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PLSC 101 (1H): Politics of American Democracy

Spring 2017 I Dawid Tatarczyk I Course CIP Code: 45.0101

23	Students Enrolled
19	Students Responded
82.61%	Response Rate

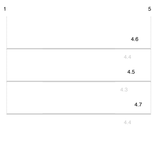
Summative

I Adjusted
I Raw
I 3 Point Plus/Minus

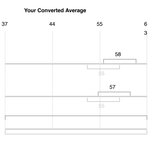
Converted Average Buckets
Based on a Bell Curve

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 Average Scores
5 Point Scale



Your Converted Average



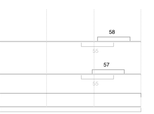
Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.5	4.7
E. Excellent Course	4.3	4.6

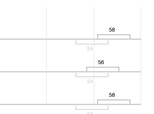
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	54	57
Discipline	54	56
Institution	54	57
E. Excellent Course		
IDEA	54	58
Discipline	53	56
Institution	53	59

B. PROGRESS ON RELEVANT OBJECTIVES



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



		Your Converted Average									
		Your Average (5 Point Scale)	% of Students Rating			IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives	**Importance Rating**	**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)	I	4.1	4.2	0	74	50	51	50	51	49	52
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	3.8	3.9	21	74	48	48	45	46	49	50
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	I	4.1	4.3	5	68	50	54	52	53	52	55
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4	4.2	5	63	48	51	50	52	49	53
Acquiring skills in working with others as a member of a team	E	4.3	4.6	0	89	57	61	58	61		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.4	3.4	26	58	45	45	48	49		
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.9	4	21	79	52	53	51	53		
Developing skill in expressing myself orally or in writing	M	4.1	4.1	11	74	53	54	52	54	55	56
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.2	4.3	5	84	53	56	53	55		
Developing ethical reasoning and/or ethical decision making	M	3.9	4	16	74	51	52	50	52		
Learning to *analyze and critically evaluate* ideas, arguments, and points of view	E	4.4	4.6	0	89	58	60	56	58	58	59
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.1	4.3	0	74	52	56	52	54		
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.1	4.2	5	68	53	56	55	56		

		Your Converted Average			
Course Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
Amount of coursework	2.9	41	43	45
Difficulty of subject matter	3	42	43	44

		Your Converted Average		
Student Description	**Your Average**	**IDEA**	**Discipline**	**Institution**
As a rule, I put forth more effort than other students on academic work.	3.9	53	52	53
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.	4.2	58	57	55
My background prepared me well for this course's requirements.	3.4	41	45	43

Formative

Teaching Essentials	**Your Average**	**Students Rating**	**Suggested Action**
Demonstrated the importance and significance of the subject matter	4.6	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.
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	4.5	0% (1 or 2) 89% (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	4.3	5% (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.
Inspired students to set and achieve goals which really challenged them	3.6	26% (1 or 2) 58% (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) 89% (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	4.5	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	4.2	5% (1 or 2) 84% (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	4.5	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	4.1	11% (1 or 2) 79% (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**
Formed teams or groups to facilitate learning	4.6	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**
Involved students in hands-on projects such as research, case studies, or real life activities	4	11% (1 or 2) 68% (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	4.2	11% (1 or 2) 84% (4 or 5)	You employed the method with frequency typical of 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**
The Instructor:									
Found ways to help students answer their own questions	0% (0)	5.26% (1)	5.26% (1)	47.37% (9)	42.11% (8)	19	0	0.78	4.26
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	5.26% (1)	5.26% (1)	36.84% (7)	52.63% (10)	19	0	0.81	4.37
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	5.26% (1)	36.84% (7)	57.89% (11)	19	0	0.6	4.53
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	5.26% (1)	31.58% (6)	63.16% (12)	19	0	0.59	4.58
Formed teams or groups to facilitate learning	0% (0)	0% (0)	0% (0)	36.84% (7)	63.16% (12)	19	0	0.48	4.63
Made it clear how each topic fit into the course	0% (0)	0% (0)	0% (0)	31.58% (6)	68.42% (13)	19	0	0.46	4.68
Provided meaningful feedback on students' academic performance	0% (0)	15.79% (3)	15.79% (3)	26.32% (5)	42.11% (8)	19	0	1.1	3.95
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	5.26% (1)	10.53% (2)	42.11% (8)	42.11% (8)	19	0	0.83	4.21
Encouraged students to use multiple resources (e.g., internet, library holdings, outside experts) to improve understanding	0% (0)	10.53% (2)	21.05% (4)	31.58% (6)	36.84% (7)	19	0	1	3.95
Explained course material clearly and concisely	0% (0)	0% (0)	10.53% (2)	26.32% (5)	63.16% (12)	19	0	0.68	4.53

Describe the frequency of your instructor's teaching procedures.	**Hardly Ever**	**Occasionally**	**Sometimes**	**Frequently**	**Almost Always**	**N**	**DNA**	**SD**	**M**
The Instructor:									
Related course material to real life situations	0% (0)	0% (0)	5.26% (1)	36.84% (7)	57.89% (11)	19	0	0.6	4.53
Created opportunities for students to apply course content outside the classroom	0% (0)	10.53% (2)	10.53% (2)	42.11% (8)	36.84% (7)	19	0	0.94	4.05
Introduced stimulating ideas about the subject	5.26% (1)	0% (0)	0% (0)	52.63% (10)	42.11% (8)	19	0	0.91	4.26
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	10.53% (2)	21.05% (4)	26.32% (5)	42.11% (8)	19	0	1.03	4
Inspired students to set and achieve goals which really challenged them	5.26% (1)	21.05% (4)	15.79% (3)	21.05% (4)	36.84% (7)	19	0	1.31	3.63
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	5.26% (1)	5.26% (1)	0% (0)	52.63% (10)	36.84% (7)	19	0	1.02	4.11
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	15.79% (3)	36.84% (7)	47.37% (9)	19	0	0.73	4.32
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	10.53% (2)	5.26% (1)	42.11% (8)	42.11% (8)	19	0	0.93	4.16
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	10.53% (2)	10.53% (2)	31.58% (6)	47.37% (9)	19	0	0.99	4.16

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)	26.32% (5)	36.84% (7)	36.84% (7)	19	0	0.79	4.11
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	5.26% (1)	15.79% (3)	5.26% (1)	36.84% (7)	36.84% (7)	19	0	1.23	3.84
Learning to *apply* course material (to improve thinking, problem solving, and decisions)	0% (0)	5.26% (1)	26.32% (5)	21.05% (4)	47.37% (9)	19	0	0.97	4.11
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	5.26% (1)	31.58% (6)	21.05% (4)	42.11% (8)	19	0	0.97	4
Acquiring skills in working with others as a member of a team	0% (0)	0% (0)	10.53% (2)	47.37% (9)	42.11% (8)	19	0	0.65	4.32
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	15.79% (3)	10.53% (2)	15.79% (3)	31.58% (6)	26.32% (5)	19	0	1.39	3.42
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	5.26% (1)	15.79% (3)	0% (0)	36.84% (7)	42.11% (8)	19	0	1.23	3.95
Developing skill in expressing myself orally or in writing	0% (0)	10.53% (2)	15.79% (3)	31.58% (6)	42.11% (8)	19	0	1	4.05
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	5.26% (1)	10.53% (2)	47.37% (9)	36.84% (7)	19	0	0.81	4.16
Developing ethical reasoning and/or ethical decision making	0% (0)	15.79% (3)	10.53% (2)	36.84% (7)	36.84% (7)	19	0	1.05	3.95
Learning to *analyze and critically evaluate* ideas, arguments, and points of view	0% (0)	0% (0)	10.53% (2)	36.84% (7)	52.63% (10)	19	0	0.67	4.42
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	26.32% (5)	36.84% (7)	36.84% (7)	19	0	0.79	4.11
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	5.26% (1)	26.32% (5)	26.32% (5)	42.11% (8)	19	0	0.94	4.05

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	5% (1)	15% (3)	70% (14)	5% (1)	5% (1)	20	0	0.77	2.9
Difficulty of subject matter	0% (0)	20% (4)	65% (13)	10% (2)	5% (1)	20	0	0.71	3

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)	5% (1)	20% (4)	50% (10)	25% (5)	20	0	0.8	3.95
I really wanted to take this course regardless of who taught it.	5% (1)	10% (2)	35% (7)	30% (6)	20% (4)	20	0	1.07	3.5
When this course began I believed I could master its content.	0% (0)	0% (0)	25% (5)	25% (5)	50% (10)	20	0	0.83	4.25
My background prepared me well for this course's requirements.	5% (1)	20% (4)	30% (6)	15% (3)	30% (6)	20	0	1.24	3.45
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	15% (3)	15% (3)	70% (14)	20	0	0.74	4.55
Overall, I rate this course as excellent.	0% (0)	0% (0)	10% (2)	50% (10)	40% (8)	20	0	0.64	4.3

Qualitative

Comments -

- I wish this class touched more on what is going on in America and the current challenges of American Democracy. I wish we spent half of the time learning about the history and progression of democracy and the other half discussing on what is going on in America. I thought it would be a good time to learn more about that with what is going on in our country, but we hardly made it there. I wanted a better understanding of Obama and Trump's positions and the effects on the people. Overall, I appreciated Professor Tatarczyk (sorry if I misspelled), the coursework wasn't too difficult so the class wasn't a burden, it was a class I didn't mind going to.
- David is a great professor who engages students in modern politics and events.
- Great professor
- I thought that my professor was one of the best I have had thus far in my college career.
- Really enjoyed learning and meeting with this professor 3 days a week. Exceptional professor that was really in touch with the students every day. Made traditionally dry material easier to digest. 10/10 would suggest Professor Tatarczyk.
- Thanks for all your help!!
- Really great teacher, especially for his first year at Albion. Personable, and easy to approach. Lectures can sometimes be long and boring. Needs a little more flare. Good professor, great person.
- you are a great person! lectures are a little boring, and i like the powerpoints. i can take better and more notes.
- A good teacher
- Don't change anything.
- I like the way he teaches, and I have learned a lot
- Professor Tatarczyk is awesome.

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