

Review of Student Evaluations of Teaching for Dr John A Curiel, 2021 – 2023

John A. Curiel

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Contents

Overview of Student Evaluations of Teaching	1
Courses Taught and Overall Reception	2
Pooled responses on question items	6
Instructor level perceptions	6
Course level characteristics	9
Results over time	11
Perceptions of instructor level characteristics	11
Course level features	14
Conclusion	17
Appendix	18
References	37

Overview of Student Evaluations of Teaching

I follow the best practices recommended by Kreitzer and Sweet-Cushman (2022) and regularly reflect on student evaluations of teaching (SETs) for the purpose of gauging areas to increase engagement with my course. Whereas peer evaluations provide specific and high information feedback on teaching effectiveness, I aim for feedback on how to increase acceptability – aka engagement (Bardach and Patashnik 2015) – within my courses. The educational sciences research to date demonstrates robust findings in regard to students desiring “engaging lectures, assessment to be explained clearly and graded fairly, assessment returned in a timely manner and their questions answered promptly” (Sunindijo 2016; Park and Dooris 2020). Therefore, I aim to weight my SET ratings against these key benchmarks, while keeping in mind that I will actively choose simulations and quantitative components that will otherwise decrease ratings as compared to peers (B. Uttl, White, and Morin 2013; Uttl B. and Smibert 2017).

I analyze a set of course versus instructor questions asked consistently across Ohio Northern University SETs. For instructor level characteristics, these consist of the following:

- “Demonstrated expertise and knowledge of the subject matter.”
- “Instructor-motivated me to do my best work.”
- “Provided appropriate feedback on work submitted.”
- “Treated students in a professional manner.”
- “Was genuinely interested in the subject matter of the course.”
- “Was interested in students’ progress and offered help when sought.”
- “Was reasonably accessible outside of class.”
- “Was well-prepared for class.”

Additionally, the university asked four questions related to course structure:

- “Learning outcomes were appropriate for a course of its level.”
- “Learning outcomes were clearly explained at the outset of the course.”
- “Overall, the course was well-organized.”
- “Provided me with an important skill set needed for further studies in this field.”

I first proceed to analyze these aggregated results to date by course, followed by pooled responses by question type, and then finally a time series analysis of the pooled responses by semester. Overall, these results suggest strong improvement over time from when I started – during the fallout of the pandemic – to the current day where I have a standard set of courses prepared.

The results demonstrate my clearest strengths in expertise and genuine interest in the subject matter, which no students doubt. More importantly, the areas of improvement – including proper feedback and motivating students to do their best work – demonstrate clear and substantial growth as I implemented a series of reforms. Therefore, my trajectory as an instructor is one where students exhibit far greater receptiveness to my teaching style and course designs.

Courses Taught and Overall Reception

I first present the results of the 20 courses that I have taught over the course of five semesters at Ohio Northern University. These consist of the following seven unique courses:

- Intro to American Politics
- Research Methods
- Gender and Politics
- Policy Analysis
- Race and Politics
- State and Local Politics
- Congress
- Model United Nations

Breaking down the overall number of positive and negative responses, all courses save one – Research Methods during my first semester teaching – display super majorities of positive reviews. The mean and median positive ratings are approximately 73 percent, with an inter-quartile range between 62 and 85 percent.

The most consistently positive courses are Introduction to American Politics. The courses within the top quartile include Race and Politics, Model United Nations, Gender and Politics, and Research Methods (2023). Courses with the most improvement in rankings consist of Research Methods and Gender and Politics. Therefore, the two courses notably with below average reviews are the two most heavily quantitative courses: my first times teaching Research Methods and Policy Analysis. While some of these courses were small and had low response rates – especially Race and Politics – these were also the courses where I managed to advise two of my students into incorporating what they learned into extending their term papers into their honor’s capstone papers. Some notable feedback included:

- “I loved this class! It was very interesting and applicable to the real-world. I liked how we had a good mix of discussions and structured lectures with activities as well.”
- “I liked the organization of the class and the structure. I liked how you had to put in work but it wasn’t too much. I liked how the professor was understanding about certain things and would give leeway when it was needed.”
- “The class helped in readying for the MUN Charlotte conference in a worth while way that made the conference easier to take part in. The camaraderie that came out of the conference and the class were a great thing.”
- “The strengths of the course was that it was well organized and taught me a lot of information I was not aware of and would not have learned in my field. I enjoyed the open discussion environment that was fostered and the way we were welcome to always ask questions. I found that the discussion helped me learn the most which often came from subjects on the slide. I would say those two things were what helped me the most.”

Table 1: Courses taught and overall reception

course	semester	Pos	Undec	Neg	Total
Course: 23149 1011.01 - Intro to American Politics Department: PLSC	FA2021	72.80	15.20	12.00	125
Course: 23266 1011.02 - Intro to American Politics Department: PLSC	FA2021	88.80	8.80	2.40	125
Course: 24494 2531.01 - Research Methods Department: SOC	FA2021	35.77	19.51	44.72	246
Course: 24528 2701.02 - Gender and Politics Department: PLSC	FA2021	71.81	18.50	9.69	227
Course: 32833 1011.01 - Intro to American Politics Department: PLSC	SP2022	59.68	27.42	12.90	186
Course: 32915 1011.02 - Intro to American Politics Department: PLSC	SP2022	68.29	2.44	29.27	41
Course: 33666 3671.03 - Policy Analysis Department: PLSC	SP2022	48.48	19.19	32.32	99
Course: 34420 3901.02 - Race and Politics Department: PLSC	SP2022	100.00	0.00	0.00	39
Course: 23266 1011.02 - Intro to American Politics Department: PLSC	FA2022	94.94	5.06	0.00	79
Course: 24494 2531.01 - Research Methods Department: SOC	FA2022	77.50	22.50	0.00	40
Course: 24883 2501.02 - State and Local Politics Department: PLSC	FA2022	63.92	22.68	13.40	97
Course: 30406 4981.01 - Senior Thesis 1 Department: PLSC	SP2023	62.16	9.46	28.38	74
Course: 30431 4751.01 - Model United Nations Department: PLSC	SP2023	93.00	7.00	0.00	100
Course: 32833 1011.01 - Intro to American Politics Department: PLSC	SP2023	82.51	12.56	4.93	223
Course: 34598 2701.01 - Gender and Politics Department: PLSC	SP2023	96.04	3.96	0.00	101
Course: 23149 1011.01 - Intro to American Politics Department: PLSC	FA2023	89.29	5.36	5.36	168
Course: 23266 1011.02 - Intro to American Politics Department: PLSC	FA2023	90.00	5.62	4.38	160
Course: 24210 4111.01 - Congress Department: PLSC	FA2023	82.93	9.76	7.32	82
Course: 24494 2531.01 - Research Methods Department: SOC	FA2023	87.04	8.91	4.05	247

Analyzing feedback from the average course, I can identify that my hybrid use of lectures paired with associated activities appear to secure buy-in from my students. Some students do not enjoy activities and

aver that they would rather just have lectures, a finding consistent with the field (Deslauriers et al. 2019) . Therefore, I make extra effort to explain the rationale and basis for these activities. Some of the associated representative qualitative feedback includes:

- “The use of power points to teach as opposed to just lecture was helpful. I enjoyed that there was the opportunity to work in groups. For example working with groups to understand the lessons taught in the latest power point.”
- “The strengths were the in class discussions we had pertaining to the topic of the day that occurred during lectures. I found these discussions most effective because it shed light on some details that helped me comprehend some topics better. The lectures were effective with the discussions mixed in.”
- “The hands on learning like the little games we played. The games related to the content we were covering such as the articles of confederation game. Going into this game I didn’t hundred percent get the content we had covered or how to play the game it’s self but within the game I understood the bigger picture and the take away we were supposed to gather from the game and the lesson.”

The greatest area of improvement within this area largely consists of seeking to increase clarity. Likewise, I am seeking to identify a more diverse set of simulations/activities from the APSA teaching and learning conference that builds upon these strengths.

The most striking area where I seek improved student buy-in relates to the heaviest quantitative courses, Research Methods and Policy Analysis. Even though heavy quantitative courses take place on an interest and SET evaluation distribution six standard deviations below the mean (B. Uttl, White, and Morin 2013; Uttl B. and Smibert 2017), it is important to reflect on these courses. For Research Methods, a number of external factors impacted my ability to orient the class for the minority of political science majors and majority of Pharmacy and Criminal Justice (CJ) students.

First, I was assigned to teach Research Methods with less than a month’s prep time in Fall of 2021.¹ This ultimately led to a situation where my previous experience teaching the course to dual political science and engineering majors at the MIT Election Data and Science Lab did not carry over.

Second, a number of non-traditional students enrolled along with changed course requirements led me to poorly estimate my students starting knowledge. Only a small minority of students understood the basics of how to cite works, write papers different from five paragraph essays, make use of the library – and more – that in past years had been taught during the Freshman writing seminar class.² Upon learning of the situation by the end of week three of the semester, I had to restructure the course.

Third, the class itself reached overload status at 27 students.³ The pandemic led to a large number of students missing the course their Sophomore year during the Fall 2020 semester. Additionally, the college decided against breaking the course into two sections so that I could still instruct two courses in Intro to American and not teach five courses my first semester. Given the large written and research component to the course, it led to an unduly high workload.

A final external factor relates to the aforementioned increased number of Pharmacy students. Each one enrolled in the course to satisfy a Research Methods course that they missed from within the Pharmacy school. All had a very negative impression for any methods that did not amount to Randomly Controlled Trials (RCT), with one of the students in particular I learned after the fact – from a pharmacy professor – being known for review bombing faculty members.

¹The dean who hired me had agreed that I have a 3-4 course load my first year, with two unique courses – Intro to American and Gender and Politics. However, the dean left before the start of the Fall 2021 semester, and did not file the appropriate paperwork.

²For context, I was an undergraduate at Ohio Northern University, starting in 2010 and graduating in 2014. I recall the writing seminar experience and know that a previous version of the course taught these basic skills.

³Two students ultimately withdrew after missing most of the classes.

In regard to Policy Analysis, the primary problem that arose was a combination of students having secured their own professor's approval to skip the pre-requisite Public Administration and Intro to American Government course. I likewise incorrectly assumed basic knowledge of Microsoft Excel for basic data analysis and visualization.

Some illustrative constructive examples from these courses include:

- “The weakness of the course was essentially a strength as well for some but not for me. The weakness of the course that it was very informational, and helpful if I was going into policy analysis however, I am not. This class is for my minor which is going to be an asset to my degree but not something I necessarily use often.”
- “One weakness is that the course expectations were way too high. I felt like I was expected to write graduate level material and we skipped all of undergrad instruction.”

Altogether, these issues arose from not understanding my students' starting knowledge and making assumptions regarding what they might have learned from other courses. While there will naturally be some starting lack of interest in the course, I believe better crafting course content to the diverse student body can alleviate some of these issues. Therefore, I fixed these problems through three means. First, I implemented first day quizzes that cover a variety of core concepts to ascertain their starting knowledge. These allow me to identify the proportion of students that do not arrive in class with the necessary skills so I can therefore either (a) schedule increased advising meetings beyond the scheduled minimal two over the semester or (b) introduce more remedial lessons during the semester by switching these into some of the reserved “catch-up” days over the semester.

Second, I thoroughly restructured the content of these classes to incorporate a sufficient amount of Criminal Justice and Pharmacy/Medical Science components. These range from the direct application of Wigmore Charts as an extension of diagram mapping for CJ students, more medical examples and deconstructions of medical articles through class case studies, and RCT centered discussions.

Third, I met with the School of Social Sciences and Human Interaction (SSHI) Director to ensure that future courses would either offer the course once a semester, or two sections during Fall semester. We ultimately settled on offering the course twice during the Fall semester, with a CJ faculty member teaching one section, and I another.

Fourth, I created a Google Sheets listing of 20-minute time blocs from 10 AM – 5 PM for the regular week, which posted my weekly schedule. Therefore, students could identify times outside of office hours in which to schedule meetings. Further, I granted extra credit for students to meet with me to discuss their work.

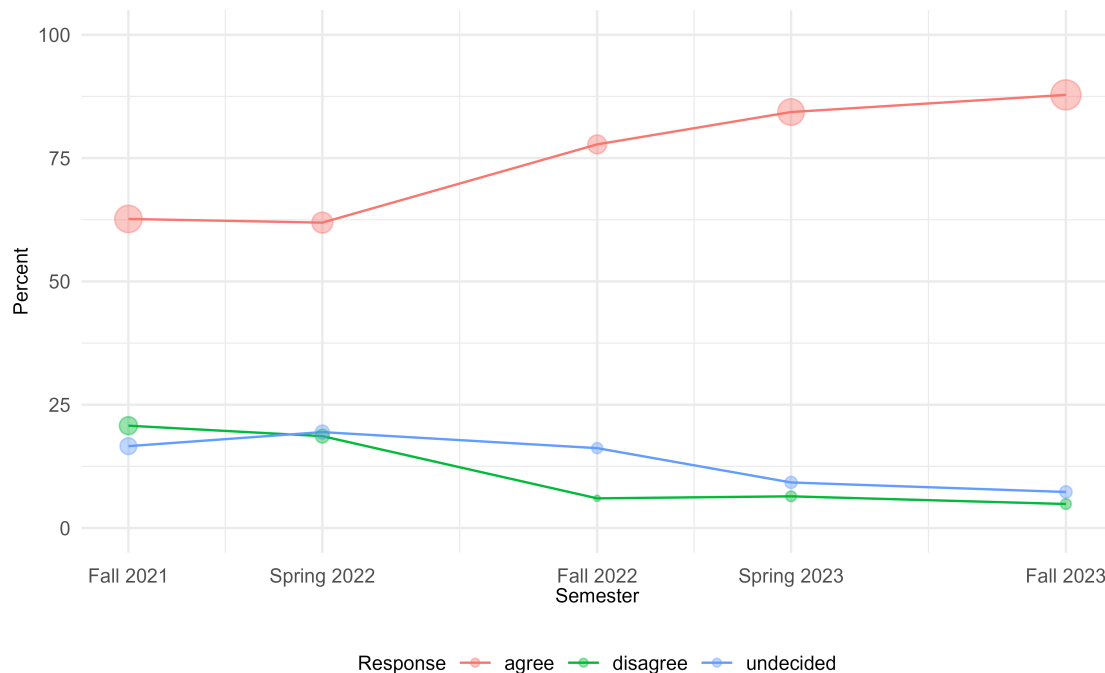
Finally, I secured a number of example papers through my first semesters teaching the course, which I now post on the course website, and implemented writing workshops where students grade these papers via the rubrics provided to them. Altogether, these appear to increase buy-in for the course. To ensure I did not miss anything, I likewise consulted the primary advisers for the CJ faculty to review these changes, and colleagues who teach the associated students to conduct peer evaluations of my course. The CJ faculty in particular approved my changes, though to date none of my peers in CJ had available time slots to sit in on my heavier quantitative courses.⁴

Although a more in-depth time series analysis shall be reviewed later on, in aggregate my performance across courses appear to have improved over time. Figure 1 presents aggregated agreement, uncertainty, and disagreement to the SET question items over four semesters. Whereas Overall agreement remained around 62 percent my first two semesters, these increased to 78 percent in Fall of 2022, and 84 percent in Spring of 2023. By Fall 2023, these results further increased to approximately 88 percent, with fewer than 5 percent in disagreement. These results suggest vast improvement from my first semester, and offer suggestive evidence that the reforms I implemented – crucially for Research Methods – received substantial buy-in.

Following these course level and aggregated analyses, I proceed to break down the overall reception by the 12 items of interest: eight instructor level features and four course level.

⁴As of Fall 2023, Dr Katy Rossiter had the chance to sit in on my course related to writing abstracts/introductions, and had a positive evaluation.

Figure 1: Trends over time in percentage of students agreeing to question items
Aggregated approval across question items



Responses aggregated by question item across all courses,
2021--2023 for Dr. John A. Curiel
N=723

Pooled responses on question items

Instructor level perceptions

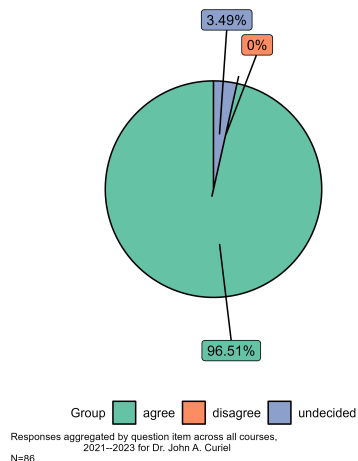
When pooling the results for the questions related to the first set of perceptions of instructor characteristics, we see that super majorities agree across all courses on the items within Figure 2. These include, (a) that the instructor demonstrated expertise, (b) the instructor motivated me to do best work, (c) the instructor provided appropriate feedback, and (d) the instructor treated students professionally. Of these four areas, students perceived my expertise of the subject matter the best, with no one in disagreement. Students likewise appear receptive to the feedback I provide at 78 percent, and how I treated them professionally at approximately 80 percent.

The only item with some contention relate to perceptions on motivating students to do their best work, at 61.5 percent. Therefore, this warrants a more in depth time series analysis. Of the courses taught to date, the primary classes that weigh these down arise from Research Methods in Fall 2021.

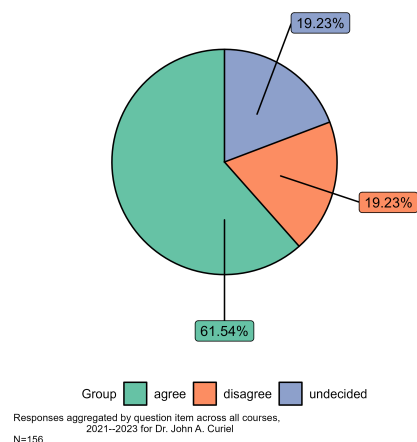
Looking to Figure 3, we see stronger super majorities across the items of (a) the instructor was interested in the subject matter, (b) instructor interested in student progress and offered help, (c) the instructor was reasonably accessible outside of class, and (d) was well prepared for class. Across these items, students made greatest note of my genuine interest in the course at 99 percent. My overall preparedness and ability to aid students are approximately equal at around 85 percent in agreement. The lowest agreement of these four items arise with reasonable accessibility outside of class, at 73 percent. These results likewise warrant more analysis over time, though most likely arise in part due to the conference and Model UN related travel arises throughout the semester.⁵

⁵To account for this, I do allow for virtual office hours when traveling, though to date no student has made use of these.

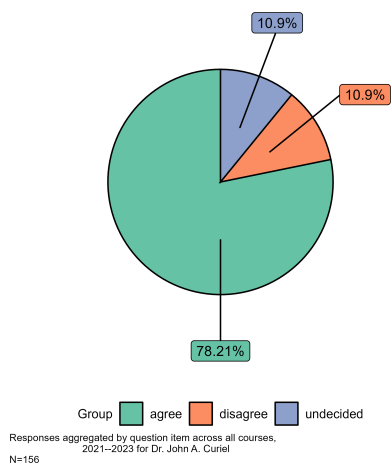
(a) Demonstrated expertise
demonstrated expertise and knowledge of the subject matter.



(b) Instructor motivated me to do best work
instructor-motivated me to do my best work.



(c) Provided appropriate feedback
provided appropriate feedback on work submitted.



(d) Treated students professionally
treated students in a professional manner.

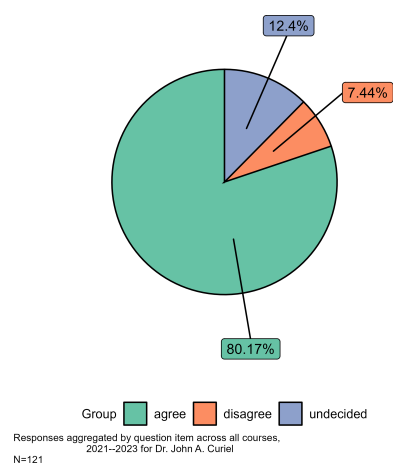
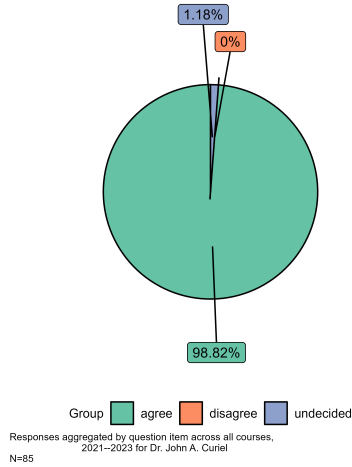
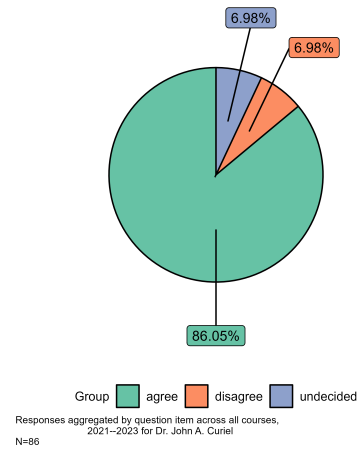


Figure 2: Aggregated results by perceptions of instructor, part 1

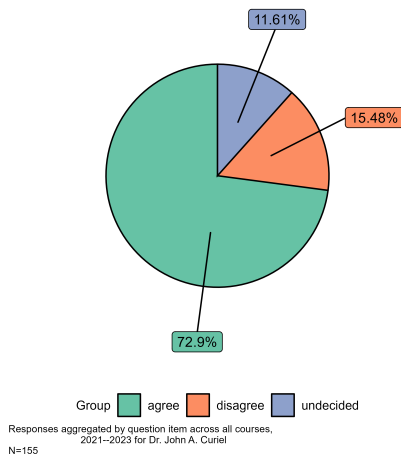
(a) Interested in subject matter
was genuinely interested in the subject matter of the course.



(b) Interested in student progress and helped
was interested in students' progress and offered help when sought.



(c) Reasonably accessible
was reasonably accessible outside of class.



(d) Well prepared for class
was well-prepared for class.

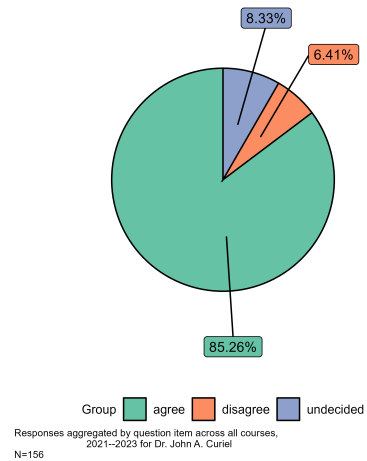


Figure 3: Aggregated results by perceptions of instructor, part 2

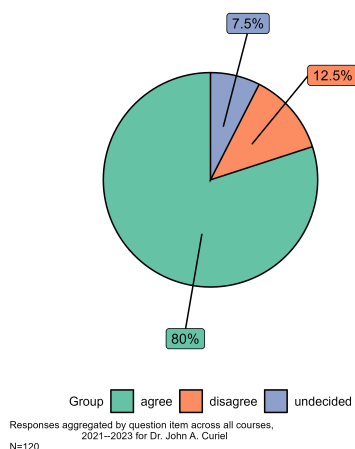
Overall, it appears that as an instructor, my greatest strengths relate to my expertise and genuine interest, with areas for marginal improvement in six other areas. Only motivating students to do best work warrants closer inspection and requires follow up to ensure that the reforms take hold.

Course level characteristics

I next analyze the aggregated four course level characteristics, which consist of (a) Learning outcomes were appropriate for a course of its level, (b) Learning outcomes were clearly explained at the outset of the course, (c) Overall, the course was well-organized, and (d) Provided me with an important skill set needed for further studies in this field. These can be found in Figure 4, which demonstrates super majorities of agreement across all areas.

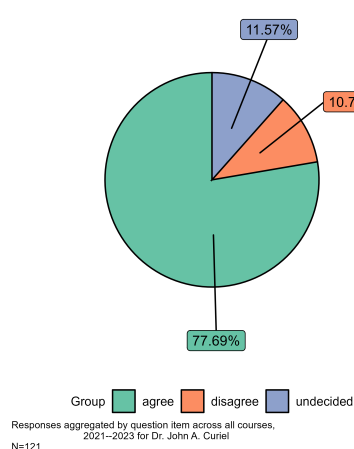
(a) Learning outcomes were appropriate

learning outcomes were appropriate for a course of its level.



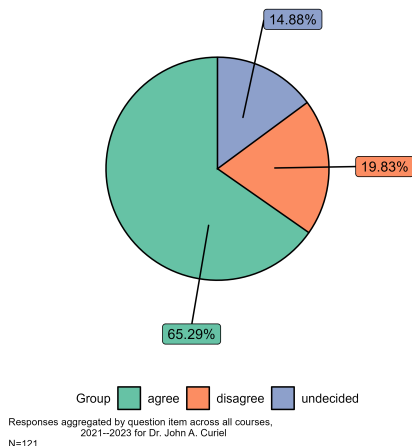
(b) Learning outcomes were clearly explained

learning outcomes were clearly explained at the outset of the course.



(c) Course was well-organized

overall, the course was well-organized.



(d) Provided me with an important skill set

provided me with an important skill set needed for further studies in this field.

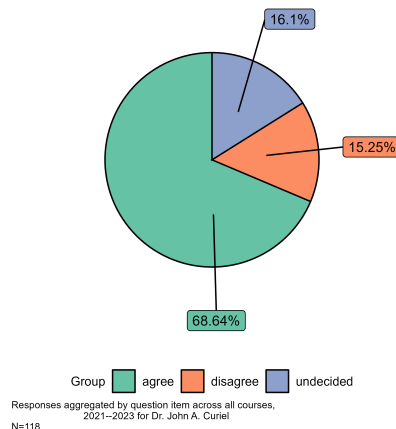


Figure 4: Aggregated results by perceptions on course characteristics

Both learning outcomes being appropriate – 80 percent – and learning outcomes – approximately 77 percent – were the highest rated. In turn, the course being well organized and providing an important skill set scored at 65 and approximately 69 percent, respectively. These results in aggregate suggest that most students find general clarity is fine, though there is clear area for growth in regard to demonstrating how important these

skills will be to their future careers and lives. Therefore, these warrant a more in depth analysis over time as a check to ensure improvement, which shall be done in the following section.

Results over time

Perceptions of instructor level characteristics

Analyzing the results over time, I present first the results where the greatest improvement can take place in regards to perceptions of instructor characteristics. I therefore start off with in Figure 5 by analyzing how students perceive my ability to motivate them to do their best work. Overall, we see that student perceptions of motivation to do best work linearly increases over time. A plurality of students at 49 percent agreed with the question item during my first semester, which increased to 56 percent my second semester. By my last semester in Spring of 2023, the agreement increased to 72 percent. Finally, Fall 2023 saw a further increase to 84 percent. Additionally, nearly all of the growth in agreement came arose at the expense of those in disagreement, which fell from 23 percent my first semester down to eight percent my last semester. Therefore, it appears that the reforms bore fruit, with students more motivated.

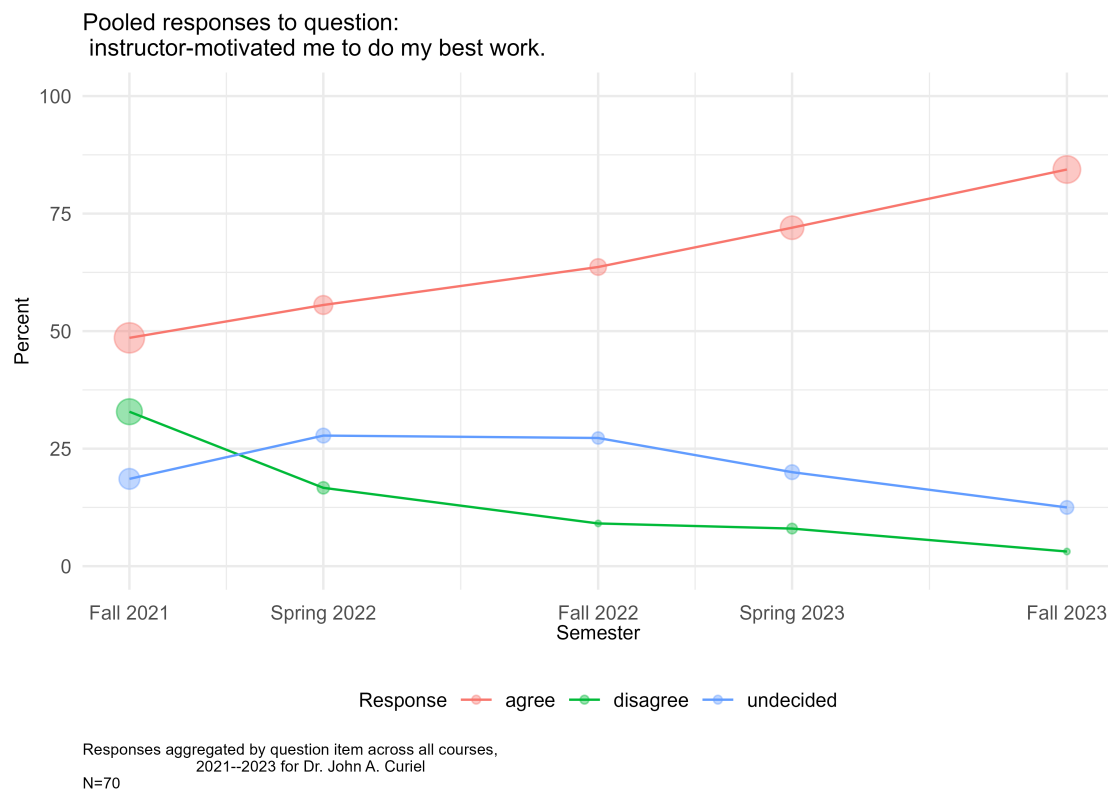


Figure 5: Perceptions on motivating students to do best work

I next analyze the second area for greatest growth, accessibility outside of class. Overall, we see that my low points arose during my first two semesters at 61 and 56 percent, respectively. My first semester in particular saw a serious travel delay returning from APSA in Seattle, and the second I had a severe case of COVID-19 which affected two weeks of courses. However, by Fall of 2022 perceptions of accessibility rose to 70 percent, and all the way to 92 percent in Spring of 2023, stabilizing to 93 percent in Fall 2023. Additionally, the perceptions of accessibility arose despite attendance at both the Western Political Science Association Conference and Southern Regional Model United Nations conference. Therefore, it appears my communication and coordination with students likewise improved to the degree that it is no longer of serious concern.

The third item to analyze arises from appropriate feedback to students, presented in Figure 7. Unlike the other time series, it appears that primary issue arose during Spring of 2022, when I suffered the serious bout

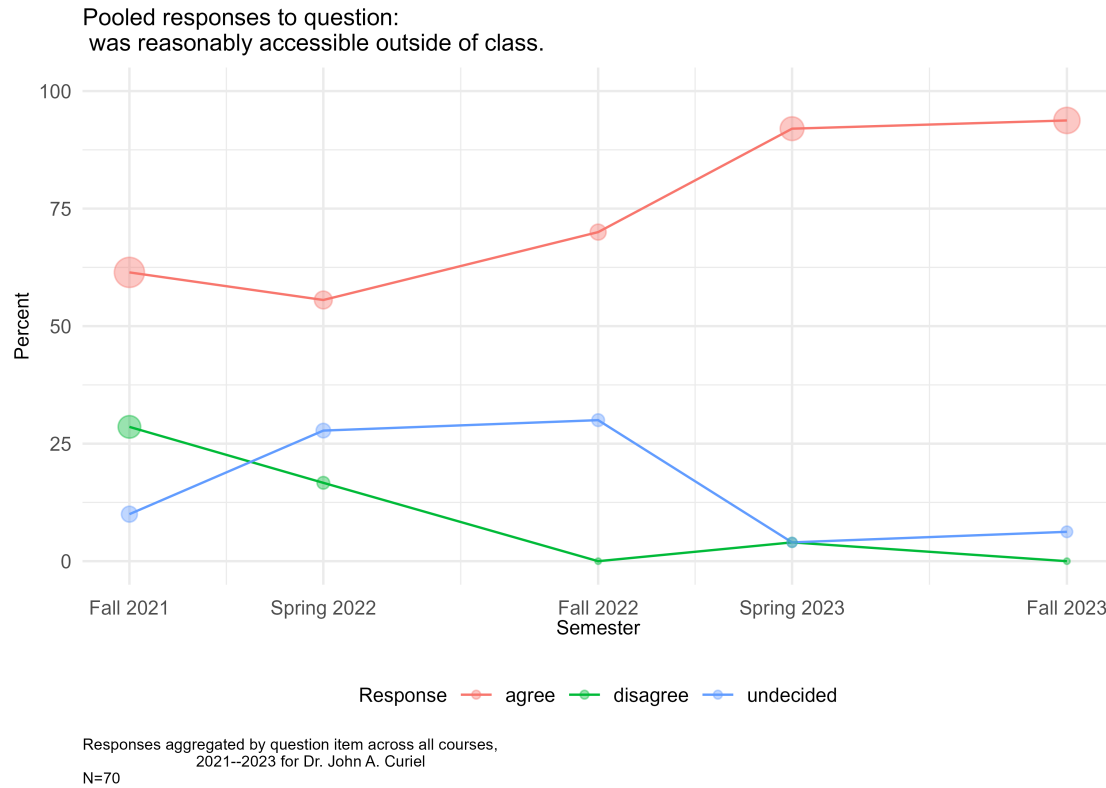
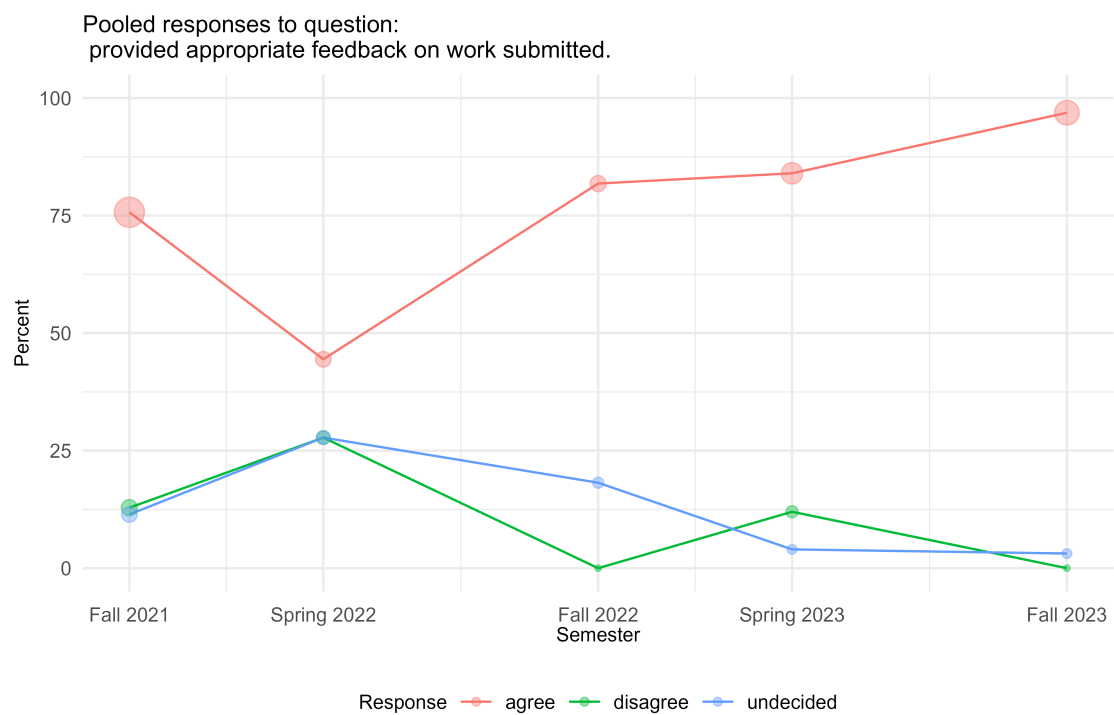


Figure 6: Perceptions on instructor accessibility outside of class

of COVID-19. Students perceived appropriate feedback at 75 percent my first semester, which dipped to a low of 44 percent my second semester. However, by Fall of 2022 and Spring of 2023, these rebounded to 82 and 84 percent respectively. These also coincide with increased use of writing workshops, which might have led to more complex feedback in regard to students now avoiding the most obvious beginner mistakes when writing term papers. I further increased these to a robust 97 percent in Fall 2023, even for my most demanding course, Research Methods. These results suggest there is only room for marginal improvement at this point, if that.

Overall, these results demonstrate clear improvement across the three areas with greatest room for growth. Therefore, most of my planned teaching improvements going forward center upon further refinements as opposed to major structural changes.



Responses aggregated by question item across all courses,
2021–2023 for Dr. John A. Curiel
N=70

Figure 7: Perceptions on instructor feedback appropriateness

Course level features

I next proceed to analyze the four course level characteristics in order of greatest areas for improvement. I therefore start with perceptions of course organization in Figure 8. These results demonstrate overall improvement over time. Initially, only a plurality of 46 percent of students in agreement my first semester. My next two semesters saw buy-in to the course organization to just above 60 percent, and finally a height of 76 percent in Spring 2023, and a high of 81 percent in Fall 2023. In aggregate, these results suggest students were far more receptive to the organization of class, though still room for growth.

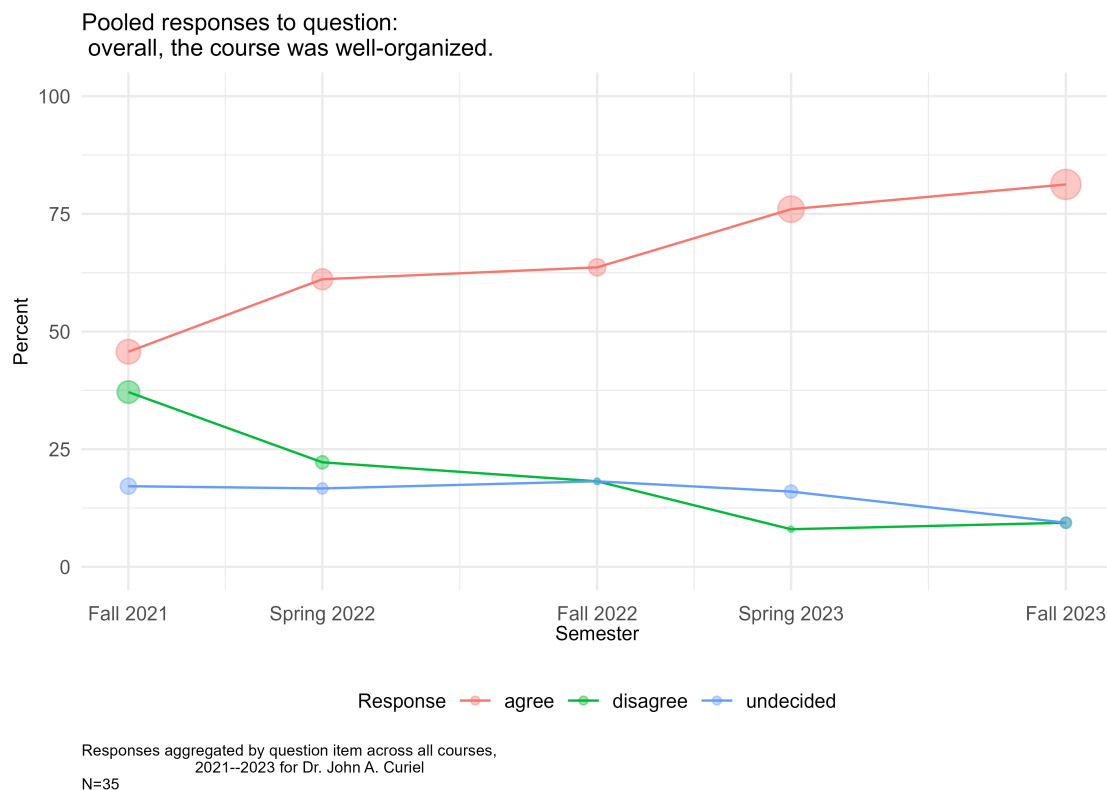
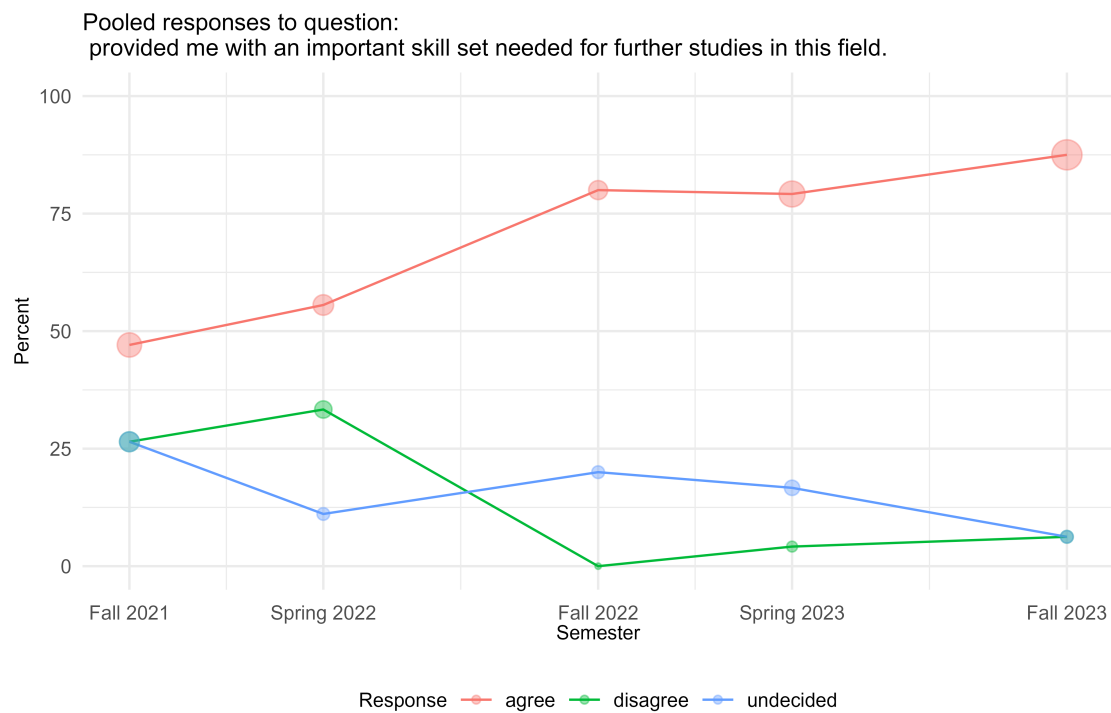


Figure 8: Perceptions on course organization

I next analyze student perceptions to learning important skills within the field in Figure 9. Again, clear improvement over time is evident. A plurality of students agreed that they learned an important skill set at 47 percent my first semester. Marginal improvement arose in Spring of 2022 with an increase to 56 percent. However, these results spiked to 80 and 87 percent my last two semesters. Therefore, it again appears that students largely improved in their self-assessment of learning key skills.

I proceed to analyze student perceptions of learning outcomes being appropriate and clear in Figure 10. Overall, the trajectories are similar and demonstrate improvement. A majority of students perceived appropriateness of learning outcomes at 60 percent my first two semesters, which rose to 96 and 97 percent my last two semesters, respectively. Clarity of learning outcomes sees a similar trend, with the one difference being a minor decline my last semester arising from two Wednesday courses, Senior Thesis and Model UN. My first semester likewise saw 60 percent of students agree, which rose to 72 and 91 percent in the ensuing semesters. However, these recovered to a high of 94 percent in Fall of 2023.

Across these course level features, the pattern remains the same with demonstrable improvement over time. Very strong majorities of students now agree to the course being well organized, learning important skills, appropriateness of learning outcomes and clarity of said outcomes. Therefore, while further refinement can occur, I overcame the largest obstacles.

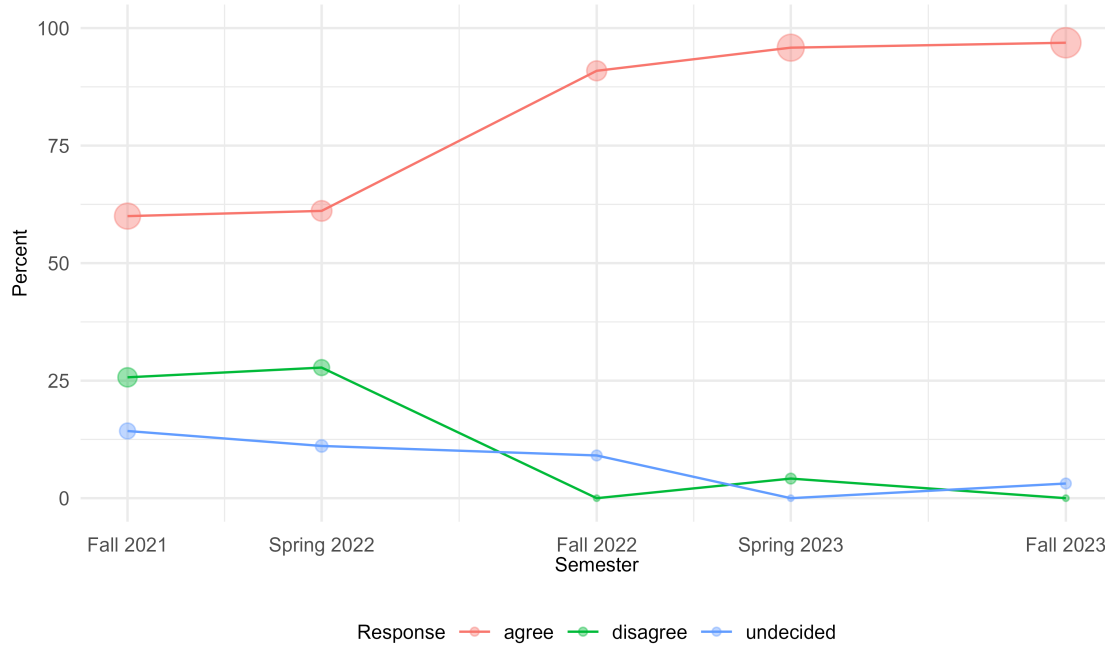


Responses aggregated by question item across all courses,
2021–2023 for Dr. John A. Curiel
N=34

Figure 9: Perceptions on learning important skills

Figure 10: Perceptions on course learning outcome appropriateness and clarity
(a) Learning outcomes were appropriate

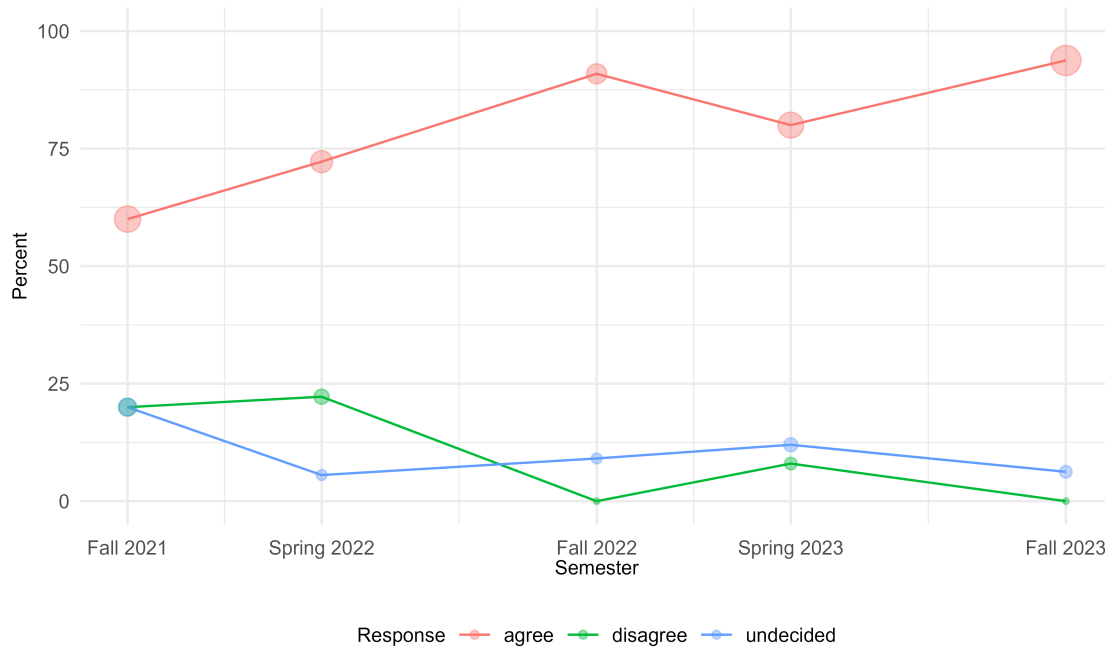
Pooled responses to question:
learning outcomes were appropriate for a course of its level.



Responses aggregated by question item across all courses,
2021--2023 for Dr. John A. Curiel
N=35

(b) Learning outcomes clearly explained

Pooled responses to question:
learning outcomes were clearly explained at the outset of the course.



Responses aggregated by question item across all courses,
2021--2023 for Dr. John A. Curiel
N=35

Conclusion

Overall, these demonstrate my ability to teach a wide variety of courses and attain high levels of satisfaction among students. Insofar as lower ratings arose, they entirely came from my first two semesters of teaching. Otherwise, the SET ratings quickly improved. While I rely upon peer evals for my primary measures of teaching effectiveness – given that systematic reviews reveal no association between learning outcomes and SET scores (B. Uttl, White, and Gonzalez 2017; Kreitzer and Sweet-Cushman 2022) – they are crucial to ensure students sufficiently buy into the course. In that regard, my strengths of organization and preparation are among my best, with clear gains in both instructor and course level features. Unquestionably, my greatest strengths arise in interest and expertise of the subject matter. Where weaknesses arose in regard to motivating students to do their best, and perceptions of learning important skills and organization, these all reached high levels during my final semesters of teaching. Crucially for motivating students to do their best, I have now reached the point where my students from Research Methods and Policy Analysis have now gone on to present their work at professional conferences or are otherwise set to, including the Western Political Science Association Conference and Southern Political Science Association Conference. Likewise, peer faculty members have noted how greatly improved the methodological and research skills that their advisees now have. Therefore, it appears that I am on the right trajectory in regard to securing student buy-in for my courses. Importantly, my planned reforms demonstrated clear gains, especially within Research Methods. What was once my most negatively rated course is now within the top quartile of rated classes. These suggest that I have successfully transitioned to orienting methods heavy courses to Ohio Northern's student body. At the same time, the pre-Senior Thesis presentation of research papers at professional conferences suggests that there is clear room for high performing students to reach their full potential.

Going forward, I see the greatest risk to my course ratings arising from the restructuring – yet again – of ONU's schools/departments. With the ban on classes below 10 enrollments, I expect that I will be able to teach far fewer upper level electives. Likewise, I will need to account for students not taking pre-requisites for courses at the 2xxx level and above. I do have the experience at this point to adjust, though an adjustment will need to be made. Regardless of the clear threat, my strengths as a professor at this point will allow me to overcome these obstacles.

Appendix

Table 2: All course evals by question item

Course	Sem. Q item	total	Agree	Undec.	Disagree
Gender and Politics	FA21 learning outcomes were clearly explained at the outset of the course.	11	72.73	18.18	9.09
Gender and Politics	FA21 learning outcomes were appropriate for a course of its level.	11	81.82	9.09	9.09
Gender and Politics	FA21 was designed to foster learning of the course material.	11	63.64	27.27	9.09
Gender and Politics	FA21 provided me with an important skill set needed for further studies in this field.	11	45.45	36.36	18.18
Gender and Politics	FA21 textbook(s) were suitable	10	80.00	20.00	0.00
Gender and Politics	FA21 handouts and course notes were suitable	11	54.55	36.36	9.09
Gender and Politics	FA21 lab materials were suitable	1	0.00	0.00	100.00
Gender and Politics	FA21 website was suitable	8	75.00	12.50	12.50
Gender and Politics	FA21 canvas/moodle was suitable	11	81.82	9.09	9.09
Gender and Politics	FA21 multimedia resources (e.g., videos, power point, etc.) were suitable	10	80.00	20.00	0.00
Gender and Politics	FA21 overall, the course was well-organized.	11	45.45	36.36	18.18
Gender and Politics	FA21 provided timely feedback on work submitted.	11	63.64	27.27	9.09
Gender and Politics	FA21 provided appropriate feedback on work submitted.	11	90.91	0.00	9.09
Gender and Politics	FA21 was well-prepared for class.	11	72.73	18.18	9.09
Gender and Politics	FA21 instructor-motivated me to do my best work.	11	54.55	36.36	9.09
Gender and Politics	FA21 provided appropriate feedback on work submitted.	11	81.82	9.09	9.09
Gender and Politics	FA21 was well-prepared for class.	11	90.91	9.09	0.00
Gender and Politics	FA21 instructor-motivated me to do my best work.	11	63.64	18.18	18.18
Gender and Politics	FA21 was reasonably accessible outside of class.	11	90.91	0.00	9.09
Gender and Politics	FA21 treated students in a professional manner.	11	90.91	9.09	0.00
Gender and Politics	FA21 communicated the course material effectively using clear and appropriate language	11	72.73	18.18	9.09
Gender and Politics	FA21 was reasonably accessible outside of class.	11	63.64	18.18	18.18
Intro to American Politics	FA21 learning outcomes were clearly explained at the outset of the course.	6	83.33	16.67	0.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Intro to American Politics	FA21 learning outcomes were appropriate for a course of its level.	6	66.67	16.67	16.67
Intro to American Politics	FA21 was designed to foster learning of the course material.	6	50.00	33.33	16.67
Intro to American Politics	FA21 provided me with an important skill set needed for further studies in this field.	6	50.00	33.33	16.67
Intro to American Politics	FA21 textbook(s) were suitable	6	83.33	0.00	16.67
Intro to American Politics	FA21 handouts and course notes were suitable	6	83.33	16.67	0.00
Intro to American Politics	FA21 lab materials were suitable	1	0.00	100.00	0.00
Intro to American Politics	FA21 website was suitable	4	75.00	25.00	0.00
Intro to American Politics	FA21 canvas/moodle was suitable	6	83.33	16.67	0.00
Intro to American Politics	FA21 multimedia resources (e.g., videos, power point, etc.) were suitable	6	83.33	16.67	0.00
Intro to American Politics	FA21 overall, the course was well-organized.	6	66.67	0.00	33.33
Intro to American Politics	FA21 provided timely feedback on work submitted.	6	66.67	0.00	33.33
Intro to American Politics	FA21 provided appropriate feedback on work submitted.	6	50.00	33.33	16.67
Intro to American Politics	FA21 was well-prepared for class.	6	100.00	0.00	0.00
Intro to American Politics	FA21 instructor-motivated me to do my best work.	6	50.00	33.33	16.67
Intro to American Politics	FA21 provided appropriate feedback on work submitted.	6	100.00	0.00	0.00
Intro to American Politics	FA21 was well-prepared for class.	6	100.00	0.00	0.00
Intro to American Politics	FA21 instructor-motivated me to do my best work.	6	66.67	0.00	33.33

Course	Sem. Q item	total	Agree	Undec.	Disagree
Intro to American Politics	FA21 was reasonably accessible outside of class.	6	66.67	16.67	16.67
Intro to American Politics	FA21 treated students in a professional manner.	6	83.33	16.67	0.00
Intro to American Politics	FA21 communicated the course material effectively using clear and appropriate language	6	66.67	16.67	16.67
Intro to American Politics	FA21 was reasonably accessible outside of class.	6	66.67	16.67	16.67
Intro to American Politics	FA21 learning outcomes were clearly explained at the outset of the course.	6	83.33	16.67	0.00
Intro to American Politics	FA21 learning outcomes were appropriate for a course of its level.	6	83.33	16.67	0.00
Intro to American Politics	FA21 was designed to foster learning of the course material.	5	100.00	0.00	0.00
Intro to American Politics	FA21 provided me with an important skill set needed for further studies in this field.	5	100.00	0.00	0.00
Intro to American Politics	FA21 textbook(s) were suitable	6	83.33	16.67	0.00
Intro to American Politics	FA21 handouts and course notes were suitable	6	100.00	0.00	0.00
Intro to American Politics	FA21 lab materials were suitable	3	66.67	33.33	0.00
Intro to American Politics	FA21 website was suitable	4	50.00	50.00	0.00
Intro to American Politics	FA21 canvas/moodle was suitable	6	100.00	0.00	0.00
Intro to American Politics	FA21 multimedia resources (e.g., videos, power point, etc.) were suitable	6	100.00	0.00	0.00
Intro to American Politics	FA21 overall, the course was well-organized.	6	83.33	16.67	0.00
Intro to American Politics	FA21 provided timely feedback on work submitted.	6	50.00	16.67	33.33
Intro to American Politics	FA21 provided appropriate feedback on work submitted.	6	83.33	16.67	0.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Intro to American Politics	FA21 was well-prepared for class.	6	100.00	0.00	0.00
Intro to American Politics	FA21 instructor-motivated me to do my best work.	6	83.33	16.67	0.00
Intro to American Politics	FA21 provided appropriate feedback on work submitted.	6	100.00	0.00	0.00
Intro to American Politics	FA21 was well-prepared for class.	6	100.00	0.00	0.00
Intro to American Politics	FA21 instructor-motivated me to do my best work.	6	83.33	0.00	16.67
Intro to American Politics	FA21 was reasonably accessible outside of class.	6	100.00	0.00	0.00
Intro to American Politics	FA21 treated students in a professional manner.	6	100.00	0.00	0.00
Intro to American Politics	FA21 communicated the course material effectively using clear and appropriate language	6	100.00	0.00	0.00
Intro to American Politics	FA21 was reasonably accessible outside of class.	6	83.33	16.67	0.00
Research Methods	FA21 learning outcomes were clearly explained at the outset of the course.	12	25.00	25.00	50.00
Research Methods	FA21 learning outcomes were appropriate for a course of its level.	12	25.00	16.67	58.33
Research Methods	FA21 was designed to foster learning of the course material.	12	16.67	25.00	58.33
Research Methods	FA21 provided me with an important skill set needed for further studies in this field.	12	25.00	25.00	50.00
Research Methods	FA21 textbook(s) were suitable	12	66.67	16.67	16.67
Research Methods	FA21 handouts and course notes were suitable	12	16.67	50.00	33.33
Research Methods	FA21 lab materials were suitable	3	0.00	33.33	66.67
Research Methods	FA21 website was suitable	4	0.00	25.00	75.00
Research Methods	FA21 canvas/moodle was suitable	12	50.00	16.67	33.33
Research Methods	FA21 multimedia resources (e.g., videos, power point, etc.) were suitable	11	45.45	36.36	18.18
Research Methods	FA21 overall, the course was well-organized.	12	16.67	8.33	75.00
Research Methods	FA21 provided timely feedback on work submitted.	12	16.67	8.33	75.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Research Methods	FA21 provided appropriate feedback on work submitted.	12	41.67	16.67	41.67
Research Methods	FA21 was well-prepared for class.	12	50.00	16.67	33.33
Research Methods	FA21 instructor-motivated me to do my best work.	12	33.33	25.00	41.67
Research Methods	FA21 provided appropriate feedback on work submitted.	12	75.00	16.67	8.33
Research Methods	FA21 was well-prepared for class.	12	75.00	8.33	16.67
Research Methods	FA21 instructor-motivated me to do my best work.	12	0.00	8.33	91.67
Research Methods	FA21 was reasonably accessible outside of class.	12	50.00	8.33	41.67
Research Methods	FA21 treated students in a professional manner.	12	50.00	25.00	25.00
Research Methods	FA21 communicated the course material effectively using clear and appropriate language	12	50.00	25.00	25.00
Research Methods	FA21 was reasonably accessible outside of class.	12	8.33	8.33	83.33
Intro to American Politics	SP22 learning outcomes were clearly explained at the outset of the course.	9	66.67	11.11	22.22
Intro to American Politics	SP22 learning outcomes were appropriate for a course of its level.	9	77.78	11.11	11.11
Intro to American Politics	SP22 was designed to foster learning of the course material.	9	66.67	33.33	0.00
Intro to American Politics	SP22 provided me with an important skill set needed for further studies in this field.	9	55.56	22.22	22.22
Intro to American Politics	SP22 textbook(s) were suitable	9	55.56	33.33	11.11
Intro to American Politics	SP22 handouts and course notes were suitable	9	66.67	33.33	0.00
Intro to American Politics	SP22 lab materials were suitable	2	0.00	100.00	0.00
Intro to American Politics	SP22 website was suitable	4	50.00	50.00	0.00
Intro to American Politics	SP22 canvas/moodle was suitable	9	44.44	55.56	0.00
Intro to American Politics	SP22 multimedia resources (e.g., videos, power point, etc.) were suitable	9	66.67	33.33	0.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Intro to American Politics	SP22 overall, the course was well-organized.	9	77.78	11.11	11.11
Intro to American Politics	SP22 provided timely feedback on work submitted.	9	22.22	44.44	33.33
Intro to American Politics	SP22 provided appropriate feedback on work submitted.	9	44.44	44.44	11.11
Intro to American Politics	SP22 was well-prepared for class.	9	77.78	22.22	0.00
Intro to American Politics	SP22 instructor-motivated me to do my best work.	9	44.44	33.33	22.22
Intro to American Politics	SP22 was genuinely interested in the subject matter of the course.	9	88.89	11.11	0.00
Intro to American Politics	SP22 demonstrated expertise and knowledge of the subject matter.	9	88.89	11.11	0.00
Intro to American Politics	SP22 communicated the course material effectively using clear and appropriate language	9	44.44	33.33	22.22
Intro to American Politics	SP22 was reasonably accessible outside of class.	9	33.33	33.33	33.33
Intro to American Politics	SP22 treated students in a professional manner.	9	77.78	11.11	11.11
Intro to American Politics	SP22 was interested in students' progress and offered help when sought.	9	55.56	11.11	33.33
Intro to American Politics	SP22 the instructor's overall teaching of the course was effective.	9	55.56	22.22	22.22
Intro to American Politics	SP22 learning outcomes were clearly explained at the outset of the course.	2	50.00	0.00	50.00
Intro to American Politics	SP22 learning outcomes were appropriate for a course of its level.	2	50.00	50.00	0.00
Intro to American Politics	SP22 was designed to foster learning of the course material.	2	50.00	0.00	50.00
Intro to American Politics	SP22 provided me with an important skill set needed for further studies in this field.	2	50.00	0.00	50.00
Intro to American Politics	SP22 textbook(s) were suitable	2	100.00	0.00	0.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Intro to American Politics	SP22 handouts and course notes were suitable	2	100.00	0.00	0.00
Intro to American Politics	SP22 lab materials were suitable	0	NaN	NaN	NaN
Intro to American Politics	SP22 website was suitable	2	50.00	0.00	50.00
Intro to American Politics	SP22 canvas/moodle was suitable	2	50.00	0.00	50.00
Intro to American Politics	SP22 multimedia resources (e.g., videos, power point, etc.) were suitable	1	100.00	0.00	0.00
Intro to American Politics	SP22 overall, the course was well-organized.	2	50.00	0.00	50.00
Intro to American Politics	SP22 provided timely feedback on work submitted.	2	50.00	0.00	50.00
Intro to American Politics	SP22 provided appropriate feedback on work submitted.	2	50.00	0.00	50.00
Intro to American Politics	SP22 was well-prepared for class.	2	50.00	0.00	50.00
Intro to American Politics	SP22 instructor-motivated me to do my best work.	2	100.00	0.00	0.00
Intro to American Politics	SP22 was genuinely interested in the subject matter of the course.	2	100.00	0.00	0.00
Intro to American Politics	SP22 demonstrated expertise and knowledge of the subject matter.	2	100.00	0.00	0.00
Intro to American Politics	SP22 communicated the course material effectively using clear and appropriate language	2	50.00	0.00	50.00
Intro to American Politics	SP22 was reasonably accessible outside of class.	2	100.00	0.00	0.00
Intro to American Politics	SP22 treated students in a professional manner.	2	50.00	0.00	50.00
Intro to American Politics	SP22 was interested in students' progress and offered help when sought.	2	100.00	0.00	0.00
Intro to American Politics	SP22 the instructor's overall teaching of the course was effective.	2	50.00	0.00	50.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Policy Analysis	SP22 learning outcomes were clearly explained at the outset of the course.	5	80.00	0.00	20.00
Policy Analysis	SP22 learning outcomes were appropriate for a course of its level.	5	20.00	0.00	80.00
Policy Analysis	SP22 was designed to foster learning of the course material.	5	20.00	0.00	80.00
Policy Analysis	SP22 provided me with an important skill set needed for further studies in this field.	5	40.00	0.00	60.00
Policy Analysis	SP22 textbook(s) were suitable	5	40.00	40.00	20.00
Policy Analysis	SP22 handouts and course notes were suitable	4	25.00	50.00	25.00
Policy Analysis	SP22 lab materials were suitable	0	NaN	NaN	NaN
Policy Analysis	SP22 website was suitable	0	NaN	NaN	NaN
Policy Analysis	SP22 canvas/moodle was suitable	5	80.00	0.00	20.00
Policy Analysis	SP22 multimedia resources (e.g., videos, power point, etc.) were suitable	5	40.00	20.00	40.00
Policy Analysis	SP22 overall, the course was well-organized.	5	20.00	40.00	40.00
Policy Analysis	SP22 provided timely feedback on work submitted.	5	0.00	0.00	100.00
Policy Analysis	SP22 provided appropriate feedback on work submitted.	5	20.00	20.00	60.00
Policy Analysis	SP22 was well-prepared for class.	5	60.00	40.00	0.00
Policy Analysis	SP22 instructor-motivated me to do my best work.	5	40.00	40.00	20.00
Policy Analysis	SP22 was genuinely interested in the subject matter of the course.	5	100.00	0.00	0.00
Policy Analysis	SP22 demonstrated expertise and knowledge of the subject matter.	5	100.00	0.00	0.00
Policy Analysis	SP22 communicated the course material effectively using clear and appropriate language	5	40.00	20.00	40.00
Policy Analysis	SP22 was reasonably accessible outside of class.	5	60.00	40.00	0.00
Policy Analysis	SP22 treated students in a professional manner.	5	80.00	20.00	0.00
Policy Analysis	SP22 was interested in students' progress and offered help when sought.	5	80.00	20.00	0.00
Policy Analysis	SP22 the instructor's overall teaching of the course was effective.	5	20.00	40.00	40.00
Race and Politics	SP22 learning outcomes were clearly explained at the outset of the course.	2	100.00	0.00	0.00
Race and Politics	SP22 learning outcomes were appropriate for a course of its level.	2	100.00	0.00	0.00
Race and Politics	SP22 was designed to foster learning of the course material.	2	100.00	0.00	0.00
Race and Politics	SP22 provided me with an important skill set needed for further studies in this field.	2	100.00	0.00	0.00
Race and Politics	SP22 textbook(s) were suitable	2	100.00	0.00	0.00
Race and Politics	SP22 handouts and course notes were suitable	1	100.00	0.00	0.00
Race and Politics	SP22 lab materials were suitable	0	NaN	NaN	NaN
Race and Politics	SP22 website was suitable	0	NaN	NaN	NaN
Race and Politics	SP22 canvas/moodle was suitable	2	100.00	0.00	0.00
Race and Politics	SP22 multimedia resources (e.g., videos, power point, etc.) were suitable	2	100.00	0.00	0.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Race and Politics	SP22 overall, the course was well-organized.	2	100.00	0.00	0.00
Race and Politics	SP22 provided timely feedback on work submitted.	2	100.00	0.00	0.00
Race and Politics	SP22 provided appropriate feedback on work submitted.	2	100.00	0.00	0.00
Race and Politics	SP22 was well-prepared for class.	2	100.00	0.00	0.00
Race and Politics	SP22 instructor-motivated me to do my best work.	2	100.00	0.00	0.00
Race and Politics	SP22 was genuinely interested in the subject matter of the course.	2	100.00	0.00	0.00
Race and Politics	SP22 demonstrated expertise and knowledge of the subject matter.	2	100.00	0.00	0.00
Race and Politics	SP22 communicated the course material effectively using clear and appropriate language	2	100.00	0.00	0.00
Race and Politics	SP22 was reasonably accessible outside of class.	2	100.00	0.00	0.00
Race and Politics	SP22 treated students in a professional manner.	2	100.00	0.00	0.00
Race and Politics	SP22 was interested in students' progress and offered help when sought.	2	100.00	0.00	0.00
Race and Politics	SP22 the instructor's overall teaching of the course was effective.	2	100.00	0.00	0.00
Intro to American Politics	FA22 learning outcomes were clearly explained at the outset of the course.	4	100.00	0.00	0.00
Intro to American Politics	FA22 learning outcomes were appropriate for a course of its level.	4	100.00	0.00	0.00
Intro to American Politics	FA22 was designed to foster learning of the course material.	4	100.00	0.00	0.00
Intro to American Politics	FA22 provided me with an important skill set needed for further studies in this field.	3	100.00	0.00	0.00
Intro to American Politics	FA22 textbook(s) were suitable	3	100.00	0.00	0.00
Intro to American Politics	FA22 handouts and course notes were suitable	3	100.00	0.00	0.00
Intro to American Politics	FA22 lab materials were suitable	1	100.00	0.00	0.00
Intro to American Politics	FA22 website was suitable	2	100.00	0.00	0.00
Intro to American Politics	FA22 canvas/moodle was suitable	4	100.00	0.00	0.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Intro to American Politics	FA22 multimedia resources (e.g., videos, power point, etc.) were suitable	3	100.00	0.00	0.00
Intro to American Politics	FA22 overall, the course was well-organized.	4	100.00	0.00	0.00
Intro to American Politics	FA22 provided timely feedback on work submitted.	4	50.00	50.00	0.00
Intro to American Politics	FA22 provided appropriate feedback on work submitted.	4	100.00	0.00	0.00
Intro to American Politics	FA22 was well-prepared for class.	4	100.00	0.00	0.00
Intro to American Politics	FA22 instructor-motivated me to do my best work.	4	100.00	0.00	0.00
Intro to American Politics	FA22 was genuinely interested in the subject matter of the course.	4	100.00	0.00	0.00
Intro to American Politics	FA22 demonstrated expertise and knowledge of the subject matter.	4	100.00	0.00	0.00
Intro to American Politics	FA22 communicated the course material effectively using clear and appropriate language	4	100.00	0.00	0.00
Intro to American Politics	FA22 was reasonably accessible outside of class.	4	75.00	25.00	0.00
Intro to American Politics	FA22 treated students in a professional manner.	4	75.00	25.00	0.00
Intro to American Politics	FA22 was interested in students' progress and offered help when sought.	4	100.00	0.00	0.00
Intro to American Politics	FA22 the instructor's overall teaching of the course was effective.	4	100.00	0.00	0.00
Research Methods	FA22 learning outcomes were clearly explained at the outset of the course.	2	50.00	50.00	0.00
Research Methods	FA22 learning outcomes were appropriate for a course of its level.	2	50.00	50.00	0.00
Research Methods	FA22 was designed to foster learning of the course material.	2	50.00	50.00	0.00
Research Methods	FA22 provided me with an important skill set needed for further studies in this field.	2	50.00	50.00	0.00
Research Methods	FA22 textbook(s) were suitable	2	100.00	0.00	0.00
Research Methods	FA22 handouts and course notes were suitable	2	100.00	0.00	0.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Research Methods	FA22 lab materials were suitable	0	NaN	NaN	NaN
Research Methods	FA22 website was suitable	0	NaN	NaN	NaN
Research Methods	FA22 canvas/moodle was suitable	2	100.00	0.00	0.00
Research Methods	FA22 multimedia resources (e.g., videos, power point, etc.) were suitable	2	100.00	0.00	0.00
Research Methods	FA22 overall, the course was well-organized.	2	50.00	50.00	0.00
Research Methods	FA22 provided timely feedback on work submitted.	2	50.00	50.00	0.00
Research Methods	FA22 provided appropriate feedback on work submitted.	2	100.00	0.00	0.00
Research Methods	FA22 was well-prepared for class.	2	100.00	0.00	0.00
Research Methods	FA22 instructor-motivated me to do my best work.	2	100.00	0.00	0.00
Research Methods	FA22 was genuinely interested in the subject matter of the course.	2	100.00	0.00	0.00
Research Methods	FA22 demonstrated expertise and knowledge of the subject matter.	2	100.00	0.00	0.00
Research Methods	FA22 communicated the course material effectively using clear and appropriate language	2	50.00	50.00	0.00
Research Methods	FA22 was reasonably accessible outside of class.	2	50.00	50.00	0.00
Research Methods	FA22 treated students in a professional manner.	2	100.00	0.00	0.00
Research Methods	FA22 was interested in students' progress and offered help when sought.	2	100.00	0.00	0.00
Research Methods	FA22 the instructor's overall teaching of the course was effective.	2	50.00	50.00	0.00
State and Local Politics	FA22 learning outcomes were clearly explained at the outset of the course.	5	100.00	0.00	0.00
State and Local Politics	FA22 learning outcomes were appropriate for a course of its level.	5	100.00	0.00	0.00
State and Local Politics	FA22 was designed to foster learning of the course material.	5	100.00	0.00	0.00
State and Local Politics	FA22 provided me with an important skill set needed for further studies in this field.	5	80.00	20.00	0.00
State and Local Politics	FA22 textbook(s) were suitable	4	25.00	25.00	50.00
State and Local Politics	FA22 handouts and course notes were suitable	4	75.00	25.00	0.00
State and Local Politics	FA22 lab materials were suitable	0	NaN	NaN	NaN
State and Local Politics	FA22 website was suitable	0	NaN	NaN	NaN
State and Local Politics	FA22 canvas/moodle was suitable	5	60.00	40.00	0.00
State and Local Politics	FA22 multimedia resources (e.g., videos, power point, etc.) were suitable	5	80.00	20.00	0.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
State and Local Politics	FA22 overall, the course was well-organized.	5	40.00	20.00	40.00
State and Local Politics	FA22 provided timely feedback on work submitted.	5	40.00	20.00	40.00
State and Local Politics	FA22 provided appropriate feedback on work submitted.	5	60.00	40.00	0.00
State and Local Politics	FA22 was well-prepared for class.	5	40.00	40.00	20.00
State and Local Politics	FA22 instructor-motivated me to do my best work.	5	20.00	60.00	20.00
State and Local Politics	FA22 was genuinely interested in the subject matter of the course.	5	100.00	0.00	0.00
State and Local Politics	FA22 demonstrated expertise and knowledge of the subject matter.	5	80.00	20.00	0.00
State and Local Politics	FA22 communicated the course material effectively using clear and appropriate language	5	40.00	20.00	40.00
State and Local Politics	FA22 was reasonably accessible outside of class.	4	75.00	25.00	0.00
State and Local Politics	FA22 treated students in a professional manner.	5	60.00	20.00	20.00
State and Local Politics	FA22 was interested in students' progress and offered help when sought.	5	60.00	40.00	0.00
State and Local Politics	FA22 the instructor's overall teaching of the course was effective.	5	40.00	20.00	40.00
Gender and Politics	SP23 learning outcomes were clearly explained at the outset of the course.	5	100.00	0.00	0.00
Gender and Politics	SP23 learning outcomes were appropriate for a course of its level.	5	100.00	0.00	0.00
Gender and Politics	SP23 was designed to foster learning of the course material.	5	100.00	0.00	0.00
Gender and Politics	SP23 provided me with an important skill set needed for further studies in this field.	5	80.00	20.00	0.00
Gender and Politics	SP23 textbook(s) were suitable	5	100.00	0.00	0.00
Gender and Politics	SP23 handouts and course notes were suitable	5	100.00	0.00	0.00
Gender and Politics	SP23 lab materials were suitable	0	NaN	NaN	NaN
Gender and Politics	SP23 website was suitable	1	100.00	0.00	0.00
Gender and Politics	SP23 canvas/moodle was suitable	5	100.00	0.00	0.00
Gender and Politics	SP23 multimedia resources (e.g., videos, power point, etc.) were suitable	5	80.00	20.00	0.00
Gender and Politics	SP23 overall, the course was well-organized.	5	100.00	0.00	0.00
Gender and Politics	SP23 provided timely feedback on work submitted.	5	100.00	0.00	0.00
Gender and Politics	SP23 provided appropriate feedback on work submitted.	5	100.00	0.00	0.00
Gender and Politics	SP23 was well-prepared for class.	5	100.00	0.00	0.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Gender and Politics	SP23 instructor-motivated me to do my best work.	5	100.00	0.00	0.00
Gender and Politics	SP23 was genuinely interested in the subject matter of the course.	5	100.00	0.00	0.00
Gender and Politics	SP23 demonstrated expertise and knowledge of the subject matter.	5	100.00	0.00	0.00
Gender and Politics	SP23 communicated the course material effectively using clear and appropriate language	5	60.00	40.00	0.00
Gender and Politics	SP23 was reasonably accessible outside of class.	5	100.00	0.00	0.00
Gender and Politics	SP23 treated students in a professional manner.	5	100.00	0.00	0.00
Gender and Politics	SP23 was interested in students' progress and offered help when sought.	5	100.00	0.00	0.00
Gender and Politics	SP23 the instructor's overall teaching of the course was effective.	5	100.00	0.00	0.00
Intro to American Politics	SP23 learning outcomes were clearly explained at the outset of the course.	11	81.82	18.18	0.00
Intro to American Politics	SP23 learning outcomes were appropriate for a course of its level.	10	100.00	0.00	0.00
Intro to American Politics	SP23 was designed to foster learning of the course material.	11	90.91	0.00	9.09
Intro to American Politics	SP23 provided me with an important skill set needed for further studies in this field.	10	90.00	10.00	0.00
Intro to American Politics	SP23 textbook(s) were suitable	10	70.00	30.00	0.00
Intro to American Politics	SP23 handouts and course notes were suitable	9	66.67	22.22	11.11
Intro to American Politics	SP23 lab materials were suitable	3	33.33	66.67	0.00
Intro to American Politics	SP23 website was suitable	5	60.00	40.00	0.00
Intro to American Politics	SP23 canvas/moodle was suitable	11	90.91	9.09	0.00
Intro to American Politics	SP23 multimedia resources (e.g., videos, power point, etc.) were suitable	11	81.82	0.00	18.18
Intro to American Politics	SP23 overall, the course was well-organized.	11	81.82	9.09	9.09
Intro to American Politics	SP23 provided timely feedback on work submitted.	11	72.73	18.18	9.09

Course	Sem. Q item	total	Agree	Undec.	Disagree
Intro to American Politics	SP23 provided appropriate feedback on work submitted.	11	72.73	9.09	18.18
Intro to American Politics	SP23 was well-prepared for class.	11	90.91	9.09	0.00
Intro to American Politics	SP23 instructor-motivated me to do my best work.	11	63.64	36.36	0.00
Intro to American Politics	SP23 was genuinely interested in the subject matter of the course.	11	100.00	0.00	0.00
Intro to American Politics	SP23 demonstrated expertise and knowledge of the subject matter.	11	100.00	0.00	0.00
Intro to American Politics	SP23 communicated the course material effectively using clear and appropriate language	11	63.64	27.27	9.09
Intro to American Politics	SP23 was reasonably accessible outside of class.	11	90.91	9.09	0.00
Intro to American Politics	SP23 treated students in a professional manner.	11	90.91	0.00	9.09
Intro to American Politics	SP23 was interested in students' progress and offered help when sought.	11	81.82	9.09	9.09
Intro to American Politics	SP23 the instructor's overall teaching of the course was effective.	11	90.91	9.09	0.00
Model United Nations	SP23 learning outcomes were clearly explained at the outset of the course.	5	80.00	20.00	0.00
Model United Nations	SP23 learning outcomes were appropriate for a course of its level.	5	100.00	0.00	0.00
Model United Nations	SP23 was designed to foster learning of the course material.	5	100.00	0.00	0.00
Model United Nations	SP23 provided me with an important skill set needed for further studies in this field.	5	100.00	0.00	0.00
Model United Nations	SP23 textbook(s) were suitable	2	100.00	0.00	0.00
Model United Nations	SP23 handouts and course notes were suitable	4	100.00	0.00	0.00
Model United Nations	SP23 lab materials were suitable	1	100.00	0.00	0.00
Model United Nations	SP23 website was suitable	3	100.00	0.00	0.00
Model United Nations	SP23 canvas/moodle was suitable	5	100.00	0.00	0.00
Model United Nations	SP23 multimedia resources (e.g., videos, power point, etc.) were suitable	5	100.00	0.00	0.00
Model United Nations	SP23 overall, the course was well-organized.	5	80.00	20.00	0.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Model United Nations	SP23 provided timely feedback on work submitted.	5	80.00	20.00	0.00
Model United Nations	SP23 provided appropriate feedback on work submitted.	5	100.00	0.00	0.00
Model United Nations	SP23 was well-prepared for class.	5	100.00	0.00	0.00
Model United Nations	SP23 instructor-motivated me to do my best work.	5	80.00	20.00	0.00
Model United Nations	SP23 was genuinely interested in the subject matter of the course.	5	100.00	0.00	0.00
Model United Nations	SP23 demonstrated expertise and knowledge of the subject matter.	5	100.00	0.00	0.00
Model United Nations	SP23 communicated the course material effectively using clear and appropriate language	5	80.00	20.00	0.00
Model United Nations	SP23 was reasonably accessible outside of class.	5	100.00	0.00	0.00
Model United Nations	SP23 treated students in a professional manner.	5	60.00	40.00	0.00
Model United Nations	SP23 was interested in students' progress and offered help when sought.	5	100.00	0.00	0.00
Model United Nations	SP23 the instructor's overall teaching of the course was effective.	5	100.00	0.00	0.00
Senior Thesis 1	SP23 learning outcomes were clearly explained at the outset of the course.	4	50.00	0.00	50.00
Senior Thesis 1	SP23 learning outcomes were appropriate for a course of its level.	4	75.00	0.00	25.00
Senior Thesis 1	SP23 was designed to foster learning of the course material.	4	50.00	0.00	50.00
Senior Thesis 1	SP23 provided me with an important skill set needed for further studies in this field.	4	25.00	50.00	25.00
Senior Thesis 1	SP23 textbook(s) were suitable	0	NaN	NaN	NaN
Senior Thesis 1	SP23 handouts and course notes were suitable	3	66.67	0.00	33.33
Senior Thesis 1	SP23 lab materials were suitable	0	NaN	NaN	NaN
Senior Thesis 1	SP23 website was suitable	0	NaN	NaN	NaN
Senior Thesis 1	SP23 canvas/moodle was suitable	4	100.00	0.00	0.00
Senior Thesis 1	SP23 multimedia resources (e.g., videos, power point, etc.) were suitable	3	33.33	33.33	33.33
Senior Thesis 1	SP23 overall, the course was well-organized.	4	25.00	50.00	25.00
Senior Thesis 1	SP23 provided timely feedback on work submitted.	4	100.00	0.00	0.00
Senior Thesis 1	SP23 provided appropriate feedback on work submitted.	4	75.00	0.00	25.00
Senior Thesis 1	SP23 was well-prepared for class.	4	75.00	0.00	25.00
Senior Thesis 1	SP23 instructor-motivated me to do my best work.	4	50.00	0.00	50.00
Senior Thesis 1	SP23 was genuinely interested in the subject matter of the course.	4	100.00	0.00	0.00
Senior Thesis 1	SP23 demonstrated expertise and knowledge of the subject matter.	4	100.00	0.00	0.00
Senior Thesis 1	SP23 communicated the course material effectively using clear and appropriate language	4	25.00	25.00	50.00
Senior Thesis 1	SP23 was reasonably accessible outside of class.	4	75.00	0.00	25.00
Senior Thesis 1	SP23 treated students in a professional manner.	4	75.00	0.00	25.00
Senior Thesis 1	SP23 was interested in students' progress and offered help when sought.	4	50.00	0.00	50.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Senior Thesis 1	SP23 the instructor's overall teaching of the course was effective.	4	25.00	25.00	50.00
Congress	FA23 learning outcomes were clearly explained at the outset of the course.	4	75.00	25.00	0.00
Congress	FA23 learning outcomes were appropriate for a course of its level.	4	100.00	0.00	0.00
Congress	FA23 was designed to foster learning of the course material.	4	75.00	0.00	25.00
Congress	FA23 provided me with an important skill set needed for further studies in this field.	4	75.00	0.00	25.00
Congress	FA23 textbook(s) were suitable	4	75.00	0.00	25.00
Congress	FA23 handouts and course notes were suitable	4	75.00	25.00	0.00
Congress	FA23 lab materials were suitable	1	0.00	100.00	0.00
Congress	FA23 website was suitable	2	100.00	0.00	0.00
Congress	FA23 canvas/moodle was suitable	4	75.00	25.00	0.00
Congress	FA23 multimedia resources (e.g., videos, power point, etc.) were suitable	4	100.00	0.00	0.00
Congress	FA23 overall, the course was well-organized.	4	75.00	25.00	0.00
Congress	FA23 provided timely feedback on work submitted.	4	50.00	0.00	50.00
Congress	FA23 provided appropriate feedback on work submitted.	4	100.00	0.00	0.00
Congress	FA23 was well-prepared for class.	4	100.00	0.00	0.00
Congress	FA23 instructor-motivated me to do my best work.	4	75.00	25.00	0.00
Congress	FA23 was genuinely interested in the subject matter of the course.	3	100.00	0.00	0.00
Congress	FA23 demonstrated expertise and knowledge of the subject matter.	4	100.00	0.00	0.00
Congress	FA23 communicated the course material effectively using clear and appropriate language	4	75.00	0.00	25.00
Congress	FA23 was reasonably accessible outside of class.	4	75.00	25.00	0.00
Congress	FA23 treated students in a professional manner.	4	100.00	0.00	0.00
Congress	FA23 was interested in students' progress and offered help when sought.	4	100.00	0.00	0.00
Congress	FA23 the instructor's overall teaching of the course was effective.	4	75.00	25.00	0.00
Intro to American Politics	FA23 learning outcomes were clearly explained at the outset of the course.	8	100.00	0.00	0.00
Intro to American Politics	FA23 learning outcomes were appropriate for a course of its level.	8	100.00	0.00	0.00
Intro to American Politics	FA23 was designed to foster learning of the course material.	8	87.50	12.50	0.00
Intro to American Politics	FA23 provided me with an important skill set needed for further studies in this field.	8	100.00	0.00	0.00
Intro to American Politics	FA23 textbook(s) were suitable	8	50.00	12.50	37.50
Intro to American Politics	FA23 handouts and course notes were suitable	7	85.71	0.00	14.29

Course	Sem. Q item	total	Agree	Undec.	Disagree
Intro to American Politics	FA23 lab materials were suitable	4	50.00	50.00	0.00
Intro to American Politics	FA23 website was suitable	5	80.00	20.00	0.00
Intro to American Politics	FA23 canvas/moodle was suitable	8	100.00	0.00	0.00
Intro to American Politics	FA23 multimedia resources (e.g., videos, power point, etc.) were suitable	8	100.00	0.00	0.00
Intro to American Politics	FA23 overall, the course was well-organized.	8	100.00	0.00	0.00
Intro to American Politics	FA23 provided timely feedback on work submitted.	8	87.50	0.00	12.50
Intro to American Politics	FA23 provided appropriate feedback on work submitted.	8	100.00	0.00	0.00
Intro to American Politics	FA23 was well-prepared for class.	8	100.00	0.00	0.00
Intro to American Politics	FA23 instructor-motivated me to do my best work.	8	87.50	0.00	12.50
Intro to American Politics	FA23 was genuinely interested in the subject matter of the course.	8	100.00	0.00	0.00
Intro to American Politics	FA23 demonstrated expertise and knowledge of the subject matter.	8	100.00	0.00	0.00
Intro to American Politics	FA23 communicated the course material effectively using clear and appropriate language	8	75.00	12.50	12.50
Intro to American Politics	FA23 was reasonably accessible outside of class.	8	87.50	12.50	0.00
Intro to American Politics	FA23 treated students in a professional manner.	8	62.50	25.00	12.50
Intro to American Politics	FA23 was interested in students' progress and offered help when sought.	8	100.00	0.00	0.00
Intro to American Politics	FA23 the instructor's overall teaching of the course was effective.	8	87.50	0.00	12.50
Intro to American Politics	FA23 learning outcomes were clearly explained at the outset of the course.	8	87.50	12.50	0.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Intro to American Politics	FA23 learning outcomes were appropriate for a course of its level.	8	100.00	0.00	0.00
Intro to American Politics	FA23 was designed to foster learning of the course material.	7	85.71	14.29	0.00
Intro to American Politics	FA23 provided me with an important skill set needed for further studies in this field.	8	75.00	12.50	12.50
Intro to American Politics	FA23 textbook(s) were suitable	5	60.00	20.00	20.00
Intro to American Politics	FA23 handouts and course notes were suitable	8	87.50	12.50	0.00
Intro to American Politics	FA23 lab materials were suitable	1	100.00	0.00	0.00
Intro to American Politics	FA23 website was suitable	3	100.00	0.00	0.00
Intro to American Politics	FA23 canvas/moodle was suitable	8	75.00	0.00	25.00
Intro to American Politics	FA23 multimedia resources (e.g., videos, power point, etc.) were suitable	8	87.50	0.00	12.50
Intro to American Politics	FA23 overall, the course was well-organized.	8	75.00	12.50	12.50
Intro to American Politics	FA23 provided timely feedback on work submitted.	8	87.50	12.50	0.00
Intro to American Politics	FA23 provided appropriate feedback on work submitted.	8	100.00	0.00	0.00
Intro to American Politics	FA23 was well-prepared for class.	8	100.00	0.00	0.00
Intro to American Politics	FA23 instructor-motivated me to do my best work.	8	87.50	12.50	0.00
Intro to American Politics	FA23 was genuinely interested in the subject matter of the course.	8	100.00	0.00	0.00
Intro to American Politics	FA23 demonstrated expertise and knowledge of the subject matter.	8	100.00	0.00	0.00
Intro to American Politics	FA23 communicated the course material effectively using clear and appropriate language	8	100.00	0.00	0.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Intro to American Politics	FA23 was reasonably accessible outside of class.	8	100.00	0.00	0.00
Intro to American Politics	FA23 treated students in a professional manner.	8	100.00	0.00	0.00
Intro to American Politics	FA23 was interested in students' progress and offered help when sought.	8	87.50	12.50	0.00
Intro to American Politics	FA23 the instructor's overall teaching of the course was effective.	8	87.50	0.00	12.50
Research Methods	FA23 learning outcomes were clearly explained at the outset of the course.	12	100.00	0.00	0.00
Research Methods	FA23 learning outcomes were appropriate for a course of its level.	12	91.67	8.33	0.00
Research Methods	FA23 was designed to foster learning of the course material.	12	91.67	8.33	0.00
Research Methods	FA23 provided me with an important skill set needed for further studies in this field.	12	91.67	8.33	0.00
Research Methods	FA23 textbook(s) were suitable	10	60.00	30.00	10.00
Research Methods	FA23 handouts and course notes were suitable	12	83.33	8.33	8.33
Research Methods	FA23 lab materials were suitable	3	100.00	0.00	0.00
Research Methods	FA23 website was suitable	6	83.33	16.67	0.00
Research Methods	FA23 canvas/moodle was suitable	12	91.67	0.00	8.33
Research Methods	FA23 multimedia resources (e.g., videos, power point, etc.) were suitable	12	91.67	8.33	0.00
Research Methods	FA23 overall, the course was well-organized.	12	75.00	8.33	16.67
Research Methods	FA23 provided timely feedback on work submitted.	12	66.67	8.33	25.00
Research Methods	FA23 provided appropriate feedback on work submitted.	12	91.67	8.33	0.00
Research Methods	FA23 was well-prepared for class.	12	100.00	0.00	0.00
Research Methods	FA23 instructor-motivated me to do my best work.	12	83.33	16.67	0.00
Research Methods	FA23 was genuinely interested in the subject matter of the course.	12	100.00	0.00	0.00
Research Methods	FA23 demonstrated expertise and knowledge of the subject matter.	12	91.67	8.33	0.00
Research Methods	FA23 communicated the course material effectively using clear and appropriate language	12	66.67	25.00	8.33
Research Methods	FA23 was reasonably accessible outside of class.	12	100.00	0.00	0.00
Research Methods	FA23 treated students in a professional manner.	12	83.33	16.67	0.00

Course	Sem. Q item	total	Agree	Undec.	Disagree
Research Methods	FA23 was interested in students' progress and offered help when sought.	12	100.00	0.00	0.00
Research Methods	FA23 the instructor's overall teaching of the course was effective.	12	75.00	16.67	8.33

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