



Course Evaluation Results: Property II

Dear Professor Blackman

In the attachment you will find the evaluation results of the course Property II.

These results are based on 14 evaluations returned, yielding a response rate of 26.42%.

The indicators shown at the top of the report represent the average of each group of questions, with Cronbach's Alpha describing the internal consistency of a question group.

The results for each individual question are displayed in a simple bar graph. To the right of each bar graph, more detailed data is displayed, as follows: number of responses to that question (n); the average response on a scale of 1 to 5 (av); the median score (md); and, the standard deviation (dev).

After each group of questions, you will find comments from your students. A faculty "Profile" page which graphically displays your average score for each evaluation question is included.

If you have any further questions do not hesitate to contact the evaluation department.

Your Class Climate Administrator

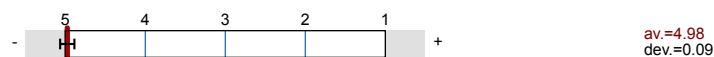
Josh Blackman

Property II (20046_202320)
No. of responses = 14

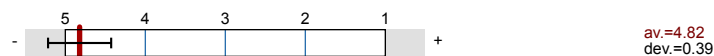


Overall indicators

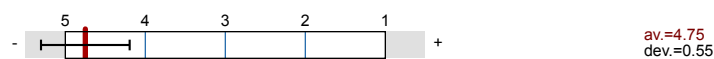
1. Preparation



2. Setting goals ($\alpha = 0.87$)



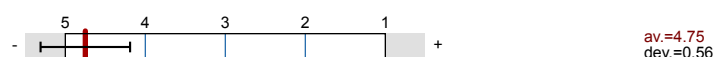
3. Use of appropriate teaching methodology ($\alpha = 0.45$)



4. Effectiveness of presentation ($\alpha = 0.53$)

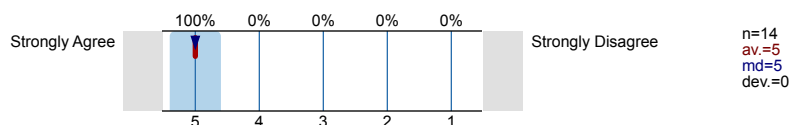


5. Providing feedback ($\alpha = 0.2$)

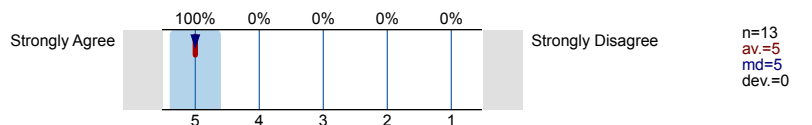


1. Preparation

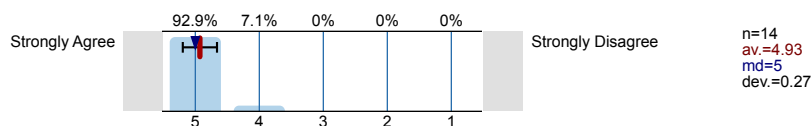
1.1) The professor had thorough knowledge and command of the subject matter.



1.2) The professor was prepared for the content and activities of each class.



1.3) Course materials (casebook, handouts, syllabi, etc.) were useful and well-prepared.

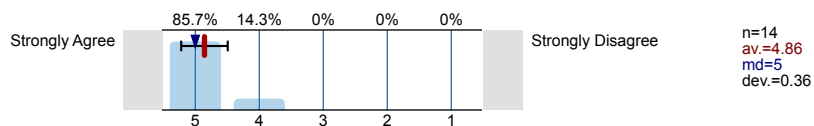


1.4) Please provide any additional comments ON PREPARATION in the space below:

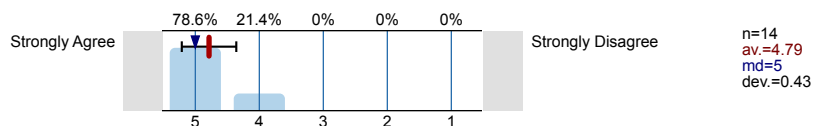
- Always prepared
- Clear expert. Great use of technology, in-class polling, case summaries, and practice materials.
- Professor Blackman's use of google drive with case summaries and his previous semester youtube videos made his class very easy to follow. I wish more professors would do this.
- Professor Blackman gave us an abundance of easily accessible resources that he very obviously took a lot of time to put together.
- The organization and preparation that went into this class is phenomenal. It definitely made me enjoy this class more.
- You pretty much seem to have exactly what you want to teach in one class very well laid out and prepared. It helps when you've been doing the same thing for so long.

2. Setting goals

- 2.1) The professor clearly identified what students were expected to learn from the course overall and from each section of the course.



- 2.2) The professor clearly identified what students were asked to be able to do as the course progressed.

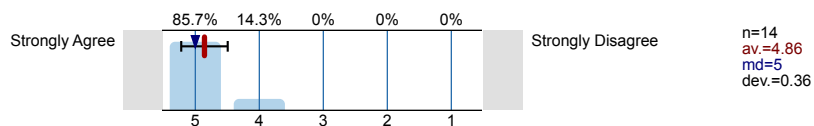


- 2.3) Please provide any additional comments ON SETTING GOALS in the space below:

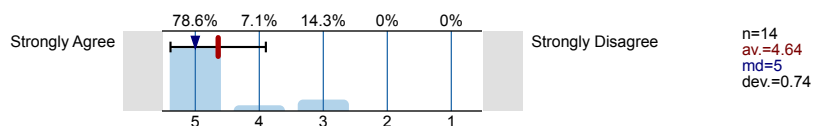
- Did well in pointing out and recapping key topics.
- He made it very clear what we were expected to know.
- I feel like goals were set every class, before we started and when we ended. I knew what to take away from every class.
- I never questioned what was expected of us in this class and I dont understand how my peers were still not be prepared for class.
- One of my classmates mentioned that towards the end, the flowchart of regulatory takings may have complicated the issue more than necessary. I was able to follow my own independent formulation of it and the spider web we crafted toward the end but some of that may have made the material more difficult than necessary.

3. Use of appropriate teaching methodology

- 3.1) The teaching techniques (PowerPoint, whiteboard, role-play, simulations, other technology, etc.) the professor used were effective.



- 3.2) The class was characterized by active learning.

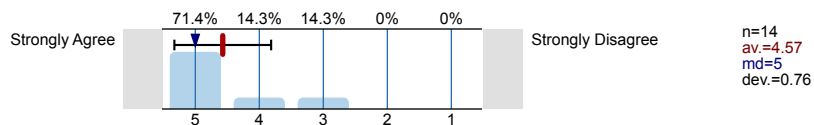


- 3.3) Please provide any additional comments ON TEACHING METHODOLOGY in the space below:

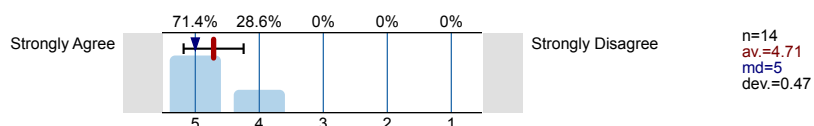
- As mentioned, provided good materials. Some notes he wrote out in class were unclear -- like the "flow chart" for Takings.
- I loved the teaching method in this course, the integration of technology and learning was incredibly beneficial in preparing for class.
- It was seldom that a class went by where we weren't subjected to recitation. It forced me to be prepared and know the material.
- The case summaries, class notes, previous exams, and YouTube videos were extremely helpful for this class. Each resource served its purpose meaningfully and effectively.

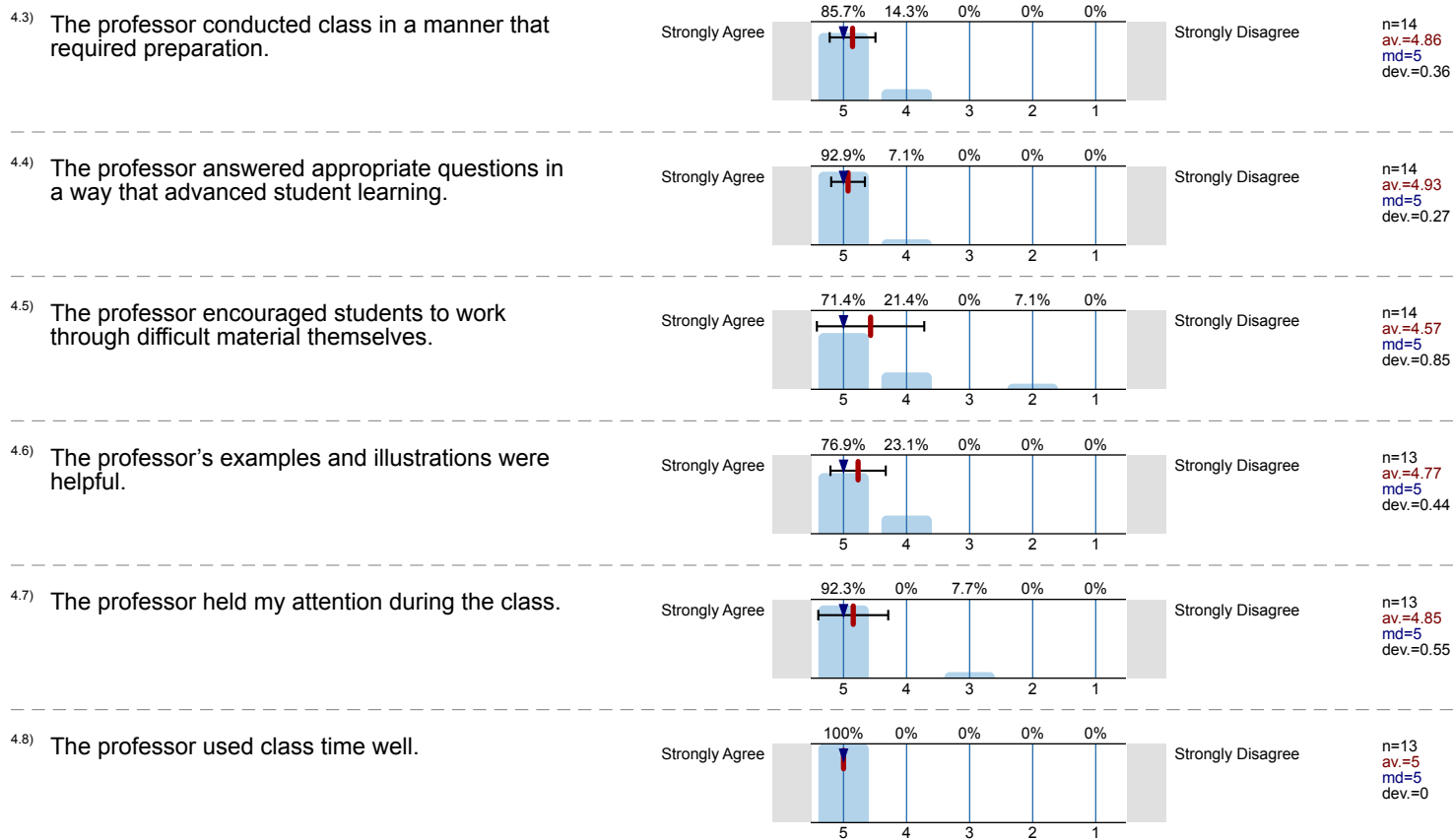
4. Effectiveness of presentation

- 4.1) The professor facilitated useful class participation.



- 4.2) The professor kept class discussion on track.

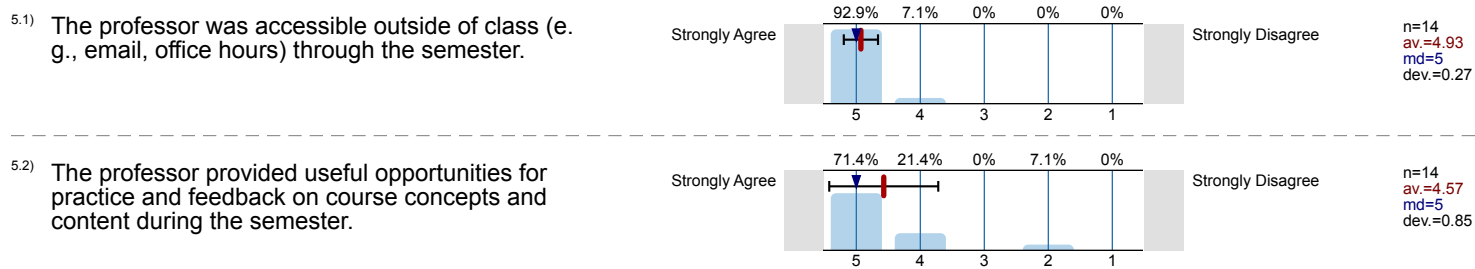




4.9) Please provide any additional comments ON PRESENTATION in the space below:

- Did well in keeping class on track and accountable -- without belaboring shortfalls too much.
- He made sure to break down difficult subjects into manageable pieces. It helped facilitate understanding. See previous sections for more.
- In some recitations there were obviously students who were not able to answer the questions you asked. I think it's more fruitful to assume they didn't read the case as clearly as you expected than to infer they didn't read at all. I understand many of those questions were what you'd see as basic and intrinsic parts of the case, in particular as it related to the rules you were trying to extract, but it made some students more opposed to you and more than a couple assumed you hated them because of how some recitations went. Also there was one student who ended up citing a ton of cases over the semester. I felt bad for her because sometimes you ask one off questions and then move on to another student. I'm not sure how, but perhaps if you could stick with a student for longer when they have short and easy questions to answer, such as review from the previous class?
- One of the notable parts of this class for me is that we never deviated from the syllabus. Every class we did exactly what was assigned for the day, and we never fell behind. Additionally, I like the orderly recitation style-- it encouraged class preparation (at least for me).
- Professor Blackman presented class very well but there were some times when students were not prepared and it slowed us down a lot.
- Recitation for this course was particularly beneficial to learning, it encouraged students to be prepared to be on call everyday of class. It allowed for us to be more prepared overall, and gather a better understanding of the material.

5. Providing feedback

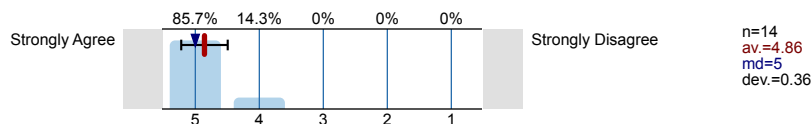


5.3) Please provide any additional comments ON PROVIDING FEEDBACK in the space below:

- Current recitation style sucks. Also think students who attend langdell sessions should have access to the material - langdell policy was so dumb and privileged.
- I understand you don't look at at practice midterms because so few students took advantage of it, but it would have been nice so we could see how we compare to your expectations directly, even more so than looking at an a+ answer. Even just offering it would have made me feel way more comfortable going into a final.

6. Overall evaluation

6.1) Overall, the professor was effective in teaching this class.



6.2) Please provide any additional comments about the course or professor in the space below:

- Clear expert and keeps class accountable with daily recitation. Seems to have some disdain for students that probably aren't toward the top of the class. Good materials provided and good use of tech.
- My only complaint is sometimes you seemed annoyed about the preparation or lack thereof some students put in. I understand that frustration but it seemed to come out as you were teaching that you were very annoyed some days. It's probably an unfair ask especially because you probably feel like they're wasting yours, theirs, and other students time, but control over that would make you nearly perfect as a professor.
- Very knowledgeable and also the fairest exam at south texas

7. Learning Objectives

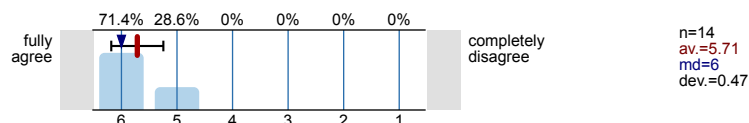
Please provide two ratings of your knowledge and/or ability level for each of the statements listed below::

- rate your current knowledge and/or ability level **after completing this course**
- rate your prior knowledge and/or ability level **before completing this course**.

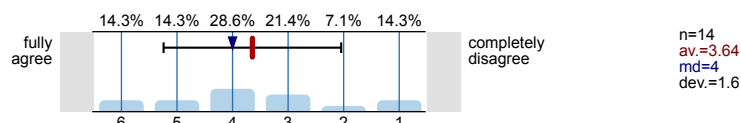
8. Property II

I can identify potential instances of adverse possession, articulate in writing the legal elements of adverse possession, and analyze the given facts under those rules

8.1) - after completing this course:

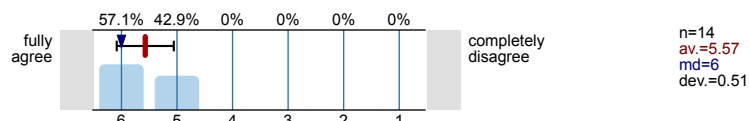


8.2) - before completing this course:

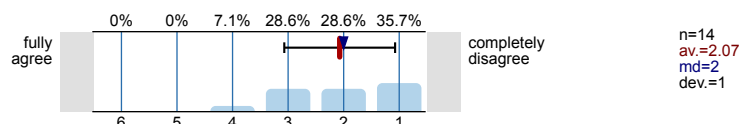


I can categorize the different deed warranties and analyze remedies available under each

8.3) - after completing this course:

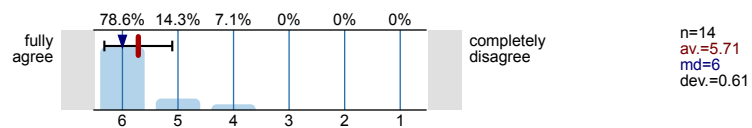


8.4) - before completing this course:

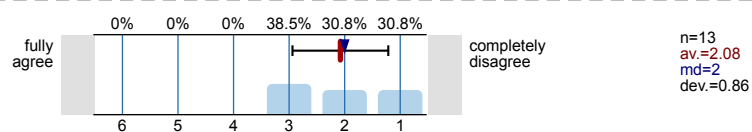


I can explain the basic regulatory structure of zoning and other land use controls

8.5) - after completing this course:



8.6) - before completing this course:



Profile

Subunit: LAW

Name of the instructor: Josh Blackman

Name of the course: Property II (20046_202320)
(Name of the survey)

Values used in the profile line: Median

1. Preparation

1.1) The professor had thorough knowledge and command of the subject matter.	Strongly Agree		Strongly Disagree	n=14	av.=5.00	md=5.00	dev.=0.00
1.2) The professor was prepared for the content and activities of each class.	Strongly Agree		Strongly Disagree	n=13	av.=5.00	md=5.00	dev.=0.00
1.3) Course materials (casebook, handouts, syllabi, etc.) were useful and well-prepared.	Strongly Agree		Strongly Disagree	n=14	av.=4.93	md=5.00	dev.=0.27

2. Setting goals

2.1) The professor clearly identified what students were expected to learn from the course overall and from each section of the course.	Strongly Agree		Strongly Disagree	n=14	av.=4.86	md=5.00	dev.=0.36
2.2) The professor clearly identified what students were asked to be able to do as the course progressed.	Strongly Agree		Strongly Disagree	n=14	av.=4.79	md=5.00	dev.=0.43

3. Use of appropriate teaching methodology

3.1) The teaching techniques (PowerPoint, whiteboard, role-play, simulations, other technology, etc.) the professor used were	Strongly Agree		Strongly Disagree	n=14	av.=4.86	md=5.00	dev.=0.36
3.2) The class was characterized by active learning.	Strongly Agree		Strongly Disagree	n=14	av.=4.64	md=5.00	dev.=0.74

4. Effectiveness of presentation

4.1) The professor facilitated useful class participation.	Strongly Agree		Strongly Disagree	n=14	av.=4.57	md=5.00	dev.=0.76
4.2) The professor kept class discussion on track.	Strongly Agree		Strongly Disagree	n=14	av.=4.71	md=5.00	dev.=0.47
4.3) The professor conducted class in a manner that required preparation.	Strongly Agree		Strongly Disagree	n=14	av.=4.86	md=5.00	dev.=0.36
4.4) The professor answered appropriate questions in a way that advanced student learning.	Strongly Agree		Strongly Disagree	n=14	av.=4.93	md=5.00	dev.=0.27
4.5) The professor encouraged students to work through difficult material themselves.	Strongly Agree		Strongly Disagree	n=14	av.=4.57	md=5.00	dev.=0.85
4.6) The professor's examples and illustrations were helpful.	Strongly Agree		Strongly Disagree	n=13	av.=4.77	md=5.00	dev.=0.44
4.7) The professor held my attention during the class.	Strongly Agree		Strongly Disagree	n=13	av.=4.85	md=5.00	dev.=0.55
4.8) The professor used class time well.	Strongly Agree		Strongly Disagree	n=13	av.=5.00	md=5.00	dev.=0.00

5. Providing feedback

5.1) The professor was accessible outside of class (e.g., email, office hours) through the semester.	Strongly Agree		Strongly Disagree	n=14	av.=4.93	md=5.00	dev.=0.27
5.2) The professor provided useful opportunities for practice and feedback on course concepts and content during the semester.	Strongly Agree		Strongly Disagree	n=14	av.=4.57	md=5.00	dev.=0.85

6. Overall evaluation

6.1) Overall, the professor was effective in teaching this class.	Strongly Agree		Strongly Disagree	n=14	av.=4.86	md=5.00	dev.=0.36
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8. Property II

8.1) I can identify potential instances of adverse possession, articulate in writing the legal elements of adverse possession, and analyze	fully agree		completely disagree	n=14	av.=5.71	md=6.00	dev.=0.47
8.2) I can identify potential instances of adverse possession, articulate in writing the legal elements of adverse possession, and analyze	fully agree		completely disagree	n=14	av.=3.64	md=4.00	dev.=1.60
8.3) I can categorize the different deed warranties and analyze remedies available under each- after completing this course:	fully agree		completely disagree	n=14	av.=5.57	md=6.00	dev.=0.51
8.4) I can categorize the different deed warranties and analyze remedies available under each- before completing this course:	fully agree		completely disagree	n=14	av.=2.07	md=2.00	dev.=1.00
8.5) I can explain the basic regulatory structure of zoning and other land use controls- after completing this course:	fully agree		completely disagree	n=14	av.=5.71	md=6.00	dev.=0.61
8.6) I can explain the basic regulatory structure of zoning and other land use controls- before completing this course:	fully agree		completely disagree	n=13	av.=2.08	md=2.00	dev.=0.86

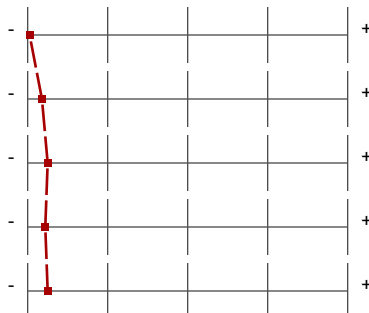
Profile Line for Indicators

Subunit: LAW

Name of the instructor: Josh Blackman

Name of the course: Property II (20046_202320)
(Name of the survey)

1. Preparation



av.=4.98

dev.=0.09

2. Setting goals

av.=4.82

dev.=0.39

3. Use of appropriate teaching methodology

av.=4.75

dev.=0.55

4. Effectiveness of presentation

av.=4.78

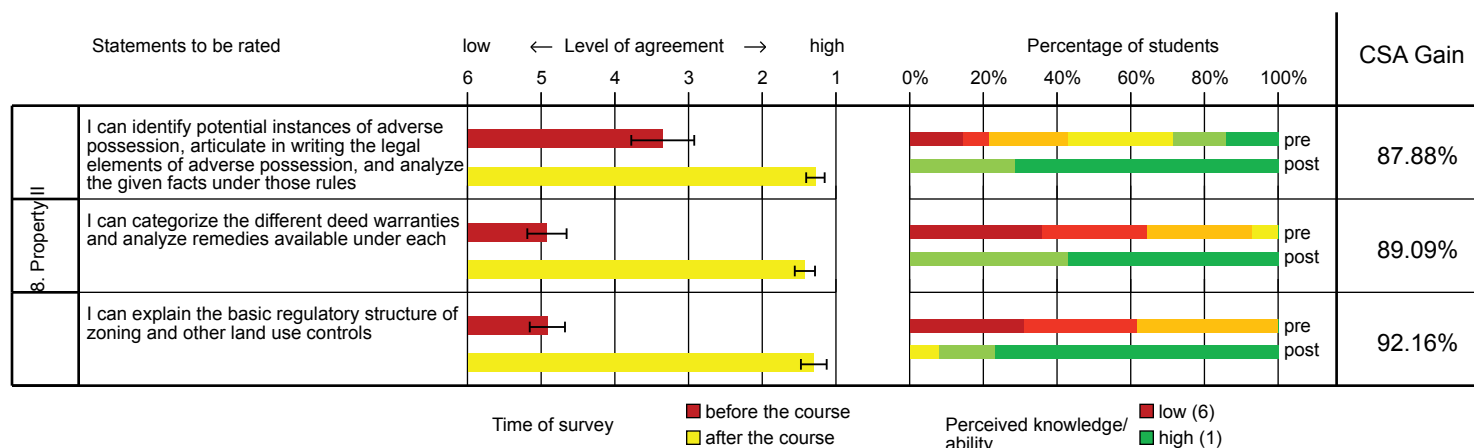
dev.=0.46

5. Providing feedback

av.=4.75

dev.=0.56

Outcome-based evaluation



Data presentation adapted from Raupach et al. Med Teach 2011; 33: e446-ee453.
Error bars indicate standard errors of the mean.