

UNIVERSITY OF CALIFORNIA, SAN DIEGO
Department of Political Science
The Graduate Program

SUMMARY OF TEACHING EVALUATIONS

for

William C. Terry

Fall 2007

The attached summaries of teaching evaluations are based on confidential responses to a questionnaire by students enrolled in discussion sections and courses taught by the above named individual. The Graduate Program in the Department of Political Science endeavors to survey all students in each section taught by our graduate students; in some instances we have inadvertently omitted a section.

The evaluation forms ask students to assess the teaching assistant in response to five questions and in open-ended comments. The following summaries report the average (mean) response to the five questions for each section, and a survey of the most frequent comments across all sections.

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Course as Teaching Assistant

COURSE	INSTRUCTOR	TERM	NO. RESPONDENTS
1. Political Science 10 (Section I)	S. Gordon	Fall 2007	30
2. Political Science 10 (Section II)	S. Gordon	Fall 2007	32

Summary of Student Evaluations for Performance as Teaching Assistant

EVALUATION	MEAN SCORE*	
	Section I	Section II
TA's ability to establish educational goals	4.2	4.1
TA's knowledge of the material & ability to present it	4.2	4.2
TA's ability to facilitate discussion	4.2	4.2
TA's ability to interact with students	4.9	4.9
TA's ability to encourage complex thinking	4.1	4.3

* Students were asked to rate TA's on a scale from 1 to 5, where 1 = poor, 3 = average, and 5 = excellent.

Selected Student Comments

"He is friendly and makes the students comfortable becoming involved." (Section I)

"He was an amazing TA. He wants to make sure his students fully understand the material. Fabulous!" (Section I)

"Very well organized, good website." (Section I)

"He knows his stuff very well." (Section I)

"He speaks well and is comprehensible...he makes good discussion questions." (Section II)

"He is very approachable and nice." (Section II)

"We play games that provide a good and fun environment to learn." (Section II)

"Sometimes rambles about stuff not really needed (but it's interesting!)" (Section II)

"Pushes students to do well. Gives us clear due dates and necessary assignments." (Section II)

"Very Interesting. Keeps the class alive and focused." (Section II)

"We love him! Take this class!" (Section II)

How well does your TA interact with students: "Miraculous." (Section II)

How well does your TA encourage complex thinking: "A real treat for the brain!" (Section II)