

# PLSC 101 (1H): Politics of American Democracy

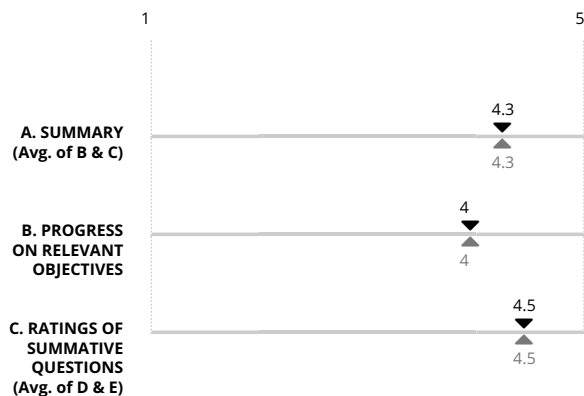
Fall 2017 | Dawid Tatarczyk | Course CIP Code: 45.1001

29 | Students Enrolled  
 22 | Students Responded  
 75.86% | 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           | 4.5 | 4.5  |
| E. Excellent Course            | 4.4 | 4.4  |

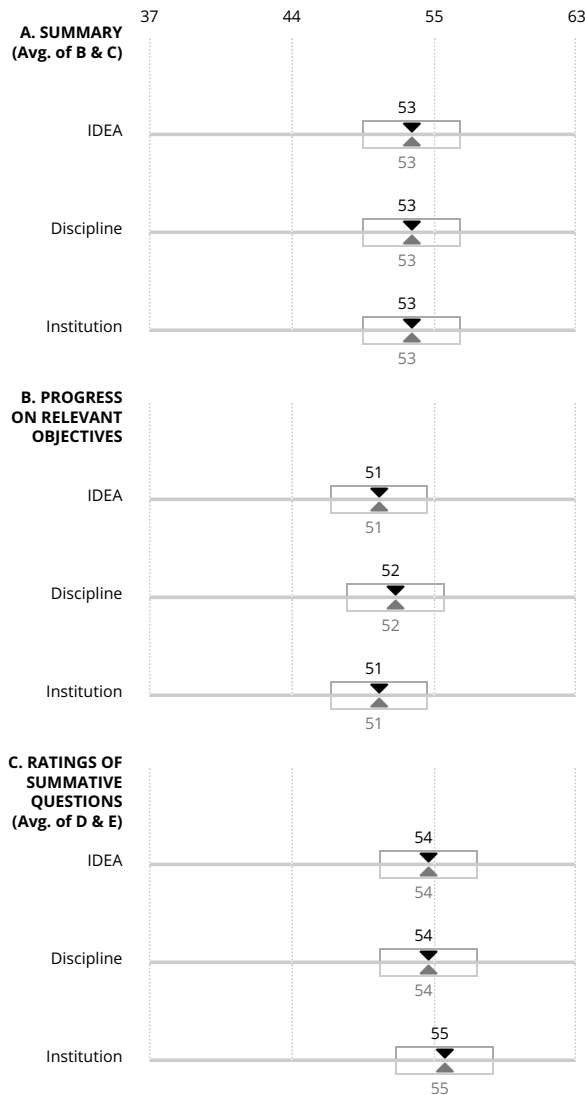
**Your Overall Converted Ratings**

| Ratings of Summative Questions | Raw | Adj. |
|--------------------------------|-----|------|
| D. Excellent Teacher           |     |      |
| IDEA                           | 54  | 54   |
| Discipline                     | 54  | 54   |
| Institution                    | 55  | 55   |
| E. Excellent Course            |     |      |
| IDEA                           | 54  | 54   |
| Discipline                     | 53  | 53   |
| Institution                    | 54  | 54   |

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

| Much Lower<br>(Lowest 10%)<br>37 or Lower | Lower<br>(Next 20%)<br>38 - 44 | Similar<br>(Middle 40%)<br>45 - 55 | Higher<br>(Next 20%)<br>56 - 62 | Much Higher<br>(Highest 10%)<br>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)                | I                 | 4                            | 4    | 5      | 77     | 48                   | 48   | 49                     | 49   | 48          | 48   |  |  |
| Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures                                   | M                 | 3.7                          | 3.7  | 18     | 64     | 46                   | 46   | 44                     | 44   | 45          | 45   |  |  |
| Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)  | I                 | 4.2                          | 4.2  | 0      | 77     | 53                   | 53   | 54                     | 54   | 54          | 54   |  |  |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | M                 | 3.8                          | 3.8  | 14     | 68     | 45                   | 45   | 47                     | 47   | 46          | 46   |  |  |
| Acquiring skills in working with others as a member of a team   | E                 | 3.9                          | 3.9  | 14     | 64     | 50                   | 50   | 53                     | 53   | 51          | 51   |  |  |
| Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)                                 | M                 | 2.7                          | 2.7  | 55     | 36     | 35                   | 35   | 38                     | 38   | 36          | 36   |  |  |
| Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)                 | M                 | 3.3                          | 3.3  | 27     | 45     | 42                   | 42   | 42                     | 42   | 42          | 42   |  |  |
| Developing skill in expressing myself orally or in writing  | M                 | 3.5                          | 3.5  | 18     | 55     | 44                   | 44   | 45                     | 45   | 46          | 46   |  |  |
| Learning how to find, evaluate, and use resources to explore a topic in depth   | M                 | 3.4                          | 3.4  | 23     | 45     | 40                   | 40   | 42                     | 42   | 45          | 45   |  |  |
| Developing ethical reasoning and/or ethical decision making   | M                 | 3.6                          | 3.6  | 18     | 55     | 45                   | 45   | 46                     | 46   |             |      |  |  |
| Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view  | E                 | 4.1                          | 4.1  | 5      | 73     | 52                   | 52   | 50                     | 50   | 53          | 53   |  |  |
| Learning to apply knowledge and skills to benefit others or serve the public good   | M                 | 4.1                          | 4.1  | 5      | 64     | 53                   | 53   | 53                     | 53   | 54          | 54   |  |  |
| Learning appropriate methods for collecting, analyzing, and interpreting numerical information  | M                 | 3.2                          | 3.2  | 41     | 50     | 40                   | 40   | 44                     | 44   | 43          | 43   |  |  |

| Course Description           | Your Average | Your Converted Average |            |             |
|------------------------------|--------------|------------------------|------------|-------------|
|                              |              | IDEA                   | Discipline | Institution |
| Amount of coursework         | 2.6          | 36                     | 38         | 39          |
| Difficulty of subject matter | 2.6          | 35                     | 35         | 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. | 3.7          | 46                     | 47         | 48          |
| I really wanted to take this course regardless of who taught it.         | 4.2          | 60                     | 61         | 56          |
| When this course began I believed I could master its content.            | 4.5          | 67                     | 65         | 63          |
| My background prepared me well for this course's requirements.           | 4.2          | 61                     | 61         | 59          |

### Formative

| Teaching Essentials   | Your Average | Students Rating              | Suggested Action  |
|---|--------------|------------------------------|---|
| Demonstrated the importance and significance of the subject matter      | 4.5          | 0% (1 or 2)<br>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)<br>86% (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)<br>91% (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                          | 4.2          | 5% (1 or 2)<br>77% (4 or 5)  | You employed the method with frequency typical of those teaching classes of similar size and level of student motivation. |
| Inspired students to set and achieve goals which really challenged them | 3.4          | 32% (1 or 2)<br>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) | 4.4          | 5% (1 or 2)<br>86% (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   | 4.1          | 9% (1 or 2)<br>82% (4 or 5)  | You employed the method less frequently than those teaching classes of similar size and level of student motivation. |
| Stimulated students to intellectual effort beyond that required by most courses   | 3.3          | 32% (1 or 2)<br>45% (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   | 4.8          | 0% (1 or 2)<br>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  | 3.8          | 23% (1 or 2)<br>68% (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   |
|---|--------------|-----------------------------|--|
| Formed teams or groups to facilitate learning | 4.6          | 5% (1 or 2)<br>95% (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 | 4            | 9% (1 or 2)<br>73% (4 or 5)  | You employed the method with frequency typical of those teaching classes of similar size and level of student motivation. |
| Gave projects, tests, or assignments that required original or creative thinking               | 3.9          | 18% (1 or 2)<br>64% (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>  |             |              |            |            |               |    |     |      |      |
| Found ways to help students answer their own questions  | 0% (0)      | 4.55% (1)    | 22.73% (5) | 31.82% (7) | 40.91% (9)    | 22 | 0   | 0.9  | 4.09 |
| Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views) | 0% (0)      | 4.55% (1)    | 9.09% (2)  | 27.27% (6) | 59.09% (13)   | 22 | 0   | 0.83 | 4.41 |
| Encouraged students to reflect on and evaluate what they have learned   | 0% (0)      | 9.09% (2)    | 9.09% (2)  | 40.91% (9) | 40.91% (9)    | 22 | 0   | 0.92 | 4.14 |
| Demonstrated the importance and significance of the subject matter  | 0% (0)      | 0% (0)       | 4.55% (1)  | 36.36% (8) | 59.09% (13)   | 22 | 0   | 0.58 | 4.55 |
| Formed teams or groups to facilitate learning   | 0% (0)      | 4.55% (1)    | 0% (0)     | 22.73% (5) | 72.73% (16)   | 22 | 0   | 0.71 | 4.64 |
| Made it clear how each topic fit into the course  | 0% (0)      | 0% (0)       | 13.64% (3) | 9.09% (2)  | 77.27% (17)   | 22 | 0   | 0.71 | 4.64 |
| Provided meaningful feedback on students' academic performance  | 0% (0)      | 18.18% (4)   | 18.18% (4) | 36.36% (8) | 27.27% (6)    | 22 | 0   | 1.05 | 3.73 |
| Stimulated students to intellectual effort beyond that required by most courses   | 13.64% (3)  | 18.18% (4)   | 22.73% (5) | 18.18% (4) | 27.27% (6)    | 22 | 0   | 1.39 | 3.27 |
| Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding            | 0% (0)      | 31.82% (7)   | 22.73% (5) | 18.18% (4) | 27.27% (6)    | 22 | 0   | 1.19 | 3.41 |
| Explained course material clearly and concisely   | 0% (0)      | 0% (0)       | 9.09% (2)  | 22.73% (5) | 68.18% (15)   | 22 | 0   | 0.65 | 4.59 |

| <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)              | 0% (0)           | 22.73% (5)        | 77.27% (17)          | 22       | 0          | 0.42      | 4.77     |
| <b>Created opportunities for students to apply course content outside the classroom</b>                                 | 4.55% (1)          | 18.18% (4)          | 9.09% (2)        | 31.82% (7)        | 36.36% (8)           | 22       | 0          | 1.24      | 3.77     |
| <b>Introduced stimulating ideas about the subject</b>   | 4.55% (1)          | 0% (0)              | 18.18% (4)       | 27.27% (6)        | 50% (11)             | 22       | 0          | 1.03      | 4.18     |
| <b>Involved students in hands-on projects such as research, case studies, or real life activities</b>                   | 0% (0)             | 9.09% (2)           | 18.18% (4)       | 36.36% (8)        | 36.36% (8)           | 22       | 0          | 0.95      | 4        |
| <b>Inspired students to set and achieve goals which really challenged them</b>  | 9.09% (2)          | 22.73% (5)          | 18.18% (4)       | 22.73% (5)        | 27.27% (6)           | 22       | 0          | 1.33      | 3.36     |
| <b>Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b> | 0% (0)             | 0% (0)              | 9.09% (2)        | 45.45% (10)       | 45.45% (10)          | 22       | 0          | 0.64      | 4.36     |
| <b>Asked students to help each other understand ideas or concepts</b>   | 0% (0)             | 0% (0)              | 18.18% (4)       | 27.27% (6)        | 54.55% (12)          | 22       | 0          | 0.77      | 4.36     |
| <b>Gave projects, tests, or assignments that required original or creative thinking</b>                                 | 4.55% (1)          | 13.64% (3)          | 18.18% (4)       | 18.18% (4)        | 45.45% (10)          | 22       | 0          | 1.25      | 3.86     |
| <b>Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</b>                | 0% (0)             | 4.55% (1)           | 13.64% (3)       | 40.91% (9)        | 40.91% (9)           | 22       | 0          | 0.83      | 4.18     |

| <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)                      | 4.55% (1)              | 18.18% (4)               | 45.45% (10)                 | 31.82% (7)                  | 22       | 0          | 0.82      | 4.05     |
| <b>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</b>                                   | 9.09% (2)                   | 9.09% (2)              | 18.18% (4)               | 27.27% (6)                  | 36.36% (8)                  | 22       | 0          | 1.29      | 3.73     |
| <b>Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)</b>  | 0% (0)                      | 0% (0)                 | 22.73% (5)               | 31.82% (7)                  | 45.45% (10)                 | 22       | 0          | 0.79      | 4.23     |
| <b>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</b> | 4.55% (1)                   | 9.09% (2)              | 18.18% (4)               | 36.36% (8)                  | 31.82% (7)                  | 22       | 0          | 1.11      | 3.82     |
| <b>Acquiring skills in working with others as a member of a team</b>   | 0% (0)                      | 13.64% (3)             | 22.73% (5)               | 27.27% (6)                  | 36.36% (8)                  | 22       | 0          | 1.06      | 3.86     |
| <b>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</b>                                 | 31.82% (7)                  | 22.73% (5)             | 9.09% (2)                | 18.18% (4)                  | 18.18% (4)                  | 22       | 0          | 1.52      | 2.68     |
| <b>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</b>                 | 9.09% (2)                   | 18.18% (4)             | 27.27% (6)               | 22.73% (5)                  | 22.73% (5)                  | 22       | 0          | 1.26      | 3.32     |
| <b>Developing skill in expressing myself orally or in writing</b>  | 4.55% (1)                   | 13.64% (3)             | 27.27% (6)               | 36.36% (8)                  | 18.18% (4)                  | 22       | 0          | 1.08      | 3.5      |
| <b>Learning how to find, evaluate, and use resources to explore a topic in depth</b>   | 4.55% (1)                   | 18.18% (4)             | 31.82% (7)               | 22.73% (5)                  | 22.73% (5)                  | 22       | 0          | 1.15      | 3.41     |
| <b>Developing ethical reasoning and/or ethical decision making</b>   | 4.55% (1)                   | 13.64% (3)             | 27.27% (6)               | 27.27% (6)                  | 27.27% (6)                  | 22       | 0          | 1.15      | 3.59     |
| <b>Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view</b>  | 0% (0)                      | 4.55% (1)              | 22.73% (5)               | 31.82% (7)                  | 40.91% (9)                  | 22       | 0          | 0.9       | 4.09     |
| <b>Learning to apply knowledge and skills to benefit others or serve the public good</b>   | 0% (0)                      | 4.55% (1)              | 31.82% (7)               | 9.09% (2)                   | 54.55% (12)                 | 22       | 0          | 1.01      | 4.14     |
| <b>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</b>  | 27.27% (6)                  | 13.64% (3)             | 9.09% (2)                | 9.09% (2)                   | 40.91% (9)                  | 22       | 0          | 1.7       | 3.23     |

| <i>The Course:<br/>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>   | 0% (0)                             | 40.91% (9)                    | 54.55% (12)          | 4.55% (1)                     | 0% (0)                             | 22       | 0          | 0.57      | 2.64     |
| <b>Difficulty of subject matter</b>   | 4.55% (1)                          | 36.36% (8)                    | 54.55% (12)          | 4.55% (1)                     | 0% (0)                             | 22       | 0          | 0.65      | 2.59     |

| <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>           | 0% (0)                  | 13.64% (3)                  | 18.18% (4)        | 50% (11)                    | 18.18% (4)             | 22       | 0          | 0.91      | 3.73     |
| <b>I really wanted to take this course regardless of who taught it.</b>                   | 0% (0)                  | 9.09% (2)                   | 9.09% (2)         | 36.36% (8)                  | 45.45% (10)            | 22       | 0          | 0.94      | 4.18     |
| <b>When this course began I believed I could master its content.</b>                      | 0% (0)                  | 0% (0)                      | 13.64% (3)        | 18.18% (4)                  | 68.18% (15)            | 22       | 0          | 0.72      | 4.55     |
| <b>My background prepared me well for this course's requirements.</b>                     | 0% (0)                  | 13.64% (3)                  | 9.09% (2)         | 18.18% (4)                  | 59.09% (13)            | 22       | 0          | 1.08      | 4.23     |
| <b>Overall, I rate this instructor an excellent teacher.</b>                              | 0% (0)                  | 0% (0)                      | 13.64% (3)        | 18.18% (4)                  | 68.18% (15)            | 22       | 0          | 0.72      | 4.55     |
| <b>Overall, I rate this course as excellent.</b>  | 0% (0)                  | 0% (0)                      | 13.64% (3)        | 36.36% (8)                  | 50% (11)               | 22       | 0          | 0.71      | 4.36     |

### Qualitative

| <b>Comments -</b>   |
|---|
| <ul style="list-style-type: none"> <li>● Really enjoyed my semester w Dawid as a professor. Although I'm a junior, I think this course is really well structured for first year students, as that's who it is mostly geared towards as a 101. Dawid has a very very consistent schedule and way of teaching. The course is designed to avoid absences and requires you to be held accountable for your work with small assignments due every class. This also forces you to engage even more so with the course content--having small assignments due every class pushes students to actually read and understand the content. I believe this sets this course apart from many political science classes.</li> <li>● I really enjoyed Prof. Tatarczyk's interesting comparative input on American policy. I'm a fan of comparative politics so it was fun to have a class about American Democracy that included comparative concepts and perspectives. Overall, I really enjoyed taking Prof. Tatarczyk's class. I've told friends to take his classes next semester and I would absolutely take a class of his again.</li> <li>● He is a great professor, and keeps the lectures interesting and interactive. I enjoyed all the group work we did.</li> <li>● While I recognize the registrar is in charge of class size, I feel the course would have benefited from a smaller class, and the mix of freshmen with no prior knowledge and upper classes half-way into the political science major made for an odd class experience.</li> <li>● Lectures can be a little dry more times than not. Consider asking more questions and using more creative visuals instead of just reading off of notes that are already on the screen.</li> <li>● enjoyed the class, always enjoy learning about politics. i was very interested before taking the class. i would watch the news and read articles from numerous. so this class was very nice to take on top of all of that.</li> <li>● I think Dawid does a really great job and I hope I will be able to take an upper level class with him that is more discussion based in the future. He shows interesting perspectives and I hope that he stays at Albion College for a long time because I believe he is an incredible asset to the Political Science Department.</li> <li>● I was interested in taking this class but after the first week, I loved it because of Dawid. He is a fantastic professor. So much so that I decided to take another class with him next semester just for fun. I do not need to take any political science classes for my major or minor, but I am very excited to take another class with Dawid.</li> <li>● Professor Tatarczyk is an outstanding professor. He cares about the students learning the material. He applies the course material to real life situations and engages with the students. He is a professor that does his job with the intent to provide students with the most efficient and clear way to understand the material and master the material. His grading and assignments are very straightforward and is only about the material and not how to be a good student or how to take tests.</li> </ul> |