

PLSC 102 (01): Intro to Comparative Politics

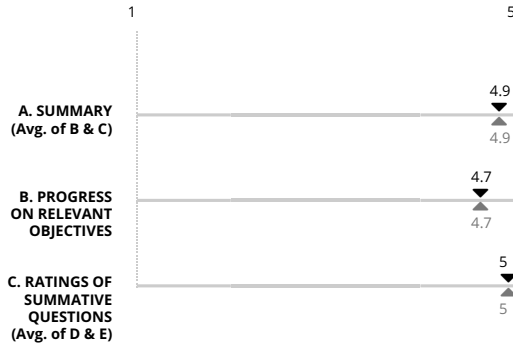
Spring 2019 | Dawid Tatarczyk | Course CIP Code: 45.1001

14 | Students Enrolled
 6 | Students Responded
 42.86% | Response Rate

Summative

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

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	5	5
E. Excellent Course	5	5

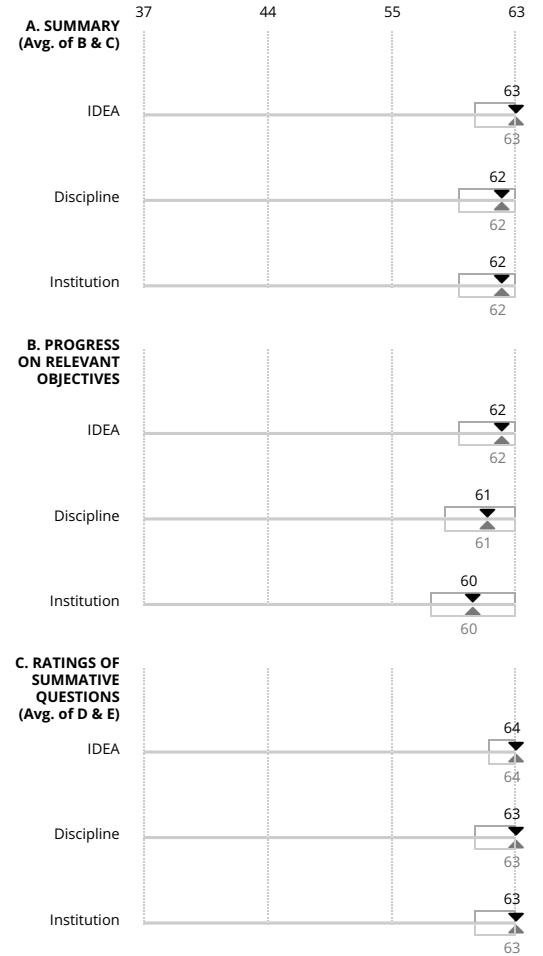
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	62	62
Discipline	61	61
Institution	61	61
E. Excellent Course		
IDEA	65	65
Discipline	64	64
Institution	64	64

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	4.7	0	100	62	62	60	60	60	60
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	E	4.7	4.7	0	100	62	62	61	61	59	59
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.7	4.7	0	100	62	62	61	61	61	61
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.5	4.5	0	100	58	58	58	58	56	56
Acquiring skills in working with others as a member of a team	M	3.3	3.3	17	33	42	42	48	48	44	44
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3	3	33	33	40	40	44	44	40	40
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3	3	33	50	37	37	40	40	38	38
Developing skill in expressing myself orally or in writing	M	4	4	17	83	52	52	52	52	53	53
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.8	3.8	17	67	48	48	48	48	51	51
Developing ethical reasoning and/or ethical decision making	M	3.5	3.5	17	33	44	44	44	44	49	49
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.7	4.7	0	100	62	62	60	60	61	61
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.7	4.7	0	100	62	62	61	61	60	60
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3	3	50	33	36	36	42	43	41	43

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.8	40	43	42
Difficulty of subject matter	2.8	40	39	42

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.2	27	32	33
I really wanted to take this course regardless of who taught it.	4	56	57	52
When this course began I believed I could master its content.	4.7	70	68	66
My background prepared me well for this course's requirements.	4.5	67	66	64

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	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.5	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	3.8	0% (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.

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)	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.
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	0% (1 or 2) 67% (4 or 5)	You employed the method with frequency typical of 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	3.3	33% (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.

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	4.7	0% (1 or 2) 83% (4 or 5)	You employed the method more 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	4.7	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>	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)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	0% (0)	100% (6)	6	0	0	5
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	0% (0)	100% (6)	6	0	0	5
Formed teams or groups to facilitate learning	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
Provided meaningful feedback on students' academic performance	16.67% (1)	16.67% (1)	0% (0)	33.33% (2)	33.33% (2)	6	0	1.5	3.5
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	33.33% (2)	33.33% (2)	33.33% (2)	6	0	0.82	4
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	16.67% (1)	33.33% (2)	0% (0)	50% (3)	6	0	1.21	3.83
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	0% (0)	0% (0)	100% (6)	6	0	0	5
Created opportunities for students to apply course content outside the classroom	16.67% (1)	16.67% (1)	16.67% (1)	16.67% (1)	33.33% (2)	6	0	1.49	3.33
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	50% (3)	50% (3)	6	0	0.5	4.5
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	50% (3)	0% (0)	50% (3)	6	0	1	4
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	50% (3)	16.67% (1)	33.33% (2)	6	0	0.9	3.83
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	16.67% (1)	0% (0)	83.33% (5)	6	0	0.75	4.67
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	16.67% (1)	16.67% (1)	16.67% (1)	50% (3)	6	0	1.15	4

<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)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
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)	50% (3)	50% (3)	6	0	0.5	4.5
Acquiring skills in working with others as a member of a team	0% (0)	16.67% (1)	50% (3)	16.67% (1)	16.67% (1)	6	0	0.94	3.33
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	16.67% (1)	16.67% (1)	33.33% (2)	16.67% (1)	16.67% (1)	6	0	1.29	3
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	33.33% (2)	0% (0)	16.67% (1)	33.33% (2)	16.67% (1)	6	0	1.53	3
Developing skill in expressing myself orally or in writing	0% (0)	16.67% (1)	0% (0)	50% (3)	33.33% (2)	6	0	1	4
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	16.67% (1)	16.67% (1)	33.33% (2)	33.33% (2)	6	0	1.07	3.83
Developing ethical reasoning and/or ethical decision making	0% (0)	16.67% (1)	50% (3)	0% (0)	33.33% (2)	6	0	1.12	3.5
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	16.67% (1)	33.33% (2)	16.67% (1)	0% (0)	33.33% (2)	6	0	1.53	3
<i>The Course:</i> <i>On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	33.33% (2)	50% (3)	16.67% (1)	0% (0)	6	0	0.69	2.83
Difficulty of subject matter	0% (0)	16.67% (1)	83.33% (5)	0% (0)	0% (0)	6	0	0.37	2.83
<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)	33.33% (2)	16.67% (1)	50% (3)	0% (0)	6	0	0.9	3.17
I really wanted to take this course regardless of who taught it.	0% (0)	0% (0)	50% (3)	0% (0)	50% (3)	6	0	1	4
When this course began I believed I could master its content.	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
My background prepared me well for this course's requirements.	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	0% (0)	100% (6)	6	0	0	5
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	0% (0)	100% (6)	6	0	0	5

Qualitative

Comments -
<ul style="list-style-type: none"> Amazing professor. Dawid is one of my favorite professors, he has a lot of passion for what he does which makes class more interesting and beneficial. I took this class as a requirement but also because of Dr. Tatarczyk, who is great. I love Dawid and that's all ya need to know Professor Tatarczyk is always willing to answer questions, and always breaks down reading into clear points of emphasis. Also, very good at describing political situations outside the United States, to help our Americanized points of view understand what other countries and democracies are like. Great class with a great teacher. Professor Tatarczyk is a phenomenal teacher. He always finds a way to use real life examples people can relate to, to help explain a concept. Class is never boring as he breaks up his lecture with short stories or experiences he has. The class had a great atmosphere at all times, and I left every class with extra a better understanding of comparative politics.