

Course: 3316_UST01_JPII_5300_A_1_1199: (2024 Fall) Redemptor Hominis(JPII 5300 A OA SEM)
Instructor: John Corrigan *
Response Rate: 8/11 (72.73 %)

1 - The course was organized in a way that helped me learn.

Response Option		Weight	Frequency	Percent	Percent Responses	Means									
Strongly Agree		(5)	6	75.00%											
Agree		(4)	2	25.00%											
Neutral		(3)	0	0.00%											
Disagree		(2)	0	0.00%											
Strongly Disagree		(1)	0	0.00%											
					0 25 50 100	Question	University Benchmark		School Benchmark		Department Benchmark				
Response Rate	Mean	STD	Median	University Benchmark	Mean	STD	Median	School Benchmark	Mean	STD	Median	Department Benchmark	Mean	STD	Median
8/11 (72.73%)	4.75	0.46	5.00	8810	4.34	0.93	5.00	5287	4.30	0.95	5.00	2450	4.30	0.94	5.00

2 - John Corrigan's feedback was helpful. -

Response Option		Weight	Frequency	Percent	Percent Responses	Means									
Strongly Agree		(5)	7	87.50%											
Agree		(4)	1	12.50%											
Neutral		(3)	0	0.00%											
Disagree		(2)	0	0.00%											
Strongly Disagree		(1)	0	0.00%											
					0 25 50 100	Question	University Benchmark		School Benchmark		Department Benchmark				
Response Rate	Mean	STD	Median	University Benchmark	Mean	STD	Median	School Benchmark	Mean	STD	Median	Department Benchmark	Mean	STD	Median
8/11 (72.73%)	4.88	0.35	5.00	8908	4.37	0.92	5.00	5326	4.33	0.95	5.00	2489	4.35	0.92	5.00

3 - John Corrigan encouraged student participation. -

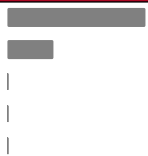
Response Option		Weight	Frequency	Percent	Percent Responses	Means									
Strongly Agree		(5)	7	87.50%											
Agree		(4)	1	12.50%											
Neutral		(3)	0	0.00%											
Disagree		(2)	0	0.00%											
Strongly Disagree		(1)	0	0.00%											
					0 25 50 100	Question	University Benchmark		School Benchmark		Department Benchmark				
Response Rate	Mean	STD	Median	University Benchmark	Mean	STD	Median	School Benchmark	Mean	STD	Median	Department Benchmark	Mean	STD	Median
8/11 (72.73%)	4.88	0.35	5.00	8908	4.45	0.83	5.00	5326	4.41	0.85	5.00	2489	4.44	0.83	5.00

4 - Assignments were helpful in learning the course material.

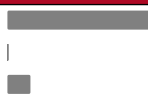
Response Option		Weight	Frequency	Percent	Percent Responses	Means									
Strongly Agree		(5)	6	75.00%											
Agree		(4)	2	25.00%											
Neutral		(3)	0	0.00%											
Disagree		(2)	0	0.00%											
Strongly Disagree		(1)	0	0.00%											
					0 25 50 100	Question	University Benchmark		School Benchmark		Department Benchmark				
Response Rate	Mean	STD	Median	University Benchmark	Mean	STD	Median	School Benchmark	Mean	STD	Median	Department Benchmark	Mean	STD	Median
8/11 (72.73%)	4.75	0.46	5.00	8810	4.35	0.91	5.00	5287	4.31	0.93	5.00	2450	4.29	0.94	5.00

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5 - Grading policies for the course were clear.

Response Option				Weight	Frequency	Percent	Percent Responses		Means							
Strongly Agree				(5)	6	75.00%			4.75	4.40		4.37	4.36			
Agree				(4)	2	25.00%										
Neutral				(3)	0	0.00%										
Disagree				(2)	0	0.00%										
Strongly Disagree				(1)	0	0.00%										
0 25 50 100								Question		University Benchmark		School Benchmark		Department Benchmark		
Response Rate		Mean	STD	Median	University Benchmark		Mean	STD	Median	School Benchmark		Mean	STD	Median	Department Benchmark	
8/11 (72.73%)		4.75	0.46	5.00	8810		4.40	0.90	5.00	5287		4.37	0.91	5.00	2450	
		4.36	0.92	5.00												

6 - My interest in the subject matter of this course has increased.

Response Option				Weight	Frequency	Percent	Percent Responses		Means							
Strongly Agree				(5)	7	87.50%			4.75	4.19		4.12		4.04		
Agree				(4)	0	0.00%										
Neutral				(3)	1	12.50%										
Disagree				(2)	0	0.00%										
Strongly Disagree				(1)	0	0.00%										
02550100								Question		University Benchmark		School Benchmark		Department Benchmark		
Response Rate		Mean	STD	Median	University Benchmark		Mean	STD	Median	School Benchmark		Mean	STD	Median	Department Benchmark	
8/11 (72.73%)		4.75	0.71	5.00	8810		4.19	1.04	5.00	5287		4.12	1.08	4.00	24504.041.124.00	

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7 - Please type in any additional feedback you would like to share about this course.

Response Rate 5/11 (45.45%)

- Some issues with the platform and navigation, as well as making sure Dr. Corrigan actually could see/respond to our submissions. He was brilliant. The weekly zoom meetings were invaluable when I could participate.
- Dr. Corrigan consistently created a welcoming environment in the classroom, which greatly contributed to my positive learning experience. He actively encouraged student participation, fostering an inclusive atmosphere where everyone felt comfortable sharing their thoughts and insights. His genuine enthusiasm for the subject matter inspired us all to engage more deeply. Additionally, he was always open to helping students clarify assignments and concepts, ensuring that we had ample opportunities to reach out to him for support, whether by phone or email. This accessibility was invaluable and made a significant difference in my understanding of the material. The course material itself was very well-structured, providing engaging opportunities for academic growth. I particularly enjoyed the weekly essays related to each week's topic, as they allowed me to explore the subject matter in depth and develop my analytical writing skills. The poem presentation was another highlight, offering a wonderful platform for creativity and personal expression. Furthermore, the videos and podcasts that accompanied each week's lessons were excellent resources; I found them to be helpful study aids that clearly outlined key points and concepts, reinforcing my learning. I also found the reading of the encyclicals to be enriching, as they deepened my understanding of church documents and their significance. This exposure has certainly enhanced my appreciation for the Catholic tradition and its teachings, allowing me to connect theoretical concepts with real-world applications. However, I did struggle with the reading of "Discovering the Human Person." While it offered valuable insights into the life and philosophy of Pope John Paul II and supported many of our class discussions, the author's unique writing style made it challenging to fully grasp the content. I often found myself lost in the dense prose, which hindered my engagement with the material and made it difficult to extract the key ideas. Moreover, I believe that the lack of opportunities for group interaction outside of our scheduled meetings limited student collaboration and peer engagement. I understand that this is a hybrid class and that many of us have busy schedules, but implementing a simple group project midway through the trimester could have significantly enhanced our sense of community and collaboration among students. Lastly, I found the philosophical concepts introduced in the course to be somewhat daunting, particularly for students without a background in philosophy. Providing a brief overview or introductory session on key philosophical ideas and figures could help bridge this gap and make the content more accessible to all students, thereby enriching the overall learning experience. Overall, I appreciate the effort Dr. Corrigan dedicated to the course. I always looked forward to class discussions, as well as the feedback and input on assignments. His engaging personality and mentorship greatly contributed to my enjoyment of the class. With a few adjustments in areas such as group collaboration and support for philosophical concepts, I believe the course could become even more enriching for future students.
- Partially due to my own concerns, I felt as though the second presentation was a bit extraneous for online learning, given the continuing journals, the written discussion responses, and the term paper; we are essentially writing essays every week, whereas, for an in-person class, much of this would be handled in verbal discussion, in more of a seminar style, perhaps with an essay exam once or twice along the way. For distance/online learning, I believe the time spent researching and developing the second presentation might be better spent devoted to the term paper, exploring some themes and topics more in depth, and helping establish a more focused interest going forward in the program. Blackboard itself feels disjointed, cumbersome, and clunky, making interactions with classmates difficult. The inability to edit responses after posting was a bit frustrating, especially since most of our work has been in the form of discussion, which is less formal than an exam or a paper. I also felt that finding clear direction on the presentations and the term paper were a bit scattered, though this was much more an issue with Blackboard functionality, versus the professor and the course; the transition to the new version of Blackboard likely didn't help. Dr. Corrigan leads the class well, encouraging participation and discussion among the students. He is knowledgeable and enthusiastic about the subject; this is clear in his engagement, and it is contagious. I look forward to the opportunity to take a class taught by him again, as I continue in the program.
- I learned so much and eagerly looked forward to the assignments and discussions. Professor Corrigan is clearly a subject matter expert who cares about student learning and development; he is also readily accessible to students. The syllabus should be rewritten asap so that the weeks are listed by dates and the topics/titles/assignments correspond to the syllabus; at present the titles etc. do not correspond, causing confusion for the learner. Students were respectful and challenged each other in a thoughtful manner. The content is absolutely meaningful and essential to this degree program. We were fortunate to have Professor Corrigan as our faculty lead!
- It would be helpful if once the semester starts, all of the content could be unlocked as opposed to sequentially unlocking the content week after week. I am frequently traveling and don't take all of my materials with me, but when I do, I download the materials while I plan to be gone and take them with me. However, if the content is locked, that limits my ability to download future readings and take them with me. Also, all the places I go do not uniformly have good bandwidth connections and I don't have printing facilities at those locations so it limits my ability to access the materials in the most desirable way. Second, the materials within each module are set up in some courses, and either this course or Faith and Reason was one, so that you could only unlock the information sequentially. In other words, you had to do the first recommended aspect of the course work and progressively do the rest in order to open up the other content. You should be able to open them all up and do whichever is more convenient. In some cases, watching the podcast is easier to do first than reading the materials even though the recommended progression is to read first. Finally, this class had the most exacting reading, writing and presentation requirements for any of the three classes that I took. That may be appropriate if this is an introductory class in which you want to make an impression on students that it is going to be a very rigorous curriculum. On the other hand, many of the students in the program have jobs or other responsibilities and so you may wind up scaring some students off with the requirements of this first class that may be more demanding than what they will experience of other classes.

Mean of Means Calculations	Mean	University Benchmark	School Benchmark	Department Benchmark
Overall Means Score	4.80	4.38	4.34	4.35