

# PLSC 102 (01): Intro to Comparative Politics

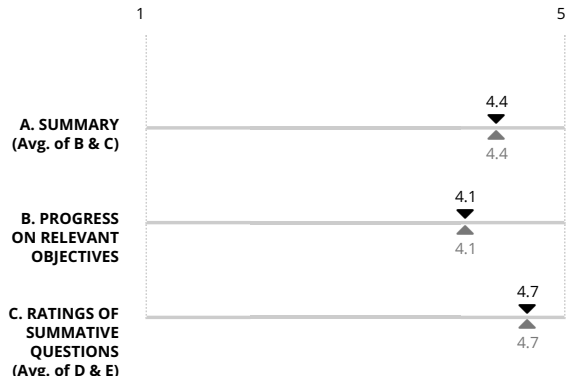
Spring 2018 | Dawid Tatarczyk | Course CIP Code: 45.1001

26		Students Enrolled
20		Students Responded
76.92%		Response Rate

## Summative

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

**Your Average Scores**  
5 Point Scale



**Your Overall Mean Ratings**  
5 Point Scale

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

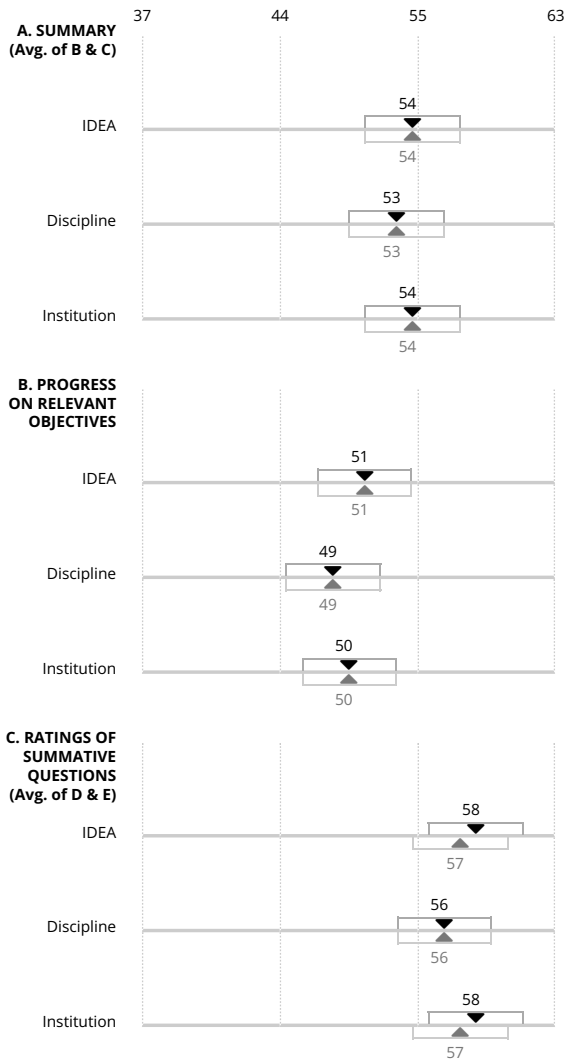
**Your Overall Converted Ratings**

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

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

Much Lower (Lowest 10%) <b>37 or Lower</b>	Lower (Next 20%) <b>38 - 44</b>	Similar (Middle 40%) <b>45 - 55</b>	Higher (Next 20%) <b>56 - 62</b>	Much Higher (Highest 10%) <b>63 or Higher</b>
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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	4.2	4.2	0	80	51	51	50	50	50	51
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	E	4.1	4.1	10	80	52	52	50	50	49	49
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.8	3.8	20	65	44	44	46	46	47	48
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4	4	10	75	48	48	50	50	49	51
Acquiring skills in working with others as a member of a team	M	3.8	3.8	5	60	49	49	54	54	50	50
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.8	2.8	45	35	36	36	41	41	37	38
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.3	3.3	20	45	42	42	44	44	42	42
Developing skill in expressing myself orally or in writing	M	3.8	3.8	15	70	49	49	48	48	51	51
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4	4	10	75	51	51	50	50	53	53
Developing ethical reasoning and/or ethical decision making	M	3.6	3.6	15	65	45	45	45	45		
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.2	4.2	10	80	53	53	50	50	53	53
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.8	3.8	15	60	46	46	47	47	50	51
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.6	3.6	20	50	45	46	49	49	47	48

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.8	38	41	41
Difficulty of subject matter	2.6	35	34	37

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.6	42	43	44
I really wanted to take this course regardless of who taught it.	3.6	47	50	44
When this course began I believed I could master its content.	4.5	64	63	61
My background prepared me well for this course's requirements.	3.8	51	53	51

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.5	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.
Made it clear how each topic fit into the course	4.6	0% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
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	4.3	0% (1 or 2) 85% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.3	30% (1 or 2) 40% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.5	0% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.4	5% (1 or 2) 85% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	3.8	15% (1 or 2) 65% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.7	0% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.8	10% (1 or 2) 60% (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
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	3.8	20% (1 or 2) 65% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action
Gave projects, tests, or assignments that required original or creative thinking	4	10% (1 or 2) 60% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

### Quantitative

Describe the frequency of your instructor's teaching procedures.	Hardly Ever	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)	5% (1)	50% (10)	45% (9)	20	0	0.58	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)	5% (1)	40% (8)	55% (11)	20	0	0.59	4.5
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	5% (1)	10% (2)	30% (6)	55% (11)	20	0	0.85	4.35
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	0% (0)	5% (1)	40% (8)	55% (11)	20	0	0.59	4.5
<b>Formed teams or groups to facilitate learning</b>	0% (0)	0% (0)	0% (0)	40% (8)	60% (12)	20	0	0.49	4.6
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	10% (2)	25% (5)	65% (13)	20	0	0.67	4.55
<b>Provided meaningful feedback on students' academic performance</b>	5% (1)	15% (3)	10% (2)	40% (8)	30% (6)	20	0	1.18	3.75
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	10% (2)	5% (1)	20% (4)	30% (6)	35% (7)	20	0	1.26	3.75
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	5% (1)	15% (3)	25% (5)	20% (4)	35% (7)	20	0	1.24	3.65
<b>Explained course material clearly and concisely</b>	0% (0)	0% (0)	0% (0)	30% (6)	70% (14)	20	0	0.46	4.7

<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>	0% (0)	0% (0)	5% (1)	25% (5)	70% (14)	20	0	0.57	4.65
<b>Created opportunities for students to apply course content outside the classroom</b>	10% (2)	0% (0)	30% (6)	25% (5)	35% (7)	20	0	1.22	3.75
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	15% (3)	40% (8)	45% (9)	20	0	0.71	4.3
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	10% (2)	0% (0)	20% (4)	30% (6)	40% (8)	20	0	1.22	3.9
<b>Inspired students to set and achieve goals which really challenged them</b>	5% (1)	25% (5)	30% (6)	15% (3)	25% (5)	20	0	1.23	3.3
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	5% (1)	15% (3)	15% (3)	30% (6)	35% (7)	20	0	1.22	3.75
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	5% (1)	15% (3)	25% (5)	55% (11)	20	0	0.9	4.3
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	10% (2)	30% (6)	15% (3)	45% (9)	20	0	1.07	3.95
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	5% (1)	15% (3)	20% (4)	35% (7)	25% (5)	20	0	1.16	3.6

<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)	20% (4)	45% (9)	35% (7)	20	0	0.73	4.15
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	0% (0)	10% (2)	10% (2)	45% (9)	35% (7)	20	0	0.92	4.05
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	20% (4)	15% (3)	30% (6)	35% (7)	20	0	1.12	3.8
<b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b>	5% (1)	5% (1)	15% (3)	35% (7)	40% (8)	20	0	1.1	4
<b>Acquiring skills in working with others as a member of a team</b>	0% (0)	5% (1)	35% (7)	35% (7)	25% (5)	20	0	0.87	3.8
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	35% (7)	10% (2)	20% (4)	15% (3)	20% (4)	20	0	1.55	2.75
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	20% (4)	0% (0)	35% (7)	20% (4)	25% (5)	20	0	1.38	3.3
<b>Developing skill in expressing myself orally or in writing</b>	10% (2)	5% (1)	15% (3)	35% (7)	35% (7)	20	0	1.25	3.8
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	5% (1)	5% (1)	15% (3)	35% (7)	40% (8)	20	0	1.1	4
<b>Developing ethical reasoning and/or ethical decision making</b>	15% (3)	0% (0)	20% (4)	40% (8)	25% (5)	20	0	1.28	3.6
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	0% (0)	10% (2)	10% (2)	35% (7)	45% (9)	20	0	0.96	4.15
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	5% (1)	10% (2)	25% (5)	25% (5)	35% (7)	20	0	1.18	3.75
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	5% (1)	15% (3)	30% (6)	20% (4)	30% (6)	20	0	1.2	3.55

<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>	5% (1)	20% (4)	70% (14)	5% (1)	0% (0)	20	0	0.62	2.75
<b>Difficulty of subject matter</b>	10% (2)	30% (6)	50% (10)	10% (2)	0% (0)	20	0	0.8	2.6

<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>	5% (1)	15% (3)	15% (3)	45% (9)	20% (4)	20	0	1.11	3.6
<b>I really wanted to take this course regardless of who taught it.</b>	5% (1)	15% (3)	20% (4)	40% (8)	20% (4)	20	0	1.12	3.55
<b>When this course began I believed I could master its content.</b>	0% (0)	0% (0)	10% (2)	35% (7)	55% (11)	20	0	0.67	4.45
<b>My background prepared me well for this course's requirements.</b>	5% (1)	10% (2)	20% (4)	30% (6)	35% (7)	20	0	1.17	3.8
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	0% (0)	0% (0)	35% (7)	65% (13)	20	0	0.48	4.65
<b>Overall, I rate this course as excellent.</b>	0% (0)	0% (0)	0% (0)	45% (9)	55% (11)	20	0	0.5	4.55

**Qualitative**

<b>Comments -</b>
<ul style="list-style-type: none"> <li>• I really enjoyed the structure of this class and Professor Tatarczyk's teaching style. He was engaging and always had real world examples or stories to accompany the content in his lectures. I have recommended this class to other students to take.</li> <li>• A wonderful teacher that helped an upper-class student gain some foundational knowledge in relation to comparative studies. I really want to take more classes with him, but believe that my schedule may not allow it due to him not teaching 300 levels. I really hope he continues to teach at Albion and help other students like he did for me.</li> <li>• Great teacher, class felt a little too easy until exam time, which was pretty hard comparatively.</li> <li>• The papers are a little redundant to me. I think a better system would be to have a bigger and more challenging paper 1 out of every 2 weeks; rather than papers which are only copy-pastes of the book. Thanks!</li> <li>• Awesome professor! Really cares about his students and the subjects he teaches.</li> <li>• I absolutely loved having Dawid as a teacher and look forward to taking more classes with him!</li> <li>• Presents subjects in a clear and precise way and is very approachable. Overall a great prof and would definitely take another class with him.</li> </ul>