

# PLSC 289 (2): SelTop:The Catholic Church

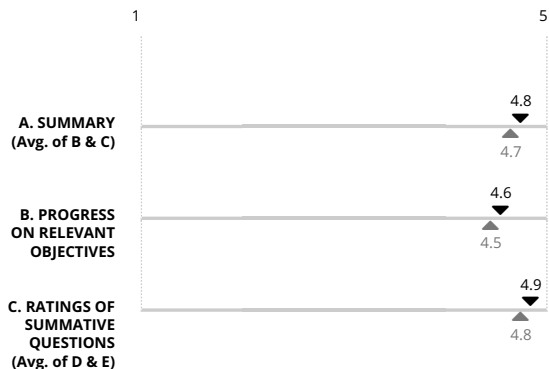
Fall 2017 | Dawid Tatarczyk | Course CIP Code: 45.1001

11	Students Enrolled
10	Students Responded
90.91%	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	4.9	4.9
E. Excellent Course	4.7	4.8

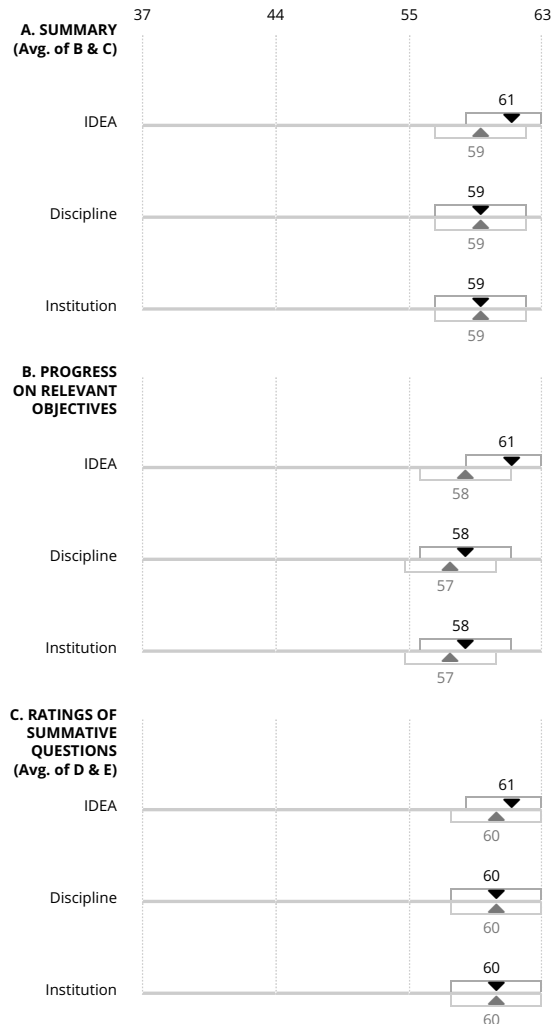
**Your Overall Converted Ratings**

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

**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 Converted Average									
		Your Average (5 Point Scale)		% of Students Rating		IDEA		Discipline		Institution	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	4.6	4.7	0	100	60	63	59	60	58	60
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	4.5	4.8	0	90	59	64	57	60	56	59
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	3.9	3.9	0	70	46	46	48	48	49	49
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.9	3.9	0	60	46	46	48	48	47	49
Acquiring skills in working with others as a member of a team	M	3.3	3.3	30	40	41	41	47	47	44	45
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.6	3.8	10	50	48	51	50	52	46	51
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.7	4.9	0	90	65	68	62	64	61	62
Developing skill in expressing myself orally or in writing	M	4.2	4.2	0	60	55	56	55	55	56	57
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.3	4.4	10	70	56	58	55	55	57	58
Developing ethical reasoning and/or ethical decision making	M	4	4.1	0	60	52	53	51	52		
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.2	4.2	0	70	54	54	52	52	54	54
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.1	4.2	10	70	52	54	52	52	54	55
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.7	3.7	20	60	48	48	50	50	49	49

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.9	41	43	44
Difficulty of subject matter	3.5	52	54	53

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	44	44
I really wanted to take this course regardless of who taught it.	3.5	46	49	43
When this course began I believed I could master its content.	3.7	44	46	42
My background prepared me well for this course's requirements.	4.2	60	60	58

**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) 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	4.5	10% (1 or 2) 90% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.9	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.2	10% (1 or 2) 80% (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) 70% (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
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4.2	10% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of 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	4.5	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.

**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)	0% (0)	30% (3)	70% (7)	10	0	0.46	4.7
<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)	10% (1)	90% (9)	10	0	0.3	4.9
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	0% (0)	0% (0)	20% (2)	80% (8)	10	0	0.4	4.8
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	0% (0)	0% (0)	40% (4)	60% (6)	10	0	0.49	4.6
<b>Formed teams or groups to facilitate learning</b>	10% (1)	0% (0)	50% (5)	30% (3)	10% (1)	10	0	1	3.3
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	0% (0)	30% (3)	70% (7)	10	0	0.46	4.7
<b>Provided meaningful feedback on students' academic performance</b>	0% (0)	0% (0)	20% (2)	0% (0)	80% (8)	10	0	0.8	4.6
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	10% (1)	10% (1)	30% (3)	50% (5)	10	0	0.98	4.2
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	10% (1)	0% (0)	10% (1)	50% (5)	30% (3)	10	0	1.14	3.9
<b>Explained course material clearly and concisely</b>	0% (0)	0% (0)	10% (1)	10% (1)	80% (8)	10	0	0.64	4.7

<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)	30% (3)	70% (7)	10	0	0.46	4.7
<b>Created opportunities for students to apply course content outside the classroom</b>	0% (0)	10% (1)	20% (2)	30% (3)	40% (4)	10	0	1	4
<b>Introduced stimulating ideas about the subject</b>	0% (0)	10% (1)	0% (0)	20% (2)	70% (7)	10	0	0.92	4.5
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	0% (0)	0% (0)	10% (1)	40% (4)	50% (5)	10	0	0.66	4.4
<b>Inspired students to set and achieve goals which really challenged them</b>	0% (0)	10% (1)	10% (1)	30% (3)	50% (5)	10	0	0.98	4.2
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	10% (1)	0% (0)	10% (1)	20% (2)	60% (6)	10	0	1.25	4.2
<b>Asked students to help each other understand ideas or concepts</b>	0% (0)	0% (0)	30% (3)	30% (3)	40% (4)	10	0	0.83	4.1
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	0% (0)	0% (0)	10% (1)	30% (3)	60% (6)	10	0	0.67	4.5
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	0% (0)	0% (0)	30% (3)	20% (2)	50% (5)	10	0	0.87	4.2

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
<b>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</b>	0% (0)	0% (0)	0% (0)	40% (4)	60% (6)	10	0	0.49	4.6
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	0% (0)	0% (0)	10% (1)	30% (3)	60% (6)	10	0	0.67	4.5
<b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>	0% (0)	0% (0)	30% (3)	50% (5)	20% (2)	10	0	0.7	3.9
<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)	40% (4)	30% (3)	30% (3)	10	0	0.83	3.9
<b>Acquiring skills in working with others as a member of a team</b>	10% (1)	20% (2)	30% (3)	10% (1)	30% (3)	10	0	1.35	3.3
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	0% (0)	10% (1)	40% (4)	30% (3)	20% (2)	10	0	0.92	3.6
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	0% (0)	0% (0)	10% (1)	10% (1)	80% (8)	10	0	0.64	4.7
<b>Developing skill in expressing myself orally or in writing</b>	0% (0)	0% (0)	40% (4)	0% (0)	60% (6)	10	0	0.98	4.2
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	0% (0)	10% (1)	20% (2)	0% (0)	70% (7)	10	0	1.1	4.3
<b>Developing ethical reasoning and/or ethical decision making</b>	0% (0)	0% (0)	40% (4)	20% (2)	40% (4)	10	0	0.89	4
<b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>	0% (0)	0% (0)	30% (3)	20% (2)	50% (5)	10	0	0.87	4.2
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	0% (0)	10% (1)	20% (2)	20% (2)	50% (5)	10	0	1.04	4.1
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	10% (1)	10% (1)	20% (2)	20% (2)	40% (4)	10	0	1.35	3.7

<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
<b>Amount of coursework</b>	0% (0)	20% (2)	70% (7)	10% (1)	0% (0)	10	0	0.54	2.9
<b>Difficulty of subject matter</b>	0% (0)	0% (0)	50% (5)	50% (5)	0% (0)	10	0	0.5	3.5

<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
<b>As a rule, I put forth more effort than other students on academic work.</b>	0% (0)	10% (1)	40% (4)	30% (3)	20% (2)	10	0	0.92	3.6
<b>I really wanted to take this course regardless of who taught it.</b>	0% (0)	20% (2)	20% (2)	50% (5)	10% (1)	10	0	0.92	3.5
<b>When this course began I believed I could master its content.</b>	0% (0)	10% (1)	20% (2)	60% (6)	10% (1)	10	0	0.78	3.7
<b>My background prepared me well for this course's requirements.</b>	0% (0)	10% (1)	10% (1)	30% (3)	50% (5)	10	0	0.98	4.2
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	0% (0)	0% (0)	10% (1)	90% (9)	10	0	0.3	4.9
<b>Overall, I rate this course as excellent.</b>	0% (0)	0% (0)	0% (0)	30% (3)	70% (7)	10	0	0.46	4.7

## Qualitative

Comments -
<ul style="list-style-type: none"> <li>Great Teacher</li> <li>Professor Dawid is a phenomenal professor. Almost every class session contains stimulating and interesting conversation and learning. He engages the class in discussion which has enhanced my experienced.</li> <li>Professor Tatarczyk is an outstanding asset for this college and department. Makes a somewhat dry topic of learning enjoyable and engaging. Comes into class everyday with a smile and asks how our day has gone and would take more courses with him if I had the opportunity to. Although this course was outside of my major/minor, I feel like I gained a lot of knowledge about the Catholic Church. The comparative analysis and research on one of the oldest institutions in the world made for a very interesting semester with Dawid Tatarczyk.</li> <li>This is Albion's best professor by far, and it is a shame that he is only visiting. The college should really consider hiring him full time because many professors could learn something from him. No matter the class content, I still would've enjoyed the class because he was teaching it!</li> <li>Professor Tatarczyk taught the best class that I have taken at Albion College. I have no reason to take another political science class going forward, but would explore an option to do so if I could enroll in Tatarczyk. He engages well with the class and created an atmosphere where I couldn't wait to attend his class. I have never had a class or professor that created an excitement about going to class.</li> <li>Enjoyable class, Dawid was really entertaining and used great real life examples.</li> <li>Dawid has been my favorite political science professor so far at Albion. He is so helpful. An extremely fair grader and truly cares about each of his students. I know he's a visiting professor but I truly hope to see him hired back as a full time professor. Although I'm a senior, I would love for other students to be able to experience his teaching and classes as well. He has a passion for politics, and truly wants to ensure that all of us understand. He is a challenging professor, but is in no way unfair or impossible. I wish I had more time at Albion so I could take more classes with him. I really hope to see Dawid stay at Albion because his teaching and dedication could truly improve the political science department tremendously.</li> </ul>