Teaching Evaluations

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I have been evaluated by students six times. Four of these courses have been at the undergraduate level and two at the graduate level. Three courses have been on political methodology, two on comparative politics, and one in American politics. **Evaluations are scored from 1 to 7.** The following is the list of these courses:

Courses on Political Methodology

- Multilevel Models in Quantitative Research (graduate), Prof. Jeff Gill

- Measurement and Latent Trait Models (graduate), Prof. Jacob Montgomery

- Quantitative Political Methods (undergraduate), Prof. Jacob Montgomery

Courses on Institutions & Behavior

- Politics of a Connected Public (undergraduate), Prof. Betsy Sinclair

- Latin American Politics Through Film (undergraduate), Prof. Brian Crisp

- Presidents, Legislators, and Economic Policy in Latin America (undergraduate), Prof. Brian Crisp

Multilevel Models in Quantitative Research

I served as a TA for *Multilevel Models in Quantitative Research*, a graduate class on statistics which was an elective course for advanced students and cross-listed with the Departments of Political Science, Mathematics, and Public Health Sciences. I held weekly sessions to tutor students with `R` and `JAGS`. I held weekly office hours, graded weekly homeworks, and provided feedback and guidance for the final project. Eighteen out of twenty students evaluated my teaching effectiveness. Each question was scored from 1 to 7; higher numbers indicate greater satisfaction. Class website: `http://jgill.wustl.edu/multilevel.2014.html`

Question	My Score	Departmental Mean
Overall Instructor Rating	7	6.01
TA was well prepared for class	7	6.33
TA was concerned for students	7	6.28

Here is a full listing of the qualitative student comments:

"Connie put a lot of effort into helping students understand and complete the homework assignments."

"Connie was an incredibly helpful TA and could not possibly have done her job any better. Always available for questions and always providing extremely helpful (and fast!) answers. Thank you so much!"

"Connie is the best T.A. I've ever had! Incredibly smart, helpful, efficient and nice. She answered all of my questions seconds after sending them and the answers went even beyond than what I asked. She knows what she's doing and that is extremely helpful to understand the subject."

"Connie always answered all questions timely and with the right amount of helpful information without giving away the answers."

"She was friendly and seemed genuinely interested in both the topics covered in class and the students. I owe passing this class to her."

"She responded to emails immediately and very thoroughly. She went above and beyond my expectations as a TA."

"Connie did a great job of being available to students–even to both campuses. She answered my emails very promptly and was always very helpful."

"She had a clear way of connecting models to text to R code."

"She was very accessible and provided useful and practical feedback"

" She always gave feedback and answered my questions about the homework in details and in time."

"She was very helpful with deadlines, and explaining the errors that I had. She was very respectful and patient with the steep learning curve of the class"

"Very nice and patient!"

"Connie always made herself available for students. Whenever we had questions, she was available to answer them, either in person or electronically. She explained things thoroughly and in a way that was easily understood. She was a great TA."

Measurement and Latent Trait Models

I served as a TA for *Measurement and Latent Trait Models*, a graduate class on statistics which was an elective course for advanced students. I developed problem sets, graded the problem sets, and provided detailed feedback on the students' `R` code. I held weekly office hours. I also taught a class on Bayesian Ordinal IRT models and their implementation in `JAGS`. I developed a Gibbs sampler for the Factor Analysis model and the Item Response Model in `R` for teaching purposes. Four out of ten students evaluated my teaching effectiveness. Each question was scored from 1 to 7; higher numbers indicate greater satisfaction.

Question	My Score	Departmental Mean
Overall Instructor Rating	7	5.59
TA was well prepared for class	7	5.66
TA was concerned for students	7	5.70

Quantitative Political Analysis

I served as a TA for *Quantitative Political Analysis*, a large introductory course on statistics – mandatory for undergraduates who major in Political Science - for which I lead two weekly Labs teaching `R` to 27 students (attendance was required). I also developed (with a colleague) the slides used in the Labs, the problem sets, and the grading rubrics for the problem sets. I also graded and provided feedback for problem sets and three exams, and held weekly office hours. Fourteen out of twenty-seven students in my two classes evaluated my teaching effectiveness. Each question was scored from 1 to 7; higher numbers indicate greater satisfaction.

Question	My Score	Departmental Mean
Overall Instructor Rating	5	5.79
Overall course rating	6	5.7
Evaluation of my work was clear and timely	6	5.88
TA was concerned for students	7	5.96

Here is a full listing of the qualitative student comments:

"Extremely clear in her explanations, sympathetic towards students left behind."
"My heart bleeds for Constanza, who was charged with fixing the errors of comprehension left behing by the professor. Connie is competent and caring; I knew that I could count on her for reliable answers and explanations. "
"she was willing to take as much time as we needed to cover the material"
"Her lectures moved slowly sometimes"
"the slides one could look at back home while doing his hw"
"Connie had trouble pacing herself during the lab and often took more time explaining things that people did not need help with and ended up having to rush through the final

part of the lab which would always be the most challenging."
"Connie was very nice and helpful. She responded super quickly to questions on Facebook."
"Connie maintained a sense of humor while teaching me a program that I undoubtedly was frustrated with. I thought she really helped me through any mistakes that I had and honestly wanted me to understand the material."

Politics of a Connected Public

As TA for *Politics of a Connected Public*, I taught one class in which I presented Gary King et. al. article "How Censorship in China Allows Government Criticism but Silences Collective Expression" published the American Political Science Review in 2014. I walked students not only through the theoretical argument of the paper, but also through the data collection, empirical strategy, and interpretation of results. In several classes I also taught students how to interpret statistical results from linear regressions and Logit model. Nine out of twenty students evaluated my teaching effectiveness. Each question was scored from 1 to 7; higher numbers indicate greater satisfaction.

Question	My Score	Departmental Mean
Overall Instructor Rating	6	5.68
TA effectively led the class	5.50	5.86
TA was well prepared for class	7	6.27
TA was concerned for students	7	6.34
Communicated at a level appropriate for the class	6	6.28

Here is a full listing of the qualitative student comments:

"Her presentations were very straightforward."
"Connie was excellent about responding in a timely fashion to concerns and making sure that we understood what to do."
"She was clearly really interested and put in a lot of effort."
"Very approachable, did a good job answering questions."
"Sometimes the topics seemed not to match up with the rest of the course".
"Helpful outside of class for homework and questions".

Topics in Comparative Politics. Latin American Politics Through Film

This undergraduate class looked at how citizens' preferences are translated into policy outcomes in a rather untraditional fashion Ð through film. I contributed to the design of the class, including the topics of the classes, the reading assignments and film selection. I also developed slides for the theoretical classes and weekly discussion questions that linked the films to the readings. In addition, I provided students with guidance on how to tackle their research papers, providence advice and feedback on their draft versions. Nine out of twenty students evaluated my teaching effectiveness. Each question was scored from 1 to 7; higher numbers indicate greater satisfaction.
Here is a full listing of the qualitative student comments:

Question	My Score	Departmental Mean
Overall Instructor Rating	7	5.86
TA effectively led the class	7	5.74
TA was well prepared for class	7	6.31
TA was concerned for students	7	6.05
Communicated at a level appropriate for the class	6	5.85

"Connie really cared about my success in the class and took a great deal of time to adequately organize my paper."
"She made herself available for outside of class consultations and offered helpful instruction and advice."
"Connie was GREAT! She always responded to my emails really quickly and had good answers to my questions."
"Connie is the greatest TA ever. Connie was very helpful in responding to questions and emails promptly."

Presidents, Legislators, and Economic Policy in Latin America

This is an undergraduate class on comparative political institutions in Latin America. I taught three classes, and created and lead five in-class group activities. I also contributed to the slides used to teach each class. Nine out of ten students evaluated my teaching effectiveness. Each question was scored from 1 to 7; higher numbers indicate greater satisfaction.

Question	My Score	Departmental Mean
Overall Instructor Rating	5	5.53
TA effectively led the class	5.5	5.79
TA was well prepared for class	7	6.18
TA was concerned for students	6.50	6.11
Communicated at a level appropriate for the class	6	5.88

Here is a full listing of the qualitative student comments:

"Connie was always very well-prepared for class and was helpful in sending out copies of complex charts and graphs for the class. She was very concerned for the success of students, as she asked me if I had gotten a copy of the notes for the one day I had to unavoidably miss class."
"I'm not sure if it because she is shy but she sometimes seem to lack confidence in what she was teaching and was timid sometimes"
"Connie was in the loop about lectures and the class just as much as Professor Crisp, and was always willing to help if it was necessary."
"I feel that Connie brings a great perspective to the class as someone who's intimately familiar with the regions discussed in class, especially Argentina. She's also very kind"
"She genuinely cared for the students and was always well prepared."
"sometimes she would lose track or have trouble explaining things"

"she was very well organized and prepared"