

Spring Quarter 2015
Selected Evaluations* (2)
Student Evaluation of Teaching

 Enrollment 92
 % responding 40%

	5	4	3	2	1				
	5 %	4 %	3 %	2 %	1 %	\bar{X}	SD	M	N
Please indicate the overall educational value of the course. (excellent very good satisfactory fair poor)	12 32%	13 35%	10 27%	0 0%	2 5%	3.9	1.0	4.0	37
UCD Grade Point Average: (5) 4-3.6, (4) 3.5-3.1, (3) 3-2.6, (2) 2.5-2.1, (1) 2 or below	4 11%	13 35%	16 43%	4 11%	0 0%	3.5	0.8	3.0	37
Expected grade in this course: (5) A, (4) B, (3) C, (2) D, (1) F	8 22%	22 61%	4 11%	2 6%	0 0%	4.0	0.7	4.0	36
Your interest in the subject matter before taking this course: (5) Very high, (4) Somewhat high, (3) Moderate, (2) Low, (1) Very low	5 14%	20 56%	11 31%	0 0%	0 0%	3.8	0.6	4.0	36
Instructor's knowledge and command of subject matter. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	15 75%	4 20%	1 5%	0 0%	0 0%	4.7	0.6	5.0	20
TA demonstrates knowledge and command of the subject matter. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	5 36%	4 29%	1 7%	2 14%	2 14%	3.6	1.4	4.0	14
Clarity of course objectives and organization. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	5 25%	7 35%	4 20%	3 15%	1 5%	3.6	1.2	4.0	20
TA is well prepared for section. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	4 50%	1 13%	1 13%	1 13%	1 13%	3.8	1.5	4.5	8
Effectiveness of style and methods of class presentations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	6 30%	3 15%	5 25%	5 25%	1 5%	3.4	1.3	3.0	20
TA is effective in encouraging student participation. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	4 50%	0 0%	0 0%	2 25%	2 25%	3.3	1.8	3.5	8
Instructor's openness to discussion and ability to stimulate it. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	5 26%	10 53%	1 5%	2 11%	1 5%	3.8	1.1	4.0	19
TA encourages students to express opinions and respects divergent points of view. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	4 50%	0 0%	0 0%	2 25%	2 25%	3.3	1.8	3.5	8
Relevance and educational value of readings and WorldWideWeb resources. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	7 39%	3 17%	4 22%	3 17%	1 6%	3.7	1.3	4.0	18
TA is responsive to questions and student requests. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	5 50%	1 10%	1 10%	0 0%	3 30%	3.5	1.7	4.5	10
Instructional value of course assignments (term papers, project, etc.). (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	4 21%	5 26%	7 37%	3 16%	0 0%	3.5	1.0	3.0	19
TA explains and clarifies difficult material. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	5 50%	1 10%	1 10%	2 20%	1 10%	3.7	1.5	4.5	10
Instructional value of examinations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	6 32%	6 32%	5 26%	1 5%	1 5%	3.8	1.1	4.0	19

TA clearly defines expectations of student. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	5 56%	0 0%	1 11%	2 22%	1 11%	3.7	1.6	5.0	9
Instructor's availability for consultation.	10 67%	1 7%	2 13%	1 7%	1 7%	4.2	1.3	5.0	15
TA provides helpful comments on assignments. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	4 36%	1 9%	2 18%	2 18%	2 18%	3.3	1.5	3.0	11
Fairness and impartiality of grading.	8 42%	6 32%	3 16%	1 5%	1 5%	4.0	1.1	4.0	19
TA helps the student appreciate course topics. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	4 44%	0 0%	1 11%	1 11%	3 33%	3.1	1.8	3.0	9
Please indicate the overall teaching effectiveness of the teaching assistant. (excellent very good satisfactory fair poor)	13 36%	9 25%	3 8%	5 14%	6 17%	3.5	1.5	4.0	36

Instructor's knowledge and command of subject matter. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

Very monotone, does not make a big AHA! moment with thesis or points.

Professor Hill knows quite a bit on the subject matter, quite a bit more extensively than I anticipated.

He really knows what he's talking about

Clarity of course objectives and organization. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

The syllabus scheduled a lot of unnecessary reading, instead of assigning 150 pages per class session 20-30 would be sufficient to get the same material communicated.

Effectiveness of style and methods of class presentations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

Somewhat bland

Relevance and educational value of readings and WorldWideWeb resources. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

Too many readings were assigned at too long a length. The amount of reading assigned was unnecessary, some of the readings were repetitive making the student bored and unengaged.

The readings, especially from the reader, were interesting and helpful to understanding what was presented in lecture. I didn't think that either of the textbooks were as interesting or helpful as the reader.

Instructional value of course assignments (term papers, project, etc.). (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

The amount of reading assigned was unnecessary, some of the readings were repetitive making the student bored and unengaged.

I didn't think the term paper was very helpful in understanding the concepts discussed in the class. I had to review some of them to write my paper, but no more than if I were studying for a test, and I didn't think the more specific topic was especially interesting.

Instructor's availability for consultation.

I never met with Professor Hill, so I'm not entirely sure of his availability.

TA demonstrates knowledge and command of the subject matter. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

There was little to no direct interaction with the TA other than via grading.

Class would benefit from a discussion section

There needs to be a thesis, AHA to everything. Sometime there's a cap in directly putting things together. Maybe, Public Policy 109 should be a pre req so we can just focus on the environmental issues.

Didn't know when or where office was.

TA is responsive to questions and student requests. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

He never emailed me back. I emailed him multiple times and never got any response.

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Spring Quarter 2015	5/28/2015 12:00 AM	48499	POL	107	001	46	43
Spring Quarter 2015	5/28/2015 12:00 AM	48499	POL	107	001	46	36