

Instructor Isaac Hale

UNIVERSITY OF CALIFORNIA - DAVIS

Fall Quarter 2017
POL 001 (002) 58002

Student Evaluation of Teaching



Enrollment 48
% responding 72

	5	4	3	2	1				
	5 %	4 %	3 %	2 %	1 %	\bar{x}	SD	M	N
Please indicate the overall educational value of the course. (excellent very good satisfactory fair poor)	17 49%	9 26%	6 17%	3 9%	0 0%	4.1	1.0	4.0	35
UCD Grade Point Average: (5) 4-3.6, (4) 3.5-3.1, (3) 3-2.6, (2) 2.5-2.1, (1) 2 or below	13 41%	8 25%	9 28%	2 6%	0 0%	4.0	1.0	4.0	32
Expected grade in this course: (5) A, (4) B, (3) C, (2) D, (1) F	19 56%	9 26%	5 15%	1 3%	0 0%	4.4	0.8	5.0	34
Your interest in the subject matter before taking this course: (5) Very high, (4) Somewhat high, (3) Moderate, (2) Low, (1) Very low	8 24%	12 35%	11 32%	2 6%	1 3%	3.7	1.0	4.0	34
Please indicate the overall teaching effectiveness of the instructor. (excellent very good satisfactory fair poor)	18 51%	11 31%	4 11%	2 6%	0 0%	4.3	0.9	5.0	35
Instructor's knowledge and command of subject matter. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	25 71%	9 26%	0 0%	1 3%	0 0%	4.7	0.6	5.0	35
Instructor's openness to discussion and ability to stimulate it. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	26 74%	5 14%	3 9%	0 0%	1 3%	4.6	0.9	5.0	35
Instructor's availability for consultation.	19 59%	11 34%	2 6%	0 0%	0 0%	4.5	0.6	5.0	32
Clarity of course objectives and organization. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	16 46%	13 37%	4 11%	2 6%	0 0%	4.2	0.9	4.0	35
Effectiveness of style and methods of class presentations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	18 51%	12 34%	4 11%	1 3%	0 0%	4.3	0.8	5.0	35
Relevance and educational value of readings and WorldWideWeb resources. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	18 51%	10 29%	4 11%	2 6%	1 3%	4.2	1.0	5.0	35
Instructional value of course assignments (term papers, project, etc.). (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	14 40%	17 49%	1 3%	3 9%	0 0%	4.2	0.9	4.0	35
Fairness and impartiality of grading.	24 69%	8 23%	3 9%	0 0%	0 0%	4.6	0.6	5.0	35
Instructional value of examinations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	15 54%	9 32%	3 11%	1 4%	0 0%	4.4	0.8	5.0	28

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

Issac is very knowledgeable in the material of the course. You can tell he is passionate about the material.

It is extremely evident that he has so much knowledge about the subject. Sometimes I forget that he isn't even a professor yet.

Very good at slowing down to explain concepts while not holding up the lecture an inappropriate amount of time.

Extremely intelligent and passionate teacher.

Instructor's openness to discussion and ability to stimulate it. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

Issac promotes questions in his class as well as open discussion.

He always encourages everyone to participate. I also appreciate how well stimulates thought flow from a student.

More of a student issue than a teacher issue

He was very responsive and encouraging of dialogue but the class had a feel that didn't make it comfortable to speak out and discuss answers.

Instructor's availability for consultation.

He has office hours available. In addition, he can schedule meetings with students outside of his office hours.

went to office hours many times and received great feedback.

i never went to office hours

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

a little less of madison

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

His slides are informative.

I appreciate that Hale was very fair in his discussion of politics and never imposed his own political beliefs on the class.

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

It's a lot of reading but really broadens my perspectives on certain issues.

Giving the students many lengthy technical political science papers discourages the students from actually doing the readings. The readings are only sometimes quizzed on, and if they are, two of the lowest quiz scores are dropped regardless, so the incentive to trudge through the long-winded papers is absent. I think most students find their time better spent elsewhere than the readings.

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

could expand topics from just Madison's ideal.

Could broaden course to more than Madison's ideal

Fairness and impartiality of grading.

Realized one of his quiz questions was unfairly difficult, as it relied on specific knowledge of the textbook's opinion, rather than a general understanding of the subject or a paper's argument.

Instructional value of examinations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

Professor had a lot of interest in his subject material and it really showed in his effort to produce quality lectures and keep everyone interested. Loved the class.

no exams

I feel that some quizzes did not allow for a wide enough range to fairly asses what I know because there was a lot that I knew that was not tested on some quizzes.

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Fall Quarter 2017	12/1/2017 12:00 AM	58002	POL	001	002	48	72