PLSC 206 (01): Democratic Transitions

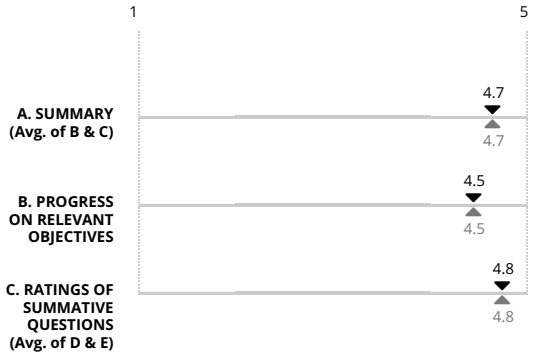
Fall 2018 | Dawid Tatarczyk | Course CIP Code: 45.1001

5	Students Enrolled
4	Students Responded
80%	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	4.8	4.8
E. Excellent Course	4.8	4.8

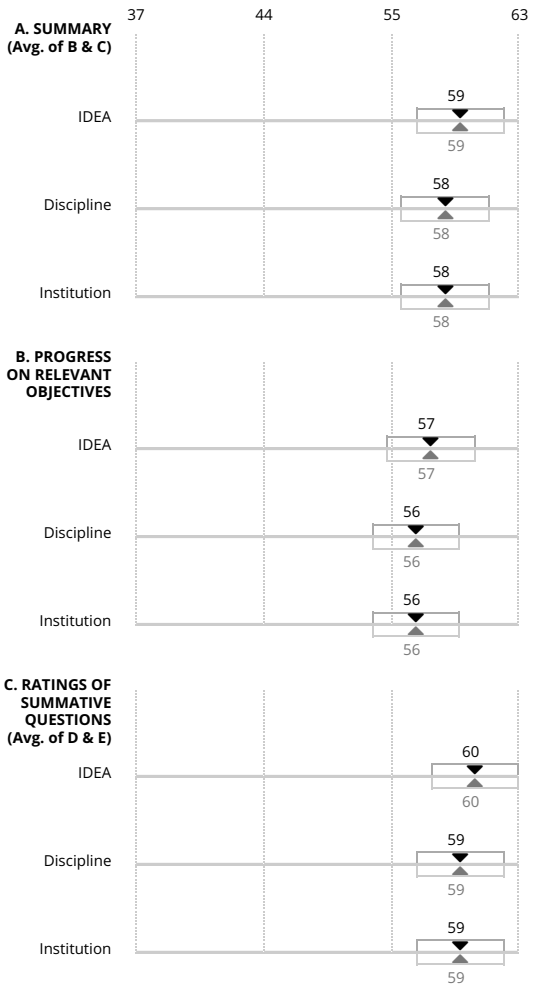
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	58	58
Discipline	57	57
Institution	57	57
E. Excellent Course		
IDEA	61	61
Discipline	60	60
Institution	60	60

Converted Average Buckets
Based on a Bell Curve

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

Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale) Raw	Your Average (5 Point Scale) Adj.	% of Students Rating 1 or 2	% of Students Rating 4 or 5	Your Converted Average IDEA Raw	IDEA Adj.	Discipline Raw	Discipline Adj.	Institution Raw	Institution Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	4.3	4.3	0	100	53	53	52	52	52	52
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	4.8	4.8	0	100	64	64	62	62	60	60
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	I	4.5	4.5	0	100	58	58	58	58	58	58
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	4.5	4.5	0	100	60	60	62	62	59	59
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4.5	4.5	0	100	62	62	63	63	58	58
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4.8	4.8	0	100	66	66	64	64	62	62
Developing skill in expressing myself orally or in writing	M	4.8	4.8	0	100	65	65	63	63	64	64
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.5	4.5	0	100	60	60	58	58	60	60
Developing ethical reasoning and/or ethical decision making	M	4.8	4.8	0	100	64	64	63	63	63	63
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	M	4.3	4.3	0	100	55	55	52	52	55	55
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.5	4.5	0	100	59	59	58	58	58	58
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.5	4.5	0	100	61	61	61	61	58	58

Course Description	Your Average	Your Converted Average IDEA	Discipline	Institution
Amount of coursework	2.8	39	42	41
Difficulty of subject matter	2.8	38	37	41

Student Description	Your Average	Your Converted Average IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.5	38	41	42
I really wanted to take this course regardless of who taught it.	3.8	51	53	48
When this course began I believed I could master its content.	4.5	65	64	62
My background prepared me well for this course's requirements.	4.8	72	71	68

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	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.
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	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.

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

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	4.8	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.

Active Learning	Your Average	Students Rating	Suggested Action

Quantitative

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Formed teams or groups to facilitate learning	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)	4	0	0.83	4.25
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75

Describe the frequency of your instructor's teaching procedures. *The Instructor:*	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
Related course material to real life situations	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)	4	0	0	5

Describe your progress on:	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)	75% (3)	25% (1)	4	0	0.43	4.25
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
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% (2)	50% (2)	4	0	0.5	4.5
Acquiring skills in working with others as a member of a team	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
Developing ethical reasoning and/or ethical decision making	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	0% (0)	0% (0)	0% (0)	75% (3)	25% (1)	4	0	0.43	4.25
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5

The Course: *On the next two items, compare this course with others you have taken at this institution.*	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)	25% (1)	75% (3)	0% (0)	0% (0)	4	0	0.43	2.75
Difficulty of subject matter	0% (0)	25% (1)	75% (3)	0% (0)	0% (0)	4	0	0.43	2.75

For the following items, choose the option that best corresponds to your judgment.	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)	50% (2)	50% (2)	0% (0)	4	0	0.5	3.5
I really wanted to take this course regardless of who taught it.	0% (0)	0% (0)	50% (2)	25% (1)	25% (1)	4	0	0.83	3.75
When this course began I believed I could master its content.	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)	4	0	0.5	4.5
My background prepared me well for this course's requirements.	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)	4	0	0.43	4.75

Qualitative

Comments -

- Interesting class, but I just wished we spend less time lecturing the readings and more on broadening our understanding of democratic transition. I feel like there have been repetitions with the readings.
- I really enjoy this class, in fact, it may have changed my major. It showed me that I was very interest in political science and international comparison of regimes and this is something I want to explore more in debts. Thank you very much for this semester.
- I've taken four classes with Professor Tatarczyk, and can say that he has been the a great instructor. His teaching methods have been effective, as I still am able to remember material from almost two years ago and apply it to my courses and overall comprehension of political science. Professor Tatarczyk has explicitly made clear through his courses that his mission as an instructor is to help the students as best as he can. I highly recommend my peers to take his courses because Professor Tatarczyk is straightforward, clear, and helpful in his teaching methods. For this same reason, I hope that other Albion students get the opportunity I had of taking one of Professor Tatarczyk's courses in years to come at Albion.