

POL S 202 AB
Introduction To American Politics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 21/22 (95% very high)

Taught by: Tyler Reny
Instructor Evaluated: Tyler Reny-TA

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.7	4.7
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several IASystem items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.7
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The quiz section as a whole was:	21	57%	38%	5%				4.6	4.6
The content of the quiz section was:	21	43%	48%	10%				4.3	4.3
The quiz section instructor's (QSI's) contribution to the course was:	21	76%	19%	5%				4.8	4.8
The QSI's effectiveness in teaching the subject matter was:	21	67%	29%	5%				4.8	4.7

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	21	14%	14%	38%	29%	5%			4.9
The intellectual challenge presented was:	21	5%	48%	29%	19%				5.5
The amount of effort you put into this course was:	21	24%	19%	14%	33%	10%			5.0
The amount of effort to succeed in this course was:	21	19%	29%	24%	29%				5.4
Your involvement in course (doing assignments, attending classes, etc.) was:	21	24%	14%	29%	33%				5.1

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 6.8 (N=21)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
		29%	33%	10%	14%	10%			5%		

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 6.0 (N=21)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
	14%	29%	29%	10%	10%	5%			5%		

What grade do you expect in this course?

Class median: 3.5 (N=21)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
24%	29%	24%	10%	5%	5%	5%								

In regard to your academic program, is this course best described as:

(N=21)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
5%	24%	48%	10%	5%	10%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	21	57%	38%	5%				4.6	3
QSI's use of examples and illustrations was:	21	43%	43%	14%				4.3	18
Quality of questions or problems raised by QSI was:	21	43%	52%	5%				4.4	15
QSI's enthusiasm was:	21	57%	33%	10%				4.6	14
Student confidence in QSI's knowledge was:	21	57%	33%	10%				4.6	16
Encouragement given students to express themselves was:	21	48%	38%	10%	5%			4.4	17
Answers to student questions were:	21	52%	38%	10%				4.5	9
Interest level of quiz sections was:	21	48%	48%	5%				4.5	2
QSI's openness to student views was:	21	52%	43%	5%				4.5	13
QSI's ability to deal with student difficulties was:	20	50%	45%	5%				4.5	10
Availability of extra help when needed was:	21	57%	38%	5%				4.6	5
Use of quiz section time was:	21	52%	43%	5%				4.5	6
QSI's interest in whether students learned was:	21	52%	38%	10%				4.5	11
Amount you learned in the quiz sections was:	21	52%	38%	10%				4.5	4
Relevance and usefulness of quiz section content were:	21	57%	38%	5%				4.6	7
Coordination between lectures and quiz sections was:	21	62%	33%	5%				4.7	1
Reasonableness of assigned work for quiz section was:	20	50%	40%	10%				4.5	8
Clarity of student responsibilities and requirements was:	21	48%	48%	5%				4.5	12

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Introduction To American Politics
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Instructor Evaluated: Tyler Reny-TA

Evaluation Delivery: Online
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STANDARD OPEN-ENDED QUESTIONS**Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?**

1. Yes, because I was not aware of the current events of the US government and did not understand the US government until this class.
2. Yes, it was. This is because since I have never taken a political science class I didn't know what I was getting into.
3. Yes it was because it focused on current events.
4. Yes it was intellectually stimulating and it did stretch my thinking because the TA opened different ways to look at the issue. Every time that he was presented with an opinion he was able to give alternative ways to approach that opinion
5. Yes, always had controversial questions that sparked several different ideas
7. Yes, I felt like I learned a lot about the modern political system and the current state of American politics.
8. Yes very much I learned so many things about American politics that I had never known about.
9. Yes, because I felt like the many of the topics discussed in this class had not one clear right answer.
10. Yes, the content was interesting and it was helpful to discuss current events.
11. Yes. I have never been into politics so this class really opened my mind and challenged me
12. This class was interesting but a lot of the information I already knew. And the information given was pretty biased.
13. This class made me think about politics in a new way, and opened up new viewpoints that I never considered. I also now think about the things that we learned in class with regards to current events.
14. Yes, this class was interesting and expanded on what I already knew in new ways.
15. Very much! The quiz section was very conducive to my learning. I learned a lot and enjoyed doing so because the class content was interesting and applicable.
16. Yes - it provides insight on current political policies and helped me delve deeper into the functions of the U.S. government.
17. Yes. It did stretch my thinking. I came into this course with little to none information about our politics.
18. Yes it definitely pushed me to consider issues I was never aware of before.

What aspects of this class contributed most to your learning?

1. The essay prompt because they really forced me to understand the content discussed in lecture and sections and apply what I learned.
2. The discussions definitely contributed to my learning.
3. The section discussions.
4. The TA's analysis of the topics that we discussed in the lecture
5. Class discussions!
6. The most important aspect was constantly being encouraged to challenge my own previous beliefs.
7. The readings, and discussing them in our sections.
8. The quiz sections because going over readings in more depth was so helpful.
9. Going over the readings in the quiz section reinforced my understanding in the subjects mentioned in the readings and in the lectures.
10. Quiz section and videos in lecture.
11. The illustrations
12. Lectures and discussions in section.
13. Probably the quiz sections to clarify any questions I had from the lecture and readings.
14. Quiz sections, and videos contributed most to my learning.
15. Definitely the quiz sections and discussions, it helped break down the material brought up in lecture.
16. Class discussions.
17. Lectures and quiz sections.
18. The readings that were assigned and then the study sessions that supplemented them.

What aspects of this class detracted from your learning?

1. The aspect of this class that detracted me from my learning was the fluff that the professor would talk about that I did not understand.

2. None.
3. Nothing really detracted me from my learning.
4. None
5. Lack of discussions sometimes
6. Students who were not as interested in the subject matter.
7. Sometimes the lectures got repetitive or dull, and could have been more engaging, however that is not an issue with the quiz sections which I thought were fine and appropriately engaging.
8. Nothing
9. I can't think of any aspects of this class that detracted from my learning.
10. A lot of information in each lecture
11. Going off subject and talking about things that weren't on the material
12. The really long readings
13. None.
14. No aspect of this class detracted from my learning.
15. None.
16. It's early.
17. Lack of assignments.
18. The lack of synthesis and simple regurgitation of what we were taught.

What suggestions do you have for improving the class?

1. To improve this class - the professor should put all the important ideas, events, people, she talks about should be on the powerpoint - not just named but with a concise statement for students to get the idea.
2. Explain the concepts more in depth.
3. More time to complete the readings.
4. none
5. Debates!
7. None, it was good!
8. nothing
10. Less focus on federalist papers
12. Have more discussion rather than just work that needs to be read and processed. Less multiple choice on midterms.
14. None.
15. None.
16. More group debates and discussions.
17. None.
18. Maybe add another essay closer to the end of the quarter and construct the tests in a way that encourages individual synthesis on ideas.

POL S 202 AD
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Responses: 14/19 (74% very high)

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Combined Median	Adjusted Combined Median
4.7	4.5
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.9
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The quiz section as a whole was:	14	50%	36%	7%	7%			4.5	4.3
The content of the quiz section was:	14	57%	29%	14%				4.6	4.5
The quiz section instructor's (QSI's) contribution to the course was:	14	71%	21%	7%				4.8	4.7
The QSI's effectiveness in teaching the subject matter was:	14	57%	29%	14%				4.6	4.5

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	14	14%	29%	14%	43%				5.0
The intellectual challenge presented was:	14	36%	21%	21%	21%				5.8
The amount of effort you put into this course was:	14	29%	29%	21%	14%	7%			5.8
The amount of effort to succeed in this course was:	14	29%	7%	43%	21%				5.2
Your involvement in course (doing assignments, attending classes, etc.) was:	14	36%	21%	21%	14%	7%			5.8

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 6.5 (N=14)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
7%	14%	14%	29%	21%	14%						

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 4.7 (N=14)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
7%	21%	36%	7%	29%							

What grade do you expect in this course?

Class median: 3.5 (N=13)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass 8%	Credit	No Credit
	62%	15%	8%	8%										

In regard to your academic program, is this course best described as:

(N=13)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
54%		38%			8%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	13	69%	15%	15%				4.8	1
QSI's use of examples and illustrations was:	14	50%	29%	21%				4.5	13
Quality of questions or problems raised by QSI was:	14	57%	29%	7%	7%			4.6	5
QSI's enthusiasm was:	13	54%	23%	15%	8%			4.6	16
Student confidence in QSI's knowledge was:	14	43%	50%	7%				4.4	18
Encouragement given students to express themselves was:	14	57%	21%	14%		7%		4.6	10
Answers to student questions were:	13	54%	31%	15%				4.6	9
Interest level of quiz sections was:	14	50%	29%	21%				4.5	3
QSI's openness to student views was:	14	57%	36%	7%				4.6	12
QSI's ability to deal with student difficulties was:	14	43%	36%	14%		7%		4.3	17
Availability of extra help when needed was:	14	57%	36%	7%				4.6	6
Use of quiz section time was:	14	43%	36%	14%	7%			4.3	15
QSI's interest in whether students learned was:	14	50%	21%	29%				4.5	14
Amount you learned in the quiz sections was:	14	57%	21%	21%				4.6	4
Relevance and usefulness of quiz section content were:	14	57%	29%	14%				4.6	7
Coordination between lectures and quiz sections was:	14	50%	29%	7%	14%			4.5	8
Reasonableness of assigned work for quiz section was:	14	64%	14%	14%		7%		4.7	2
Clarity of student responsibilities and requirements was:	14	50%	36%	7%	7%			4.5	11

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Instructor Evaluated: Tyler Reny-TA

STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. Yes. I learned a lot of new information that is applicable to the real world. I often came to quiz section with questions and thoughts that were clearly discussed without me having to even ask them. I also left section thinking more about the topics that had been discussed.
2. Yes, the class was very intellectually stimulating because it mainly focused on creating arguments for the topics at hand.
3. Yes, I enjoyed how the TA was very helpful and great at explaining some of the readings in depth.
5. Definitely because I haven't found much of an interest in politics until I took this class and I began to really become intrigued with what I was learning and I wanted to learn more.
6. Absolutely, Tyler is a wonderful TA who has a thorough understanding of politics and is able to use his knowledge in a way that helps the rest of the class.
7. Yeah, talked about issues from different perspectives. Very comprehensive and I learned a lot.
8. Yes. The discussions on the subject matter were relevant and very thought provoking.
9. It made me think of the American political system in a whole new way.
10. Good perspectives, excellent choice of selected controversial issues

What aspects of this class contributed most to your learning?

1. Meeting twice a week was very helpful and relating the readings to what we discussed in lecture was beneficial.
2. The aspects of this class that contributed most to my learning has been encouraging discussions based on our opinions. It seems like the American Political system has been very influenced by what American citizens think about their government, so we are given the chance in turn to form our own opinions as well as learn to evaluate the opinions throughout history. I also appreciated how much direct information we got as a class in preparation for exams and the one writing assignment. It was very clear what the expectations were, what we needed to be studying and paying attention to, and where to find the information we were looking for.
3. The review held in the last quiz sections prior to each test were very helpful in solidifying information.
5. The quiz sections where my TA went over things in great detail were the most helpful to me.
6. Definitely the explanations given in section. Some concepts were fuzzy when presented in lecture, but Tyler always did a fantastic job of explaining concepts that were briefly touched on in lecture.
7. The casual talks.
8. The discussions we had and making connections to the actual political world were helpful in better grasping the concepts that were taught.
9. The general content
10. Exploring context both current and historically in relation to functionality of institutions

What aspects of this class detracted from your learning?

1. Sections were often awkward. I'm not sure why, but I felt uncomfortable sharing my thoughts because nobody else was sharing their own thoughts.
2. None.
3. None.
5. I feel like it was a lot of work and I was just thrown into it and I was very overwhelmed.
6. Nothing.
7. Should have made reading quizzes for us. Midterms are too intense.
8. N/A

What suggestions do you have for improving the class?

1. Somehow increasing class discussion and involvement would be great.
2. None- it was great!
3. None.
4. Nothing, Tyler was excellent.
5. Give the students more of a chance to ask questions,

6. Nothing.
7. Make midterms easier. Smooth out the work by adding quizzes etc.
8. N/A; Great class!
9. You're a great TA Tyler. I learned a lot and I appreciate all that you did.

POL S 202 AA
Introduction To American Politics
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Instructor Evaluated: Tyler Reny-TA

Evaluation Delivery: Online
Evaluation Form: F
Responses: 22/25 (88% very high)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.8	4.6
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.7
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The quiz section as a whole was:	22	59%	36%	5%				4.7	4.4
The content of the quiz section was:	22	68%	32%					4.8	4.6
The quiz section instructor's (QSI's) contribution to the course was:	22	73%	27%					4.8	4.7
The QSI's effectiveness in teaching the subject matter was:	22	73%	27%					4.8	4.6

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	22	14%	36%	27%	18%	5%			5.5
The intellectual challenge presented was:	22	14%	23%	41%	18%	5%			5.2
The amount of effort you put into this course was:	22	14%	27%	32%	27%				5.2
The amount of effort to succeed in this course was:	22	14%	18%	36%	32%				5.0
Your involvement in course (doing assignments, attending classes, etc.) was:	22	18%	27%	32%	23%				5.4

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 6.1 (N=21)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
10%	10%	24%	24%	24%	5%	5%					

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 5.7 (N=21)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
10%	10%	29%	29%	19%	5%						

What grade do you expect in this course?

Class median: 3.5 (N=21)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
	52%	29%	10%	5%	5%									

In regard to your academic program, is this course best described as:

(N=21)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
57%	5%	19%		5%	14%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	22	77%	23%					4.9	2
QSI's use of examples and illustrations was:	22	73%	27%					4.8	10
Quality of questions or problems raised by QSI was:	22	59%	36%	5%				4.7	15
QSI's enthusiasm was:	22	82%	18%					4.9	16
Student confidence in QSI's knowledge was:	22	77%	18%	5%				4.9	17
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Interest level of quiz sections was:	22	64%	32%	5%				4.7	1
QSI's openness to student views was:	22	77%	23%					4.9	13
QSI's ability to deal with student difficulties was:	22	77%	23%					4.9	3
Availability of extra help when needed was:	22	64%	36%					4.7	14
Use of quiz section time was:	22	73%	27%					4.8	4
QSI's interest in whether students learned was:	22	73%	23%	5%				4.8	11
Amount you learned in the quiz sections was:	22	73%	27%					4.8	5
Relevance and usefulness of quiz section content were:	22	68%	32%					4.8	12
Coordination between lectures and quiz sections was:	22	73%	27%					4.8	6
Reasonableness of assigned work for quiz section was:	22	73%	27%					4.8	8
Clarity of student responsibilities and requirements was:	22	68%	32%					4.8	9

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STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. I absolutely loved this class in terms of its content. It challenged many of the ideas that we accept as 'concrete' in our society, and offered up different interpretations of iconic events. I believe the information taught in this class is essential as a base for those who want to be politically active.
2. Yes. this class helped better my understanding of the content in the lecture.
3. Yes, because it's the first political science course I've taken
4. Yes, it did, especially when our TA would discuss different problems or arguments surrounding certain theories.
5. The class was intellectually stimulating, the TA was very good with coming up with great question. Overall in the class, the TA provided us with great stimulating questions which really stretched my thinking.
6. Yes. discussed issues and examined all parts
7. Yes definitely!
8. Yeah it showed me more about American politics than I thought I knew.
9. Not really. I had a similar class in high school and already knew much of the information.
10. This class has forced me to realize that the gains made in civil liberties in the US should not be taken for granted, and that we must continue to fight for an equal and just society.
11. Yes, because we were presented with current issues with no clear solution.
12. This class was very stimulating, it definitely challenged a lot of the ideas that I already held, and pushed my thinking.
13. yes
14. Yes- really enjoyed class discussions
15. It's was fun talking about news and having deeper discussion about things that we talked about in class
16. Tyler is very good at raising interesting questions and is genuinely interested in getting feedback from the students. He's easy to talk to, friendly, knowledgeable, and open. The course content requires students to evaluate their political and moral standings, and Tyler helps navigate this process.

What aspects of this class contributed most to your learning?

1. The professor was extremely passionate and used unconventional styles of learning (like videos) that made me more interested in what was being taught. The TA was exceptionally good at teaching information that aided the material being taught in the lectures (great continuity), and was very good at explaining concepts that were unclear. I also thought that the TA was notably open to the opinions of the students, which I feel is sometimes lacking in quiz sections.
2. The open discussion helped a lot because Tyler did a great job of answering questions, and finding answers and getting back to students. He always brought in other examples as well to tie all of the material together.
3. the sections, because they summed up the lecture information and answered questions
4. When the TA went over concepts from lecture, it really helped to clarify ideas of the class.
5. The time that Tyler spent explaining some of the confusing or quickly covered material in quiz section.
6. discussion
7. Videos in lecture
8. The discussions were the most useful.
9. The videos we watched were insightful.
10. Great quiz section. Tyler is very informed about US government and history.
11. Lectures and quiz sections.
12. Tyler's examples and explanations were extremely helpful. He made it very easy to understand slippery concepts.
13. -Tyler's lecturing
14. Reviewing lecture concepts was very helpful
16. Discussion about what was covered in lecture in different terms, whether to simplify, add detail, or just explain again for better comprehension.

What aspects of this class detracted from your learning?

2. N/A
3. nothing, really

- 4. Nothing
- 5. Nothing at all.
- 6. NA
- 7. none
- 8. None
- 9. Nothing I can think of.
- 10. I took a section too early in the morning.
- 12. N/A
- 14. Nothing

What suggestions do you have for improving the class?

- 2. N/A
- 3. none
- 4. I think instead of signing in, it would probably just be faster and more accurate to just to do a roll call depending on the size of the class.
- 5. Give Tyler a little more time, because he is such a good TA he should get all the time that he wants to explain himself.
- 6. NA
- 7. none
- 8. More small group work during the beginning of class and then large group discussions after that.
- 9. Nothing I can think of.
- 10. None.
- 12. N/A
- 16. Thank you Tyler!

POL S 202 AC
Introduction To American Politics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 18/25 (72% very high)

Taught by: Tyler Reny
Instructor Evaluated: Tyler Reny-TA

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.6	4.5
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.9
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The quiz section as a whole was:	18	50%	39%	11%				4.5	4.4
The content of the quiz section was:	18	44%	44%	11%				4.4	4.3
The quiz section instructor's (QSI's) contribution to the course was:	18	72%	17%	11%				4.8	4.7
The QSI's effectiveness in teaching the subject matter was:	18	67%	22%	11%				4.8	4.6

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	17	12%	29%	41%	6%	12%			5.3
The intellectual challenge presented was:	18	17%	33%	28%	22%				5.5
The amount of effort you put into this course was:	18	17%	33%	17%	22%	11%			5.5
The amount of effort to succeed in this course was:	17	18%	35%	29%	12%	6%			5.6
Your involvement in course (doing assignments, attending classes, etc.) was:	18	17%	33%	28%	22%				5.5

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 6.8 (N=18)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
6%	11%	22%	17%	33%	6%			6%			

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 5.5 (N=18)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
6%	17%	28%	22%	17%	6%			6%			

What grade do you expect in this course?

Class median: 3.4 (N=17)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
	35%	47%	18%											

In regard to your academic program, is this course best described as:

(N=17)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
47%	6%	24%	6%	18%	

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	18	50%	39%	11%				4.5	10
QSI's use of examples and illustrations was:	18	50%	39%	6%	6%			4.5	16
Quality of questions or problems raised by QSI was:	18	50%	39%	11%				4.5	11
QSI's enthusiasm was:	18	61%	22%	17%				4.7	15
Student confidence in QSI's knowledge was:	18	61%	22%	17%				4.7	17
Encouragement given students to express themselves was:	18	50%	44%		6%			4.5	18
Answers to student questions were:	18	61%	28%	6%	6%			4.7	5
Interest level of quiz sections was:	18	50%	39%	6%	6%			4.5	4
QSI's openness to student views was:	16	56%	31%	12%				4.6	14
QSI's ability to deal with student difficulties was:	18	50%	33%	17%				4.5	12
Availability of extra help when needed was:	18	56%	22%	17%	6%			4.6	8
Use of quiz section time was:	17	53%	24%	18%	6%			4.6	7
QSI's interest in whether students learned was:	18	56%	22%	22%				4.6	9
Amount you learned in the quiz sections was:	17	47%	29%	24%				4.4	13
Relevance and usefulness of quiz section content were:	18	61%	22%	17%				4.7	6
Coordination between lectures and quiz sections was:	18	67%	6%	28%				4.8	3
Reasonableness of assigned work for quiz section was:	18	72%	17%	11%				4.8	1
Clarity of student responsibilities and requirements was:	18	72%	6%	22%				4.8	2

POL S 202 AC
Introduction To American Politics
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: F
Responses: 18/25 (72% very high)

Taught by: Tyler Reny
Instructor Evaluated: Tyler Reny-TA

STANDARD OPEN-ENDED QUESTIONS**Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?**

1. Yes
2. The quiz section definitely contributed greatly to the material presented in this class. I learned more in section than lecture.
3. Both yes and no, what we talked about in class was interesting and produced great discussion but there was sometimes too much to cover and I felt like all topics necessary for exams and assignments didn't get the same attention.
4. This class was certainly intellectually stimulating. Quiz section allowed for the time to ask questions in an effort to reflect on lecture and draw relevant conclusions.
5. yes. I learned a lot about concepts I've never have known about
6. The class was intellectually stimulating and stretched my thinking. It was because it allowed open discussion about the government. Open discussion lead to learning about different students perspectives on things like Guantanamo Bay, and how voting should happen in the US which was intellectually stimulating.
7. yes it did it was very informative
8. Somewhat, not as much analysis as I'd like.
9. It did. I learned more about government than I had in any other course- about interest groups and lobbyist, about how the house and senate works past simple numbers required to pass votes- about the complexity of committee chairs and the house majority and minority leader.
10. Tyler thanks for being the dude. You really helped me to understand the course material and provided an excellent atmosphere to be apart of.
11. Really great material. Tyler made it really relevant and interesting.
12. GREAT
13. Yes. This was my first class on the American government.
14. Reiterated and enhanced ,my knowledge and thoughts on American government.
15. Yes, it introduced me to the world of politics, power dynamics, and the power to change from a different aspect then which I was used to.

What aspects of this class contributed most to your learning?

2. The TA's ability to expand on topics and bring in relevant outside knowledge.
3. Quiz section discussions
4. The time spent to make connections between lessons in lecture and real life situations made the experience more wholesome.
5. the explanations about the lecture
6. Open discussion. Learning about the news every day and having confusing things explained.
7. Discussion
8. It was all good.
9. The lectures.
10. Class discussions were great and filling in the gaps between the lectures and the book readings
11. Tyler's ability to summarize the lecture material and focus in on what really mattered.
12. AWESOME
13. When Tyler would ask the class a question that we had to write about or discuss.
14. Great enthusiasm and interest level of the ta. Really made it apparent that he cared about the class understanding and success in the class. Always allowed s d encouraged student input. ,add sure he was serving our needs as best as he could. Probably the best ta I've had at UW.
15. Discussion b/w TA and students in regard to current events and such

What aspects of this class detracted from your learning?

2. N/A
3. Too much to go over at times
4. NA
6. Nothing. Great class.
7. Nothing

8. Not much.
9. The book used for the course was pretty horrible.
10. None,
11. lack of class discussion
12. I LOVE HIS TEACHING STYLE
13. None.
14. Na
15. Way too much information presented, not enough time for critical thinking

What suggestions do you have for improving the class?

2. N/A
3. narrow down topics, professor has too much and is too ambitious by wanting to cover too much stuff
4. NA
6. None. Great class.
7. None it was the best class I've taken in college thus far
8. Engage more through activities
9. Get a better course book.
10. Have a eggo waffle and milk day on the last day of quiz section
11. More group work
13. Ask more discussion questions.
14. None
15. Quiz section was great, no improvements.

POL S 202 AA
Introduction To American Politics
Course type: Face-to-Face

Taught by: Tyler Reny
Instructor Evaluated: Tyler Reny-TA

Evaluation Delivery: Online
Evaluation Form: F
Responses: 10/20 (50% high)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.6	4.5
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.6
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The quiz section as a whole was:	10	50%	30%	20%				4.5	4.4
The content of the quiz section was:	10	50%	40%	10%				4.5	4.4
The quiz section instructor's (QSI's) contribution to the course was:	10	60%	30%	10%				4.7	4.6
The QSI's effectiveness in teaching the subject matter was:	10	70%	30%					4.8	4.7

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	9		33%	33%	33%				5.0
The intellectual challenge presented was:	9	22%	11%	33%	33%				5.0
The amount of effort you put into this course was:	9		22%	22%	56%				4.4
The amount of effort to succeed in this course was:	9	11%	22%	56%	11%				5.2
Your involvement in course (doing assignments, attending classes, etc.) was:	9		33%	33%	33%				5.0

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 7.0 (N=9)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
11%	11%	11%	22%	11%	11%	11%					11%

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 5.2 (N=9)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
11%	11%	33%	22%			11%		11%			

What grade do you expect in this course?

Class median: 3.3 (N=8)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
12%	25%	25%	25%	12%										

In regard to your academic program, is this course best described as:

(N=9)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
	11%	78%			11%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	9	56%	44%					4.6	11
QSI's use of examples and illustrations was:	9	56%	44%					4.6	14
Quality of questions or problems raised by QSI was:	9	44%	44%	11%				4.4	17
QSI's enthusiasm was:	9	56%	44%					4.6	18
Student confidence in QSI's knowledge was:	9	67%	22%	11%				4.8	15
Encouragement given students to express themselves was:	9	56%	44%					4.6	16
Answers to student questions were:	9	67%	33%					4.8	6
Interest level of quiz sections was:	9	67%	22%	11%				4.8	1
QSI's openness to student views was:	9	67%	33%					4.8	12
QSI's ability to deal with student difficulties was:	9	67%	33%					4.8	4
Availability of extra help when needed was:	9	67%	33%					4.8	7
Use of quiz section time was:	9	56%	33%	11%				4.6	10
QSI's interest in whether students learned was:	9	67%	22%	11%				4.8	8
Amount you learned in the quiz sections was:	9	67%	33%					4.8	2
Relevance and usefulness of quiz section content were:	9	56%	44%					4.6	13
Coordination between lectures and quiz sections was:	9	56%	44%					4.6	9
Reasonableness of assigned work for quiz section was:	9	67%	33%					4.8	3
Clarity of student responsibilities and requirements was:	9	67%	33%					4.8	5

POL S 202 AA
Introduction To American Politics
Course type: Face-to-Face
Taught by: Tyler Reny
Instructor Evaluated: Tyler Reny-TA

Evaluation Delivery: Online
Evaluation Form: F
Responses: 10/20 (50% high)

STANDARD OPEN-ENDED QUESTIONS**Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?**

1. Yes. Got me thinking for both sides of the debate on government.
2. Yes, throughout my educational journey, little to none was about politics and about the government, or at least little that I could even remember. This helped me understand more about politics and things that are going on in our economy that should be thought about rather than "not caring." Also since I had little to none education about politics, I never thought that it was really relevant to know, but since this class I have realized that I was completely wrong.
3. Yes, brought up many ideas that I had never thought of in the past
4. yes, helped me to understand concepts related to my life and important to me
5. Yes, it was nice to get a different view of things.
6. Yes, good to learn how US gov works
7. Yes, I thoroughly enjoyed the discussions in section.

What aspects of this class contributed most to your learning?

1. Quiz sections were amazing.
2. Discussing about the readings and giving examples helps me understand.
3. Just coming to section and engaging in class discussion
4. talking out all the concepts
5. The white board, and talking about our answers for the readings.
6. Lecture review
7. Going over readings was very beneficial.

What aspects of this class detracted from your learning?

1. nothine
2. Early in the morning, difficult remembering terms. I honestly still have trouble with liberal/republicans/conservatives/democrats.
3. Nothing
5. none really.
6. Mark Smith
7. Nothing really detracted from my learning.

What suggestions do you have for improving the class?

1. Nothing. Tyler youre an awesome TA! I really enjoyed this class. Thank you!!
2. Honestly think you're doing a great job. You have very clear explanations and you use examples that were mentioned in class/your life experience/in the political world that helps me get a better understanding. The videos also something I enjoyed watching in class.
3. Nothing
5. Try to give time for students to answer reading questions.
6. Study guides for tests. No second midterm.

POL S 202 AC
Introduction To American Politics
Course type: Face-to-Face

Taught by: Tyler Reny
Instructor Evaluated: Tyler Reny-TA

Evaluation Delivery: Online
Evaluation Form: F
Responses: 11/22 (50% high)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Combined Median	Adjusted Combined Median
4.2	4.1
(0=lowest; 5=highest)	

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.0
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Adjusted Median
The quiz section as a whole was:	11	27%	55%	18%				4.1	3.9
The content of the quiz section was:	11	27%	64%	9%				4.1	4.0
The quiz section instructor's (QSI's) contribution to the course was:	11	27%	64%	9%				4.1	4.0
The QSI's effectiveness in teaching the subject matter was:	11	45%	55%					4.4	4.3

STUDENT ENGAGEMENT

	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Relative to other college courses you have taken:									
Do you expect your grade in this course to be:	11	27%	9%	45%	18%				5.2
The intellectual challenge presented was:	11	9%		36%	36%	18%			4.4
The amount of effort you put into this course was:	11		18%	27%	27%	27%			4.3
The amount of effort to succeed in this course was:	11		18%	27%	27%	18%		9%	4.3
Your involvement in course (doing assignments, attending classes, etc.) was:	11		18%	18%	45%	18%			4.2

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 6.8 (N=11)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
9%	9%	9%	36%	18%	9%		9%				

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 5.8 (N=11)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
9%	18%	18%	27%	9%	9%		9%				

What grade do you expect in this course?

Class median: 3.4 (N=11)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	F (0.0)	Pass	Credit	No Credit
27%	18%	36%	9%	9%										

In regard to your academic program, is this course best described as:

(N=11)

In your major	A core/distribution requirement	An elective	In your minor	A program requirement	Other
36%		36%		9%	18%

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median	Relative Rank
Explanations by the QSI were:	11	45%	45%	9%				4.4	5
QSI's use of examples and illustrations was:	11	36%	55%	9%				4.2	10
Quality of questions or problems raised by QSI was:	11	27%	36%	27%	9%			3.9	15
QSI's enthusiasm was:	11	45%	55%					4.4	11
Student confidence in QSI's knowledge was:	11	64%	36%					4.7	3
Encouragement given students to express themselves was:	11	45%	45%	9%				4.4	8
Answers to student questions were:	11	27%	73%					4.2	12
Interest level of quiz sections was:	11	27%	55%	18%				4.1	6
QSI's openness to student views was:	11	45%	36%	18%				4.4	9
QSI's ability to deal with student difficulties was:	11	27%	55%	18%				4.1	13
Availability of extra help when needed was:	11	55%	27%	18%				4.6	1
Use of quiz section time was:	11	36%	18%	45%				3.8	16
QSI's interest in whether students learned was:	11	27%	36%	36%				3.9	17
Amount you learned in the quiz sections was:	11	27%	36%	36%				3.9	14
Relevance and usefulness of quiz section content were:	11	27%	27%	45%				3.7	18
Coordination between lectures and quiz sections was:	11	45%	18%	36%				4.2	7
Reasonableness of assigned work for quiz section was:	11	45%	45%	9%				4.4	4
Clarity of student responsibilities and requirements was:	10	50%	30%	20%				4.5	2

POL S 202 AC
Introduction To American Politics
Course type: Face-to-Face
Taught by: Tyler Reny
Instructor Evaluated: Tyler Reny-TA

Evaluation Delivery: Online
Evaluation Form: F
Responses: 11/22 (50% high)

STANDARD OPEN-ENDED QUESTIONS**Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?**

1. Meh not really... but that's because it was an intro class.
2. I really enjoyed quiz section. I enjoyed Tyler's enthusiasm and sense of humor that made going to section at 9:30 in the morning bearable! He also is very knowledgeable and was able to explain things with ease when something didn't make sense!
4. Yes, because he explained the content in a different way compared to Smith, and I liked having it explained more than once. It made me think about it in another way.
5. Yes. It was interesting. Looking at several different aspects of American Politics was interesting.
6. Yes! Quiz section was always really interesting. I loved going over current events at the beginning of class, it helped me feel up to date on politics.
7. The quiz section was alright. I came in with a good amount of knowledge about politics but I definitely learned a lot of new information from the readings. I wish we had spent more time during quiz section going over the readings, clarifying the study questions he gave us.
8. Yes introduced me to new ideas and outlets

What aspects of this class contributed most to your learning?

1. Quiz Section
2. I really liked that we went over lecture material and pointed out the really important things that we should focus on. The same goes for the readings.
3. Talking about current events
4. Reading and lecture reviews
6. Going over the readings really helped for clarifying points. I also loved watching the John Oliver clips!
7. The TA was super engaged and seemed like a chill dude. He went over the big picture of the articles which was good, and he gave you a ton of chances to ask questions. He seemed to know his shit and brought a lot of related knowledge into the topics.
8. John Oliver

What aspects of this class detracted from your learning?

1. How boring lectures were
2. I feel like we should have been given a little more guidance for the essay portion. Like we should have had a peer review for a rough draft or something because I know that I could've done better on the essay had I maybe had someone to point out what I was missing before I finished it.
4. Nothing really
6. Nothing!
7. The QZ section wasn't super structured. Sometimes it felt like we didn't really touch on the readings and sometimes it felt like we did. Typically it went like this though: walk in and talk about current events, talk about readings, and then watch a video or discuss lecture. Or sometimes it was jumbled about.
8. The readings

What suggestions do you have for improving the class?

2. More time for the essay Either less readings or more questions for the readings - it made me not want to read them if there was only one question
4. Maybe keep the format from the first midterm where we had to answer questions in a group, I feel like I really benefitted from that.
6. Nothing! Thank you so much!
7. I think it's good the way it is. I like structure, but some people might not. The fact that there were chances to talk to the TA and ask questions in quiz section meant that anybody could make good use of it.
8. More participation

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

Frequency distributions. The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

Median ratings. IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.¹ In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4)*.

Comparative ratings. IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

Adjusted ratings. Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

Challenge and Engagement Index (CEI). Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

Optional Items. Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

¹ For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.



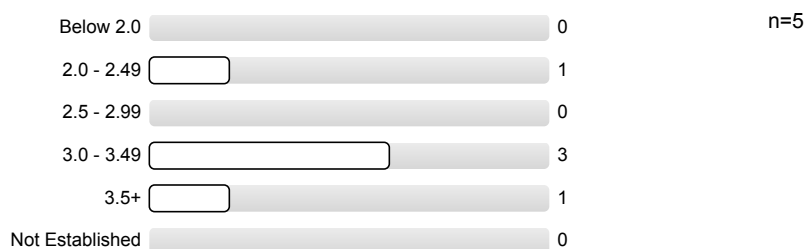
T.T. RENY
Evaluation of Instruction Program Report
 181: POL SCI 6 LEC 2: INTRO-DATA ANALYSIS
 No. of responses = 6
 Enrollment = 21
 Response Rate = 28.57%

1. Background Information:

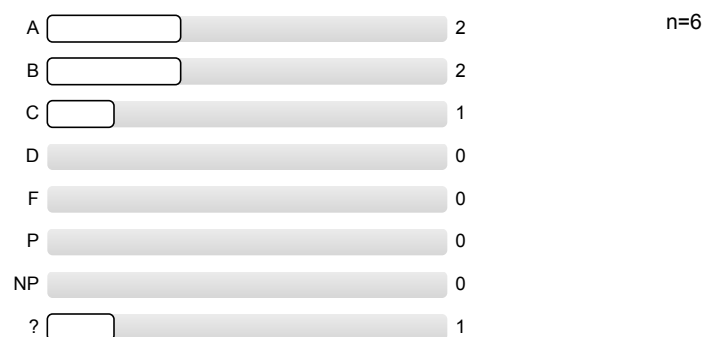
1.1) Year in School:



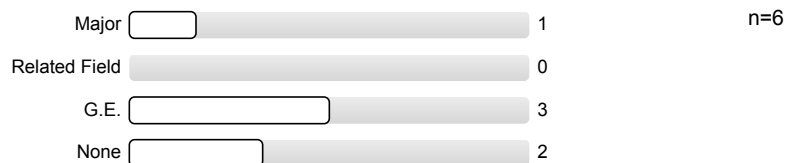
1.2) UCLA GPA:



1.3) Expected Grade:



1.4) What requirements does this course fulfill?



2. To What Extent Do You Feel That:

2.1)	Instructor Concern – The instructor was concerned about student learning.		n=6 av.=8.67 md=9 dev.=0.82
2.2)	Organization – Class presentations were well prepared and organized.		n=6 av.=8.5 md=8.5 dev.=0.55
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.		n=6 av.=8.67 md=9 dev.=0.82
2.4)	Communication Skills – The instructor had good communication skills.		n=6 av.=8.67 md=9 dev.=0.82
2.5)	Value – You have learned something you consider valuable.		n=6 av.=8.67 md=9 dev.=0.52
2.6)	Overall – Your overall rating of the instructor.		n=6 av.=8.67 md=9 dev.=0.82
2.7)	Overall – Your overall rating of the course.		n=6 av.=8.5 md=9 dev.=0.84

3. Your View of Course Characteristics:

3.1)	Subject interest before course		n=6 av.=1.83 md=2 dev.=0.75
3.2)	Subject interest after course		n=6 av.=2.67 md=3 dev.=0.52
3.3)	Mastery of course material		n=6 av.=2.5 md=2.5 dev.=0.55
3.4)	Difficulty (relative to other courses)		n=6 av.=2.17 md=2 dev.=0.41

3.5)	Workload/pace was		n=6 av.=2 md=2 dev.=0
3.6)	Texts, required readings		n=6 av.=2.17 md=2 dev.=0.41
3.7)	Homework assignments		n=6 av.=2.5 md=2.5 dev.=0.55
3.8)	Graded materials, examinations		n=6 av.=2.33 md=2 dev.=0.52
3.9)	Lecture presentations		n=6 av.=2.5 md=3 dev.=0.84
3.10)	Class discussions		n=6 av.=2 md=2 dev.=0.63

4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.
- Professor Tyler is a great professor. He is very knowledgeable and passionate about the material. He is someone who is very easy to ask for help and takes the student's understanding very seriously. I would definitely take another course with him.
 - The instructor is very nice and helpful! With his help, I managed to learn a lot!
 - The instructor was extremely helpful and taught at a good pace. Professor was accommodating to students and did their best to ensure students understood the material. The course was not too difficult because the lectures were not too hard to understand and the material was well prepared.
 - Tyler is very knowledgeable in this material and definitely knows how to fix issues that most students run into. I appreciate that he is able to address questions and answer them properly; however, I feel that I have been rushed by the process of this learning. There have been several times where we have ended class early due to his personal matters or due to the nature of his lectures being done early. I feel that the remaining time we had in class could have been spent as a short discussion forum or one-on-one work with students in the format of discussion sections rather than dismissing class early. Although he has made good effort to provide us the material and knowledge we need, I wish he was more considerate of the amount of money each student is paying to attend this summer course..
 - Tyler really put in effort to help the students and was readily available to offer helpful information in office hours and over email. Tyler made seemingly difficult material easy to understand, and his grading was fair as long as one put in effort.

Profile

Subunit: POL SCI
 Name of the instructor: T.T. RENY
 Name of the course: 181: POL SCI 6 LEC 2: INTRO-DATA ANALYSIS
 (Name of the survey)

Values used in the profile line: Mean

2. To What Extent Do You Feel That:

2.1) Instructor Concern – The instructor was concerned about student learning.	Very Low or Never									Very High or Always	n=6	av.=8.67
2.2) Organization – Class presentations were well prepared and organized.	Very Low or Never									Very High or Always	n=6	av.=8.50
2.3) Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never									Very High or Always	n=6	av.=8.67
2.4) Communication Skills – The instructor had good communication skills.	Very Low or Never									Very High or Always	n=6	av.=8.67
2.5) Value – You have learned something you consider valuable.	Very Low or Never									Very High or Always	n=6	av.=8.67
2.6) Overall – Your overall rating of the instructor.	Very Low or Never									Very High or Always	n=6	av.=8.67
2.7) Overall – Your overall rating of the course.	Very Low or Never									Very High or Always	n=6	av.=8.50

3. Your View of Course Characteristics:

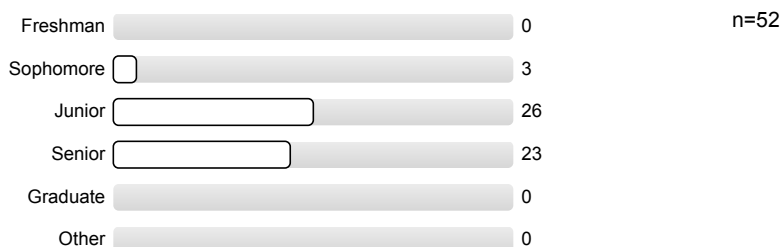
3.1) Subject interest before course	Low									High	n=6	av.=1.83
3.2) Subject interest after course	Low									High	n=6	av.=2.67
3.3) Mastery of course material	Low									High	n=6	av.=2.50
3.4) Difficulty (relative to other courses)	Low									High	n=6	av.=2.17
3.5) Workload/pace was	Too Slow									Too Much	n=6	av.=2.00
3.6) Texts, required readings	Poor									Excellent	n=6	av.=2.17
3.7) Homework assignments	Poor									Excellent	n=6	av.=2.50
3.8) Graded materials, examinations	Poor									Excellent	n=6	av.=2.33
3.9) Lecture presentations	Poor									Excellent	n=6	av.=2.50
3.10) Class discussions	Poor									Excellent	n=6	av.=2.00



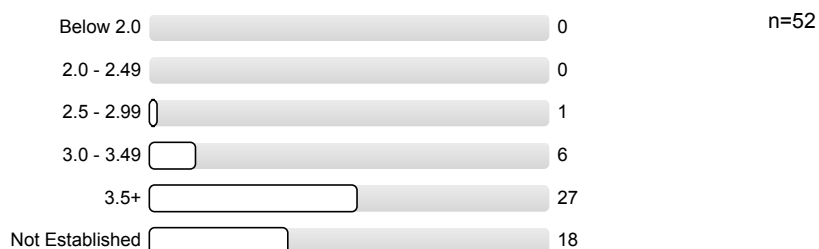
T.T. RENY
Evaluation of Instruction Program Report
 18F: COMM 160 DIS 1A: POLITICAL COMUNCTN
 No. of responses = 53
 Enrollment = 83
 Response Rate = 63.86%

1. Background Information:

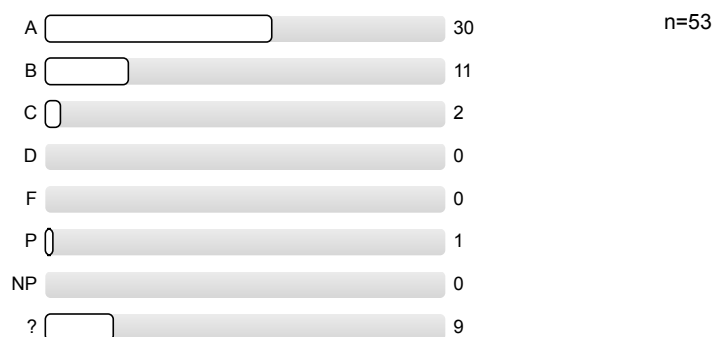
1.1) Year in School:



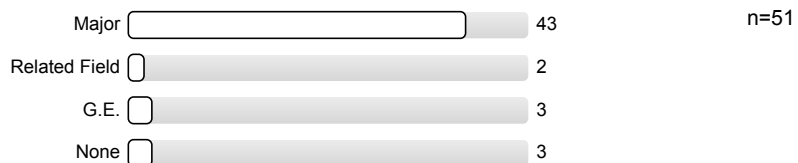
1.2) UCLA GPA:



1.3) Expected Grade:



1.4) What requirements does this course fulfill?



2. To What Extent Do You Feel That:

2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.		n=51 av.=7.9 md=9 dev.=1.43 ab.=1
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.		n=51 av.=7.59 md=8 dev.=1.54 ab.=2
2.3)	Organization – Section presentations were well prepared and organized.		n=29 av.=7.62 md=8 dev.=1.7 ab.=24
2.4)	Scope – The teaching assistant expanded on course ideas.		n=38 av.=7.18 md=7.5 dev.=2 ab.=15
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.		n=53 av.=7.87 md=9 dev.=1.64
2.6)	Communication Skills – The teaching assistant had good communication skills.		n=53 av.=7.91 md=9 dev.=1.58
2.7)	Value – The overall value of the sections justified your time and effort.		n=35 av.=7.71 md=9 dev.=1.71 ab.=18
2.8)	Overall – What is your overall rating of the teaching assistant?		n=53 av.=7.7 md=8 dev.=1.59

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)		n=44 av.=2.3 md=2 dev.=0.55 ab.=9
3.2)	Workload/pace was		n=44 av.=2.48 md=2 dev.=0.51 ab.=9
3.3)	Integration of section with course was		n=34 av.=2.29 md=2 dev.=0.63 ab.=19

3.4)	Texts, required readings		n=39 av.=2.03 md=2 dev.=0.54 ab.=14
3.5)	Homework assignments		n=37 av.=2.14 md=2 dev.=0.48 ab.=16
3.6)	Graded materials, examinations		n=42 av.=2.19 md=2 dev.=0.55 ab.=11
3.7)	Lecture presentations		n=34 av.=2.32 md=2 dev.=0.53 ab.=19
3.8)	Class discussions		n=33 av.=2.3 md=2 dev.=0.59 ab.=20

4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.
- Awesome Ta.
 - Course was well taught but needed less outside reading. Teaching assistant understood the material and was available to help students, but feedback given for examinations were at times unreasonable.
 - Didn't have much interaction with Tyler but he was extremely knowledgeable. Grading was harsh on the exams.
 - Good!
 - Great teaching assistant! Always welcoming for help and advice.
 - I wish he had said what he wants from the 2 page essay. First of all, the questions were super vague and secondly, 2 pages felt like too little or too much when it came to answering these vague questions. Also, I think the TA expected a 5 paragraph essay but writing 5 solid paragraphs in the span of 2 pages is an unachievable feat. I can write a 5 paragraph essay in 4 pages easily and really well. But 2 pages is good enough for 3 paragraphs I think - intro, body, conclusion. The TA really needs to change his expectations depending on the stringent essay length for this class.
 - No section but just grader. Still gave feedback on essays and provided office hours for questions.
 - Reny was welcoming to students who asked for help, however he was a bit aloof during the course so you definitely had to reach out yourself to establish any kind of genuine contact.
 - TA has a very stern way of grading, and felt as I did better on certain assignments.
 - The teaching assistant was always approachable and eager to help students.
 - There was no real "discussion" for this course. Tyler would come to lecture all three days of the week and also offered office hours the week prior to the exam. From my few conversations with him he genuinely seems interested in helping students succeed but unfortunately due to the style of the class not many students get a chance to interact with him on a one-to-one setting, or really any setting for that matter.

- This class didn't really have a discussion section but Tyler was always reaching to help if we needed it. It is clear he is very knowledgeable and passionate about course material and students felt welcome in contacting him about any questions or concerns.
- Tyler did a great job making sure the students had the tools to succeed. He answered the emails I gave to him and gave me a clear understandings of what i need to do for assignments.
- Tyler didn't actually run our discussion section, it was just an extra hour of Groeling lecturing. Tyler didn't really hold weekly office hours for our class. I felt like he was always grading our work based on information that was common knowledge to him but not common knowledge to us because it wasn't emphasized in lecture.
- Tyler helped a lot throughout this course. Without him, I would've struggled more in this class.
- Tyler is very responsive and approachable. He works hard to communicate between Pf. Groeling and students.
- Tyler was a great TA! Super organized, and communicated well with students. Also excellent fashion.
- Tyler was a great help throughout the quarter. I felt completely comfortable asking for help, and he seemed very comfortable giving me instruction whenever I needed it. He was very knowledgeable on all topics covered in class and I felt I could trust him as a source and value what he said. Very much enjoyed having Tyler as a TA.
- Tyler was a great resource for the class and he had great feedback for the project, in addition to having a great email response time
- Tyler was a really helpful TA. His advice was always valuable, and I benefited a lot from going to office hours.
- Tyler was extremely approachable, responsive, and always willing to help. He went out of his way to clarify any questions, and help students. He was also very knowledgeable about the course material, and made his expectations about tests and essays very clear.
- Tyler was good about reaching out to students to see if they needed help and making himself available in office hours. He always seemed willing to be available and a good resource to helping clarify things that were said in lecture.
- Tyler was great! He was always quick to answer questions and share his insight on a topic.
- Tyler was great...once you went to his office hours or talked to him outside of class. Otherwise, you could have 0 interaction with him. During office hours, he was super helpful. But, at first glance, he can seem intimidating or aloof. Overall, not the most accessible but a great TA.
- Tyler was super nice and helpful. Overall, I have no complaints. Loved him as a TA!
- Tyler was very approachable and easy to talk to especially when I have inquiries regarding lessons in class I'm not sure with.
- Tyler was very approachable and was willing to help students when they needed it. He'd give great feedback and respond right away. However, I think the grading was too hard, it seemed as if you needed to have the exact words him and the professor were looking for which makes it a bit frustrating when you actually understood the concept but were docked points for not putting the exact words.
- Tyler was very clear about his grading structure, and would always give very clear instructions on how to go about the essays! Fair grader, and very approachable!
- Tyler was very helpful and his political science background was helpful for the course.
- Tyler's a good guy. He's just kind of nit-picky when he grades our work though. I wish he'd relax a little.

- Unfortunately, Tyler did not have a super prominent role in this class due to the way the Professor structures his lectures- the Professor just used Tyler's section time to continue his own presentations. However, from the interactions I did have with Tyler, he was always poised, knowledgeable, and willing to help if I actively sought it out.
- Very helpful, kind, and always open to help. But for the take home essays I would appreciate, beyond criticisms, also knowing what I did well on in the essays so that I can incorporate those techniques in the following essays.

Profile

Subunit: COMM
 Name of the instructor: T.T. RENY
 Name of the course: 18F: COMM 160 DIS 1A: POLITICAL COMUNCTN
 (Name of the survey)

Values used in the profile line: Mean

2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never									Very High or Always	n=51	av.=7.90
2.2) Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never									Very High or Always	n=51	av.=7.59
2.3) Organization – Section presentations were well prepared and organized.	Very Low or Never									Very High or Always	n=29	av.=7.62
2.4) Scope – The teaching assistant expanded on course ideas.	Very Low or Never									Very High or Always	n=38	av.=7.18
2.5) Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never									Very High or Always	n=53	av.=7.87
2.6) Communication Skills – The teaching assistant had good communication skills.	Very Low or Never									Very High or Always	n=53	av.=7.91
2.7) Value – The overall value of the sections justified your time and effort.	Very Low or Never									Very High or Always	n=35	av.=7.71
2.8) Overall – What is your overall rating of the teaching assistant?	Very Low or Never									Very High or Always	n=53	av.=7.70

3. Your View of Section Characteristics:

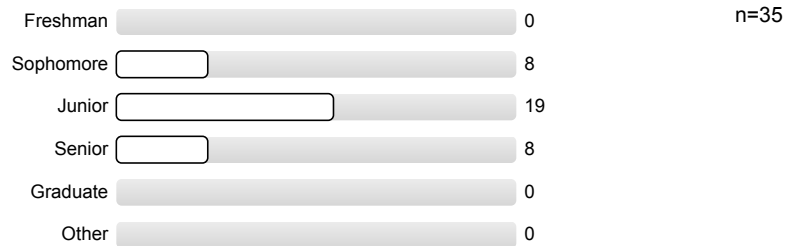
3.1) Difficulty (relative to other courses)	Low									High	n=44	av.=2.30
3.2) Workload/pace was	Too Slow									Too Much	n=44	av.=2.48
3.3) Integration of section with course was	Poor									Excellent	n=34	av.=2.29
3.4) Texts, required readings	Poor									Excellent	n=39	av.=2.03
3.5) Homework assignments	Poor									Excellent	n=37	av.=2.14
3.6) Graded materials, examinations	Poor									Excellent	n=42	av.=2.19
3.7) Lecture presentations	Poor									Excellent	n=34	av.=2.32
3.8) Class discussions	Poor									Excellent	n=33	av.=2.30



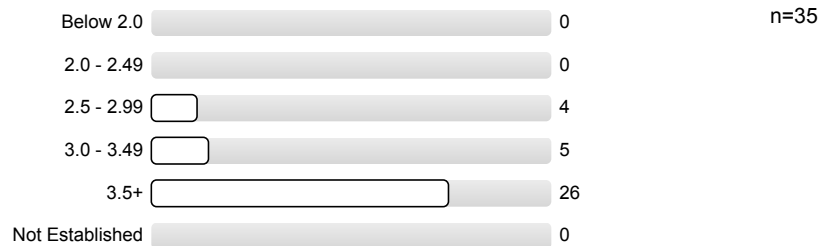
T.T. RENY
Evaluation of Instruction Program Report
 19W: COMM 160 DIS 2A: POLITICAL COMUNCTN
 No. of responses = 35
 Enrollment = 94
 Response Rate = 37.23%

1. Background Information:

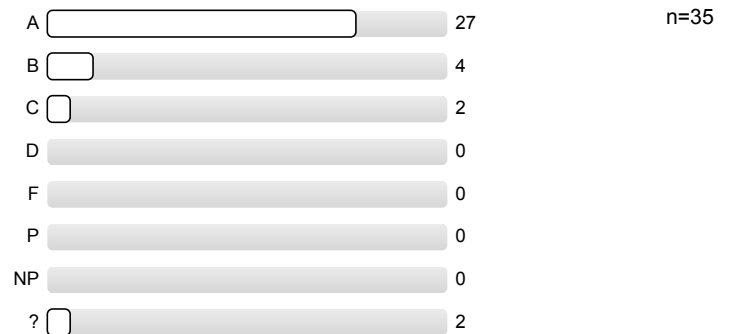
1.1) Year in School:



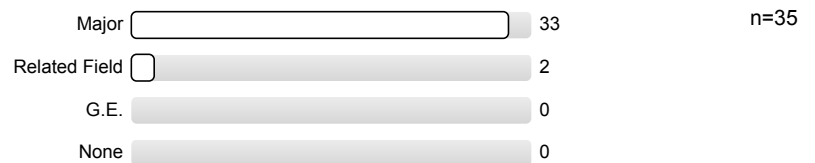
1.2) UCLA GPA:



1.3) Expected Grade:



1.4) What requirements does this course fulfill?



2. To What Extent Do You Feel That:

2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.		n=35 av.=8.57 md=9 dev.=0.85
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.		n=35 av.=8.6 md=9 dev.=0.81
2.3)	Organization – Section presentations were well prepared and organized.		n=34 av.=8.35 md=9 dev.=0.92 ab.=1
2.4)	Scope – The teaching assistant expanded on course ideas.		n=35 av.=8.14 md=9 dev.=1.19
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.		n=35 av.=8.74 md=9 dev.=0.61
2.6)	Communication Skills – The teaching assistant had good communication skills.		n=35 av.=8.6 md=9 dev.=0.74
2.7)	Value – The overall value of the sections justified your time and effort.		n=33 av.=8.18 md=9 dev.=1.29 ab.=2
2.8)	Overall – What is your overall rating of the teaching assistant?		n=35 av.=8.69 md=9 dev.=0.68

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)		n=32 av.=1.97 md=2 dev.=0.4 ab.=3
3.2)	Workload/pace was		n=30 av.=2.1 md=2 dev.=0.31 ab.=4
3.3)	Integration of section with course was		n=32 av.=2.44 md=2.5 dev.=0.62 ab.=3

3.4)	Texts, required readings		n=27 av.=2.26 md=2 dev.=0.59 ab.=8
3.5)	Homework assignments		n=24 av.=2.33 md=2 dev.=0.64 ab.=10
3.6)	Graded materials, examinations		n=29 av.=2.52 md=3 dev.=0.57 ab.=6
3.7)	Lecture presentations		n=31 av.=2.61 md=3 dev.=0.62 ab.=4
3.8)	Class discussions		n=31 av.=2.52 md=3 dev.=0.63 ab.=4

4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.
- Again, no complaints about Tyler, he was always there to help and make his students feel confident in their abilities.
 - Easy to contact, well prepared, obvious that he is very knowledgeable about politics and uses logic especially when it comes to grading and projects
 - Feedback is almost always immediate, so I appreciated that when I procrastinated my projects and had to ask questions a few days before it's due. However, I guess it would've been nice if there was a bit of discussion about the readings.
 - Great TA very knowledgeable. quick responses to emailed questions.
 - Great TA, very nice, patient, understanding, helpful.
 - He is a wonderful TA! Could possibly expand more on course concepts during the discussions but overall, best TA I have had here.
 - I liked that this was generally a time where we could ask questions and clarify concepts from lecture. Since we tended to finish early, however, I would maybe do section right after lecture instead of before. That was, students won't have an inconvenient gap time between section and lecture.
 - I really enjoyed Tyler. He was super lowkey and really cares about helping his students. Overall super likeable guy.
 - I was very interesting class to learn and I have learned a lot. Thank you.
 - Strong communication skills with the students, and always encouraged more help if needed.
 - Tyler ROCKS. I never say this about a T.A. but he is very helpful and is better than our actual professor.
 - Tyler is a great TA! He is super responsive and answers all questions clearly. He is a supportive TA who truly cares that his students master the material.
 - Tyler is a great TA! Very helpful and responsive to students

- Tyler is one of the best TAs I've had the pleasure to work with. He responds to emails on time, is engaging in discussion, and gives excellent and helpful feedback that encourages further improvement. What else can a student ask for in a TA?
- Tyler is quick to respond and does it absolute best to help you understand the material and assignments. He represented the class and student's interests throughout the semester and demonstrated excellent communication skills. It was wonderful having him!
- Tyler was a fabulous TA. He gave us all the information we would need to succeed in this class. I also appreciate how he was always open to meeting with us or watching clips from our political campaign ads. There isn't anything else he could have done better!
- Tyler was a great TA. He explained the class's material well. He was also very helpful when students asked him for help. He was also a fast grader, which us students greatly appreciate. I think he'll make a great professor in the future!
- Tyler was a really great TA. I really appreciated his willingness to talk and get into detail about any questions we had. He was very patient and very fair.
- Tyler was an awesome TA to have. Super quick replies over email. He was a much needed counter-balance to Professor Kernell's sometimes messy way of handling administrative things. On occasion they did give conflicting answers to the same question, but overall Tyler helped keep class resources organized and I am actually grateful for that. Probably also one of the fastest graders I have encountered at UCLA.
- Tyler was great and I feel like he was a perfect liaison between the students and the Professor, specifically when we had concerns regarding projects or test questions.
- Tyler was one of my favorite TAs so far at UCLA. He truly is there to help and cares about the comprehension of class materials and the success of the students.
- Tyler was very responsive to questions and happy to help explain concepts to people who were confused. There were a couple of times in section where the class would have benefitted from an organized section where he helped summarize the readings or facilitated a class discussion about them and the main ideas of lecture. Other than that, Tyler was very good, he responded quickly to emails and was enthusiastic.
- Very approachable and accessible. He responded quickly to emails and was clear about what was expected of us. He broke down material from lecture very clearly. He added onto lectures as well. Tyler was also a very speedy and fair grader.
- very considerate, tried his best to help.
felt very welcome at office hours, explained unclear topics well.
offered thoughtful critique for campaign ad project.

Profile

Subunit: COMM
 Name of the instructor: T.T. RENY
 Name of the course: 19W: COMM 160 DIS 2A: POLITICAL COMUNCTN
 (Name of the survey)

Values used in the profile line: Mean

2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never																	Very High or Always	n=35	av.=8.57
2.2) Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never																	Very High or Always	n=35	av.=8.60
2.3) Organization – Section presentations were well prepared and organized.	Very Low or Never																	Very High or Always	n=34	av.=8.35
2.4) Scope – The teaching assistant expanded on course ideas.	Very Low or Never																	Very High or Always	n=35	av.=8.14
2.5) Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never																	Very High or Always	n=35	av.=8.74
2.6) Communication Skills – The teaching assistant had good communication skills.	Very Low or Never																	Very High or Always	n=35	av.=8.60
2.7) Value – The overall value of the sections justified your time and effort.	Very Low or Never																	Very High or Always	n=33	av.=8.18
2.8) Overall – What is your overall rating of the teaching assistant?	Very Low or Never																	Very High or Always	n=35	av.=8.69

3. Your View of Section Characteristics:

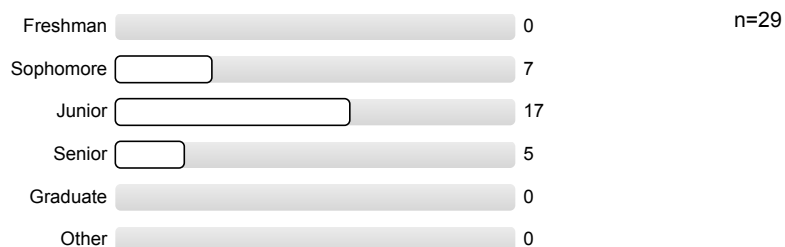
3.1) Difficulty (relative to other courses)	Low																	High	n=32	av.=1.97
3.2) Workload/pace was	Too Slow																	Too Much	n=30	av.=2.10
3.3) Integration of section with course was	Poor																	Excellent	n=32	av.=2.44
3.4) Texts, required readings	Poor																	Excellent	n=27	av.=2.26
3.5) Homework assignments	Poor																	Excellent	n=24	av.=2.33
3.6) Graded materials, examinations	Poor																	Excellent	n=29	av.=2.52
3.7) Lecture presentations	Poor																	Excellent	n=31	av.=2.61
3.8) Class discussions	Poor																	Excellent	n=31	av.=2.52



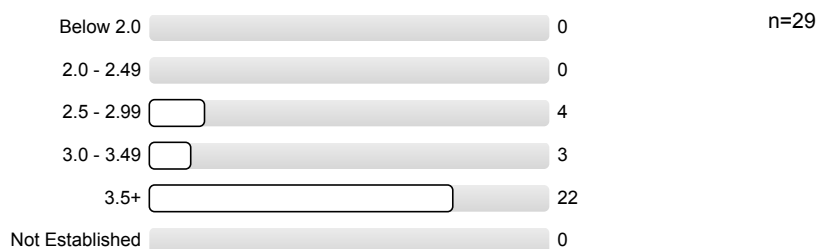
T.T. RENY
Evaluation of Instruction Program Report
 19W: COMM 160 LEC 2: POLITICAL COMUNCTN
 No. of responses = 29
 Enrollment = 94
 Response Rate = 30.85%

1. Background Information:

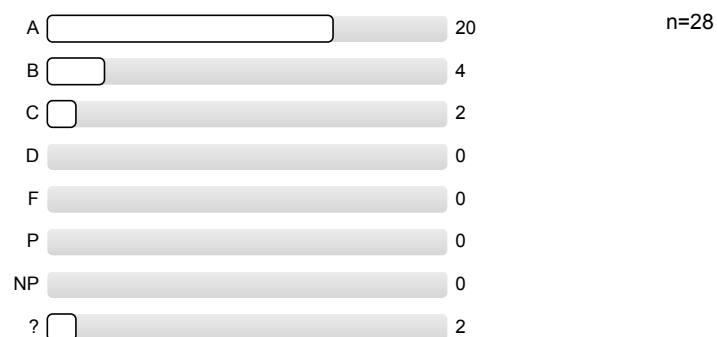
1.1) Year in School:



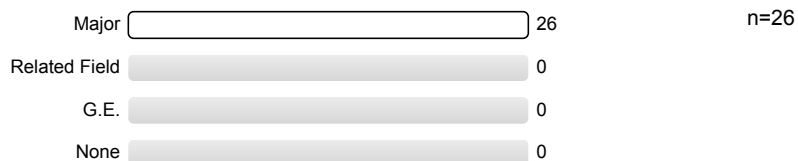
1.2) UCLA GPA:



1.3) Expected Grade:



1.4) What requirements does this course fulfill?



2. To What Extent Do You Feel That:

2.1)	Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.		n=29 av.=8.55 md=9 dev.=0.99
2.2)	Teaching Assistant Concern – The T.A. was concerned about student learning.		n=29 av.=8.38 md=9 dev.=1.61
2.3)	Organization – Section presentations were well prepared and organized.		n=29 av.=8.21 md=9 dev.=1.7
2.4)	Scope – The teaching assistant expanded on course ideas.		n=28 av.=8.14 md=8 dev.=1.04
2.5)	Interaction – Students felt welcome in seeking help in or outside of the class.		n=29 av.=8.52 md=9 dev.=0.95
2.6)	Communication Skills – The teaching assistant had good communication skills.		n=29 av.=8.76 md=9 dev.=0.58
2.7)	Value – The overall value of the sections justified your time and effort.		n=27 av.=7.93 md=9 dev.=2.02 ab.=2
2.8)	Overall – What is your overall rating of the teaching assistant?		n=29 av.=8.62 md=9 dev.=0.68

3. Your View of Section Characteristics:

3.1)	Difficulty (relative to other courses)		n=25 av.=2 md=2 dev.=0.58 ab.=3
3.2)	Workload/pace was		n=24 av.=2.13 md=2 dev.=0.45 ab.=5
3.3)	Integration of section with course was		n=25 av.=2.56 md=3 dev.=0.58 ab.=4

3.4)	Texts, required readings		n=21 av.=2.24 md=2 dev.=0.62 ab.=8
3.5)	Homework assignments		n=19 av.=2.32 md=2 dev.=0.67 ab.=10
3.6)	Graded materials, examinations		n=24 av.=2.38 md=2 dev.=0.58 ab.=4
3.7)	Lecture presentations		n=26 av.=2.54 md=3 dev.=0.65 ab.=3
3.8)	Class discussions		n=24 av.=2.5 md=3 dev.=0.59 ab.=4

4. Comments:

- 4.1) Please identify what you perceive to be the real strengths and weaknesses of this teaching assistant and course.
- Again, wonderful TA! Could have expanded on course concepts more within discussion but otherwise, best TA I have had at this school.
 - Easy to contact, well prepared, obvious that he is very knowledgeable about politics and uses logic especially when it comes to grading and projects
 - Great TA. Speedy responses to emails. Very thorough with his answers.
 - Honestly felt like Tyler was better and more insightful than the professor sometimes
 - I saw that Tyler attended every lecture, which showed that he was devoted to the class. I think he helped the class flow better. He really helped students with every question that we had. I could tell he was knowledgeable about the class's subject, and was able to explain it to us as well.
 - I was very interesting class to learn and I have learned a lot. Thank you.
 - Overall, Tyler was super helpful in his role as TA. He answered any and all questions about the final project, and was reliable and a great resource to have throughout the quarter.
 - Tyler ROCKS. I never say this about a T.A. but he is very helpful and is better than our actual professor.
 - Tyler is a great TA! He is super responsive and answers all questions clearly. He is a supportive TA who truly cares that his students master the material.
 - Tyler is the most interactive and caring TA that I've had! He was constantly looking for ways to help us as academics. His help went beyond just student learning - he wanted to present the material in a way that we can use for our lives! I really appreciate Tyler and all that he's helped with in class.
 - Tyler was a great TA who was easily accessible and answered all my questions
 - Tyler was a great liaison between the professor and the students, specifically when we had concerns about the tests and project.
 - Tyler was a phenomenal TA. He made himself available for me if I had any questions or concerns. I felt as though he understood that the course was structured a little disorderly, but he was a great help and

made me feel confident in the course.

- Tyler was very responsive to my emails. He graded very fairly and objectively. He was also very willing to help and answer questions.
- Very helpful and approachable TA. Unfortunately, I can't judge the discussion section itself since it overlapped with another comm class (the scheduling conflict was on the department's side).
- very nice, very patient, very understanding and calm

Profile

Subunit: COMM
 Name of the instructor: T.T. RENY
 Name of the course: 19W: COMM 160 LEC 2: POLITICAL COMUNCTN
 (Name of the survey)

Values used in the profile line: Mean

2. To What Extent Do You Feel That:

2.1) Teaching Assistant Knowledge – The T.A. was knowledgeable about the material.	Very Low or Never									Very High or Always	n=29	av.=8.55
2.2) Teaching Assistant Concern – The T.A. was concerned about student learning.	Very Low or Never									Very High or Always	n=29	av.=8.38
2.3) Organization – Section presentations were well prepared and organized.	Very Low or Never									Very High or Always	n=29	av.=8.21
2.4) Scope – The teaching assistant expanded on course ideas.	Very Low or Never									Very High or Always	n=28	av.=8.14
2.5) Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never									Very High or Always	n=29	av.=8.52
2.6) Communication Skills – The teaching assistant had good communication skills.	Very Low or Never									Very High or Always	n=29	av.=8.76
2.7) Value – The overall value of the sections justified your time and effort.	Very Low or Never									Very High or Always	n=27	av.=7.93
2.8) Overall – What is your overall rating of the teaching assistant?	Very Low or Never									Very High or Always	n=29	av.=8.62

3. Your View of Section Characteristics:

3.1) Difficulty (relative to other courses)	Low									High	n=25	av.=2.00
3.2) Workload/pace was	Too Slow									Too Much	n=24	av.=2.13
3.3) Integration of section with course was	Poor									Excellent	n=25	av.=2.56
3.4) Texts, required readings	Poor									Excellent	n=21	av.=2.24
3.5) Homework assignments	Poor									Excellent	n=19	av.=2.32
3.6) Graded materials, examinations	Poor									Excellent	n=24	av.=2.38
3.7) Lecture presentations	Poor									Excellent	n=26	av.=2.54
3.8) Class discussions	Poor									Excellent	n=24	av.=2.50



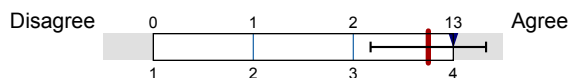
T.T. RENY
Evaluation of Instruction Program Report
 19S: CLUSTER 60CW SEM 2: AMERICA 1954-1974
 No. of responses = 16
 Enrollment = 18
 Response Rate = 88.89%

1. Seminar Objectives and Format:

1.1)	The purpose of this seminar was clear to me.	Disagree	0 1 3 12	Agree	n=16 av.=3.69 md=4 dev.=0.6
1.2)	The major themes of this seminar were clear to me.	Disagree	0 1 3 12	Agree	n=16 av.=3.69 md=4 dev.=0.6
1.3)	This seminar builds successfully on material from the fall and winter quarters.	Disagree	2 2 6 5	Agree	n=15 av.=2.93 md=3 dev.=1.03 ab.=1
1.4)	Weekly class meetings were well-prepared and organized.	Disagree	0 0 2 14	Agree	n=16 av.=3.88 md=4 dev.=0.34
1.5)	The instructor encouraged questions and open discussion during class meetings.	Disagree	0 0 3 13	Agree	n=16 av.=3.81 md=4 dev.=0.4
1.6)	The discussion furthered my understanding of the material in this seminar.	Disagree	1 1 2 10	Agree	n=14 av.=3.5 md=4 dev.=0.94 ab.=2
1.7)	Student presentations provided information that furthered the overall objectives of the seminar.	Disagree	1 1 2 6	Agree	n=10 av.=3.3 md=4 dev.=1.06 ab.=6
1.8)	The seminar prompted me to think critically and analytically.	Disagree	0 0 4 12	Agree	n=16 av.=3.75 md=4 dev.=0.45
1.9)	The instructor made students feel welcome in seeking help in or outside of class.	Disagree	0 0 2 14	Agree	n=16 av.=3.88 md=4 dev.=0.34

1.10)	The seminar format helped me to get to know other students.		n=16 av.=3.63 md=4 dev.=0.5
1.11)	Technological tools used in the seminar were substantively valuable (e.g., films, audio-visual materials, websites).		n=13 av.=4 md=4 dev.=0 ab.=3
1.12)	Extracurricular activities (field trips, film nights, social events) provided me with valuable information and experiences.		n=1 av.=4 md=4 dev.=0 ab.=15
1.13)	Guest speakers provided information that furthered the overall objectives of the seminar.		n=1 av.=4 md=4 dev.=0 ab.=15
1.14)	The required readings were relevant to the objectives of the seminar.		n=13 av.=3.69 md=4 dev.=0.48 ab.=3
1.15)	Writing assignments were relevant to the objectives of the seminar.		n=14 av.=3.79 md=4 dev.=0.43 ab.=2
1.16)	Presentation assignments were relevant to the objectives of the seminar.		n=12 av.=3.92 md=4 dev.=0.29 ab.=4
1.17)	I received adequate feedback on my written assignments.		n=15 av.=3.87 md=4 dev.=0.35 ab.=1
1.18)	Library and/or web assignments were clear and related to the seminar.		n=14 av.=3.57 md=4 dev.=0.76 ab.=2
1.19)	On average, I could complete the weekly required readings and writing assignments within the twelve hours of out-of-class time allocated to this seminar.		n=16 av.=3.75 md=4 dev.=0.58

1.20) The grading policy was fair.



n=16
av.=3.75
md=4
dev.=0.58

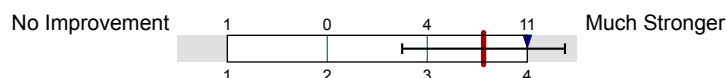
2. Skills:

2.1) Writing skills



n=14
av.=2.36
md=3
dev.=0.84
ab.=2

2.2) Analytic skills



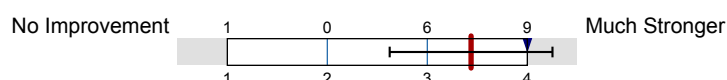
n=16
av.=3.56
md=4
dev.=0.81

2.3) Library skills



n=7
av.=2.14
md=2
dev.=0.9
ab.=9

2.4) Research skills



n=16
av.=3.44
md=4
dev.=0.81

2.5) Communication skills



n=16
av.=2.75
md=3
dev.=0.93

2.6) Knowledge of contemporary issues and events



n=16
av.=3.13
md=3
dev.=0.89

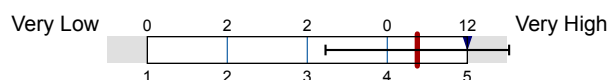
3. Overall Rating:

3.1) Your overall rating of the instructor.



n=16
av.=4.69
md=5
dev.=0.6

3.2) Your overall rating of the seminar.



n=16
av.=4.38
md=5
dev.=1.15

4. Open Questions:

4.1) What did you find most interesting about this seminar? What did you find most valuable?

- I found the coding to be the interesting part of this semester.
- I liked being able to analyze social/political movements quantitatively. It was a good supplement to the cluster. The valuable parts were actually viewing and analyzing the data once it was coded.
- I really like the incorporation of both statistics topics and R coding into each class, I felt like everything we were learning about was relevant to our final projects. I also liked how even though the seminar was three hours long, it didn't feel that long; your explanations were really helpful and I really enjoyed this class
- It was a very good introduction to rstudio. I think I learned a lot given the relatively small amount of time we had in class to learn each week. Definitely was a good introduction to coding in general and relative to my major.
- Reny was great at providing examples of how the statistical models we were learning about could be

put to use in real life, and I found it really interesting to see regression models are a big part of the surveys used to predict US election results. His lectures provided a very accessible introduction to coding with R, and through the homework assignments and projects, I built a lot of skills with the language that I think will prove useful after the class ends. Office hours were also really helpful, and Reny often organized additional hours to meet with us when we had questions about our projects.

- The coding aspect of this seminar was by far the most valuable part of this seminar. I've always had a slight interest in coding but never any real desire to learn programming, but after this quarter I am much more interested in it. This class, along with my introduction to programming class, cemented my interest in the topic. This class was especially interesting because it showed a whole different side to coding. I'm sure there is more overlap than I realize between R and C++, but it's interesting how much more data heavy R is.
- The introduction to a coding language and the flexibility of my research project helped me pursue a topic that I found interesting and worth putting in my effort.
- The most interesting part was discovering a correlation in my project and creating a ggplot. The most valuable was learning the basics of R.
- The programming worksheets and problem sets are interesting, but I would say that the most valuable takeaway of this class is the methodology of conducting research. I feel more confident in doing research now.

4.2) In your opinion, how could this seminar be improved?

- Considering this seminar is required to be connected to the cluster, I'm not sure how much the seminar could actually be improved without a longer amount of overall time. The class was well-structured and interesting to follow, but I can only see the seminar improving with more time within the actual class. Considering seminars meet once a week, it's difficult to add anything.
- Give more step by step instructions and help beginners more. There was obviously a huge range of abilities in the class and that made it hard to ask for help because I needed help on everything. I felt like no matter what I did I couldn't really succeed because I had no way of learning at the pace the class was going. I needed background knowledge to problem solve in R. My lack thereof made it basically impossible for me to do the homework assignments and made it really hard to do the final assignment. I don't think that a seminar is the right format for this class at all. Overall, I did not enjoy this class at all and never want to take statistics or code ever again.
- I don't have anything specific! One of my best experiences so far at UCLA.
- I don't know how this could be made more about the 1960s, but it didn't seem very aligned with the cluster. Maybe by using datasets from the anes 1960s timeframe for lecture and homework could make this coursework more relevant to the class.
- I feel that the seminar lacked any connection to the 1960s. The data we deal with encompasses the 60s but that is about it. I feel the seminar could be better built to reflect the last two quarters of work.
- I would make the problem sets more clear.
- It takes a lot of time to learn how to code and get comfortable with it. It was extremely hard to keep up with the pace and create an entire research project using this extremely new material.
- The seminar could have been improved if the code could have been taught throughout the week slower as opposed to one day to go at an easier pace.
- The structure and the content of this seminar are good, but the lectures are dry. It will be more interesting if we can watch some video clips or film clips (or any other forms of media) that are relevant to this class.

Profile







Subunit: CLST PG
 Name of the instructor: T.T. RENY
 Name of the course: 19S: CLUSTER 60CW SEM 2: AMERICA 1954-1974
 (Name of the survey)

Values used in the profile line: Mean

1. Seminar Objectives and Format:



2. Skills:

2.1) Writing skills	No Improvement		Much Stronger	n=14	av.=2.36
2.2) Analytic skills	No Improvement		Much Stronger	n=16	av.=3.56
2.3) Library skills	No Improvement		Much Stronger	n=7	av.=2.14
2.4) Research skills	No Improvement		Much Stronger	n=16	av.=3.44
2.5) Communication skills	No Improvement		Much Stronger	n=16	av.=2.75
2.6) Knowledge of contemporary issues and events	No Improvement		Much Stronger	n=16	av.=3.13

3. Overall Rating:

3.1) Your overall rating of the instructor.	Very Low		Very High	n=16	av.=4.69
3.2) Your overall rating of the seminar.	Very Low		Very High	n=16	av.=4.38