

# PLSC 216 (01): Public Policy Analysis

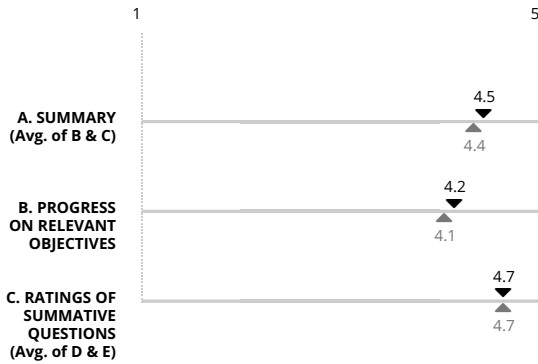
Fall 2019 | Dawid Tatarczyk | Course CIP Code: 45.1001

26	Students Enrolled
22	Students Responded
84.62%	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	4.5	4.6

**Your Overall Converted Ratings**

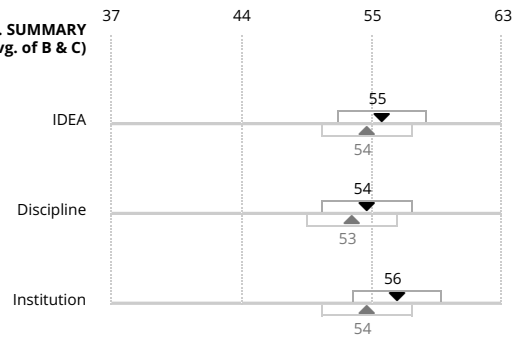
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	58	58
Discipline	57	57
Institution	57	58
E. Excellent Course		
IDEA	57	58
Discipline	55	55
Institution	56	58

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

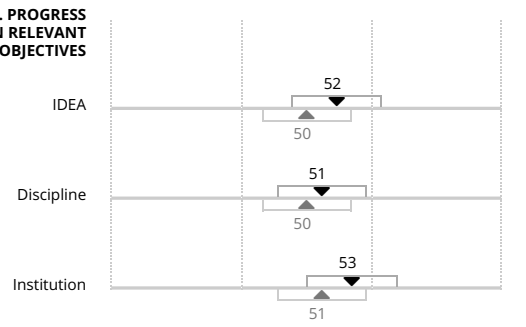
Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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**Your Converted Average**

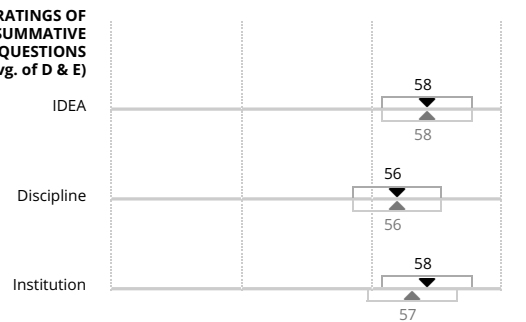
**A. SUMMARY (Avg. of B & C)**



**B. PROGRESS ON RELEVANT OBJECTIVES**



**C. RATINGS OF SUMMATIVE QUESTIONS (Avg. of D & E)**



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)	I	4.1	4.2	5	86	50	51	49	50	50	51
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.7	3.7	10	62	45	46	43	43	43	45
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	3.9	3.9	10	81	46	46	47	48	48	50
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4.1	4.1	10	81	49	50	50	51	49	52
Acquiring skills in working with others as a member of a team	M	3.2	3.2	29	52	40	40	46	47	42	44
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.6	2.6	48	33	34	34	39	40	34	38
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.6	3.6	29	57	46	47	47	48	46	48
Developing skill in expressing myself orally or in writing	M	3.3	3.3	19	48	41	41	41	41	43	45
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.3	3.3	24	52	39	39	40	40	44	45
Developing ethical reasoning and/or ethical decision making	M	3.6	3.6	19	62	46	46	45	46	50	52
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	3.9	3.9	14	67	48	48	46	47	49	51
Learning to apply knowledge and skills to benefit others or serve the public good	I	4.2	4.4	0	86	54	57	54	56	55	58
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.1	3.1	38	38	37	37	43	43	41	43

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	2.7	38	41	41
Difficulty of subject matter	3.1	46	46	47

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	40	42
I really wanted to take this course regardless of who taught it.	3.7	49	50	46
When this course began I believed I could master its content.	3.9	48	49	47
My background prepared me well for this course's requirements.	3.9	53	54	53

**Formative**

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.5	5% (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.
Made it clear how each topic fit into the course	4.8	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.
Explained course material clearly and concisely	4.6	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.
Introduced stimulating ideas about the subject	4.4	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.
Inspired students to set and achieve goals which really challenged them	3.3	24% (1 or 2) 48% (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)	4.4	5% (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.
Encouraged students to reflect on and evaluate what they have learned	4.8	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.
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	4.8	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	4	10% (1 or 2) 76% (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 help each other understand ideas or concepts	4.2	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.

Active Learning	Your Average	Students Rating	Suggested Action
Involved students in hands-on projects such as research, case studies, or real life activities	3.6	24% (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.
Gave projects, tests, or assignments that required original or creative thinking	3.7	14% (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.

## 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)	9.52% (2)	42.86% (9)	47.62% (10)	21	0	0.65	4.38
<b>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</b>	0% (0)	4.76% (1)	4.76% (1)	33.33% (7)	57.14% (12)	21	0	0.79	4.43
<b>Encouraged students to reflect on and evaluate what they have learned</b>	0% (0)	0% (0)	4.76% (1)	9.52% (2)	85.71% (18)	21	0	0.5	4.81
<b>Demonstrated the importance and significance of the subject matter</b>	0% (0)	4.76% (1)	4.76% (1)	23.81% (5)	66.67% (14)	21	0	0.79	4.52
<b>Formed teams or groups to facilitate learning</b>	0% (0)	0% (0)	14.29% (3)	47.62% (10)	38.1% (8)	21	0	0.68	4.24
<b>Made it clear how each topic fit into the course</b>	0% (0)	0% (0)	4.76% (1)	14.29% (3)	80.95% (17)	21	0	0.53	4.76
<b>Provided meaningful feedback on students' academic performance</b>	4.76% (1)	0% (0)	33.33% (7)	38.1% (8)	23.81% (5)	21	0	0.97	3.76
<b>Stimulated students to intellectual effort beyond that required by most courses</b>	0% (0)	0% (0)	33.33% (7)	38.1% (8)	28.57% (6)	21	0	0.79	3.95
<b>Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding</b>	4.76% (1)	23.81% (5)	4.76% (1)	47.62% (10)	19.05% (4)	21	0	1.18	3.52
<b>Explained course material clearly and concisely</b>	0% (0)	0% (0)	14.29% (3)	14.29% (3)	71.43% (15)	21	0	0.73	4.57
<i>The Instructor:</i>									
<b>Related course material to real life situations</b>	0% (0)	0% (0)	4.76% (1)	14.29% (3)	80.95% (17)	21	0	0.53	4.76
<b>Created opportunities for students to apply course content outside the classroom</b>	9.52% (2)	0% (0)	14.29% (3)	33.33% (7)	42.86% (9)	21	0	1.2	4
<b>Introduced stimulating ideas about the subject</b>	0% (0)	0% (0)	9.52% (2)	38.1% (8)	52.38% (11)	21	0	0.66	4.43
<b>Involved students in hands-on projects such as research, case studies, or real life activities</b>	14.29% (3)	9.52% (2)	19.05% (4)	19.05% (4)	38.1% (8)	21	0	1.43	3.57
<b>Inspired students to set and achieve goals which really challenged them</b>	14.29% (3)	9.52% (2)	28.57% (6)	23.81% (5)	23.81% (5)	21	0	1.32	3.33
<b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	0% (0)	0% (0)	0% (0)	33.33% (7)	66.67% (14)	21	0	0.47	4.67
<b>Asked students to help each other understand ideas or concepts</b>	4.76% (1)	4.76% (1)	0% (0)	47.62% (10)	42.86% (9)	21	0	1.01	4.19
<b>Gave projects, tests, or assignments that required original or creative thinking</b>	4.76% (1)	9.52% (2)	19.05% (4)	47.62% (10)	19.05% (4)	21	0	1.04	3.67
<b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>	4.76% (1)	23.81% (5)	19.05% (4)	33.33% (7)	19.05% (4)	21	0	1.17	3.38

<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)	4.76% (1)	9.52% (2)	52.38% (11)	33.33% (7)	21	0	0.77	4.14
<b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>	4.76% (1)	4.76% (1)	28.57% (6)	42.86% (9)	19.05% (4)	21	0	0.99	3.67
<b>Learning to apply course material (to improve thinking, problem solving, and decisions)</b>	4.76% (1)	4.76% (1)	9.52% (2)	57.14% (12)	23.81% (5)	21	0	0.97	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)	9.52% (2)	9.52% (2)	47.62% (10)	33.33% (7)	21	0	0.9	4.05
<b>Acquiring skills in working with others as a member of a team</b>	9.52% (2)	19.05% (4)	19.05% (4)	42.86% (9)	9.52% (2)	21	0	1.15	3.24
<b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>	33.33% (7)	14.29% (3)	19.05% (4)	23.81% (5)	9.52% (2)	21	0	1.4	2.62
<b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>	0% (0)	28.57% (6)	14.29% (3)	28.57% (6)	28.57% (6)	21	0	1.18	3.57
<b>Developing skill in expressing myself orally or in writing</b>	9.52% (2)	9.52% (2)	33.33% (7)	33.33% (7)	14.29% (3)	21	0	1.13	3.33
<b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>	9.52% (2)	14.29% (3)	23.81% (5)	38.1% (8)	14.29% (3)	21	0	1.17	3.33
<b>Developing ethical reasoning and/or ethical decision making</b>	4.76% (1)	14.29% (3)	19.05% (4)	38.1% (8)	23.81% (5)	21	0	1.13	3.62
<b>Learning to analyze and critically evaluate ideas, arguments, and points of view</b>	0% (0)	14.29% (3)	19.05% (4)	28.57% (6)	38.1% (8)	21	0	1.06	3.9
<b>Learning to apply knowledge and skills to benefit others or serve the public good</b>	0% (0)	0% (0)	14.29% (3)	47.62% (10)	38.1% (8)	21	0	0.68	4.24
<b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>	4.76% (1)	33.33% (7)	23.81% (5)	28.57% (6)	9.52% (2)	21	0	1.09	3.05
<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>	9.52% (2)	9.52% (2)	80.95% (17)	0% (0)	0% (0)	21	0	0.63	2.71
<b>Difficulty of subject matter</b>	0% (0)	9.52% (2)	71.43% (15)	14.29% (3)	4.76% (1)	21	0	0.64	3.14
<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>	4.76% (1)	9.52% (2)	28.57% (6)	47.62% (10)	9.52% (2)	21	0	0.96	3.48
<b>I really wanted to take this course regardless of who taught it.</b>	14.29% (3)	4.76% (1)	14.29% (3)	33.33% (7)	33.33% (7)	21	0	1.36	3.67
<b>When this course began I believed I could master its content.</b>	4.76% (1)	9.52% (2)	19.05% (4)	28.57% (6)	38.1% (8)	21	0	1.17	3.86
<b>My background prepared me well for this course's requirements.</b>	0% (0)	9.52% (2)	19.05% (4)	42.86% (9)	28.57% (6)	21	0	0.92	3.9
<b>Overall, I rate this instructor an excellent teacher.</b>	0% (0)	0% (0)	4.76% (1)	14.29% (3)	80.95% (17)	21	0	0.53	4.76
<b>Overall, I rate this course as excellent.</b>	0% (0)	0% (0)	9.52% (2)	28.57% (6)	61.9% (13)	21	0	0.66	4.52

## Qualitative

**Comments -**

- I feel like I learned a lot about different aspects of public policy in this class - I love Dr. Tatarczyk's teaching style, taking each chapter week by week is really helpful for me in forming ideas about the subject matter. I have taken other classes with Dawid and just really enjoy the style and pace of teaching his classes have. Overall, I think the class really helped me develop my knowledge on public policy as a subject.
- Class could probably benefit from being more structured
- Most of the areas where I made no, or only slight, progress were areas that were already developed through other classes. This class is well-structured and interactive. I feel fully engaged with the material and enjoy the class discussions.
- Professor Tatarczyk shows up to class everyday, regardless of circumstance, ready to teach us the material. He tells interesting stories about Poland, in relation to the subject matter to keep the class interesting. He also allows for students to share their points of view and opinions. Great class, great professor.
- Great prof, he is able to bring his own outside of class stories and experiences into our lectures. Super personable, relatable, funny. I like that he challenges us to think and puts us on the spot during times too, I really appreciate it, keeps me engaged, on my toes, and wanting to be prepared for class. He also makes me laugh, I can always appreciate that
- I think that this perspective of teaching public policy as an investment is a brilliant idea and that really helped me the most to further my skills and be able to create applications with the material learned in class. I am very sad that I will not have Dawid next semester especially since I have had him for three semesters in a row. He always has an interesting class, a great way of getting our brains working in different ways, and I think that this class was great and I am extremely glad I took it with him with the perspective approach he took.
- Professor Tatarczyk has improved exceptionally in his ability to make connections with course material to student-drawn perspectives; his lecture style is engaging and exciting. Professor Dawid shows great care in recognizing when his students are struggling to grasp a concept, expound on a topic, or otherwise. I really appreciate his informational lectures but would prefer more student-student and student-teacher interactions, meaning: call on students more, create a mentally engaged classroom by allowing students to speak more often. For this class specifically, a few more short writing assignments in this class would help with accountability and attendance. I really enjoyed Public Policy Analysis with Professor Tatarczyk, he certainly cares about Albion College and its students. Tenure him @albion college administration.
- Professor Tatarczyk is a great professor and I feel lucky to learn from him. I know that other students, including me purposely look/take classes he teaches because it's always a great learning environment.
- The course was really interesting and Professor Tatarczyk did a great job of providing examples outside of the textbook to make topics easier to understand. Great inclusion of the textbook in class for discussions and for instruction. Glad I took the course with Professor Tatarczyk.
- Professor Dawid is by far the best professor I have ever had on this campus. I always look forward to going to Professor Dawid's class all the time. I would take any class Professor Dawid is teaching based on the fact that he was teaching the class. It would not matter what class it was as long as Professor Dawid was the instructor. Every class he teaches is always fun and informative. Good discussions come from his classes and I truly feel as if I have learned something new everyday walking out of class.
- There is no question provided. Aside from that the only real thing to note is that it is okay if the course material isn't fully covered, so long as what we know we know well, I would argue that it is better than getting a surface level understanding of everything. This course is not a year long, and it can take 4 years to cover everything in public policy.
- Very enjoyable class. A good mixture of visual and auditory teaching. Group work made understanding topics easier. Definitely increased my knowledge in regards to public policy drastically.
- I love you!
- Thank you for being amazing. Continue being open to differing opinions.