2)	16.67% (1)	0% (0)	0% (0)	50% (3)	6	0	1.86	3.17
Encouraged students to reflect on and evaluate what they have learned	33.33% (2)	0% (0)	0% (0)	16.67% (1)	50% (3)	6	0	1.8	3.5
Demonstrated the importance and significance of the subject matter	16.67% (1)	16.67% (1)	16.67% (1)	0% (0)	50% (3)	6	0	1.61	3.5
Formed teams or groups to facilitate learning	50% (3)	0% (0)	16.67% (1)	0% (0)	33.33% (2)	6	0	1.8	2.67
Made it clear how each topic fit into the course	33.33% (2)	0% (0)	0% (0)	16.67% (1)	50% (3)	6	0	1.8	3.5
Provided meaningful feedback on students' academic performance	50% (3)	0% (0)	0% (0)	16.67% (1)	33.33% (2)	6	0	1.86	2.83
Stimulated students to intellectual effort beyond that required by most courses	50% (3)	0% (0)	0% (0)	16.67% (1)	33.33% (2)	6	0	1.86	2.83
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	33.33% (2)	16.67% (1)	0% (0)	0% (0)	50% (3)	6	0	1.86	3.17
Explained course material clearly and concisely	50% (3)	0% (0)	0% (0)	0% (0)	50% (3)	6	0	2	3

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	16.67% (1)	33.33% (2)	0% (0)	16.67% (1)	33.33% (2)	6	0	1.57	3.17
Created opportunities for students to apply course content outside the classroom	50% (3)	0% (0)	16.67% (1)	0% (0)	33.33% (2)	6	0	1.8	2.67
Introduced stimulating ideas about the subject	16.67% (1)	16.67% (1)	0% (0)	16.67% (1)	50% (3)	6	0	1.6	3.67
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	16.67% (1)	16.67% (1)	16.67% (1)	50% (3)	6	0	1.15	4
Inspired students to set and achieve goals which really challenged them	50% (3)	0% (0)	0% (0)	0% (0)	50% (3)	6	0	2	3
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	33.33% (2)	0% (0)	0% (0)	16.67% (1)	50% (3)	6	0	1.8	3.5
Asked students to help each other understand ideas or concepts	33.33% (2)	0% (0)	16.67% (1)	16.67% (1)	33.33% (2)	6	0	1.67	3.17
Gave projects, tests, or assignments that required original or creative thinking	33.33% (2)	16.67% (1)	0% (0)	16.67% (1)	33.33% (2)	6	0	1.73	3
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	33.33% (2)	0% (0)	16.67% (1)	16.67% (1)	33.33% (2)	6	0	1.67	3.17

<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)	16.67% (1)	16.67% (1)	16.67% (1)	0% (0)	50% (3)	6	0	1.61	3.5
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	16.67% (1)	16.67% (1)	16.67% (1)	0% (0)	50% (3)	6	0	1.61	3.5
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	16.67% (1)	16.67% (1)	16.67% (1)	0% (0)	50% (3)	6	0	1.61	3.5
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	16.67% (1)	16.67% (1)	16.67% (1)	0% (0)	50% (3)	6	0	1.61	3.5
Acquiring skills in working with others as a member of a team	33.33% (2)	16.67% (1)	16.67% (1)	0% (0)	33.33% (2)	6	0	1.67	2.83
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	50% (3)	0% (0)	0% (0)	0% (0)	50% (3)	6	0	2	3
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	50% (3)	0% (0)	16.67% (1)	0% (0)	33.33% (2)	6	0	1.8	2.67
Developing skill in expressing myself orally or in writing	33.33% (2)	0% (0)	16.67% (1)	0% (0)	50% (3)	6	0	1.8	3.33
Learning how to find, evaluate, and use resources to explore a topic in depth	33.33% (2)	0% (0)	16.67% (1)	0% (0)	50% (3)	6	0	1.8	3.33
Developing ethical reasoning and/or ethical decision making	33.33% (2)	16.67% (1)	0% (0)	0% (0)	50% (3)	6	0	1.86	3.17
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	33.33% (2)	16.67% (1)	0% (0)	0% (0)	50% (3)	6	0	1.86	3.17
Learning to apply knowledge and skills to benefit others or serve the public good	33.33% (2)	16.67% (1)	0% (0)	0% (0)	50% (3)	6	0	1.86	3.17
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	33.33% (2)	16.67% (1)	0% (0)	0% (0)	50% (3)	6	0	1.86	3.17

<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	16.67% (1)	50% (3)	33.33% (2)	0% (0)	0% (0)	6	0	0.69	2.17
Difficulty of subject matter	16.67% (1)	50% (3)	33.33% (2)	0% (0)	0% (0)	6	0	0.69	2.17

<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)	33.33% (2)	66.67% (4)	0% (0)	6	0	0.47	3.67
I really wanted to take this course regardless of who taught it.	0% (0)	0% (0)	50% (3)	16.67% (1)	33.33% (2)	6	0	0.9	3.83
When this course began I believed I could master its content.	0% (0)	0% (0)	16.67% (1)	50% (3)	33.33% (2)	6	0	0.69	4.17
My background prepared me well for this course's requirements.	0% (0)	0% (0)	33.33% (2)	16.67% (1)	50% (3)	6	0	0.9	4.17
Overall, I rate this instructor an excellent teacher.	0% (0)	33.33% (2)	33.33% (2)	0% (0)	33.33% (2)	6	0	1.25	3.33
Overall, I rate this course as excellent.	0% (0)	33.33% (2)	33.33% (2)	0% (0)	33.33% (2)	6	0	1.25	3.33

<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	3 = Sometimes	4 = Frequently	5 = Almost Always	N	DNA	SD	M
This course was generally easy to navigate.	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
The tools in this course were easy to use (discussions, blogs, email, etc.).	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
I was able to access my online course 24x7.	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83

## Qualitative

Comments -
<ul style="list-style-type: none"> <li>I was really looking forward to taking this class. The articles we read were well-curated and will be helpful resources in the future. However, I'm left with a disappointed feeling at this time. The class has not received any grades or feedback. Through talk trickling down through students, I have heard that Professor Patane has had some personal priorities that needed to be taken care of and teaching other more intensive classes. I'm not sure if his other classes got priority or if they are also experiencing the same issues. I can understand that sometimes there are events in your personal life that will affect your day-to-day but I would have hoped that the school or department would have stepped in to help so we could have received some type of feedback. I wish I could have taken this class at a different time because I have heard great things about Professor Patane.</li> <li>Professor has not graded a single assignment nor has he given any feedback. When I signed up for course I was excited because peers had told me Dr. Patane was incredible but no communication in months nor a grade on any assignment has me very concerned about where I stand academically. I am not sure if something has happened but would have appreciated communication and feedback because I am nervous that the final assignment is all that is left for this semester.</li> <li>Unorganized, not present</li> </ul>
What technology features in this course contributed to a good online learning experience? -
<ul style="list-style-type: none"> <li>None</li> </ul>

# POLS 3386 (01): International Political Econ

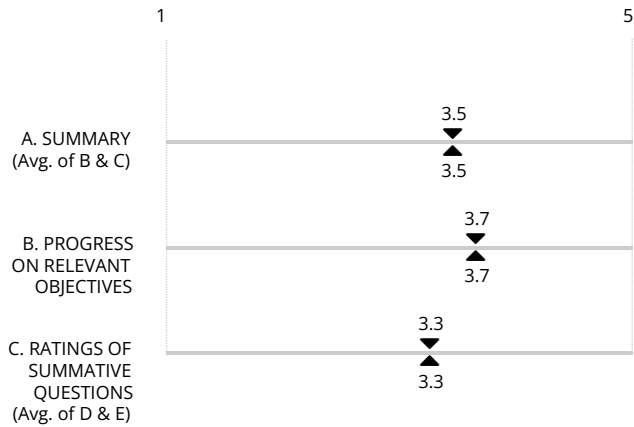
Fall 2022 | Christopher Patane | Course CIP Code: 45.1004

36 | Students Enrolled  
 7 | Students Responded  
 19.44% | 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	3.1	3.1
E. Excellent Course	3.4	3.4

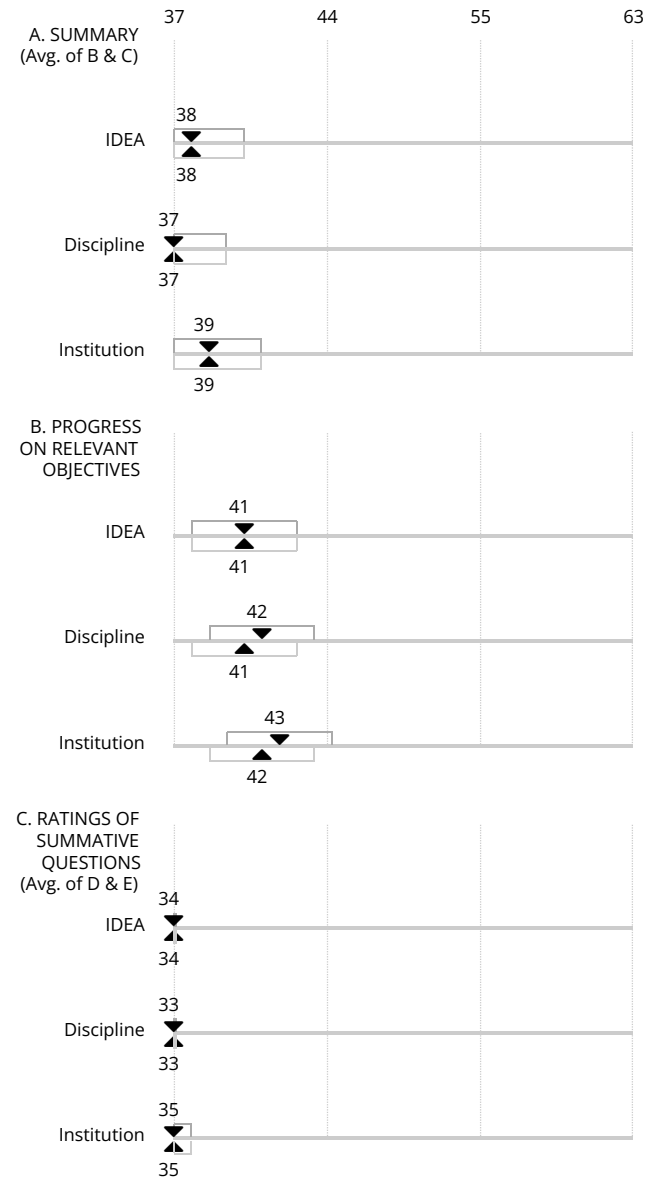
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	30	30
Discipline	29	29
Institution	32	32
E. Excellent Course		
IDEA	37	37
Discipline	36	36
Institution	38	38

Converted Average Buckets  
Based on a Bell Curve

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



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	3.7	3.7	14	57	41	41	41	42	42	43
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.4	3.5	29	57	42	42	39	40	42	44
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	3.6	3.6	29	57	40	40	42	42	41	41
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.3	3.3	29	43	34	34	38	39	35	36
Acquiring skills in working with others as a member of a team	M	2.6	2.6	43	14	30	30	40	40	33	34
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3	3.2	29	29	40	43	45	48	38	42
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.3	3.3	29	57	42	42	45	46	42	43
Developing skill in expressing myself orally or in writing	M	3.3	3.3	29	43	41	41	41	42	40	42
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.7	3.8	29	57	46	46	45	47	46	48
Developing ethical reasoning and/or ethical decision making	M	3	3	43	43	36	36	37	37	38	38
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4	4	14	57	50	50	47	48	50	51
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.6	3.6	29	57	43	43	44	45	44	46
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.1	3.1	29	43	39	39	45	45	41	41

Course Description	Your Average	Your Converted Average		
		IDE A	Discipline	Institution
Amount of coursework	2.7	38	42	39
Difficulty of subject matter	3.3	49	49	50

Student Description	Your Average	Your Converted Average		
		IDE A	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.7	46	47	46
I really wanted to take this course regardless of who taught it.	3.3	40	43	43
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.	4.1	58	58	56

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.3	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.
Explained course material clearly and concisely	3.3	43% (1 or 2) 43% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	3.7	14% (1 or 2) 71% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
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) 86% (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	3.1	29% (1 or 2) 43% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.3	43% (1 or 2) 57% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Collaborative Learning	Your Average	Students Rating	Suggested Action
Active Learning	Your Average	Students Rating	Suggested Action

## 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	14.29% (1)	28.57% (2)	14.29% (1)	0% (0)	42.86% (3)	7	0	1.58	3.29
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	57.14% (4)	0% (0)	42.86% (3)	7	0	0.99	3.86
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	14.29% (1)	42.86% (3)	42.86% (3)	7	0	0.7	4.29
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	42.86% (3)	0% (0)	57.14% (4)	7	0	0.99	4.14
Formed teams or groups to facilitate learning	42.86% (3)	14.29% (1)	28.57% (2)	0% (0)	14.29% (1)	7	0	1.39	2.29
Made it clear how each topic fit into the course	0% (0)	0% (0)	14.29% (1)	42.86% (3)	42.86% (3)	7	0	0.7	4.29
Provided meaningful feedback on students' academic performance	57.14% (4)	0% (0)	0% (0)	14.29% (1)	28.57% (2)	7	0	1.84	2.57
Stimulated students to intellectual effort beyond that required by most courses	14.29% (1)	14.29% (1)	28.57% (2)	28.57% (2)	14.29% (1)	7	0	1.25	3.14
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	28.57% (2)	14.29% (1)	57.14% (4)	7	0	0.88	4.29
Explained course material clearly and concisely	14.29% (1)	28.57% (2)	14.29% (1)	0% (0)	42.86% (3)	7	0	1.58	3.29



<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DN	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	14.29% (1)	14.29% (1)	0% (0)	14.29% (1)	57.14% (4)	7	0	1.55	3.86
Created opportunities for students to apply course content outside the classroom	28.57% (2)	14.29% (1)	0% (0)	14.29% (1)	42.86% (3)	7	0	1.75	3.29
Introduced stimulating ideas about the subject	14.29% (1)	0% (0)	14.29% (1)	42.86% (3)	28.57% (2)	7	0	1.28	3.71
Involved students in hands-on projects such as research, case studies, or real life activities	14.29% (1)	14.29% (1)	0% (0)	42.86% (3)	28.57% (2)	7	0	1.4	3.57
Inspired students to set and achieve goals which really challenged them	28.57% (2)	28.57% (2)	14.29% (1)	0% (0)	28.57% (2)	7	0	1.58	2.71
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	14.29% (1)	14.29% (1)	14.29% (1)	0% (0)	57.14% (4)	7	0	1.58	3.71
Asked students to help each other understand ideas or concepts	28.57% (2)	14.29% (1)	14.29% (1)	14.29% (1)	28.57% (2)	7	0	1.6	3
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	42.86% (3)	14.29% (1)	0% (0)	42.86% (3)	7	0	1.4	3.43
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	28.57% (2)	28.57% (2)	0% (0)	0% (0)	42.86% (3)	7	0	1.77	3

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DN	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	14.29% (1)	0% (0)	28.57% (2)	14.29% (1)	42.86% (3)	7	0	1.39	3.71
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	14.29% (1)	14.29% (1)	14.29% (1)	28.57% (2)	28.57% (2)	7	0	1.4	3.43
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	14.29% (1)	14.29% (1)	14.29% (1)	14.29% (1)	42.86% (3)	7	0	1.5	3.57
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	14.29% (1)	14.29% (1)	28.57% (2)	14.29% (1)	28.57% (2)	7	0	1.39	3.29
Acquiring skills in working with others as a member of a team	28.57% (2)	14.29% (1)	42.86% (3)	0% (0)	14.29% (1)	7	0	1.29	2.57
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	28.57% (2)	0% (0)	42.86% (3)	0% (0)	28.57% (2)	7	0	1.51	3
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	28.57% (2)	0% (0)	14.29% (1)	28.57% (2)	28.57% (2)	7	0	1.58	3.29
Developing skill in expressing myself orally or in writing	28.57% (2)	0% (0)	28.57% (2)	0% (0)	42.86% (3)	7	0	1.67	3.29
Learning how to find, evaluate, and use resources to explore a topic in depth	14.29% (1)	14.29% (1)	14.29% (1)	0% (0)	57.14% (4)	7	0	1.58	3.71
Developing ethical reasoning and/or ethical decision making	28.57% (2)	14.29% (1)	14.29% (1)	14.29% (1)	28.57% (2)	7	0	1.6	3
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	14.29% (1)	28.57% (2)	0% (0)	57.14% (4)	7	0	1.2	4
Learning to apply knowledge and skills to benefit others or serve the public good	28.57% (2)	0% (0)	14.29% (1)	0% (0)	57.14% (4)	7	0	1.76	3.57
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	28.57% (2)	0% (0)	28.57% (2)	14.29% (1)	28.57% (2)	7	0	1.55	3.14

<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	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
Amount of coursework	0% (0)	28.57% (2)	71.43% (5)	0% (0)	0% (0)	7	0	0.45	2.71
Difficulty of subject matter	0% (0)	14.29% (1)	42.86% (3)	42.86% (3)	0% (0)	7	0	0.7	3.29
<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	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
As a rule, I put forth more effort than other students on academic work.	0% (0)	14.29% (1)	14.29% (1)	57.14% (4)	14.29% (1)	7	0	0.88	3.71
I really wanted to take this course regardless of who taught it.	0% (0)	42.86% (3)	14.29% (1)	14.29% (1)	28.57% (2)	7	0	1.28	3.29
When this course began I believed I could master its content.	0% (0)	0% (0)	42.86% (3)	14.29% (1)	42.86% (3)	7	0	0.93	4
My background prepared me well for this course's requirements.	0% (0)	0% (0)	28.57% (2)	28.57% (2)	42.86% (3)	7	0	0.83	4.14
Overall, I rate this instructor an excellent teacher.	14.29% (1)	42.86% (3)	0% (0)	0% (0)	42.86% (3)	7	0	1.64	3.14
Overall, I rate this course as excellent.	14.29% (1)	14.29% (1)	28.57% (2)	0% (0)	42.86% (3)	7	0	1.5	3.43
<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 = Sometime s	4 = Frequently	5 = Almost Always	<u>N</u>	<u>DNA</u>	<u>SD</u>	<u>M</u>
This course was generally easy to navigate.	0% (0)	14.29% (1)	28.57% (2)	14.29% (1)	42.86% (3)	7	0	1.12	3.86
The tools in this course were easy to use (discussions, blogs, email, etc.).	0% (0)	14.29% (1)	14.29% (1)	42.86% (3)	28.57% (2)	7	0	0.99	3.86
The technologies used in this course (Kaltura, Tegrity, Respondus) were reliable.	14.29% (1)	14.29% (1)	0% (0)	28.57% (2)	42.86% (3)	7	0	1.48	3.71
I was able to access my online course 24x7.	14.29% (1)	0% (0)	14.29% (1)	28.57% (2)	42.86% (3)	7	0	1.36	3.86
I was able to obtain technology support when needed from the SHSU Online Helpdesk.	0% (0)	0% (0)	28.57% (2)	14.29% (1)	57.14% (4)	7	0	0.88	4.29
When I reported technology problems to the SHSU Online Helpdesk, they were quickly resolved.	0% (0)	0% (0)	14.29% (1)	28.57% (2)	57.14% (4)	7	0	0.73	4.43
SHSU Online provided me training on how to use online course technology via the "Getting Started" course in Blackboard.	0% (0)	0% (0)	14.29% (1)	42.86% (3)	42.86% (3)	7	0	0.7	4.29

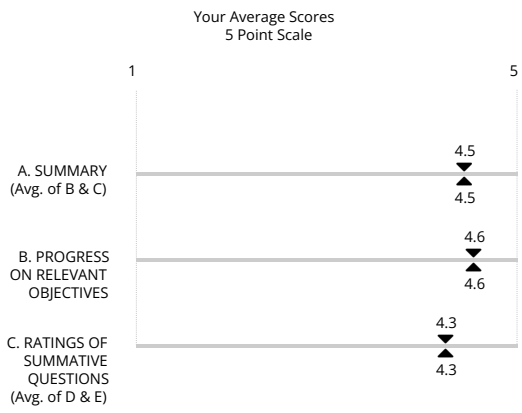
## Qualitative

Comments -

- It is Mid-November and not a single thing has been graded, no feedback has been given on any assignment, I and many others in this class have no clue if any assignments have been done correctly, or if we will pass this class. We pay for courses to learn and improve and interact with coursework and learn how to improve, not fly blind and guess what is expected of us, only for us to fail after the class is over because we have not been doing assignments to the professor's liking.
- I am writing this review on December 1, 2022. At the time of this review, I have not yet had a single one of my assignments that I've submitted this semester be graded. Not one. As a reference, the first was due/ submitted on August 28th. To-date, I have submitted all work assigned for the course (last item submitted November 18th) There has also been zero engagement by the instructor on the required (by students) weekly Discussion Board postings. There were two weekly postings (Weeks 9 and 13) where the instructor didn't even start the discussion, so those were a wash. I respect that there are personal matters that we all must contend with alongside our regular professional lives. As someone who is well into a career, and has endured plenty of personal challenges, I am sensitive to this. However, my employer, while sympathetic, would not tolerate me neglecting an entire aspect of my job function for 3-4 months. They would either remove the duty from my plate and give it to someone else, or they would remove me from my position. I feel it is unacceptable for students to pay for a course where there is effectively no instruction beyond "read this" and then "answer that". If there were regular and timely feedback being provided, then perhaps that method of instruction would be okay. However, in the absence of any feedback throughout the entire term, how can any student be expected to actually learn/ grow? For the average college (age) kid just trying to check a box, then this is a great (read - "easy") course! They can spend 10-20 minutes a week and get by! There is zero pressure, no feedback, and all answers are (presumably) subjective. I would hope that the university would hold its staff to the standard of some sort of minimum level of engagement. Without accountability of the instructor, who really doesn't maintain any accountability of their students, then where is there any value (other than \$ to the school)?! With that said, the premise of the course, and the reading/ research material is fine. I do think there are tangible skills that can be gained from this course, but how does one know if they are actually making progress if there is no feedback as they move through the course? In fact, without providing any feedback, I would suggest the instructor is in fact enabling poor/ lazy work. As with anyone in a leadership position (as is a professor in a classroom), they will set the tone for the performances that follow. So if they are not putting forth the effort to assess their students' work, then why would a student feel compelled to put forth any effort to improve from one week to the next? Further to that point, if there is no feedback given through an entire term, then whenever the professor does (eventually?) get around to grading the work, there cannot reasonably be any judgement of the content of the work submitted. To judge work without establishing an expectation of the content would be absurd. They have basically limited themselves to two options: (1) If there was work submitted for an assignment, it must get an A (2) If there was not work submitted, it must get an F I'll conclude my diatribe by saying thanks for the easy 3 credit hours. Sarcasm aside, I truly pray that all is ok Dr. Patane's life, but the university should review its standards and expectations with its instructional personnel, and/or make accommodations to have their duties covered in the absences of the primary responsible party.
- Great professor and always available to help.
- The course was structured great. Due to personal circumstances I was unable to do much as we discussed. However what I can say is the topics and content were very interesting, and your kindness to accomodate students is truly second to none.

Summative

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



Your Overall Mean Ratings  
5 Point Scale

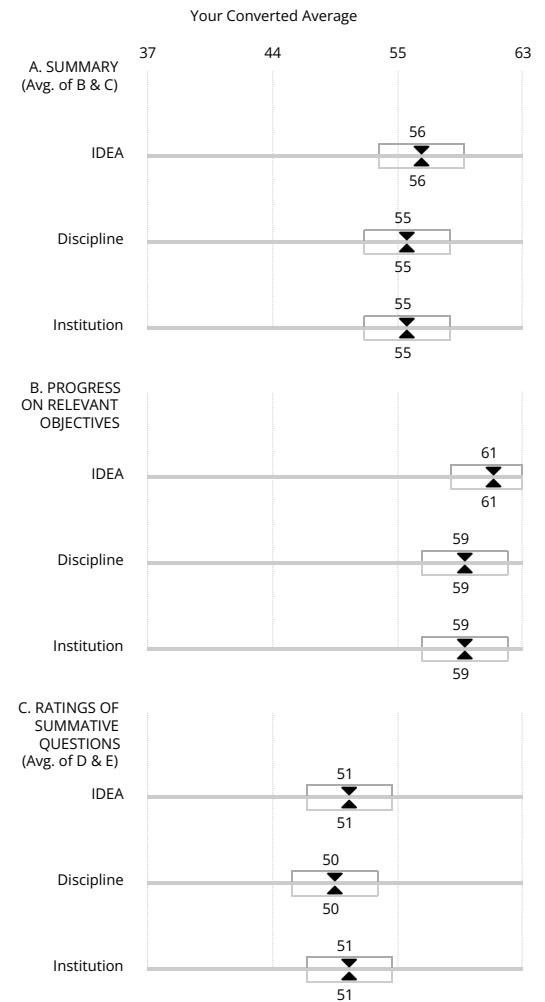
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.2	4.2
E. Excellent Course	4.4	4.4

Your Overall Converted Ratings

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

Converted Average Buckets  
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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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)	M	4	4	20	80	47	47	47	47	47	47
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.4	4.4	0	100	57	57	55	55	56	56
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.8	4.8	0	100	64	64	62	62	62	62
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.8	4.8	0	100	64	64	61	61	60	60
Acquiring skills in working with others as a member of a team	M	3.2	3.2	40	60	40	40	47	47	42	42
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4.2	4.2	20	80	57	57	59	59	53	53
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.2	3.2	20	40	41	41	44	44	41	41
Developing skill in expressing myself orally or in writing	M	4.2	4.2	0	80	55	55	55	55	54	54
Learning how to find, evaluate, and use resources to explore a topic in depth	E	4.6	4.6	0	100	61	61	59	59	59	59
Developing ethical reasoning and/or ethical decision making	M	4	4	0	80	52	52	51	51	52	52
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4	4	0	80	50	50	47	47	50	50
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.6	3.6	20	60	43	43	44	44	45	45
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.4	4.4	0	100	59	59	59	59	59	59

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.2	28	33	29
Difficulty of subject matter	2.4	32	33	33

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	4.4	69	64	65
I really wanted to take this course regardless of who taught it.	3.8	51	52	52
When this course began I believed I could master its content.	4.2	57	56	56
My background prepared me well for this course's requirements.	4.4	64	62	61

## Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Inspired students to set and achieve goals which really challenged them	4	0% (1 or 2) 60% (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
Provided meaningful feedback on students' academic performance	4.6	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	4.4	20% (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.
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) 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>									
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	40% (2)	60% (3)	5	0	0.49	4.6
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	20% (1)	40% (2)	40% (2)	5	0	0.75	4.2
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	40% (2)	60% (3)	5	0	0.49	4.6
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	20% (1)	60% (3)	20% (1)	5	0	0.63	4
Formed teams or groups to facilitate learning	0% (0)	40% (2)	40% (2)	0% (0)	20% (1)	5	0	1.1	3
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	60% (3)	40% (2)	5	0	0.49	4.4
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	0% (0)	40% (2)	60% (3)	5	0	0.49	4.6
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	20% (1)	20% (1)	40% (2)	20% (1)	5	0	1.02	3.6
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	0% (0)	20% (1)	80% (4)	5	0	0.4	4.8
Explained course material clearly and concisely	0% (0)	0% (0)	40% (2)	0% (0)	60% (3)	5	0	0.98	4.2
<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)	0% (0)	20% (1)	80% (4)	5	0	0.4	4.8
Created opportunities for students to apply course content outside the classroom	0% (0)	20% (1)	0% (0)	0% (0)	80% (4)	5	0	1.2	4.4
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	80% (4)	20% (1)	5	0	0.4	4.2
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	20% (1)	0% (0)	20% (1)	60% (3)	5	0	1.17	4.2
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	40% (2)	20% (1)	40% (2)	5	0	0.89	4
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	20% (1)	20% (1)	20% (1)	40% (2)	5	0	1.17	3.8
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	60% (3)	20% (1)	20% (1)	5	0	0.8	3.6
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	40% (2)	20% (1)	40% (2)	5	0	0.89	4
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	0% (0)	20% (1)	80% (4)	5	0	0.4	4.8

<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)	20% (1)	0% (0)	40% (2)	40% (2)	5	0	1.1	4
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	0% (0)	60% (3)	40% (2)	5	0	0.49	4.4
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	0% (0)	20% (1)	80% (4)	5	0	0.4	4.8
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	0% (0)	20% (1)	80% (4)	5	0	0.4	4.8
Acquiring skills in working with others as a member of a team	20% (1)	20% (1)	0% (0)	40% (2)	20% (1)	5	0	1.47	3.2
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	20% (1)	0% (0)	20% (1)	60% (3)	5	0	1.17	4.2
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	20% (1)	0% (0)	40% (2)	20% (1)	20% (1)	5	0	1.33	3.2
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	20% (1)	40% (2)	40% (2)	5	0	0.75	4.2
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	0% (0)	40% (2)	60% (3)	5	0	0.49	4.6
Developing ethical reasoning and/or ethical decision making	0% (0)	0% (0)	20% (1)	60% (3)	20% (1)	5	0	0.63	4
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	20% (1)	60% (3)	20% (1)	5	0	0.63	4
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	20% (1)	20% (1)	40% (2)	20% (1)	5	0	1.02	3.6
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	0% (0)	0% (0)	60% (3)	40% (2)	5	0	0.49	4.4
<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	20% (1)	40% (2)	40% (2)	0% (0)	0% (0)	5	0	0.75	2.2
Difficulty of subject matter	0% (0)	60% (3)	40% (2)	0% (0)	0% (0)	5	0	0.49	2.4
<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)	20% (1)	20% (1)	60% (3)	5	0	0.8	4.4
I really wanted to take this course regardless of who taught it.	0% (0)	20% (1)	20% (1)	20% (1)	40% (2)	5	0	1.17	3.8
When this course began I believed I could master its content.	0% (0)	0% (0)	20% (1)	40% (2)	40% (2)	5	0	0.75	4.2
My background prepared me well for this course's requirements.	0% (0)	0% (0)	0% (0)	60% (3)	40% (2)	5	0	0.49	4.4
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	20% (1)	40% (2)	40% (2)	5	0	0.75	4.2
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	60% (3)	40% (2)	5	0	0.49	4.4

## Qualitative

Comments -
<ul style="list-style-type: none"> <li>Nothing against Chris but he allows too much freedom. The course has 2 checkpoints and in between them is 2 months so you forget all about the paper until a week before. Nothing against the course, it's just average.</li> <li>Dr. Patane is a pretty good professor. He is rather casual, but that's fine. Pretty good about giving feedback.</li> <li>I really enjoyed your class and learned a lot.</li> <li>Great course. Great teacher.</li> </ul>

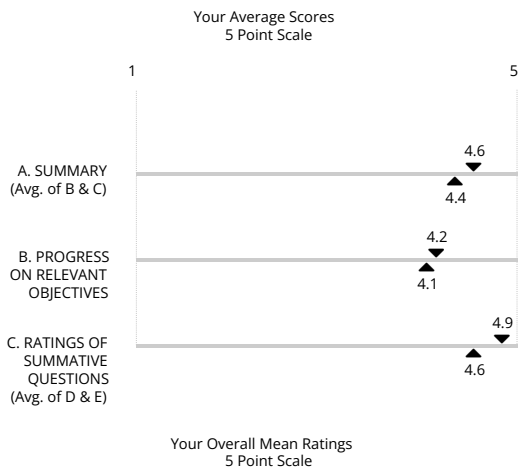
# POLS 2306 (10): Texas Government

Fall 2022 | Christopher Patane | Course CIP Code: 45.1001

198 | Students Enrolled  
 48 | Students Responded  
 24.24% | Response Rate

## Summative

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



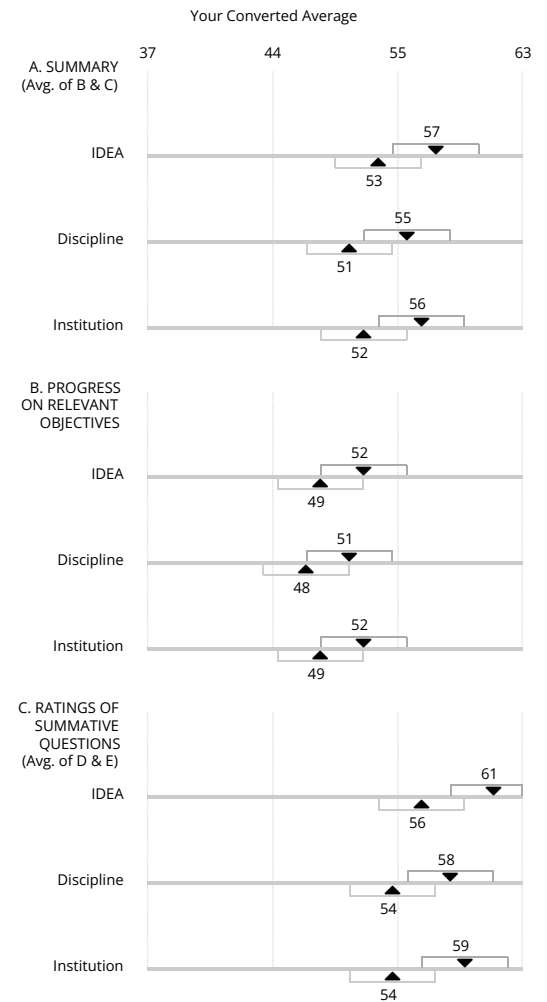
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.6	4.8
E. Excellent Course	4.5	4.9

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	55	58
Discipline	54	57
Institution	54	58
E. Excellent Course		
IDEA	56	63
Discipline	54	59
Institution	54	60

Converted Average Buckets  
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	4.1	4.2	4	73	49	52	48	51	49	52
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.4	4.4	2	83	57	57	55	55	56	57
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.2	4.5	8	79	52	58	52	56	51	56
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.9	4.3	10	69	47	55	48	54	46	53
Acquiring skills in working with others as a member of a team	M	3.4	3.5	27	56	43	44	49	51	45	47
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.5	5	27	58	47	68	50	66	44	63
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.9	4.3	17	71	52	58	53	58	50	56
Developing skill in expressing myself orally or in writing	M	3.8	5	19	63	48	68	48	65	47	65
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.2	4.8	4	77	54	66	53	62	53	63
Developing ethical reasoning and/or ethical decision making	M	4.2	4.2	4	73	55	55	54	54	54	55
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.3	4.6	6	81	55	61	52	58	54	60
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.2	4.3	4	77	54	56	53	54	53	56
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.4	3.5	27	52	44	45	48	50	45	47

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.3	30	34	30
Difficulty of subject matter	2.4	32	33	33

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	49	49	49
I really wanted to take this course regardless of who taught it.	3.2	39	42	42
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.	3.6	47	48	47

## Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.5	4% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.4	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	6% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	4.6	4% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.9	15% (1 or 2) 73% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4	10% (1 or 2) 73% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
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	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	2.08% (1)	0% (0)	10.42% (5)	20.83% (10)	66.67% (32)	48	0	0.84	4.5
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	2.08% (1)	2.08% (1)	16.67% (8)	79.17% (38)	48	0	0.6	4.73
Encouraged students to reflect on and evaluate what they have learned	0% (0)	4.17% (2)	2.08% (1)	27.08% (13)	66.67% (32)	48	0	0.73	4.56
Demonstrated the importance and significance of the subject matter	0% (0)	2.08% (1)	6.25% (3)	22.92% (11)	68.75% (33)	48	0	0.7	4.58
Formed teams or groups to facilitate learning	29.17% (14)	2.08% (1)	14.58% (7)	22.92% (11)	31.25% (15)	48	0	1.61	3.25
Made it clear how each topic fit into the course	4.17% (2)	0% (0)	2.08% (1)	31.25% (15)	62.5% (30)	48	0	0.89	4.48
Provided meaningful feedback on students' academic performance	8.33% (4)	2.08% (1)	22.92% (11)	22.92% (11)	43.75% (21)	48	0	1.22	3.92
Stimulated students to intellectual effort beyond that required by most courses	10.42% (5)	4.17% (2)	12.5% (6)	35.42% (17)	37.5% (18)	48	0	1.26	3.85
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	2.08% (1)	8.33% (4)	20.83% (10)	68.75% (33)	48	0	0.73	4.56
Explained course material clearly and concisely	2.08% (1)	4.17% (2)	4.17% (2)	27.08% (13)	62.5% (30)	48	0	0.91	4.44
<i>The Instructor:</i>									
<i>Describe the frequency of your instructor's teaching procedures.</i>									
Related course material to real life situations	0% (0)	2.08% (1)	6.25% (3)	20.83% (10)	70.83% (34)	48	0	0.7	4.6
Created opportunities for students to apply course content outside the classroom	2.08% (1)	8.33% (4)	16.67% (8)	31.25% (15)	41.67% (20)	48	0	1.05	4.02
Introduced stimulating ideas about the subject	0% (0)	6.25% (3)	6.25% (3)	27.08% (13)	60.42% (29)	48	0	0.86	4.42
Involved students in hands-on projects such as research, case studies, or real life activities	29.17% (14)	10.42% (5)	14.58% (7)	14.58% (7)	31.25% (15)	48	0	1.63	3.08
Inspired students to set and achieve goals which really challenged them	10.42% (5)	14.58% (7)	14.58% (7)	18.75% (9)	41.67% (20)	48	0	1.4	3.67
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4.17% (2)	6.25% (3)	8.33% (4)	27.08% (13)	54.17% (26)	48	0	1.1	4.21
Asked students to help each other understand ideas or concepts	4.17% (2)	6.25% (3)	8.33% (4)	27.08% (13)	54.17% (26)	48	0	1.1	4.21
Gave projects, tests, or assignments that required original or creative thinking	12.5% (6)	6.25% (3)	16.67% (8)	20.83% (10)	43.75% (21)	48	0	1.39	3.77
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	4.17% (2)	14.58% (7)	35.42% (17)	45.83% (22)	48	0	0.85	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)	4.17% (2)	0% (0)	22.92% (11)	27.08% (13)	45.83% (22)	48	0	1.03	4.1
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	2.08% (1)	0% (0)	14.58% (7)	22.92% (11)	60.42% (29)	48	0	0.88	4.4
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	4.17% (2)	4.17% (2)	12.5% (6)	29.17% (14)	50% (24)	48	0	1.07	4.17
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	4.17% (2)	6.25% (3)	20.83% (10)	29.17% (14)	39.58% (19)	48	0	1.11	3.94
Acquiring skills in working with others as a member of a team	25% (12)	2.08% (1)	16.67% (8)	16.67% (8)	39.58% (19)	48	0	1.61	3.44
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	20.83% (10)	6.25% (3)	14.58% (7)	22.92% (11)	35.42% (17)	48	0	1.53	3.46
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	10.42% (5)	6.25% (3)	12.5% (6)	25% (12)	45.83% (22)	48	0	1.33	3.9
Developing skill in expressing myself orally or in writing	8.33% (4)	10.42% (5)	18.75% (9)	20.83% (10)	41.67% (20)	48	0	1.31	3.77
Learning how to find, evaluate, and use resources to explore a topic in depth	2.08% (1)	2.08% (1)	18.75% (9)	29.17% (14)	47.92% (23)	48	0	0.95	4.19
Developing ethical reasoning and/or ethical decision making	2.08% (1)	2.08% (1)	22.92% (11)	20.83% (10)	52.08% (25)	48	0	0.99	4.19
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	4.17% (2)	2.08% (1)	12.5% (6)	27.08% (13)	54.17% (26)	48	0	1.03	4.25
Learning to apply knowledge and skills to benefit others or serve the public good	2.08% (1)	2.08% (1)	18.75% (9)	27.08% (13)	50% (24)	48	0	0.96	4.21
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	16.67% (8)	10.42% (5)	20.83% (10)	16.67% (8)	35.42% (17)	48	0	1.47	3.44
<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	23.4% (11)	34.04% (16)	38.3% (18)	2.13% (1)	2.13% (1)	47	0	0.91	2.26
Difficulty of subject matter	23.4% (11)	21.28% (10)	48.94% (23)	4.26% (2)	2.13% (1)	47	0	0.96	2.4
<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.	4.26% (2)	2.13% (1)	31.91% (15)	34.04% (16)	27.66% (13)	47	0	1.01	3.79
I really wanted to take this course regardless of who taught it.	14.89% (7)	8.51% (4)	36.17% (17)	19.15% (9)	21.28% (10)	47	0	1.29	3.23
When this course began I believed I could master its content.	0% (0)	10.64% (5)	36.17% (17)	14.89% (7)	38.3% (18)	47	0	1.06	3.81
My background prepared me well for this course's requirements.	8.51% (4)	6.38% (3)	27.66% (13)	31.91% (15)	25.53% (12)	47	0	1.18	3.6
Overall, I rate this instructor an excellent teacher.	2.13% (1)	0% (0)	8.51% (4)	14.89% (7)	74.47% (35)	47	0	0.82	4.6
Overall, I rate this course as excellent.	2.13% (1)	2.13% (1)	6.38% (3)	25.53% (12)	63.83% (30)	47	0	0.87	4.47

## Qualitative

Comments -

- literally the best professor ever. genuinely cares about his students and challenges our mind to actually understand the course material. the work isn't hard but I understand a whole lot more than some of my other classes where I'm so worried about passing a test that the information doesn't mean anything to me anymore. 100% would take another class of his
- I loved this class, his teaching style was amazing. I love discussion posts, I love in-class participation. I think this class would be better suited for a smaller classroom for more participation. Other than that I really enjoyed and appreciated this class and it's content.
- Light work load because discussions in class are important. Gained good life knowledge in this class.
- Awesome teacher thank you for making the course easy for me to understand.
- Great course and a great teacher.
- Great professor who seemed to care about his students and relating his course material to students who are mostly non majors. Would definitely recommend.
- You're a great teacher; I understand your lecture which allowed me to succeed in your class.
- loved this class, and the professor!
- I love how the professor made this class about putting its teaching into the real world and actually learning the material rather than just making it about the grade.
- He only said his beliefs and made people feel uncomfortable at times. You don't call a former president Hitler in the middle of class. You made me feel uncomfortable to say my peace in class, because I would be attacked
- great instructor loved how open and honest he was in his teaching
- I really liked this class! I enjoy the motto of knowing we have major classes we have to focus on and the laid back environment of this class really helped me focus on my other classes but still be successful with an A as long as I came to class and took notes and I really appreciate that so thank you so much for making this such an easy class! it helped me in more ways than you know
- Dr. Pantane was a very professional teacher who taught his subject with a top-notch understanding of Texas Government. He also showed that he cared a lot about said subject.
- I wasn't looking forward to taking a Texas government course but I love how different your class was than how I thought it was going to be. I absolutely loved how you us how you write notes and how you research things it really helps. Your a great professor
- 10/10 great professor , made my semester great and smooth !!!