

Student Course Evaluations

Each semester students are asked to fill out evaluations focused on the quality of the course with 5 being the highest score. They are also asked to evaluate the quality of instruction with 5 being the highest score. They are also given the opportunity to give comments. Table 1 displays the results of those evaluations.

I was a Teaching Assistant for Introduction to American Politics for two semesters and gave instruction for 6 separate class sections. I averaged the evaluation scores from the combined sections.

My first solo taught course was Intro to American Politics and I learned a lot during that semester about creating assignments and organizing lectures. The next course I taught was Politics of Law and Courts. I was able to implement the feedback from the students and my faculty advisor and I received substantially better evaluations for the course.

The last course I have taught as instructor of record is Introduction to Political Analysis. It is the required statistics course for undergraduates. It is a challenging course, that many students dread before even starting. While my student evaluations are a little lower for this course, it is high for the department score in this course. Furthermore, this course is one where many students, particularly female or minority students, drop after the first exam. I have restructured the course and taken extra care to motivate my students and encouraging them to believe they can succeed. This has resulted in higher evaluations for a very difficult course. Furthermore, of my 35 students taking the course during my most recent instruction, only 1 student dropped the course which is a considerable decrease. I take this as a sign that my students view this course as achievable with a higher belief in their ability to learn.

I have also taught Politics of Law and Courts and Introduction to Political Analysis online as well. However, they are not listed below because the response rate was not high enough for me to have access to the evaluations.

Figures 1 and 2 display my student evaluations compared to the college and department averages for quality of the course as well as quality of instruction.

Table 1. Student Course Evaluations

Courses	Quality of Course	Quality of Instruction	Student Comments
Introduction to American Politics as Teaching Assistant	4.0 out of 5	4.4 out of 5	<ul style="list-style-type: none"> • Emilee helped teach things I may have not understood in lecture. • Really relied upon Ms. Emilee to explain to me what was going on and she did a good job. • She really related to the students and made sure they knew the overall concepts and taught us how to apply them.
Introduction to American Politics as Instructor of Record	4.1 out of 5	3.8 out of 5	<ul style="list-style-type: none"> • “My instructor did a fantastic job of explaining the content in interesting ways and including current events to help us better understand the content. It is obvious that she cares about her students and genuinely wants us to use critical thinking skills to fully our government. She is passionate about the topic and wants to see students succeed.” • “Mrs. Smart took time to answer questions and to make sure points were understood before moving on.”
Politics of Law and Courts as Instructor of Record	4.4 out of 5	4.4 out of 5	<ul style="list-style-type: none"> • “I have never had a professor who cares so much about their students and their understanding. She really goes out of her way to ensure that everyone feels heard and understands the course content. One of the best professors I have ever had.” • “I loved how she knew her students’ names.” • “She was perhaps one of the most engaged professors I’ve ever had in a class. She was very driven in making sure we knew our learning outcomes by the end of the class”
Introduction to Political Analysis as Instructor of Record	4.1 out of 5	3.7 out of 5	<ul style="list-style-type: none"> • “I really liked the way EmiLee presented material, answered questions, and reviewed problems. She adapted well to us and gave us beneficial practice and answers. If I could take her again, I would.” • “She would help me understand where things went wrong and what to do to fix it. She was always easily reachable and encouraging.”

Figure 1: Quality of Instruction Evaluations

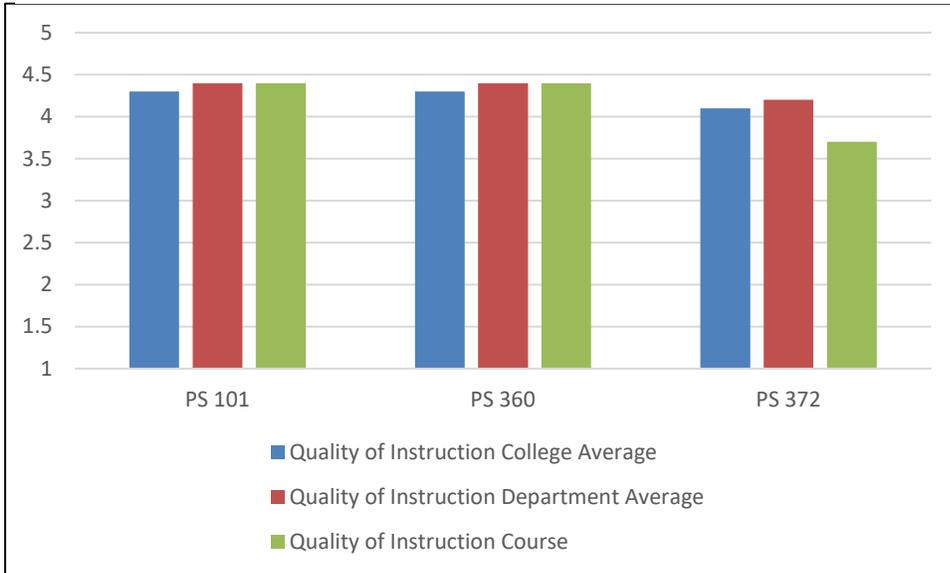


Figure 2. Quality of Course Evaluations

