

DOC16D-LA
O'BROCHTA WILLIAM
19JUL22

L O U I S I A N A T E C H U N I V E R S I T Y

STUDENT-FACULTY-EVALUATION-SURVEY

COLLEGE OF: College of Liberal Arts
DEPARTMENT: School of History & Social Sciences
SCHOOL TERM SPRING 2021-2022

COURSE: POLS201 001 INSTRUCTOR: O'BROCHTA WILLIAM

Q	P E R C E N T A G E						N	INSTR AVG	AVERAGES BY CATEGORY(#2)					AVERAGES BY CLASS REQUIREMENT			AVERAGES BY QUESTION 15			
	A	B	C	D	E				A	GPA B	C	D	E	A	B	C	A	B	C	D
1	22	33	44				9													
2	44	44	11	0	0		9		4.0	3.4	2.4	1.4	N O							
3	100	0					9		/	/	/	/		(#1)						
4	100	0					9		3.5	2.5	1.5	0.0	GPA	MAJ	RQD	ELC				
5	100	0	0				9													
6	78	0	0	0	22		7	4.0	4.0	4.0	.	.	.	4.0	4.0	4.0	4.0	4.0	.	.
7	100	0	0	0	0		9	4.0	4.0	4.0	4.0	.	.	4.0	4.0	4.0	4.0	4.0	.	.
8	78	22	0	0	0		9	3.8	3.8	4.0	3.0	.	.	4.0	4.0	3.5	3.9	3.5	.	.
9	89	0	11	0	0		9	3.8	3.5	4.0	4.0	.	.	4.0	4.0	3.5	3.7	4.0	.	.
10	78	22	0	0	0		9	3.8	3.8	3.8	4.0	.	.	4.0	3.7	3.8	3.7	4.0	.	.
11	89	11	0	0	0		9	3.9	3.8	4.0	4.0	.	.	4.0	4.0	3.8	3.9	4.0	.	.
12	100	0	0	0	0		9	4.0	4.0	4.0	4.0	.	.	4.0	4.0	4.0	4.0	4.0	.	.
13	78	11	11	0	0		9	3.7	3.8	3.5	4.0	.	.	3.0	4.0	3.8	3.9	3.0	.	.
14	89	11	0	0	0		9	3.9	3.8	4.0	4.0	.	.	4.0	4.0	3.8	3.9	4.0	.	.
15	78	22	0	0			9	3.8	4.0	3.8	3.0	.	.	3.5	4.0	3.8				

Q		C O M P A R A T I V E P E R F O R M A N C E (A V E R A G E S)						YOUR AVERAGES FOR ALL COURSES			U N V AVG 21/22
		INSTR	DEPT	COLLEGE	100/200	300/400	500/600	19/20	20/21	21/22	
6	Q U E S T I O N S APPROPRIATE EXAMINATIONS	4.0	3.8	3.8	3.8	.	.	.	.	3.7	3.8
7	ORGANIZED PRESENTATIONS	4.0	3.8	3.6	3.7	.	.	.	.	3.8	3.6
8	EXPRESSIVENESS	3.8	3.7	3.6	3.6	.	.	.	.	3.8	3.6
9	STIMULATES INTEREST	3.8	3.8	3.7	3.7	.	.	.	.	3.8	3.7
10	EXPLAINS DIFFICULT MATERIAL	3.8	3.7	3.7	3.6	.	.	.	.	3.7	3.6
11	CONCERNED ABOUT LEARNING	3.9	3.7	3.7	3.7	.	.	.	.	3.9	3.7
12	WILLING TO ANSWER QUESTIONS	4.0	3.8	3.8	3.8	.	.	.	.	4.0	3.8
13	GAINED GREATER UNDERSTANDING	3.7	3.7	3.6	3.6	.	.	.	.	3.7	3.6
14	ACCOMPLISHED CLASS PURPOSES	3.9	3.8	3.7	3.7	.	.	.	.	3.8	3.7
15	RATING OF INSTRUCTOR	3.8	3.6	3.6	3.6	.	.	.	.	3.8	3.6

DOC16D-LA
O'BROCHTA WILLIAM
19JUL22

L O U I S I A N A T E C H U N I V E R S I T Y

STUDENT-FACULTY-EVALUATION-SURVEY

COLLEGE OF: College of Liberal Arts
DEPARTMENT: School of History & Social Sciences
SCHOOL TERM SPRING 2021-2022

COURSE: POLS201 002 INSTRUCTOR: O'BROCHTA WILLIAM

Q	P E R C E N T A G E						N	INSTR	AVERAGES BY					AVERAGES BY			AVERAGES BY			
	A	B	C	D	E				A	GPA	CATEGORY (#2)	E		CLASS	REQUIREMENT		A	QUESTION	BY	15
1	18	36	45				22													
2	41	45	9	5	0		22		4.0	3.4	2.4	1.4	N O		(#1)					
3	100	0					22		3.5	2.5	1.5	0.0	GPA	MAJ	RQD	ELC				
4	100	0					22													
5	100	0	0				22													
6	68	18	0	9	5		21	3.5	3.4	3.9	3.5	1.0	.	3.8	3.4	3.5	3.7	2.7	.	.
7	64	32	5	0	0		22	3.6	3.7	3.6	4.0	2.0	.	3.5	3.4	3.8	3.7	3.0	.	.
8	86	9	5	0	0		22	3.8	3.8	3.9	4.0	3.0	.	4.0	3.8	3.8	3.8	3.7	.	.
9	86	9	5	0	0		22	3.8	4.0	3.7	4.0	3.0	.	4.0	3.5	4.0	3.8	3.7	.	.
10	77	14	5	5	0		22	3.6	3.4	3.8	4.0	3.0	.	4.0	3.8	3.4	3.8	2.7	.	.
11	86	9	5	0	0		22	3.8	3.8	4.0	4.0	2.0	.	4.0	3.8	3.8	3.9	3.0	.	.
12	95	5	0	0	0		22	4.0	3.9	4.0	4.0	4.0	.	4.0	4.0	3.9	3.7	4.0	.	.
13	68	23	5	5	0		22	3.5	3.6	3.7	4.0	1.0	.	3.8	3.5	3.5	3.7	2.3	.	.
14	77	23	0	0	0		22	3.8	3.8	3.8	4.0	3.0	.	3.8	3.6	3.9	3.8	3.3	.	.
15	86	14	0	0			22	3.9	3.8	4.0	4.0	3.0	.	4.0	3.8	3.9				

		C O M P A R A T I V E P E R F O R M A N C E (A V E R A G E S)						YOUR AVERAGES FOR ALL COURSES			U N V AVG	
		INSTR	DEPT	COLLEGE	-----COLLEGE-----			COURSE MULTIPLE SECTIONS	19/20	20/21	21/22	21/22
					100/200	300/400	500/600					
Q	Q U E S T I O N S											
6	APPROPRIATE EXAMINATIONS	3.5	3.8	3.8	3.8	.	.	.	.	.	3.7	3.8
7	ORGANIZED PRESENTATIONS	3.6	3.8	3.6	3.7	.	.	.	.	.	3.8	3.6
8	EXPRESSIVENESS	3.8	3.7	3.6	3.6	.	.	.	.	.	3.8	3.6
9	STIMULATES INTEREST	3.8	3.8	3.7	3.7	.	.	.	.	.	3.8	3.7
10	EXPLAINS DIFFICULT MATERIAL	3.6	3.7	3.7	3.6	.	.	.	.	.	3.7	3.6
11	CONCERNED ABOUT LEARNING	3.8	3.7	3.7	3.7	.	.	.	.	.	3.9	3.7
12	WILLING TO ANSWER QUESTIONS	4.0	3.8	3.8	3.8	.	.	.	.	.	4.0	3.8
13	GAINED GREATER UNDERSTANDING	3.5	3.7	3.6	3.6	.	.	.	.	.	3.7	3.6
14	ACCOMPLISHED CLASS PURPOSES	3.8	3.8	3.7	3.7	3.8	3.7
15	RATING OF INSTRUCTOR	3.9	3.6	3.6	3.6	3.8	3.6

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O'BROCHTA WILLIAM
19JUL22

L O U I S I A N A T E C H U N I V E R S I T Y

STUDENT-FACULTY-EVALUATION-SURVEY

COLLEGE OF: College of Liberal Arts
DEPARTMENT: School of History & Social Sciences
SCHOOL TERM SPRING 2021-2022

COURSE: POLS489 001 INSTRUCTOR: O'BROCHTA WILLIAM

Q	P E R C E N T A G E						N	INSTR AVG	AVERAGES BY CATEGORY(#2)					AVERAGES BY CLASS REQUIREMENT			AVERAGES BY QUESTION 15			
	A	B	C	D	E	F			A	GPA B	C	D	E	A	B	C	A	B	C	D
1	73	0	27				11													
2	55	45	0	0	0		11		4.0	3.4	2.4	1.4	N O	(#1)						
3	100	0					11		/	/	/	/								
4	100						11		3.5	2.5	1.5	0.0	GPA	MAJ	RQD	ELC				
5	91	0	9				11													
6	73	99	0	0	18		9	3.9	4.0	3.8	.	.	.	3.9	.	4.0	4.0	3.0	.	.
7	82	99	9	0	0		11	3.7	3.8	3.6	.	.	.	3.6	.	4.0	3.9	2.0	.	.
8	100	0	0	0	0		11	4.0	4.0	4.0	.	.	.	4.0	.	4.0	4.0	4.0	.	.
9	91	99	0	0	0		11	3.9	4.0	3.8	.	.	.	3.9	.	4.0	4.0	3.0	.	.
10	91	0	9	0	0		11	3.8	4.0	3.6	.	.	.	3.8	.	4.0	4.0	2.0	.	.
11	100	0	0	0	0		11	4.0	4.0	4.0	.	.	.	4.0	.	4.0	4.0	4.0	.	.
12	100	0	0	0	0		11	4.0	4.0	4.0	.	.	.	4.0	.	4.0	4.0	4.0	.	.
13	91	99	0	0	0		11	3.9	4.0	3.8	.	.	.	3.9	.	4.0	4.0	3.0	.	.
14	91	99	0	0	0		11	3.9	4.0	3.8	.	.	.	3.9	.	4.0	4.0	3.0	.	.
15	91	9	0	0	0		11	3.9	4.0	3.8	.	.	.	3.9	.	4.0	4.0	3.0	.	.

Q		C O M P A R A T I V E P E R F O R M A N C E (A V E R A G E S)						YOUR AVERAGES FOR ALL COURSES			U N V AVG 21/22
		INSTR	DEPT	COLLEGE	100/200	300/400	500/600	19/20	20/21	21/22	
6	Q U E S T I O N S APPROPRIATE EXAMINATIONS	3.9	3.8	3.8	.	3.8	.	.	.	3.7	3.8
7	ORGANIZED PRESENTATIONS	3.7	3.8	3.6	.	3.6	.	.	.	3.8	3.6
8	EXPRESSIVENESS	4.0	3.7	3.6	.	3.7	.	.	.	3.8	3.6
9	STIMULATES INTEREST	3.9	3.8	3.7	.	3.8	.	.	.	3.8	3.7
10	EXPLAINS DIFFICULT MATERIAL	3.8	3.7	3.7	.	3.7	.	.	.	3.7	3.6
11	CONCERNED ABOUT LEARNING	4.0	3.7	3.7	.	3.7	.	.	.	3.9	3.7
12	WILLING TO ANSWER QUESTIONS	4.0	3.8	3.8	.	3.8	.	.	.	4.0	3.8
13	GAINED GREATER UNDERSTANDING	3.9	3.7	3.6	.	3.7	.	.	.	3.7	3.6
14	ACCOMPLISHED CLASS PURPOSES	3.9	3.8	3.7	.	3.8	.	.	.	3.8	3.7
15	RATING OF INSTRUCTOR	3.9	3.6	3.6	.	3.7	.	.	.	3.8	3.6

DOC16D-LA
O'BROCHTA WILLIAM
23MAR22

L O U I S I A N A T E C H U N I V E R S I T Y

STUDENT-FACULTY-EVALUATION-SURVEY

COLLEGE OF: College of Liberal Arts
DEPARTMENT: School of History & Social Sciences
SCHOOL TERM WINTER 2021-2022

COURSE: POLS201 001 INSTRUCTOR: O'BROCHTA WILLIAM

Q	P E R C E N T A G E						N	INSTR AVG	AVERAGES BY CATEGORY(#2)					AVERAGES BY CLASS REQUIREMENT			AVERAGES BY QUESTION 15			
	A	B	C	D	E				A	GPA B	C	D	E	A	B	C	A	B	C	D
1	33	33	33				18													
2	33	61	6		0		18		4.0	3.4	2.4	1.4	N O							
3	100	0					18		/	/	/	/		(#1)						
4	100	0					18		3.5	2.5	1.5	0.0	GPA	MAJ	RQD	ELC				
5	72	0	28				18													
6	72	0	0	0	28		13	4.0	4.0	4.0	.	.	.	4.0	4.0	4.0	4.0	4.0	.	.
7	83	17	0	0	0		18	3.8	3.8	3.8	4.0	.	.	4.0	4.0	3.5	3.9	3.3	.	.
8	94	6	0	0	0		18	3.9	4.0	3.9	4.0	.	.	4.0	4.0	3.8	4.0	3.7	.	.
9	89	6	6	0	0		18	3.8	3.7	3.9	4.0	.	.	3.8	4.0	3.7	3.9	3.3	.	.
10	72	28	0	0	0		18	3.7	3.8	3.6	4.0	.	.	4.0	3.8	3.3	3.9	3.0	.	.
11	89	6	6	0	0		18	3.8	4.0	3.7	4.0	.	.	4.0	4.0	3.5	3.9	3.3	.	.
12	100	0	0	0	0		18	4.0	4.0	4.0	4.0	.	.	4.0	4.0	4.0	4.0	4.0	.	.
13	61	22	17	0	0		18	3.4	3.5	3.4	4.0	.	.	3.5	3.7	3.2	3.5	3.0	.	.
14	89	11	0	0	0		18	3.9	3.8	3.9	4.0	.	.	4.0	4.0	3.7	4.0	3.3	.	.
15	83	17	0	0			18	3.8	3.8	3.8	4.0	.	.	4.0	3.8	3.7				

Q	Q U E S T I O N S	C O M P A R A T I V E P E R F O R M A N C E (A V E R A G E S)						COURSE MULTIPLE SECTIONS	YOUR AVERAGES FOR ALL COURSES			U N V AVG 21/22
		INSTR	DEPT	COLLEGE	100/200	300/400	500/600		19/20	20/21	21/22	
6	APPROPRIATE EXAMINATIONS	4.0	3.9	3.8	3.8	.	.	.	.	.	3.8	3.8
7	ORGANIZED PRESENTATIONS	3.8	3.8	3.7	3.7	.	.	.	.	.	3.8	3.6
8	EXPRESSIVENESS	3.9	3.9	3.7	3.7	.	.	.	.	.	3.8	3.6
9	STIMULATES INTEREST	3.8	3.8	3.7	3.7	.	.	.	.	.	3.8	3.7
10	EXPLAINS DIFFICULT MATERIAL	3.7	3.8	3.7	3.6	.	.	.	.	.	3.7	3.6
11	CONCERNED ABOUT LEARNING	3.8	3.8	3.7	3.7	.	.	.	.	.	3.8	3.7
12	WILLING TO ANSWER QUESTIONS	4.0	3.9	3.8	3.8	.	.	.	.	.	3.9	3.8
13	GAINED GREATER UNDERSTANDING	3.4	3.8	3.6	3.6	.	.	.	.	.	3.7	3.6
14	ACCOMPLISHED CLASS PURPOSES	3.9	3.9	3.8	3.7	.	.	.	.	.	3.8	3.7
15	RATING OF INSTRUCTOR	3.8	3.8	3.7	3.7	.	.	.	.	.	3.8	3.6

DOC16D-LA
O'BROCHTA WILLIAM
23MAR22

L O U I S I A N A T E C H U N I V E R S I T Y

STUDENT-FACULTY-EVALUATION-SURVEY

COLLEGE OF: College of Liberal Arts
DEPARTMENT: School of History & Social Sciences
SCHOOL TERM WINTER 2021-2022

COURSE: POLS201 002 INSTRUCTOR: O'BROCHTA WILLIAM

Q	P E R C E N T A G E						N	INSTR AVG	AVERAGES BY CATEGORY(#2)					AVERAGES BY CLASS REQUIREMENT			AVERAGES BY QUESTION 15			
	A	B	C	D	E				A	GPA B	C	D	E	A	B	C	A	B	C	D
1	21	37	42				19													
2	37	53	11	0	0		19		4.0	3.4	2.4	1.4	N O	(#1)						
3	100	0					19		/	/	/	/								
4	100	0					19		3.5	2.5	1.5	0.0	GPA	MAJ	RQD	ELC				
5	100	0	0				19													
6	63	55	55	5	21		15	3.6	4.0	3.1	4.0	.	.	4.0	3.5	3.4	4.0	2.5	2.5	.
7	89	55	50	5	0		19	3.8	4.0	3.6	4.0	.	.	4.0	4.0	3.5	4.0	4.0	2.0	.
8	79	16	55	0	0		19	3.7	4.0	3.6	3.5	.	.	4.0	3.9	3.5	3.9	3.5	2.5	.
9	89	55	55	0	0		19	3.8	4.0	3.8	3.5	.	.	4.0	3.9	3.8	4.0	3.5	3.0	.
10	79	11	11	0	0		19	3.7	3.9	3.5	4.0	.	.	3.8	3.9	3.5	3.9	3.5	2.0	.
11	84	55	55	5	0		19	3.7	4.0	3.4	4.0	.	.	4.0	3.9	3.4	4.0	3.5	1.5	.
12	89	55	55	0	0		19	3.8	4.0	3.7	4.0	.	.	4.0	4.0	3.6	4.0	4.0	2.5	.
13	84	55	55	0	5		18	3.8	4.0	3.8	3.5	.	.	4.0	3.9	3.7	4.0	3.5	2.0	.
14	89	55	55	0	0		19	3.8	4.0	3.7	4.0	.	.	4.0	4.0	3.6	4.0	4.0	2.5	.
15	79	11	11	0			19	3.7	4.0	3.5	3.5	.	.	4.0	3.7	3.5				

				C O M P A R A T I V E P E R F O R M A N C E (A V E R A G E S)			COURSE MULTIPLE SECTIONS	YOUR AVERAGES FOR ALL COURSES			U N V AVG 21/22
Q U E S T I O N S				INSTR	DEPT	COLLEGE		19/20	20/21	21/22	
6	APPROPRIATE EXAMINATIONS			3.6	3.9	3.8		3.8	.	3.8	3.8
7	ORGANIZED PRESENTATIONS			3.8	3.8	3.7		3.7	.	3.8	3.6
8	EXPRESSIVENESS			3.7	3.9	3.7		3.7	.	3.8	3.6
9	STIMULATES INTEREST			3.8	3.8	3.7		3.7	.	3.8	3.7
10	EXPLAINS DIFFICULT MATERIAL			3.7	3.8	3.7		3.6	.	3.7	3.6
11	CONCERNED ABOUT LEARNING			3.7	3.8	3.7		3.7	.	3.8	3.7
12	WILLING TO ANSWER QUESTIONS			3.8	3.9	3.8		3.8	.	3.9	3.8
13	GAINED GREATER UNDERSTANDING			3.8	3.8	3.6		3.6	.	3.7	3.6
14	ACCOMPLISHED CLASS PURPOSES			3.8	3.9	3.8		3.7	.	3.8	3.7
15	RATING OF INSTRUCTOR			3.7	3.8	3.7		3.7	.	3.8	3.6

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O'BROCHTA WILLIAM
23MAR22

L O U I S I A N A T E C H U N I V E R S I T Y

STUDENT-FACULTY-EVALUATION-SURVEY

COLLEGE OF: College of Liberal Arts
DEPARTMENT: School of History & Social Sciences
SCHOOL TERM WINTER 2021-2022

COURSE: POLS345 001 INSTRUCTOR: O'BROCHTA WILLIAM

Q	P E R C E N T A G E						N	INSTR AVG	AVERAGES BY CATEGORY (#2)					AVERAGES BY CLASS REQUIREMENT			AVERAGES BY QUESTION 15			
	A	R	E	S	P	O			A	GPA B	C	D	E	A	B	C	A	B	C	D
1	93	0	7				15													
2	67	33	0			0	15		4.0	3.4	2.4	1.4	N O	(#1)						
3	100	0					15		3.5	2.5	1.5	0.0	GPA	MAJ	RQD	ELC				
4	100	0					15													
5	100	0			0		15													
6	80	0			0	20	12	4.0	4.0	4.0	.	.	.	4.0	.	4.0	4.0	.	.	.
7	93	7			0	0	15	3.9	4.0	3.8	.	.	.	3.9	.	4.0	3.9	.	.	.
8	93	7			0	0	15	3.9	3.9	4.0	.	.	.	3.9	.	4.0	3.9	.	.	.
9	87	13			0	0	15	3.9	3.8	4.0	.	.	.	3.9	.	4.0	3.9	.	.	.
10	93	7			0	0	15	3.9	3.9	4.0	.	.	.	3.9	.	4.0	3.9	.	.	.
11	100	0			0	0	15	4.0	4.0	4.0	.	.	.	4.0	.	4.0	4.0	.	.	.
12	100	0			0	0	15	4.0	4.0	4.0	.	.	.	4.0	.	4.0	4.0	.	.	.
13	93	7			0	0	15	3.9	4.0	3.8	.	.	.	3.9	.	4.0	3.9	.	.	.
14	100	0			0	0	15	4.0	4.0	4.0	.	.	.	4.0	.	4.0	4.0	.	.	.
15	100	0			0	0	15	4.0	4.0	4.0	.	.	.	4.0	.	4.0	4.0	.	.	.

				C O M P A R A T I V E P E R F O R M A N C E (A V E R A G E S)				YOUR AVERAGES FOR ALL COURSES			U N V AVG	
Q	Q U E S T I O N S	INSTR	DEPT	COLLEGE	100/200	300/400	500/600	COURSE MULTIPLE SECTIONS	19/20	20/21	21/22	21/22
6	APPROPRIATE EXAMINATIONS	4.0	3.9	3.8	.	3.8	.	.	.	.	3.8	3.8
7	ORGANIZED PRESENTATIONS	3.9	3.8	3.7	.	3.7	.	.	.	.	3.8	3.6
8	EXPRESSIVENESS	3.9	3.9	3.7	.	3.7	.	.	.	.	3.8	3.6
9	STIMULATES INTEREST	3.9	3.8	3.7	.	3.7	.	.	.	.	3.8	3.7
10	EXPLAINS DIFFICULT MATERIAL	3.9	3.8	3.7	.	3.7	.	.	.	.	3.7	3.6
11	CONCERNED ABOUT LEARNING	4.0	3.8	3.7	.	3.8	.	.	.	.	3.8	3.7
12	WILLING TO ANSWER QUESTIONS	4.0	3.9	3.8	.	3.9	.	.	.	.	3.9	3.8
13	GAINED GREATER UNDERSTANDING	3.9	3.8	3.6	.	3.7	.	.	.	.	3.7	3.6
14	ACCOMPLISHED CLASS PURPOSES	4.0	3.9	3.8	.	3.8	.	.	.	.	3.8	3.7
15	RATING OF INSTRUCTOR	4.0	3.8	3.7	.	3.7	.	.	.	.	3.8	3.6

DOC16D-LA
O'BROCHTA WILLIAM
15DEC21

L O U I S I A N A T E C H U N I V E R S I T Y

STUDENT-FACULTY-EVALUATION-SURVEY

COLLEGE OF: College of Liberal Arts
DEPARTMENT: School of History & Social Sciences
SCHOOL TERM FALL 2021-2022

COURSE: POLS201 002 INSTRUCTOR: O'BROCHTA WILLIAM

Q	P E R C E N T A G E						N	INSTR AVG	AVERAGES BY CATEGORY(#2)					AVERAGES BY CLASS REQUIREMENT			AVERAGES BY QUESTION 15			
	A	B	C	D	E				A	GPA B	C	D	E	A	B	C	A	B	C	D
1	45	35	19				31													
2	39	48	6	0	6		31		4.0	3.4	2.4	1.4	N O	(#1)						
3	97	3					31		/	/	/	/								
4	100	0					31		3.5	2.5	1.5	0.0	GPA	MAJ	RQD	ELC				
5	97	0	3				31													
6	65	13	6	3	13		27	3.6	3.6	3.5	4.0	.	3.5	3.5	3.8	3.3	3.7	3.4	.	.
7	81	10	10	0	0		31	3.7	3.8	3.7	4.0	.	3.0	3.6	3.9	3.5	3.9	3.3	.	.
8	68	29	3	0	0		31	3.6	3.7	3.6	4.0	.	3.5	3.7	3.7	3.3	3.8	3.3	.	.
9	84	13	3	0	0		31	3.8	3.9	3.7	4.0	.	4.0	3.8	4.0	3.5	3.9	3.6	.	.
10	74	19	3	0	0		31	3.6	3.8	3.6	4.0	.	2.5	3.6	3.9	3.3	3.9	3.0	.	.
11	87	10	3	0	0		31	3.8	4.0	3.7	4.0	.	4.0	3.9	4.0	3.3	3.9	3.8	.	.
12	94	6	0	0	0		31	3.9	3.9	3.9	4.0	.	4.0	3.9	4.0	3.8	4.0	3.9	.	.
13	68	29	3	0	0		31	3.6	3.6	3.7	3.5	.	3.5	3.5	3.9	3.5	3.8	3.1	.	.
14	81	6	13	0	0		31	3.7	3.8	3.6	4.0	.	3.0	3.6	4.0	3.2	3.9	3.1	.	.
15	74	26	0	0			31	3.7	3.6	3.9	4.0	.	3.5	3.6	3.8	3.8				

Q	Q U E S T I O N S	C O M P A R A T I V E P E R F O R M A N C E (A V E R A G E S)						COURSE MULTIPLE SECTIONS	YOUR AVERAGES FOR ALL COURSES			U N V AVG 21/22
		INSTR	DEPT	COLLEGE	100/200	300/400	500/600		19/20	20/21	21/22	
6	APPROPRIATE EXAMINATIONS	3.6	3.8	3.8	3.7	.	.	3.7	.	.	3.6	3.7
7	ORGANIZED PRESENTATIONS	3.7	3.9	3.6	3.6	.	.	3.6	.	.	3.7	3.6
8	EXPRESSIVENESS	3.6	3.8	3.6	3.6	.	.	3.7	.	.	3.7	3.6
9	STIMULATES INTEREST	3.8	3.8	3.7	3.7	.	.	3.8	.	.	3.8	3.7
10	EXPLAINS DIFFICULT MATERIAL	3.6	3.8	3.6	3.6	.	.	3.6	.	.	3.7	3.6
11	CONCERNED ABOUT LEARNING	3.8	3.8	3.7	3.7	.	.	3.8	.	.	3.9	3.7
12	WILLING TO ANSWER QUESTIONS	3.9	3.9	3.8	3.8	.	.	3.9	.	.	3.9	3.8
13	GAINED GREATER UNDERSTANDING	3.6	3.8	3.6	3.6	.	.	3.6	.	.	3.7	3.6
14	ACCOMPLISHED CLASS PURPOSES	3.7	3.9	3.7	3.7	.	.	3.7	.	.	3.7	3.7
15	RATING OF INSTRUCTOR	3.7	3.8	3.6	3.6	.	.	3.7	.	.	3.8	3.6

DOC16D-LA
O'BROCHTA WILLIAM
15DEC21

L O U I S I A N A T E C H U N I V E R S I T Y

STUDENT-FACULTY-EVALUATION-SURVEY

COLLEGE OF: College of Liberal Arts
DEPARTMENT: School of History & Social Sciences
SCHOOL TERM FALL 2021-2022

COURSE: POLS302 001 INSTRUCTOR: O'BROCHTA WILLIAM

Q	P E R C E N T A G E						N	INSTR AVG	AVERAGES BY CATEGORY(#2)					AVERAGES BY CLASS REQUIREMENT			AVERAGES BY QUESTION 15			
	A	B	C	D	E				A	GPA B	C	D	E	A	B	C	A	B	C	D
1	67	33	0				3													
2	33	33	33	0	0		3		4.0	3.4	2.4	1.4	N O							
3	100	0					3		/	/	/	/		(#1)						
4	100	0					3		3.5	2.5	1.5	0.0	GPA	MAJ	RQD	ELC				
5	100	0	0				3													
6	67	0	0	0	33		2	4.0	4.0	4.0	.	.	.	4.0	4.0	.	4.0	.	.	.
7	100	0	0	0	0		3	4.0	4.0	4.0	4.0	.	.	4.0	4.0	.	4.0	.	.	.
8	100	0	0	0	0		3	4.0	4.0	4.0	4.0	.	.	4.0	4.0	.	4.0	.	.	.
9	100	0	0	0	0		3	4.0	4.0	4.0	4.0	.	.	4.0	4.0	.	4.0	.	.	.
10	100	0	0	0	0		3	4.0	4.0	4.0	4.0	.	.	4.0	4.0	.	4.0	.	.	.
11	100	0	0	0	0		3	4.0	4.0	4.0	4.0	.	.	4.0	4.0	.	4.0	.	.	.
12	100	0	0	0	0		3	4.0	4.0	4.0	4.0	.	.	4.0	4.0	.	4.0	.	.	.
13	100	0	0	0	0		3	4.0	4.0	4.0	4.0	.	.	4.0	4.0	.	4.0	.	.	.
14	100	0	0	0	0		3	4.0	4.0	4.0	4.0	.	.	4.0	4.0	.	4.0	.	.	.
15	100	0	0	0	0		3	4.0	4.0	4.0	4.0	.	.	4.0	4.0	.	4.0	.	.	.

Q	Q U E S T I O N S	C O M P A R A T I V E P E R F O R M A N C E (A V E R A G E S)						COURSE MULTIPLE SECTIONS	YOUR AVERAGES FOR ALL COURSES			U N V AVG 21/22
		INSTR	DEPT	COLLEGE	100/200	300/400	500/600		19/20	20/21	21/22	
6	APPROPRIATE EXAMINATIONS	4.0	3.8	3.8	.	3.8	.	.	.	.	3.6	3.7
7	ORGANIZED PRESENTATIONS	4.0	3.9	3.6	.	3.6	.	.	.	.	3.7	3.6
8	EXPRESSIVENESS	4.0	3.8	3.6	.	3.6	.	.	.	.	3.7	3.6
9	STIMULATES INTEREST	4.0	3.8	3.7	.	3.7	.	.	.	.	3.8	3.7
10	EXPLAINS DIFFICULT MATERIAL	4.0	3.8	3.6	.	3.6	.	.	.	.	3.7	3.6
11	CONCERNED ABOUT LEARNING	4.0	3.8	3.7	.	3.7	.	.	.	.	3.9	3.7
12	WILLING TO ANSWER QUESTIONS	4.0	3.9	3.8	.	3.8	.	.	.	.	3.9	3.8
13	GAINED GREATER UNDERSTANDING	4.0	3.8	3.6	.	3.7	.	.	.	.	3.7	3.6
14	ACCOMPLISHED CLASS PURPOSES	4.0	3.9	3.7	.	3.7	.	.	.	.	3.7	3.7
15	RATING OF INSTRUCTOR	4.0	3.8	3.6	.	3.6	.	.	.	.	3.8	3.6



Summer 2020 Arts & Sciences Instructor Report for SU2020.L32.Pol Sci.3171.21 - Topics in Politics: Representation Identity and Dissent (William O'Brochta)

Project Title: **Summer 2020 Course Evaluations - Danforth Campus**

Courses Audience: **12**

Responses Received: **11**

Response Ratio: **91.67%**

Report Comments

Welcome to your Instructor Report for WashU Course Evaluations. Below you will find response data from the specified course section. Responses to personalized questions appear at the bottom of the report.

The intention of this report is to provide feedback, and also to prompt improvement in areas that may be lacking. This report is accessible to appropriate department level and school level users, as determined by your school. We appreciate your dedication to our learning community at Washington University.

If you have questions about this report, please contact evals@wustl.edu

Creation Date: **Tuesday, August 25, 2020**

Course and Instructor Evaluation

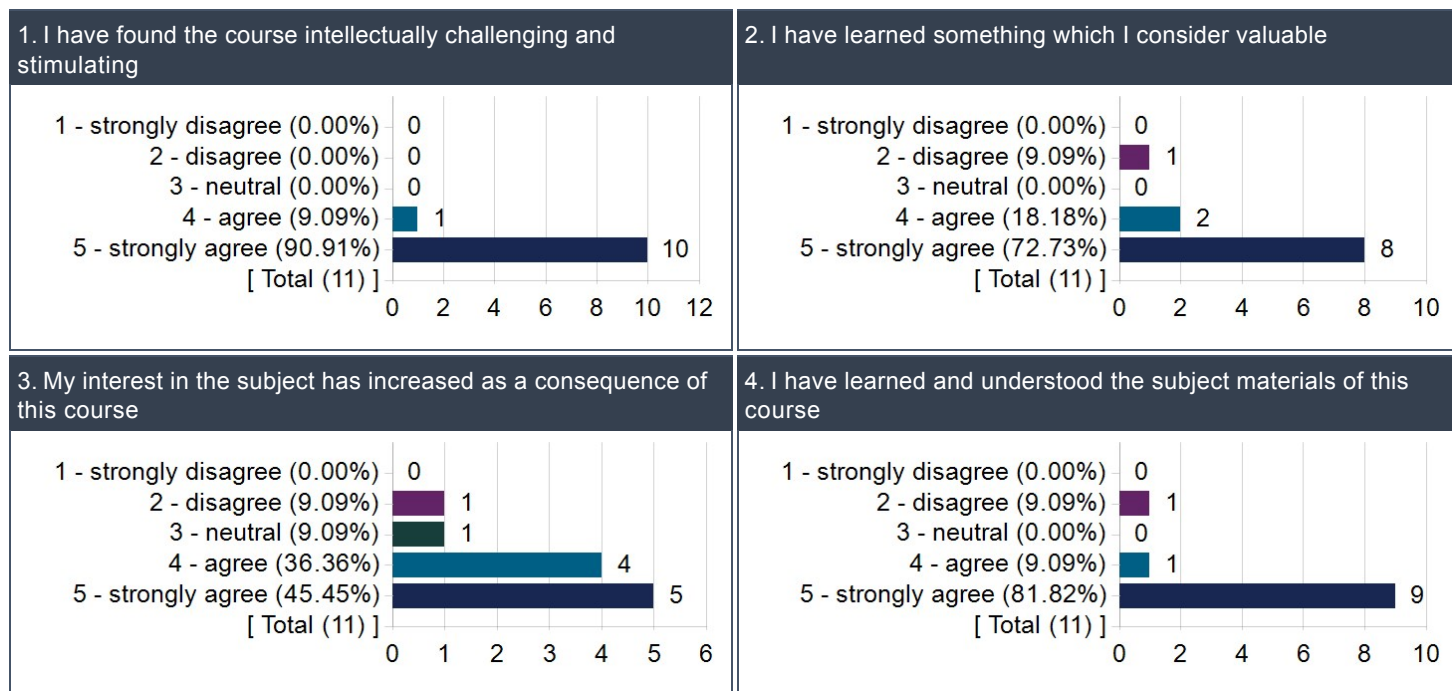
Past research shows that the students' answers to any one question can be noisy, more prone to biases, and provide less useful data for evaluating courses and instructors. Since interpreting individual questions, including their relative highs and lows, can easily lead to inaccurate conclusions due to low reliability, individual question responses are not available in any standard report.

However, combining students' responses to several questions aimed at measuring the same underlying attribute can improve the quality of the measures. Therefore, the statistics displayed for each attribute (mean, median, mode, and standard deviation) are calculated from the grouped responses to all the questions in each topical block.

All questions below use a 5-point response scale: 1-strongly disagree to 5-strongly agree

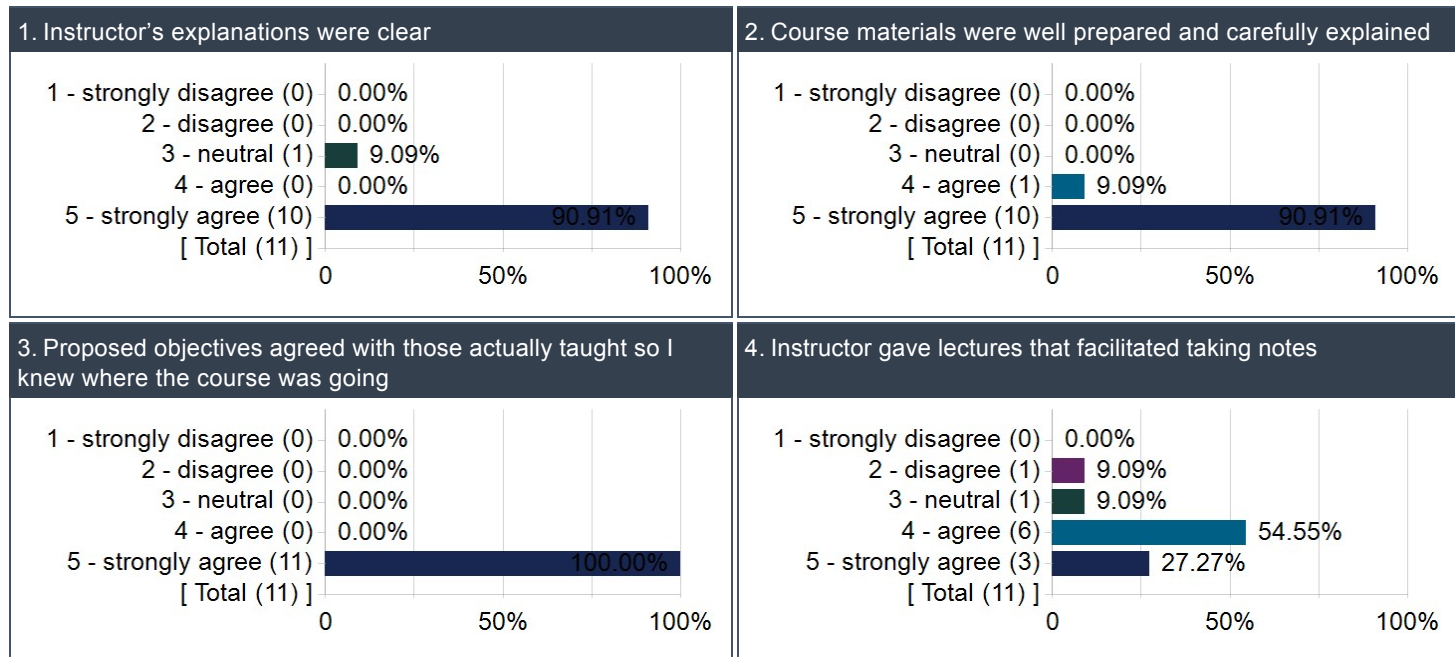
Learning

Competency Statistics	Value
Mean	4.57
Median	5.00
Mode	5
Standard Deviation	0.85



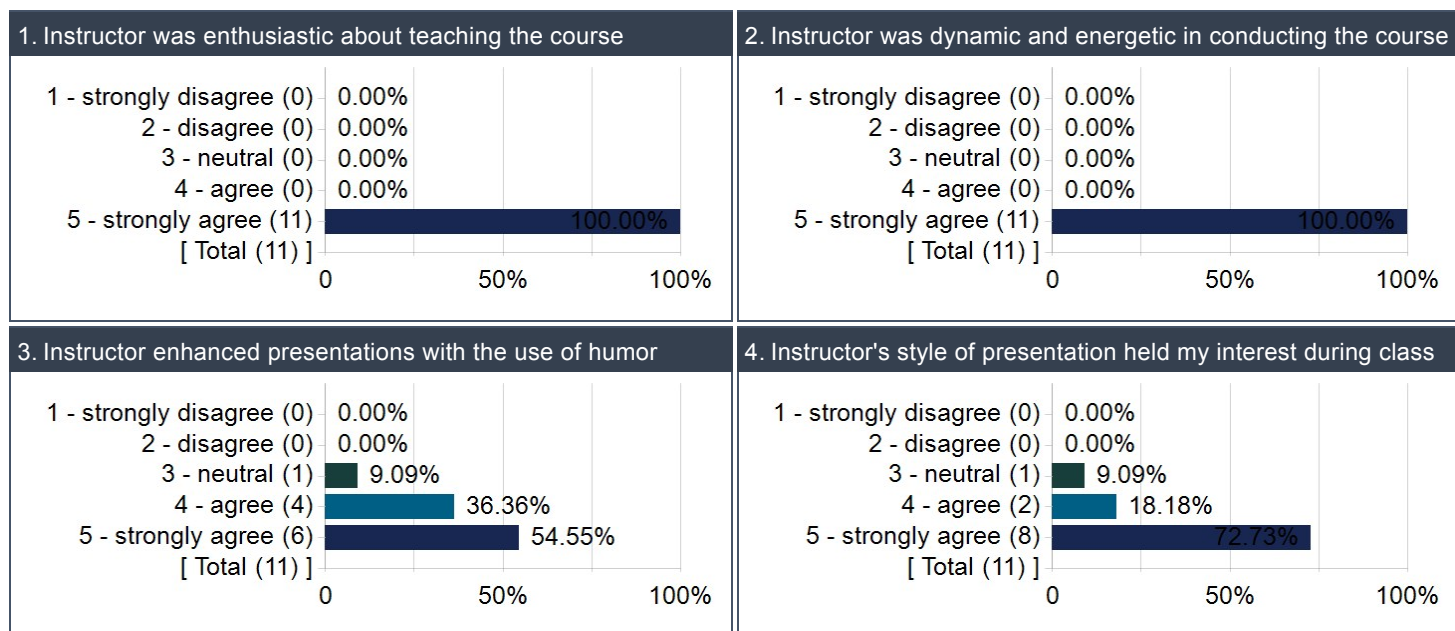
Organization

Competency Statistics	Value
Mean	4.68
Median	5.00
Mode	5
Standard Deviation	0.67



Enthusiasm (William O'Brochta)

Competency Statistics	Value
Mean	4.77
Median	5.00
Mode	5
Standard Deviation	0.52

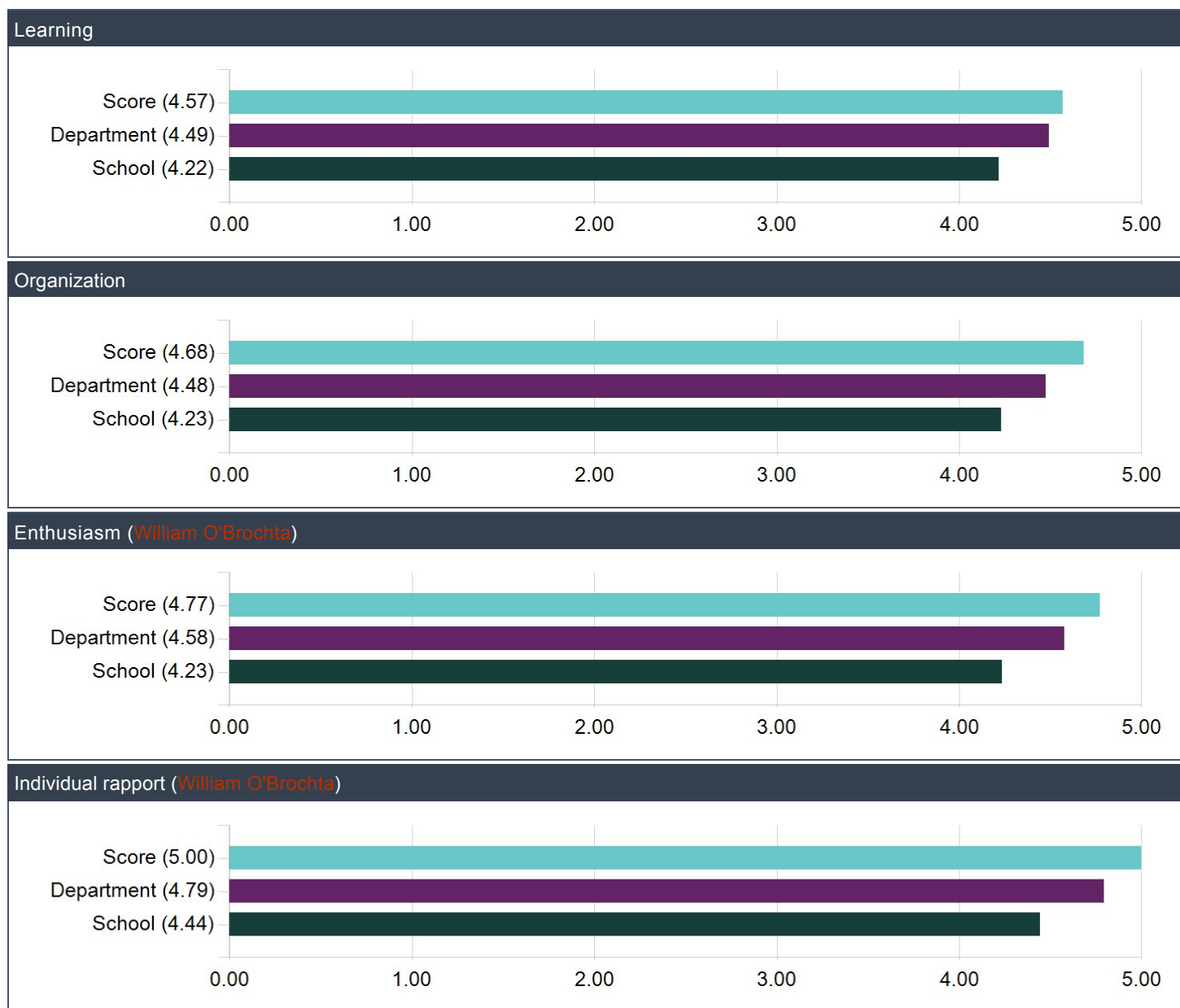


Individual rapport (William O'Brochta)

Competency Statistics		Value
Mean		5.00
Median		5.00
Mode		5
Standard Deviation		0.00

<p>1. Instructor was friendly towards individual students</p> <div> <div>1 - strongly disagree (0) 0.00%</div> <div>2 - disagree (0) 0.00%</div> <div>3 - neutral (0) 0.00%</div> <div>4 - agree (0) 0.00%</div> <div>5 - strongly agree (11) 100.00%</div> <div>[Total (11)]</div> </div>	<p>2. Instructor made students feel welcome in seeking help/advice in or outside of class</p> <div> <div>1 - strongly disagree (0) 0.00%</div> <div>2 - disagree (0) 0.00%</div> <div>3 - neutral (0) 0.00%</div> <div>4 - agree (0) 0.00%</div> <div>5 - strongly agree (11) 100.00%</div> <div>[Total (11)]</div> </div>
<p>3. Instructor had a genuine interest in individual students</p> <div> <div>1 - strongly disagree (0) 0.00%</div> <div>2 - disagree (0) 0.00%</div> <div>3 - neutral (0) 0.00%</div> <div>4 - agree (0) 0.00%</div> <div>5 - strongly agree (11) 100.00%</div> <div>[Total (11)]</div> </div>	<p>4. Instructor was adequately accessible to students during office hours or after class</p> <div> <div>1 - strongly disagree (0) 0.00%</div> <div>2 - disagree (0) 0.00%</div> <div>3 - neutral (0) 0.00%</div> <div>4 - agree (0) 0.00%</div> <div>5 - strongly agree (11) 100.00%</div> <div>[Total (11)]</div> </div>

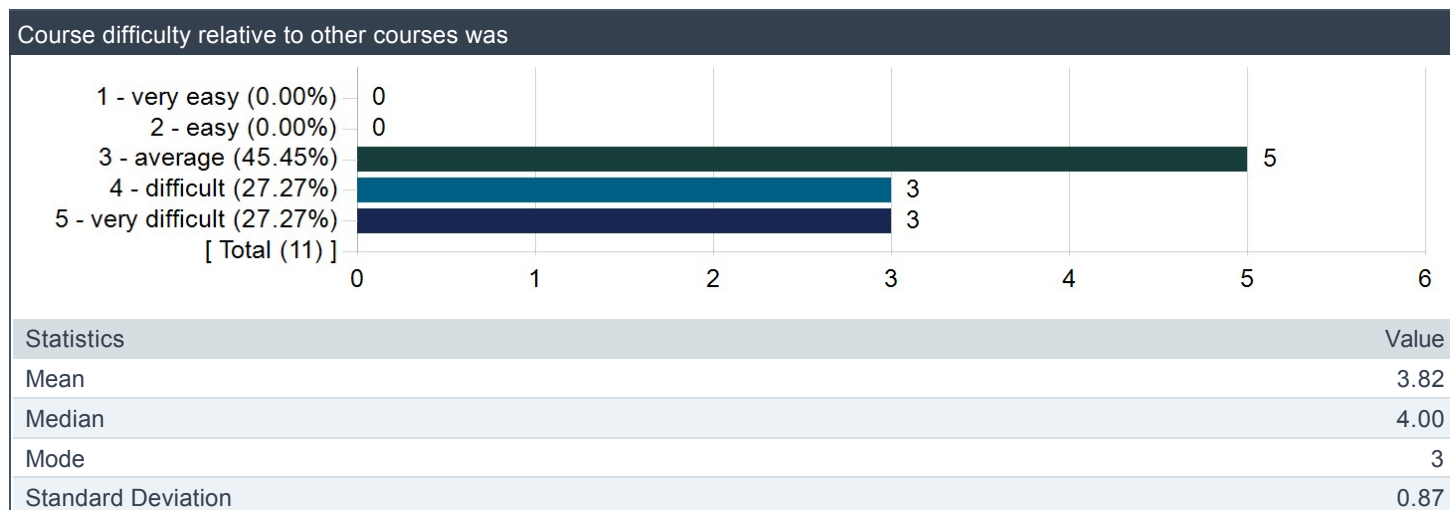
Comparison Detail for Course and Instructor Evaluation



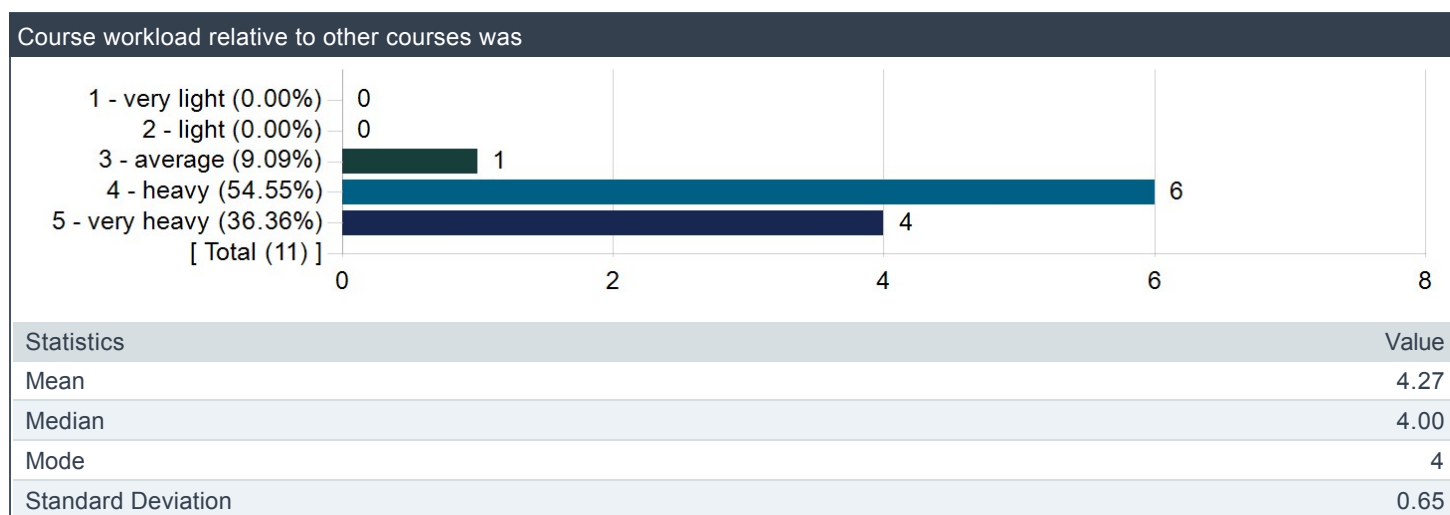
Varied Rating Scale Responses

The varied rating scale responses are statistically reliable as individual questions.

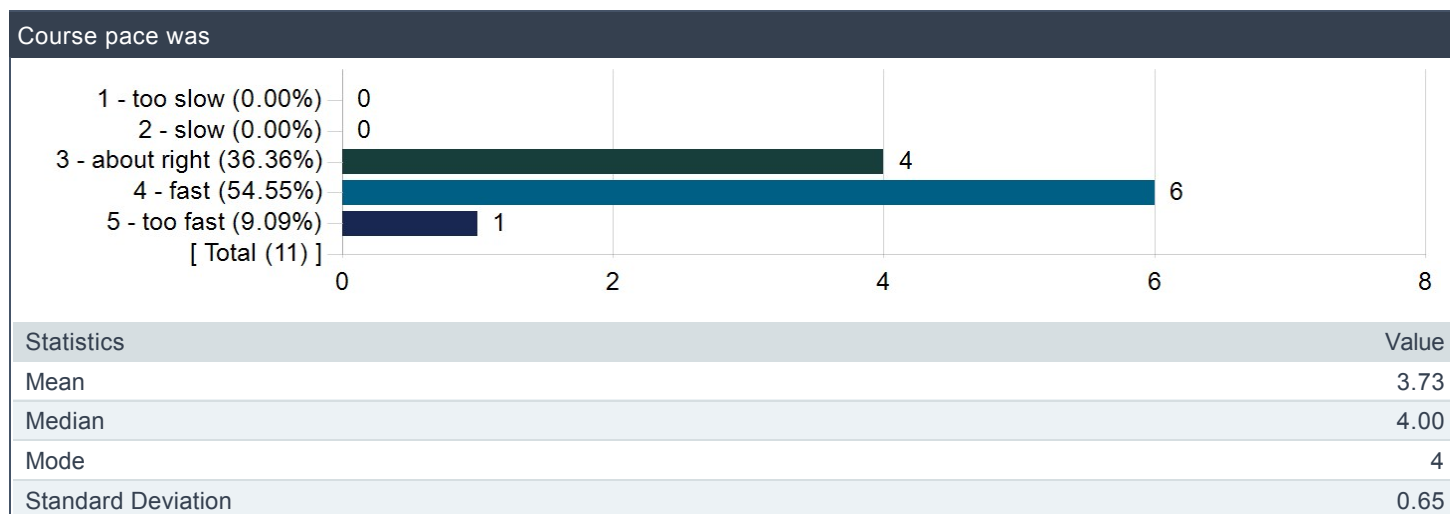
Course difficulty relative to other courses was



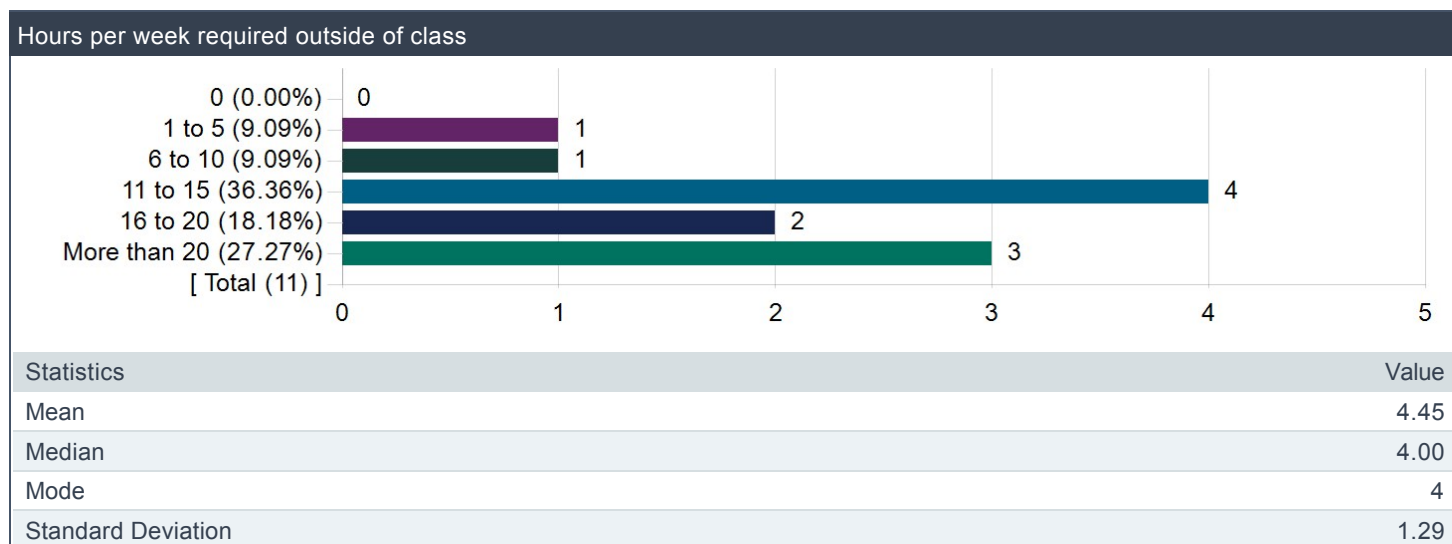
Course workload relative to other courses was



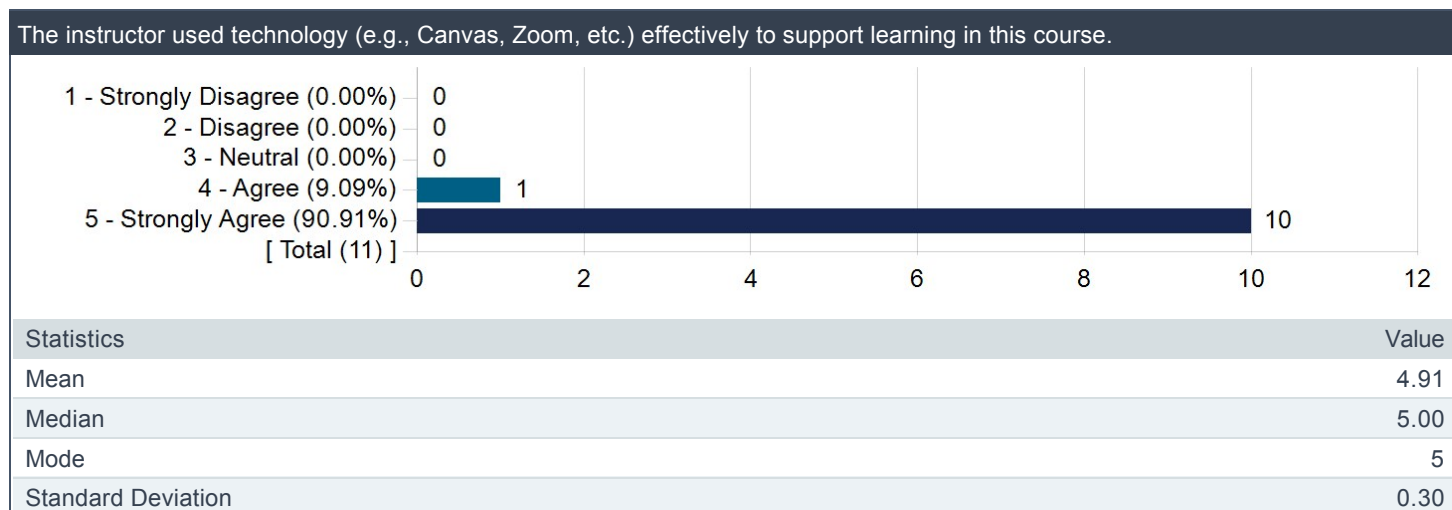
Course pace was



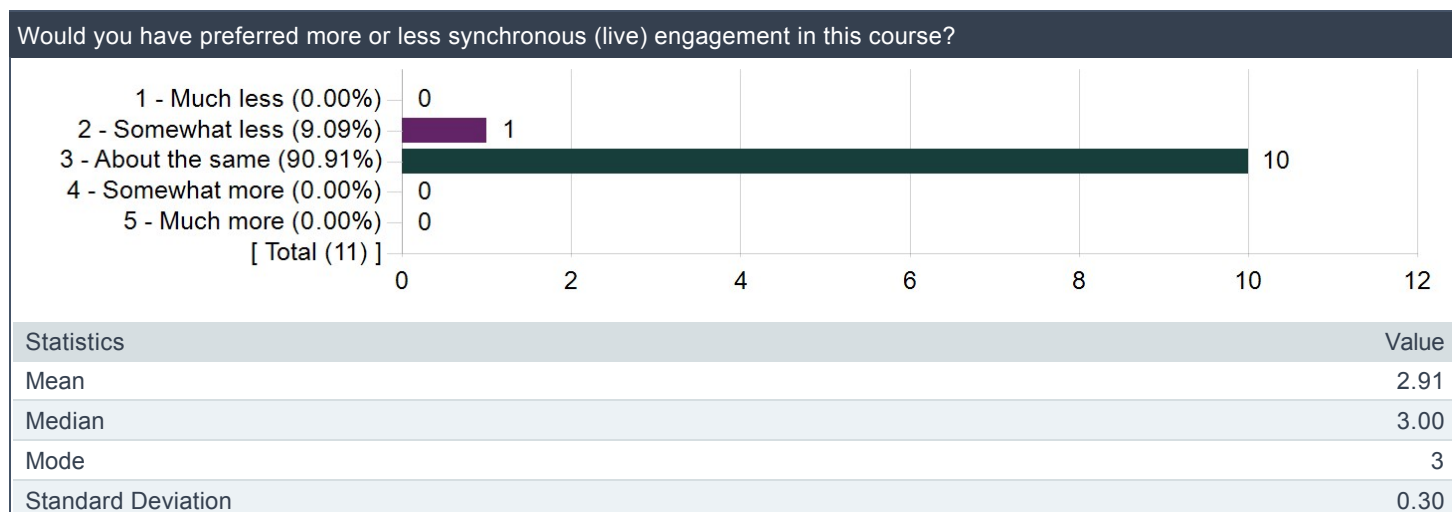
Hours per week required outside of class



The instructor used technology (e.g., Canvas, Zoom, etc.) effectively to support learning in this course.

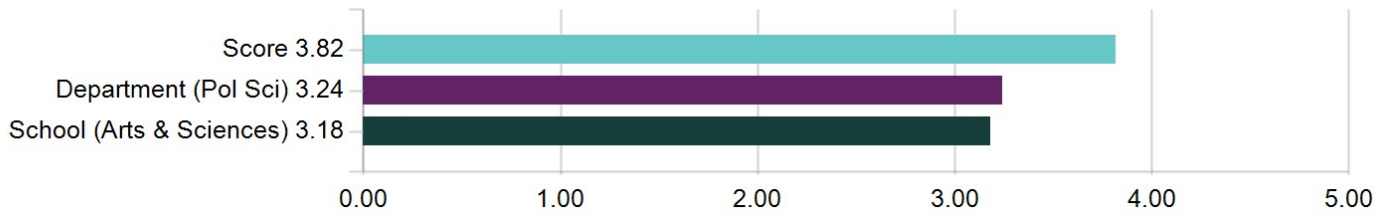


Would you have preferred more or less synchronous (live) engagement in this course?

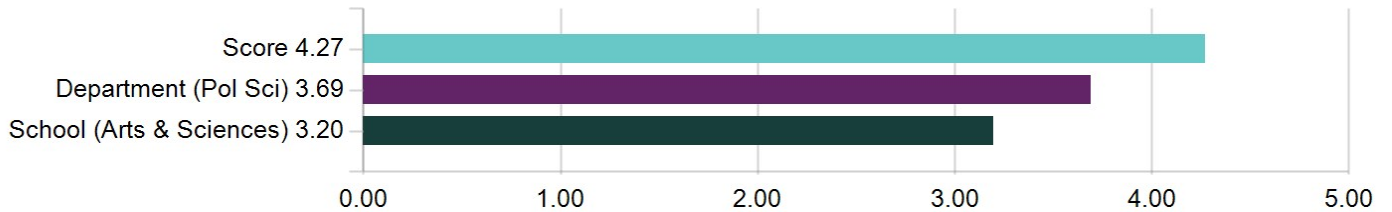


Comparison Detail for Varied Rating Scale Responses

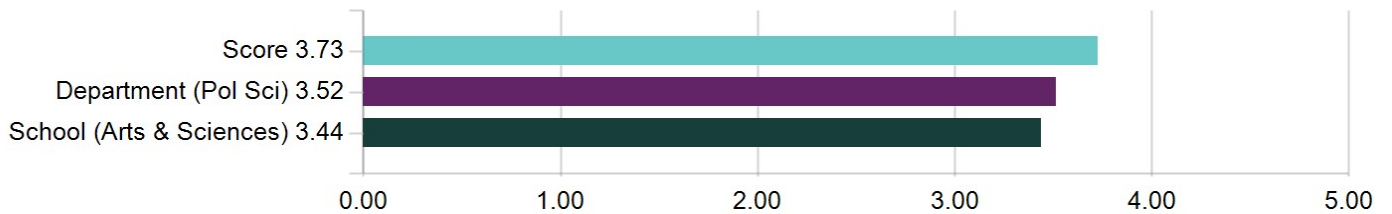
1. Course difficulty relative to other courses was



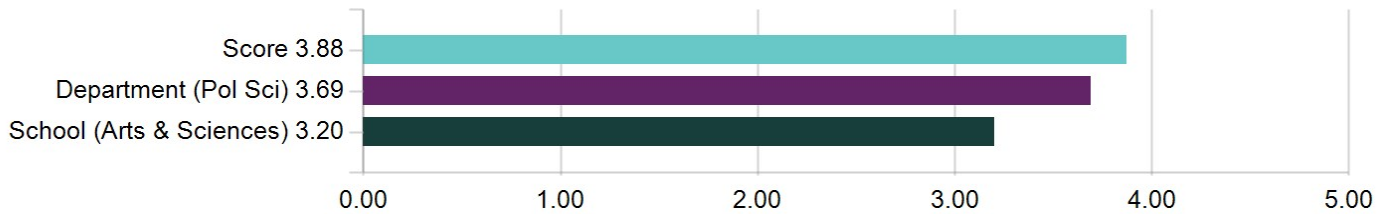
2. Course workload relative to other courses was



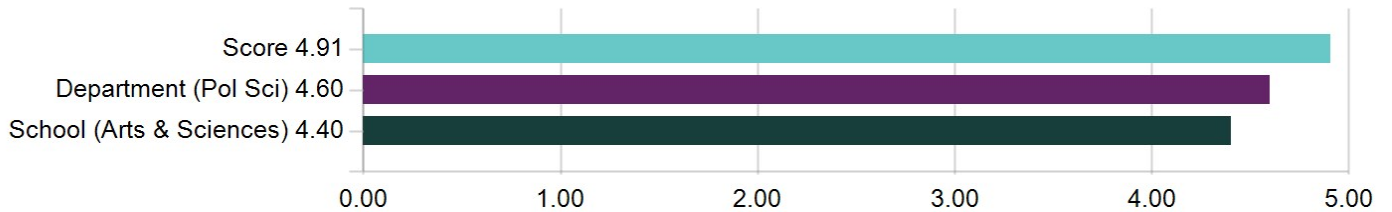
3. Course pace was



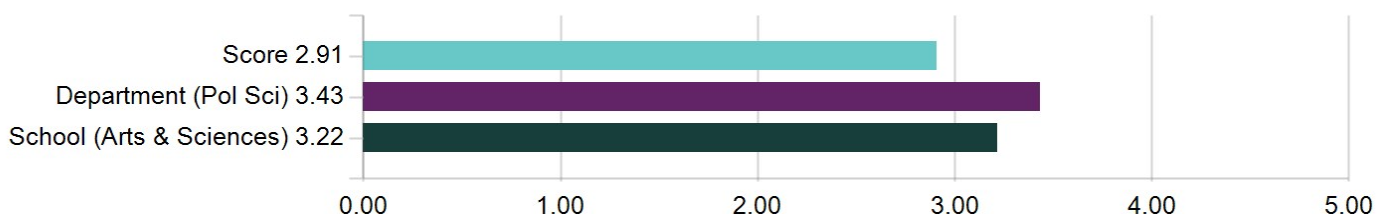
4. Hours per week required outside of class



5. The instructor used technology (e.g., Canvas, Zoom, etc.) effectively to support learning in this course.



6. Would you have preferred more or less synchronous (live) engagement in this course?



Short Answer Responses

What would you like to tell other Wash U students thinking about taking this course?

Comments
This is an extremely challenging course. Students should be prepared to write a comprehensive research article within one month.
Great course with very interesting and stimulating topics.
It is a lot of work outside class. However, the work is worth it and the course is well organized to make time management doable.
Heavy coursework but very valuable in learning about and different identities and representation. Makes you better at writing a research paper.
This class is a ton of work, be prepared to put in some serious hours – yeah the class is accelerated but even on top of that. This is a lot. Professor O'Brochta is a solid guy and genuinely cares a lot which is cool though. It is just a lot of work.
This professor is so enthusiastic and knowledgeable. Instead of grading harshly, this professor takes a genuine interest in improving the skills of his students by offering in-depth comments and feedback.
This is an excellent course, especially if you are interested in political science! You learn how to think critically about many different political science issues and you also learn how to conduct research, which is crucial if you want to continue in the field of political science.
Professor O'Brochta was phenomenal and just a joy to take a class with him. He is very quick to respond, goes out of the way for his students, is adaptable, and gives very helpful feedback. He does everything in his power to help you understand and gain something from the course material and truly cares about the course and his students. The course is incredibly topical and does a great job of relating material to present day. It also does not matter what your educational background is, as my class was filled with students from all areas of study and we all kept up.
Do not be afraid to take this course if you are not politically experienced! I really enjoyed this course as someone new to polisci and I have learned an incredible amount about this area of study. The course is very engaging and has a heavy workload, however it is very manageable, not too difficult, and appropriate. I really enjoyed this course and took away more than just the curriculum.
too much work, take sth else
This course was much more writing intensive than I was expecting, but at the same time nothing felt like busywork. It is a great course to learn how to write a political science research article with the emphasis on the content rather than the minutia of writing ability one may find in grading structures of English courses.

Describe at least one thing about this course that helped you learn.

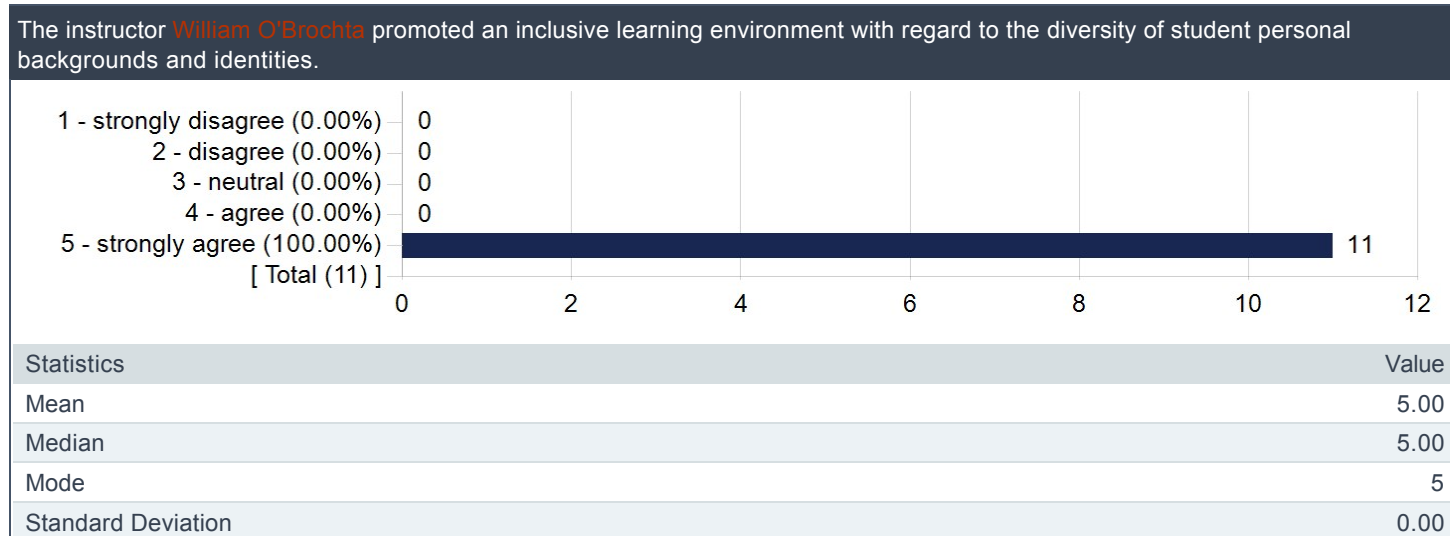
Comments
Professor O'Brochta really wants to help us to learn. I really appreciate his detailed and thorough comments on my regular blog and any other assignment.
The instructor offers exceptional feedback and support.
We had to write constantly which helped me become more comfortable expressing myself with written words.
Constant writing practice and structure for political science literature.
Professor O'Brochta's availability helped a lot – he was always willing to answer questions and his directions were usually very clear.
I really appreciated all of the group activities because it gave me a chance to really get to know other people in the course, even virtually, and digest topics through conversation.
Every assignment was discussed in detail in class, and expectations were very clear. The organization of the class made it less stressful than other classes I have taken.
Professor O'Brochta's feedback was instrumental in adding to my overall knowledge of course material. While I was able to complete assignments on my own, having the chance to review my work after receiving his feedback was very helpful, as I was able to evaluate my work in a new light that helped me to see my flaws and make appropriate changes.
As much as it was a little intimidating, conversations and discussions with various groups were really engaging and kept me on top of assignments.
The biggest thing I learned that I will take with me was how to write a political science article. This felt like a very daunting task before the course, and now I feel confident in my ability to do it for another class.

Describe at least one thing that could be changed about this course to help you learn.

Comments
This is really an excellent course. One thing I want to change is that I wish I can take this class in the form of face-to-face so that I can have the opportunity to meet people from OYC which is a local organization that we are trying to help and provide policies to solve environmental racism.
The workload could definitely decrease a little bit to allow more focus and energy on important assignments.
Tie lectures back into the readings more.
Some of the busy work like commenting on other peoples blogs could be cut. Just felt like that was really unnecessary. Also I know you keep a tight schedule but sometimes we really didn't have enough time for breakout room activities and were just throwing stuff together when the 60 second timer came up.
Nothing!
Obviously, online format was challenging at times and the course probably would have been better in person. That being said, it was about as good as it could be online. There was a lot of writing, and I know it was only a 5 week course, but it might have been better if we started writing a lot more in the second week of class, as opposed to the beginning of the third week just to break it up a bit more.
I think it would be interesting if students were allowed to suggest readings for the course based on our previous knowledge of some material. I think having students come up with 2-3 readings for the course is something new and inventive, and I know the students who didn't choose the work would be especially interested in engaging with readings that were brought to the table by their classmates.
I honestly cannot think of anything specifically critical. As a business school student, the long readings (which may not be considered long to art sci students) were a little intimidating. But I think that is subject to me personally.
I felt like this class was too fast paced. I have never taken a summer course before, so I don't know how it compares to other courses of the same length, but it was much more than I was expecting. The synchronous classes were the perfect pace, but I struggled to keep up with the assignments.

Classroom Environment

The instructor **William O'Brochta** promoted an inclusive learning environment with regard to the diversity of student personal backgrounds and identities.



Where relevant, please give specific examples to explain your answer above.

Comments
I can't think of a specific example but he made sure there was equal opportunity to succeed for everyone regardless of their experience in political science.
We read research articles by authors of many different identities, backgrounds, and life experiences.
Professor O'Brochta was fair in his grading and feedback and helped all students no matter their background or identity.
Professor O' Brochta was engaging and very encouraging of unique perspectives and experiences. I think he did an amazing job highlighting the experiences relevant to now. For example, Ben wrote a blog about the Hong Kong protests as he is in China currently. We spent a good amount of time discussing them and Professor O'Brochta engaged him and other Chinese students in discussing their perspectives. Things like this made me appreciate his leniency in our blog discussions even if they were a little off-topic from the reading question. I think this lack of sticking to the topic on hand facilitated healthy, diverse conversations that still remained relevant to the entire course. I enjoyed that a lot of our conversations emerged out of this and were not exactly planned by his curriculum verbatim. I believe this heavily contributed to me engagement and what I took away at the end of this course.
He gave everyone the chance to comment or ask questions in every class. While people in my spring classes didn't ever seem eager to participate, I never noticed any lulls after William asked our class questions. He also gave us our own individual pages with our names pre-labeled in shared powerpoints where we had space to share our ideas in almost every class. We would split into smaller break-out groups to discuss our ideas, which gave everyone the ability to be actively included. He did a great job during the break-out group times switching between groups to help out.

Personalized Questions

What were some of the most helpful, interesting, or thought provoking readings, assignments, or in-class activities that you would like to see when this course is taught again?

Comments
Policy day really helps me to apply our knowledge and think about potential policies as a country's policymaker.
Research Project and Blog Posts
The reading on women's representation in cabinets was awesome. I thought the blog writing was great because we had to reflect a lot on the readings.
Keep the readings you have. Very interesting and thought provoking.
The breakout rooms were generally really solid, albeit sometimes a little too short. It was always good to talk stuff over with other students. Plus they are way way more engaging than a standard zoom lecture – it gets really hard to pay attention to lecture after a while. So the way breakout rooms were used in this class were really good. And having us write our research paper in parts was obviously a good move, and your quick feedback on each individual part was really helpful.
Blog entries!
The research article assignment was my favorite from a learning perspective, though policy day was quite engaging as well.
The readings that were focused on ethnic identity and women's right really stuck with me the most. I enjoyed completing the blog reflections throughout the course, especially as I compared the readings with in-class discussions or current events. The readings/blog posts were a major component of my enjoyment with this course.
I really enjoyed the first few readings that discussed the definitions of ethnic identity and the term identity. Perhaps this was because I had not done any political science readings in my past so this was a cool perspective that engaged me. I loved these types of 'definition exploring' readings as they pushed me to analyze what I thought was a concrete term into an abstract variety of meanings which I had never thought about before.
I really liked the policy day activity. It was interesting and felt like a great way to prepare to include policy proposals in our individually assigned research articles.

An alternative version of this course lacks the community engaged, public policy, and research article writing components that were present in this course and replaces them with more readings and lectures. What are aspects of the course you took that you prefer to an alternative version of this course?

Comments
We are learning not only based on the academic concept, but also on how to apply these concepts to real life. We reflect on readings and group discussions to come up with our own interests in particular issues that we want to study.
policy day was very exciting and helpful, would definitely recommend keeping this part
I think the research and public policy assignments were essential in understanding how identity, representation, and dissent affect decision making.
I enjoyed the writing components as that helped me improve those skills. Also, the community engagement aspect helped give a live example of what we were learning about.
The community engagement project is genuinely pretty cool. I honestly wish it had been a bigger focus, especially relative to public policy/research parts, because we could have produced something much better if we were putting a lot of time into that versus the time we were putting into other stuff.
I am confused by this course
I certainly prefer the element of community engagement, as it makes the course feel much more applicable and grounded in reality. The research article assignment is also very good for anyone interested in political science or even just social science more generally.
I really enjoyed that the research article was a component of the course that was completed throughout as an assignment that took a month to complete. It was helpful because portions of the paper did a great job of connecting to the discussion in class and then other parts of the paper involved independent research. I also enjoyed the community engaged aspect, even if it was tough with remote learning.
I enjoyed the community engagement as it related to my personal RQ, however, I could see how others may not feel like it heavily contributed to their learning experience. I felt like it was a great way to learn more about a place we are all connected to in a real-world application, so for that reason, I enjoyed it. I also think the research article is a critical aspect of this course. I cannot imagine this same course without the research article. I felt like the article also kept me on my feet and engaged across the curriculum. Those first two (maybe one?) week without it was a little less organized, in my opinion. However, this could be due to the fact that it was the first week and I was adapting. I am confident that the removal of the research article aspect would have made me less engaged overall.
I can't imagine this course without the research article. I felt like that was the backbone that guided everything. While I signed up for the course for the information in the readings, the research article was by far the most useful thing for me to learn.

An alternative version of this course lacks the community engaged, public policy, and research article writing components that were present in this course and replaces them with more readings and lectures. What are aspects of the alternative course that you think you would prefer to the course you took?

Comments
Maybe read more articles and learn more political concepts of representation, identity, and dissent.
The community engagement was a bit difficult over zoom
I would not prefer any aspects of the alternative course.
Cutting policy day would have been totally fine. It just felt like something to get through, just another assignment. I also would have been more than happy to not write the research article but that's probably non-negotiable. But if you ditched policy day and put that time into community engagement project stuff instead, the result from that would be better, I think.
I cannot imagine a course better than this one considering the circumstances
More lectures on specific issues might have been beneficial, but I certainly don't feel like they were missing. I also don't think we needed any more reading. I would prefer this course to the alternative version in pretty much every way.
In regards to my specific research paper, it was tough to create a solution for the public policy, so that made it difficult for me to engage fully with the public policy. The "new course" would be interesting because I definitely would get a wider scope of readings and lectures, but I really enjoyed the 3x per week meetings, I think 5x would overdo it and detract from the parts of the course we completed on our own.
I think the way we discussed the public policy in our course was not necessarily emphasized enough to impact my experience/knowledge on the subject. Therefore, I think removing it would not change much of the course. However, I would prefer to see that be further emphasized and made concrete by more applicable examples in the curriculum for other students.
If this course happens over zoom again, I would have preferred the class times spent on the project with OYC to be replaced with regular lectures. I don't think the project felt that relevant when we weren't actually interacting with them.



WashU Summer 2019 Instructor Report for SU2019.L32.Pol Sci.102B.21 - Introduction to Comparative Politics (William O'Brochta)

Project Title: **WashU Summer 2019 Course Evaluations**

Courses Audience: **9**

Responses Received: **9**

Response Ratio: **100%**

Report Comments

Welcome to your Instructor Report for WashU Course Evaluations. Below you will find response data from the specified course section. Responses to personalized questions appear at the bottom of the report.

The intention of this report is to provide feedback, and also to prompt improvement in areas that may be lacking. This report is accessible to appropriate department level and school level users, as determined by your school. We appreciate your dedication to our learning community at Washington University.

If you have questions about this report, please contact evals@wustl.edu

Creation Date: **Wednesday, September 4, 2019**

Course and Instructor Evaluation

Past research shows that the students' answers to any one question can be noisy, more prone to biases, and provide less useful data for evaluating courses and instructors. Since interpreting individual questions, including their relative highs and lows, can easily lead to inaccurate conclusions due to low reliability, individual question responses are not available in any standard report.

However, combining students' responses to several questions aimed at measuring the same underlying attribute can improve the quality of the measures. Therefore, the statistics displayed for each attribute (mean, median, mode, and standard deviation) are calculated from the grouped responses to all the questions in each topical block.

All questions below use a 5-point response scale: 1-strongly disagree to 5-strongly agree

Learning

Competency Statistics	Value
Mean	4.58
Median	5.00
Mode	5
Standard Deviation	0.65

Organization

Competency Statistics	Value
Mean	4.58
Median	5.00
Mode	5
Standard Deviation	0.60

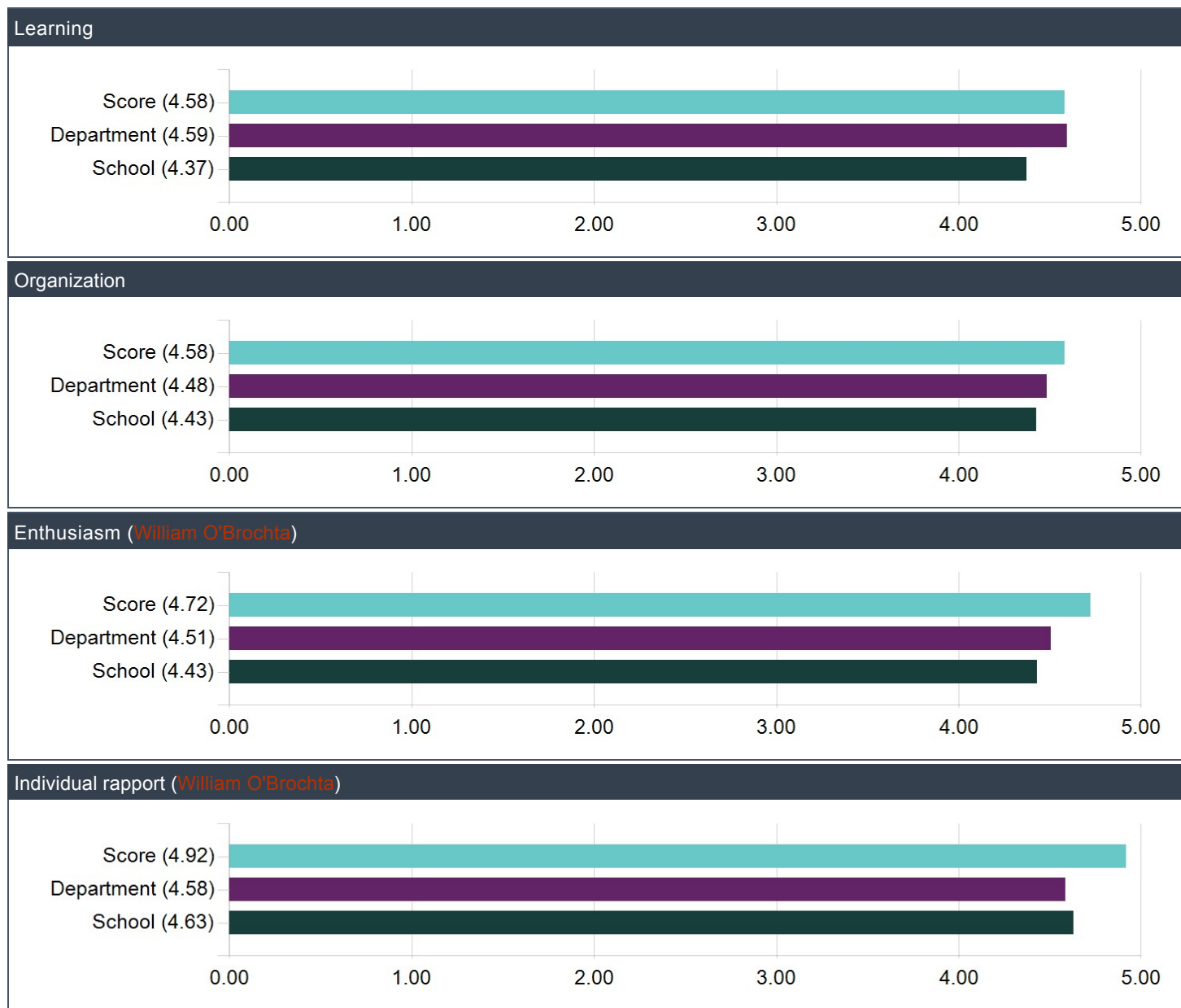
Enthusiasm (William O'Brochta)

Competency Statistics	Value
Mean	4.72
Median	5.00
Mode	5
Standard Deviation	0.61

Individual rapport (William O'Brochta)

Competency Statistics	Value
Mean	4.92
Median	5.00
Mode	5
Standard Deviation	0.28

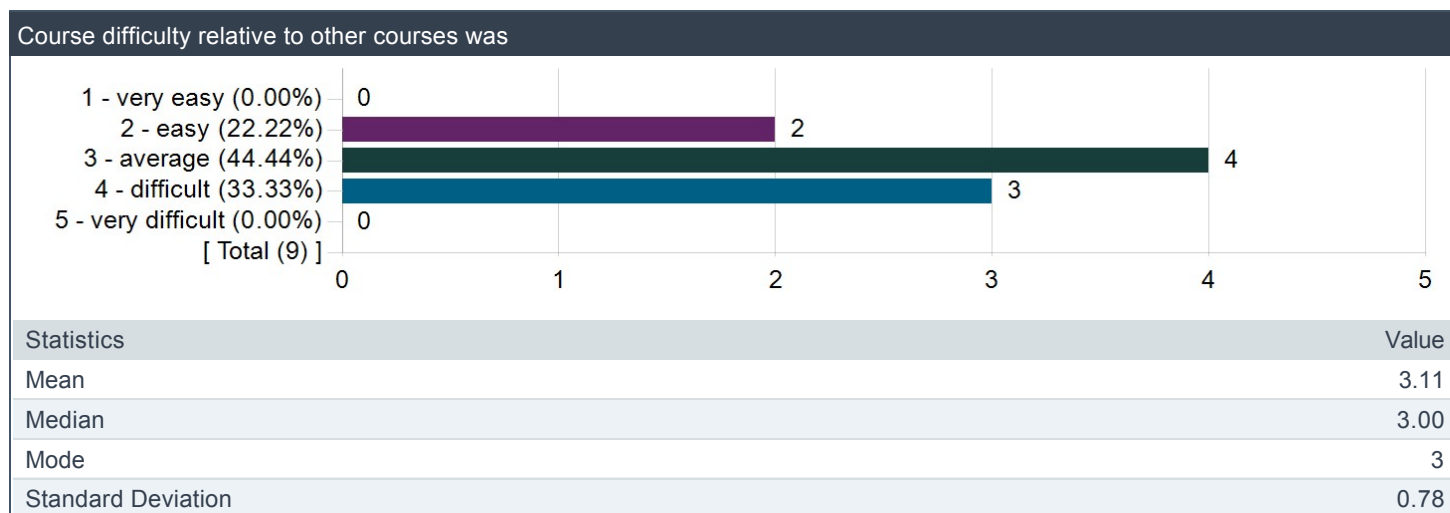
Comparison Detail for Course and Instructor Evaluation



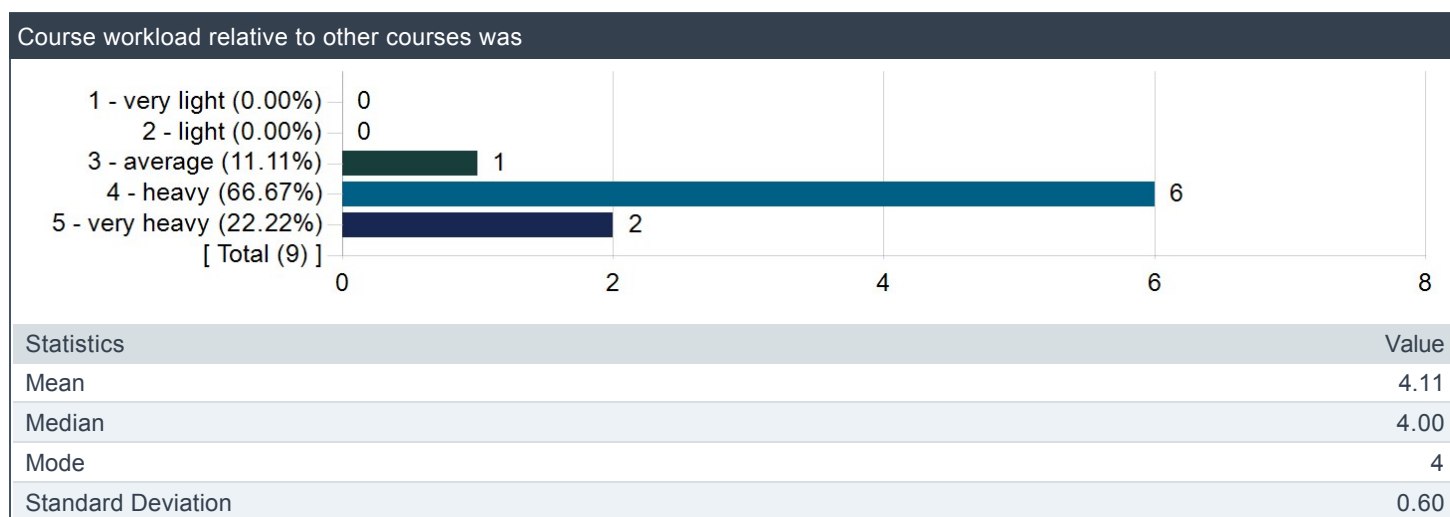
Varied Rating Scale Responses

The varied rating scale responses are statistically reliable as individual questions.

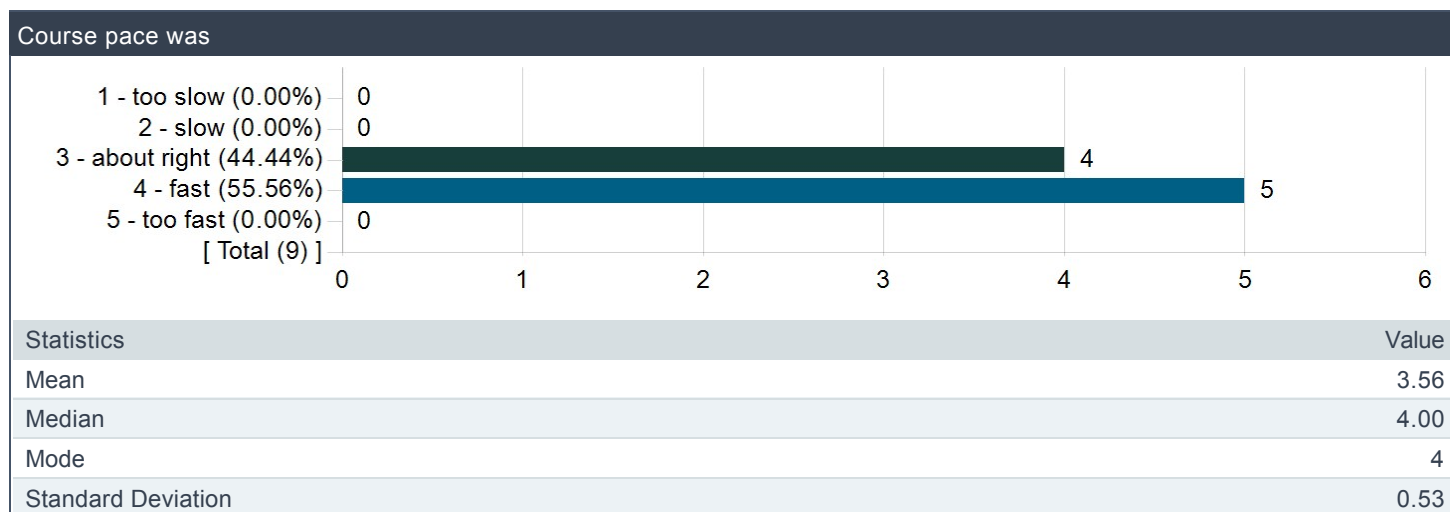
Course difficulty relative to other courses was



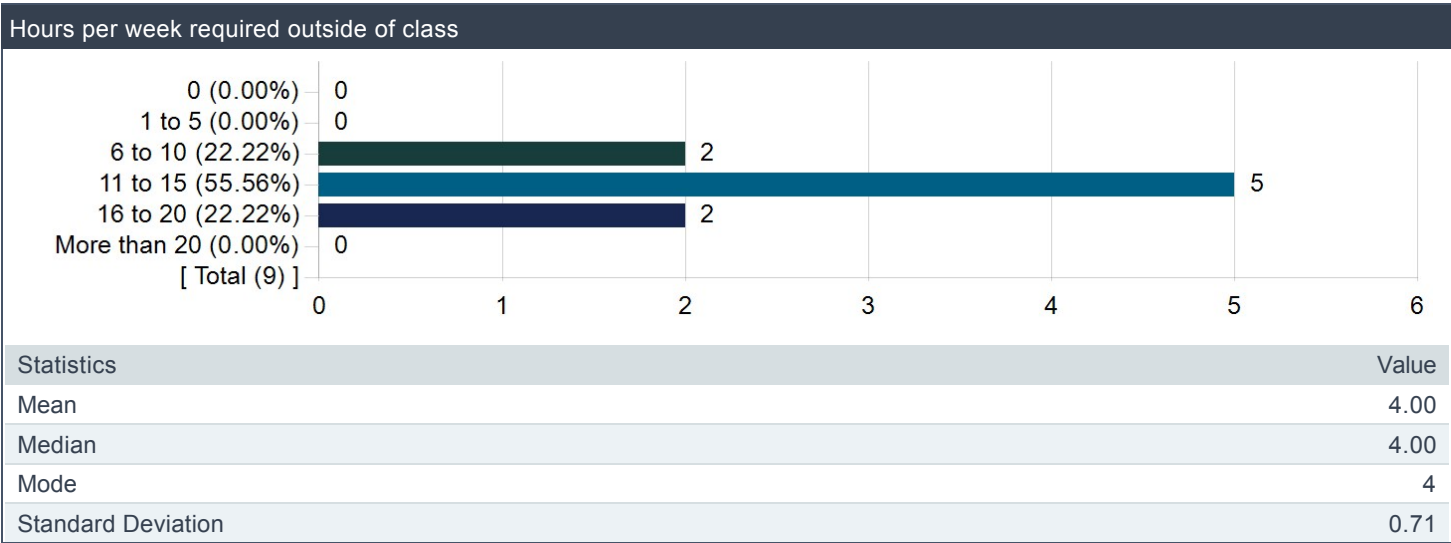
Course workload relative to other courses was



Course pace was

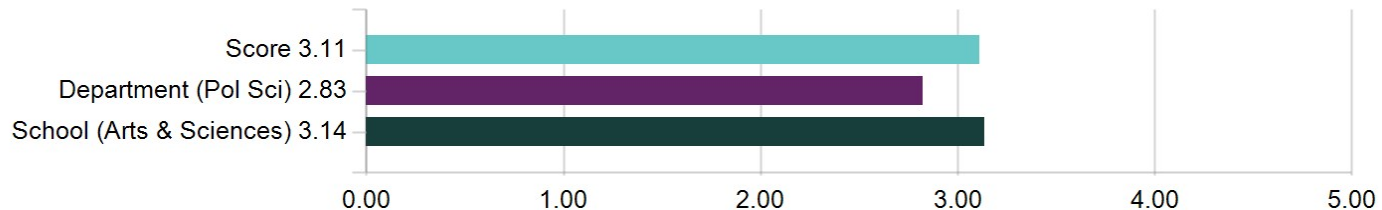


Hours per week required outside of class

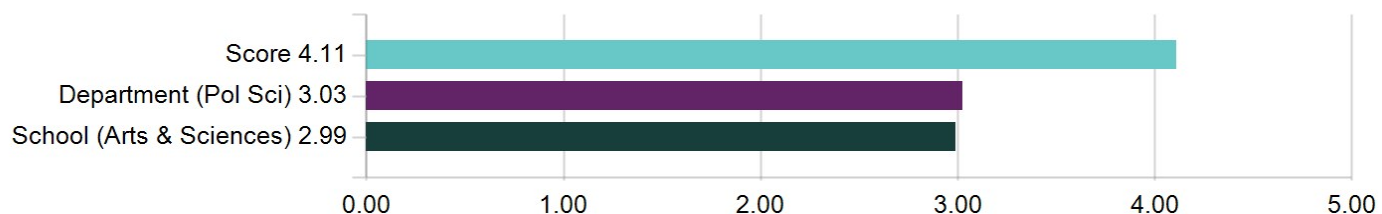


Comparison Detail for Varied Rating Scale Responses

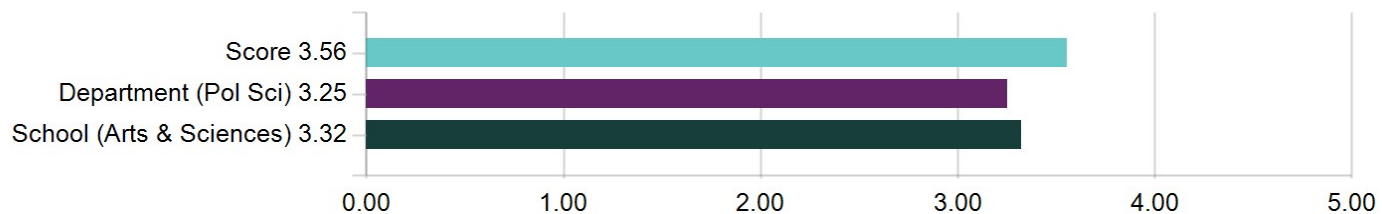
1. Course difficulty relative to other courses was



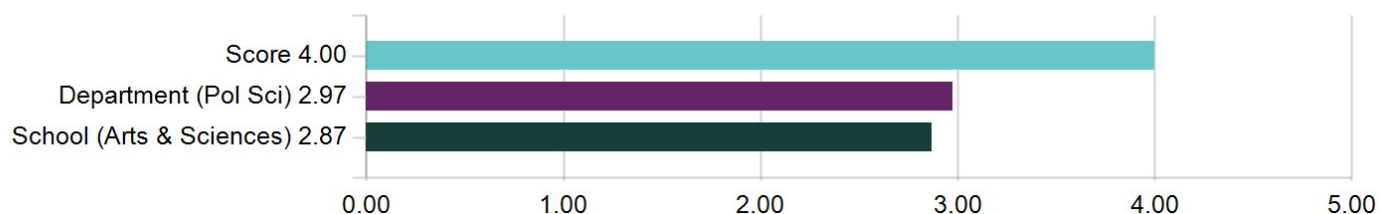
2. Course workload relative to other courses was



3. Course pace was



4. Hours per week required outside of class



Short Answer Responses

What would you like to tell other Wash U students thinking about taking this course?

Comments
This course explains some important topics of the comparative politics, such as political culture and voter behaviors. It is challenging to think about your own research questions and come up with the ways to solve that, but you will definitely enjoy it and get so much things at the end of this course.
While this course is writing intensive, the daily lectures on comparative politics are really thought provoking. You will learn a lot.
as an intro course, it's a fairly simple course that goes over and through overarching concepts in competitive political science. It has a pretty heavy workload with assignment due every class, sometimes in addition to other assignments but the assignments themselves are easy.
Meet with the professor a lot. Be prepared to spend a lot of time on the reading journals
The summer class was extremely beneficial to my learning in both political science and as a whole. If you have any interest in political science, social science, or the humanities I highly recommend taking this course. The workload can be difficult but at no moment will you think that you're wasting your time.
This course is a great way to get an introductory viewing into the world of comparative politics, just as it is advertised. I took it over the summer, so it was very fast paced and the workload was very heavy, but I was able to keep up with this and other classes. The professor is great and he is genuinely very passionate and interested in the subject.

Describe at least one thing about this course that helped you learn.

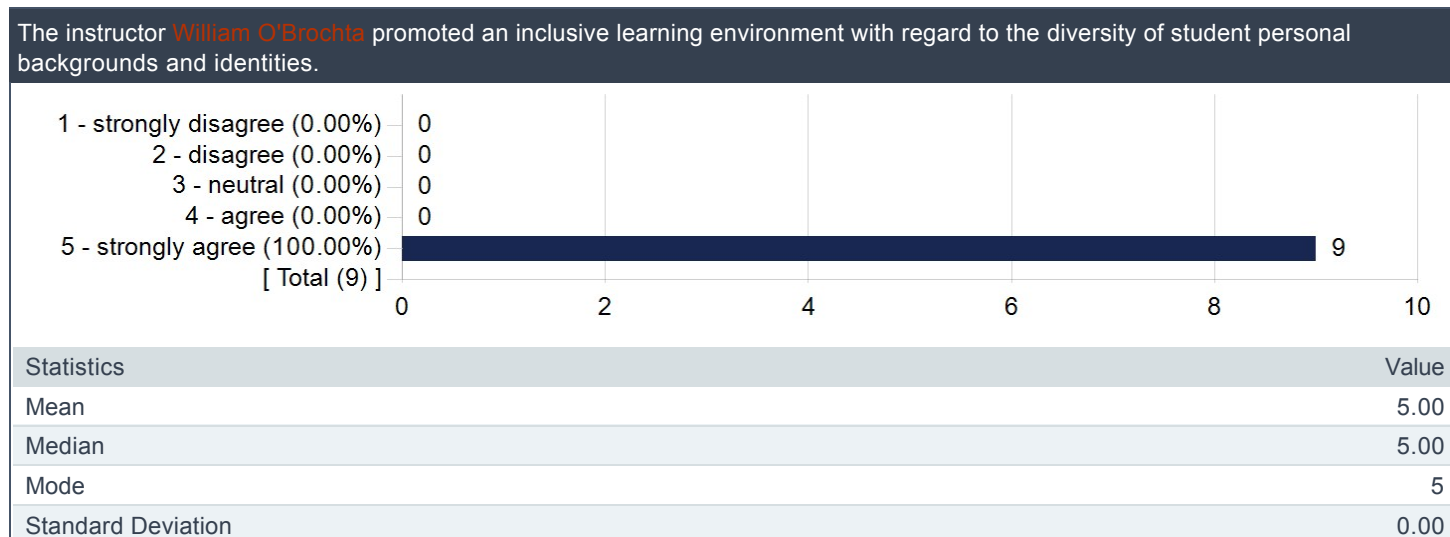
Comments
Working on the research article over the course of the whole semester really helped me learn about how political research is conducted and allowed me to make connections between articles we read and topics we covered in class.
Going to the office hours.
Group work or class discussions made me formulate my own opinions on political topics. Having to think in this way gave me a new understanding of the subject matter.
The reading journal, daily assignment, helped me actually understand the articles by making me summarize them. Some statistics was incorporated that helped me understand the research components of the assignment.
Doing the research article made it easier to read other academic journals and made me like political science methodology a lot more.
Reading the journal articles and the discussion based classes were the two most prominent things that helped me in this course. The articles gave a concrete view into political science that elevated this class significantly above a high school class which level 100 classes sometimes cross into. The discussions were intellectually stimulating and broadened my view on the topics.
There was a lot of information readily available to me that helped me learn and absorb all of the necessary knowledge to succeed in this course.

Describe at least one thing that could be changed about this course to help you learn.

Comments
Because we read journals almost everyday, the topic changes. And i think it would be good if the linkage between these topics could be mentioned a little bit more.
More mandatory speaking exercises like the 3 penny exercise we did on the topic of social welfare institutions in the united states. Everyone spoke about how they saw the issue in a civil discussion
A little more directed discussion. Sometimes there could be a lull in the class when students rather didn't have an answer or were too tired to answer. A little direction/ simplification of the question asked would make it easier to answer and push the discussion forward.
Lower requirements for full credit on reading journals. I felt like I was just trying to fill up the page in order to get full credit
1) From what I can tell, political science is based in research. Although it is difficult both pedagogically and for students, incorporating activities that either mimic or that practice researching a topic (beyond the components in the research article) would greatly augment my appreciation and understanding of political science. 2) The readings often discuss very specific topics in very broad fields research and I don't always feel I understand what the generalized field is about even if I understand the reading. But after the class for the reading, I feel much more confident i understand the field as a whole. To both enhance my understanding and the connectivity of the course, the reading questions (which are about the whole field) could be moved to the day after their respective readings are assigned. This change could cause students to think of the various fields we study beyond the assigned day and also allows us to approach the reading question with a deeper understanding.
Maybe just a little bit slower would help with the stress.

Classroom Environment

The instructor **William O'Brochta** promoted an inclusive learning environment with regard to the diversity of student personal backgrounds and identities.



Where relevant, please give specific examples to explain your answer above.

Comments
William does truly respect everyone and gives everyone opportunity to bring up his or her idea to the class.
Each research article was essentially personalized for each student so they chose what topic interested them most and worked on trying to incorporate it into a formal research paper.
Since I see no other place to put this i will put this here. I do not know if he is looking to continue his career at WashU but William O'Brochta is pedagogical prodigy. He has consistently demonstrated an unusually strong ability to teach and more importantly has the passion and drive to constantly improve himself. His teaching even exceeds many of my previous, tenured professors. William O'Brochta would be an incredible addition to any department. His presence should be viewed not as a cost but as a high-dividends investment.

Personalized Questions

What were some of the most helpful, interesting, or thought provoking readings, assignments, or in-class activities, that you would like to see when this course is taught again?

Comments
I really enjoyed policy day and think it was informative in showing me how policymaking can be very complicated.
The Policy Day is really fun.
I really enjoyed the civil war reading and class discussion. As previously mentioned, I also really enjoyed the mandatory class discussions like the one on social welfare institutions. Also, professor O'Brochta was always on time grading and up front on what he expected of us. More Poli Sci classes need to use the canvas weighted grading system he used and updated daily. We were never kept in the dark with how we stood in the class and more professors and courses should take professor O'Brochta's example.
The research article is the best part of this course
Although the research article can be improved, it undoubtedly was a key reason this course was so impactful. The policy-day in particular was a great learning experience.
There was a lot that I don't know about politics, being new to the whole scene, so a lot of the readings were interesting to me, especially because I just didn't know anything about them. However, I really thought about the misinformation one.

A different version of this course includes much more game theory/formal theory, has multiple choice exams, covers fewer topics, and is delivered in a lecture format. What are aspects of the course you took that you prefer compared to this alternate course?

Comments
The interactive nature of this course facilitated more engagement and made me connect more with the material. In addition, writing the research paper will help me retain more information than taking exams would have.
Having more topics to talk about because this is an intro class and people taking this course might want to know more about comparative politics and political science,
I liked how the lectures were engaging purely for the learning aspect not to write down everything for some exam. I liked how the class had writing projects.
I preferred the reading responses/article to exams and the application to real world problems
I liked focusing mostly on our articles because that was the most rewarding part for me.
Based on the formal theory we looked at in class, an emphasis on game theory/formal theory is a mistake. I have taken 400 level economic courses and the formal theory was still unnecessarily difficult to understand for a course at this level. If possible, basing this class on essays is a much more accurate measure of understanding than mc exams. Fewer topics might be beneficial, but there is still benefits to breadth. Like in this class, lectures should be minimized as they do not consistently stimulate critical thought. This version of the class seems definitively better than the different version.
We never had any exams. There is a lot of information that we cover, so it would have been difficult to have been tested over it, but additionally, the group discussions and the reading journals we had on subjects were very helpful to me to learn the material. Additionally, I do like that we covered a lot of information. Yes, it was in a very short amount of time, but I'm going to school to learn so I'm glad that's what we did.

A different version of this course includes much more game theory/formal theory, has multiple choice exams, covers fewer topics, and is delivered in a lecture format. What are aspects of this alternate course that you would have liked to be in the course you took?

Comments
Perhaps covering fewer topics would be easier, but I liked how I got learned a little bit about a lot of different topics.
I would have preferred if the class was evenly split between exams and research article writing. I think the research article made it so my work out of class was solely based on that one topic rather than exploring multiple topics.
I would honestly like some exams because it felt like the lectures were a little pointless since we were not being tested on them.
Slightly more lecture/generalized information-input may benefit. Combining this with fewer topics would allow for a much deeper understanding of each topic. A deep understanding of each topic is the primary fault of this otherwise well-crafted and well-taught class.
Maybe more game theory? I'm not too sure what that is so I can't make a definitive statement on it.



WashU Fall 2018 Instructor Report for FL2018.L32.Pol Sci.4373.01 - Immigration Identity and the Internet (William O'Brochta)

Project Title: **WashU Fall 2018 Course Evaluations**

Project Audience: **22**

Responses Received: **21**

Response Ratio: **95.45%**

Report Comments

Welcome to your Instructor Report for WashU Course Evaluations. Below you will find response data from the specified course section. Responses to personalized questions appear at the bottom of the report.

The intention of this report is to provide feedback, and also to prompt improvement in areas that may be lacking. This report is accessible to appropriate department level and school level users, as determined by your school. We appreciate your dedication to our learning community at Washington University.

If you have questions about this report, please contact evals@wustl.edu

Creation Date: **Fri, Jan 04, 2019**

Course and Instructor Evaluation

Past research shows that the students' answers to any one question can be noisy, more prone to biases, and provide less useful data for evaluating courses and instructors. Since interpreting individual questions, including their relative highs and lows, can easily lead to inaccurate conclusions due to low reliability, individual question responses are not available in any standard report.

However, combining students' responses to several questions aimed at measuring the same underlying attribute can improve the quality of the measures. Therefore, the statistics displayed for each attribute (mean, median, mode, and standard deviation) are calculated from the grouped responses to all the questions in each topical block.

All questions below use a 5-point response scale: 1-strongly disagree to 5-strongly agree

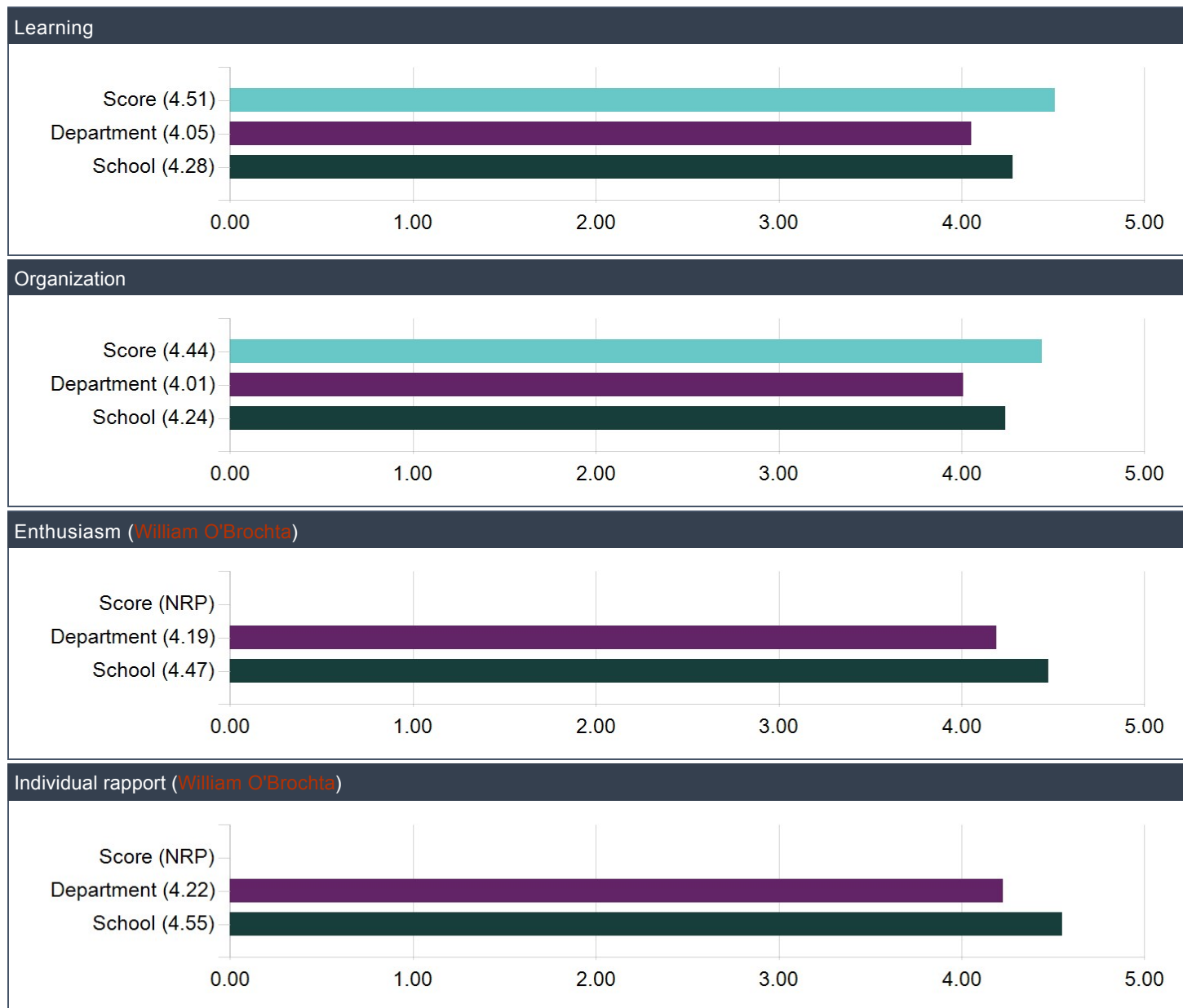
Learning

Competency Statistics		Value
Mean		4.51
Median		5.00
Mode		5
Standard Deviation		0.77
1. I have found the course intellectually challenging and stimulating	2. I have learned something which I consider valuable	
3. My interest in the subject has increased as a consequence of this course	4. I have learned and understood the subject materials of this course	

Organization

Competency Statistics		Value
Mean		4.44
Median		5.00
Mode		5
Standard Deviation		0.72
1. Instructor's explanations were clear	2. Course materials were well prepared and carefully explained	
3. Proposed objectives agreed with those actually taught so I knew where the course was going	4. Instructor gave lectures that facilitated taking notes	

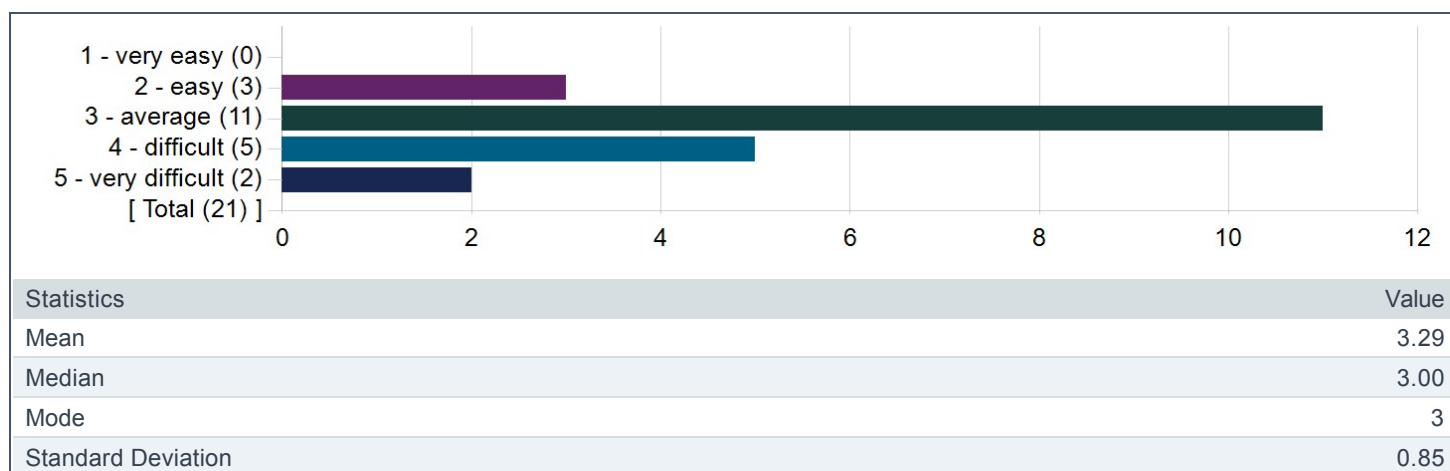
Comparison Detail for Course and Instructor Evaluation



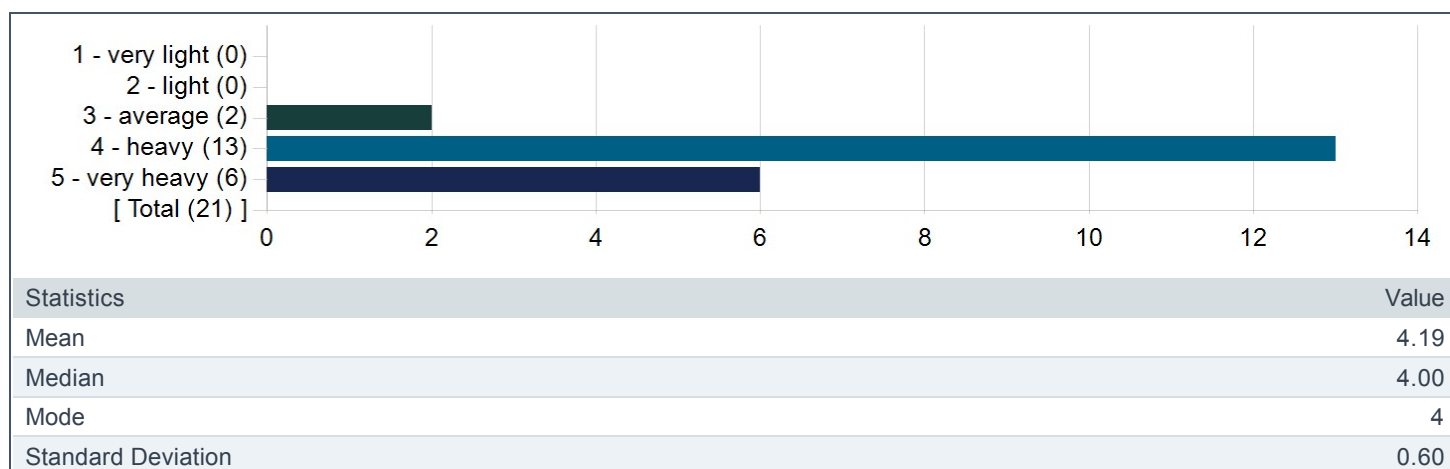
Varied Rating Scale Responses

The varied rating scale responses are statistically reliable as individual questions.

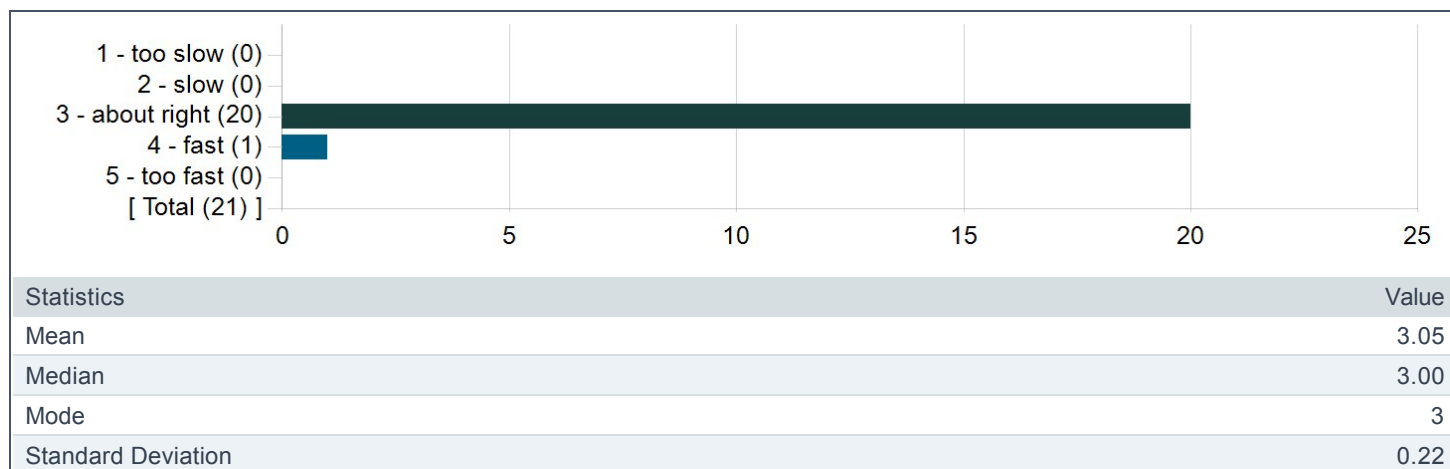
Course difficulty relative to other courses was



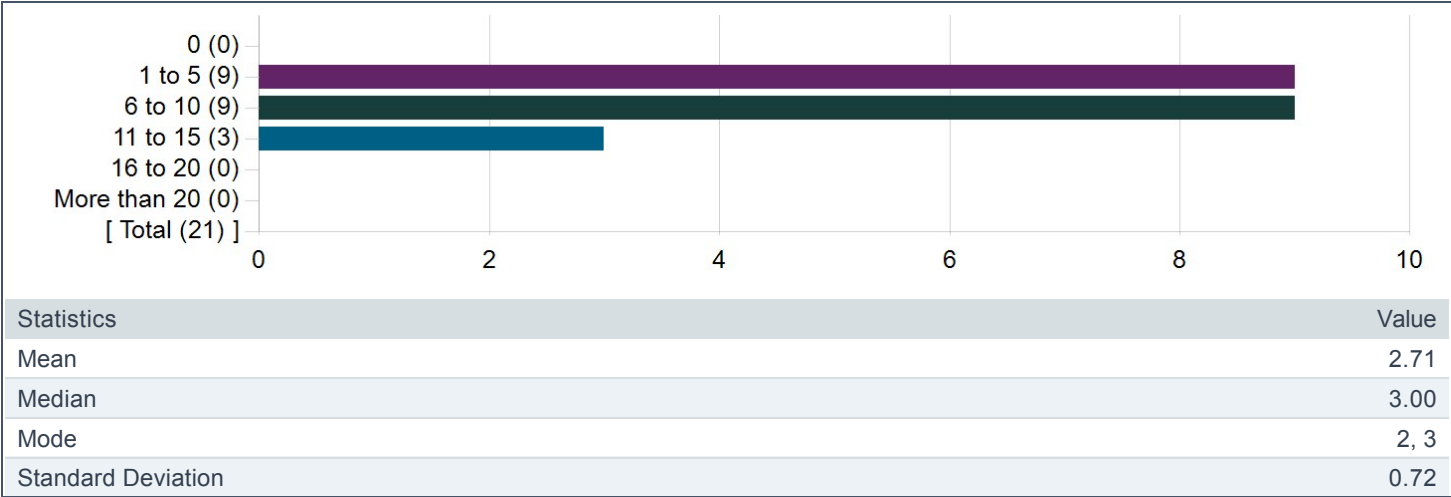
Course workload relative to other courses was



Course pace was

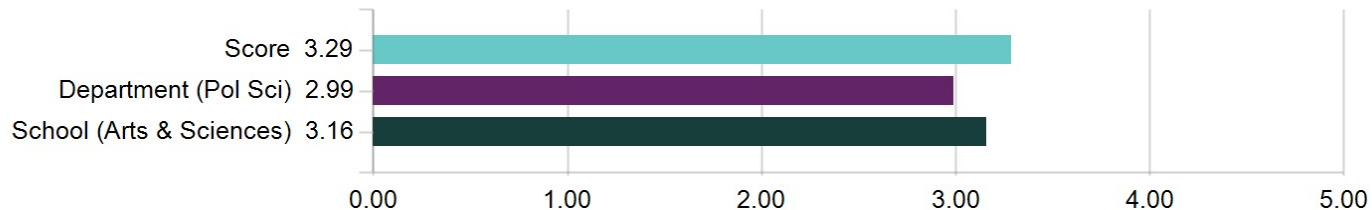


Hours per week required outside of class

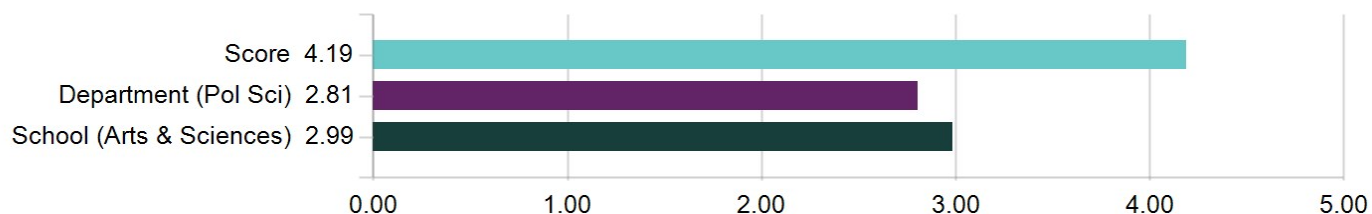


Comparison Detail for Varied Rating Scale Responses

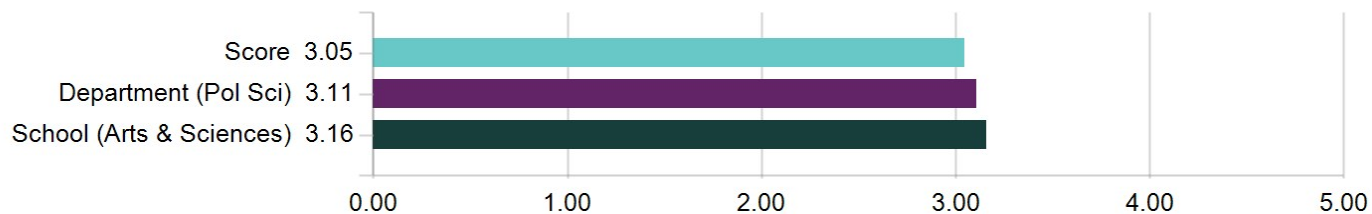
1. Course difficulty relative to other courses was



2. Course workload relative to other courses was



3. Course pace was



4. Hours per week required outside of class



Short Answer Responses

What would you like to tell other Wash U students thinking about taking this course?

Comments
This truly is a writing intensive course but the feedback given will really help you improve your writing. The readings are all very interesting and intellectually stimulating and the professors are amazing.
It's less about immigration policy and more about immigrant identity and how immigrants use technology as a reflection of their identities and situations
Interesting course
Great course, loved the prof, interesting papers and discussions
This course has more writing than most WIs.
I very much enjoyed this course and would recommend it to other students. It is a writing intensive course so the workload is a bit heavy, but the readings are interesting. The class is very much discussion based which I enjoyed.
It is a very well-taught and interesting course
It's a lot of writing, but take your time with the assignments, you'll learn a lot from them.
Fascinating class if you are remotely interested in immigration, identity or the internet. Not like other more traditional writing intensive classes (e.g. Argumentation or Exposition) but engaging and provides you with a lot of information.
If you are interested in immigration, this class is incredibly interesting. It's cool to hear about what your other classmates have to say about the discussed topics, and Professor Parikh and William are both incredibly well informed on the issues.
Professor Parikh and William are both really passionate and knowledgeable about the subjects being taught. The class is definitely discussion based and hearing different ideas and experiences based off of the readings has been interesting. Most of the learning is audio (because discussion) and it IS a writing intensive class so there are a lot of reading journals due that you need to keep on top of.
The work load is quite substantial with the two page required responses so just make sure you plan accordingly because they creep up on you and take longer than expected.
The topic is super interesting and all the texts you read for the class are as well. However, having to write writing journals before every class can be very time consuming and some of the projects are sometimes more busy work than I would have liked. I felt that in general I didn't have enough time be able to do everything for the class (though I had a very full course load). Also, the classes—though has room for participation—are very lecture based (without any visual aids) which can get a little tiring.
The content is interesting and covers a wide variety of topics. I would perhaps look at a copy of a syllabus beforehand. The workload is kind of rigorous and this is not an easy class. However, the conversations, for the most part, are rewarding.
While it is a lot of work, Professor Parikh and William are fair graders and want you to succeed.
Writing heavy, but interesting material
Make sure you have enough time for the class as it is extremely time consuming.

Describe at least one thing about this course that helped you learn.

Comments
Allowing us to go through a draft phase with our papers and having one on one meetings with either Sunita or William helped me in the writing process, especially because I haven't had to write consistently for a class since Writing 1
discussing the readings in class
Reading journal
Did lots of readings and reading journals which helped you actually digest what you were reading
The Reading Journals were helpful in that they forced me to summarize the readings before class and pick out the points I thought were the most interesting.
The professor explained everything clearly and thoroughly
The reading journals were an effective way of keeping up with the material.
Teachers utilized a wide ranging of teaching styles to ensure students were engaged (presentation, group project, essays, discussions, peer review). Teachers also actively sought out feedback from students both at the beginning of the semester and in the middle and were always willing to meet for appointments.
since the class was discussion-based, it was really useful to hear other peoples' interpretations of the readings, and that helped me learn.
I definitely preferred the articles in the later half of the class compared to the beginning and I thought they were easier to discuss. Also it was helpful when people summarized the articles being discussed that day. I also liked group work
The interactive aspects of the course and small group feel.
I think requiring reading journals definitely makes sure people do the readings for each class and helped me learn more about the topics. However, instead of having to do two every week it might have been more manageable if we all had one day a week that we had to do (like every Wednesday, for example) because it was frustrating knowing that you worked hard on a reading journal and then not even having that one graded.
Because the readings were implicitly mandatory, I learned a lot through this and was able to explore topics at depths and find what resonated with me.
Class discussion is highly emphasized
The conversational style of class allowed me to feel very comfortable talking to the professors.

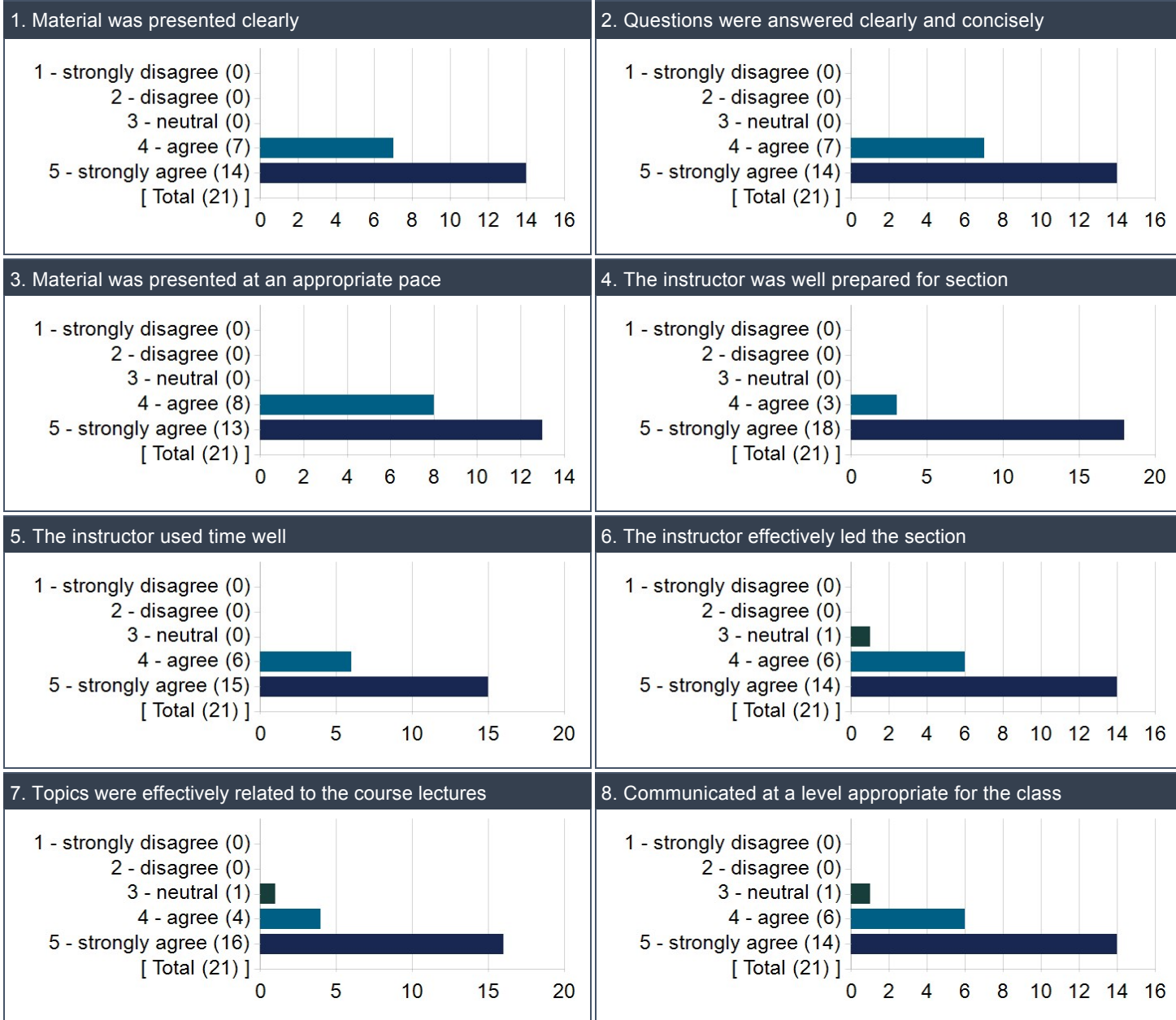
Describe at least one thing that could be changed about this course to help you learn.

Comments
I think the expectations for the course and for the writing could be spelled out a little clearer, especially before drafts.
the group activities weren't worthwhile
Less and more deliberate readings would be helpful in order to gain the most possible out of them. A clearer grading standard for assignments would also be helpful. Often times it feels in the comments that I am being criticized for not doing something a certain way or making a certain argument which is difficult because I feel like I spend most of my time on this class.
Maybe more group projects?
Some more notes provided to help follow along
It'd be helpful if some class notes were posted on Canvas.
Daily reading journals were very demanding and added immense stress to this course. Although the point of ensuring everyone did the reading made sense, thoroughly reading the 2–3 articles already took up quite some time so writing an additional reflection was burdensome.
Major assignments had "clear instructions" on the rubric assignment but grading seemed somewhat arbitrary from student to student. For instance, not clear what distinguished a 91 paper from a 94. Also, appeared that Parikh and William had different grading scales, so grades differed depending on who was grading your work.
The class was completely based off of the readings, which was fine and kept everything interesting, and while all of the readings had something or another to do with immigration, at times it was difficult to see what point exactly the readings as a whole were supposed to reach in terms of the class. I feel like I learned a lot about immigration and the many facets of it, but I'm not sure for what purpose I was learning it.
Some of the reading journals were really hard to understand and I'd get lost quite frequently. Also when the entire class was just discussion with no visuals it was sometime hard for me to stay focused.
I feel like lectures could have been more substantiated with use of more technology and notes.
I mentioned it above, but maybe revising the way reading journals are used to make it more manageable.
I think foregrounding assignment expectations ahead of time could have been done better. It felt often unclear what was expected from each major project component, and these guidelines were not established until pretty close to the due dates. The syllabus felt often open-ended and did not answer all of our questions.
Fewer reading journals
Less reading.

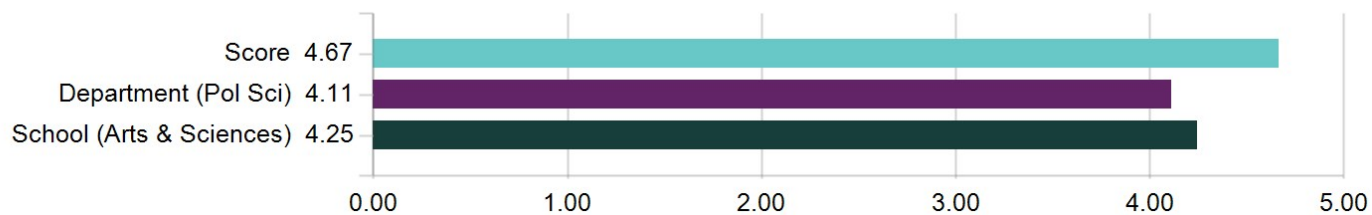
AI Evaluation for William O'Brochta

Instruction

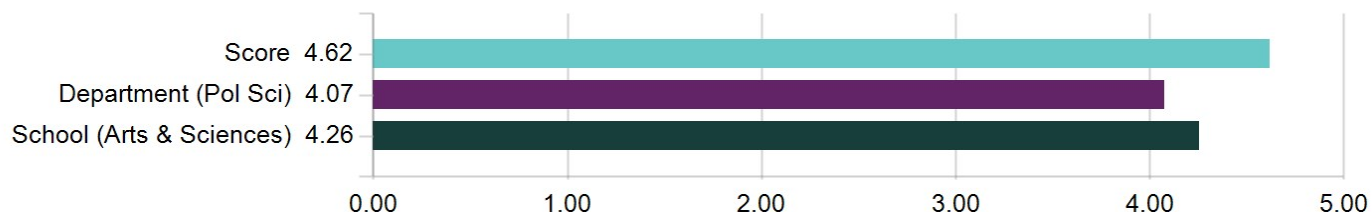
Question	Score			
	Mean	Median	Response Count	Standard Deviation
Material was presented clearly	4.67	5.00	21	0.48
Questions were answered clearly and concisely	4.67	5.00	21	0.48
Material was presented at an appropriate pace	4.62	5.00	21	0.50
The instructor was well prepared for section	4.86	5.00	21	0.36
The instructor used time well	4.71	5.00	21	0.46
The instructor effectively led the section	4.62	5.00	21	0.59
Topics were effectively related to the course lectures	4.71	5.00	21	0.56
Communicated at a level appropriate for the class	4.62	5.00	21	0.59



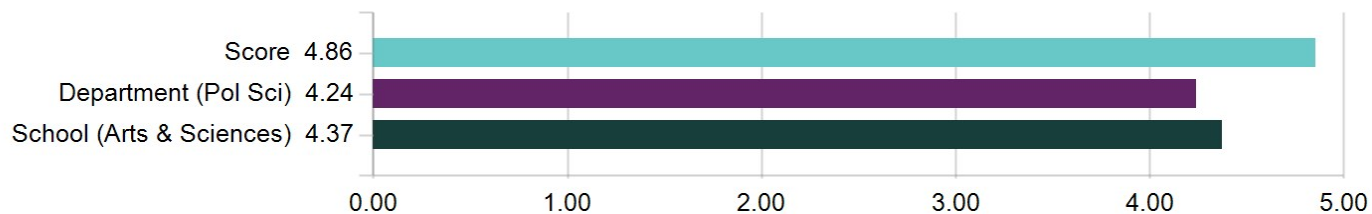
2. Questions were answered clearly and concisely



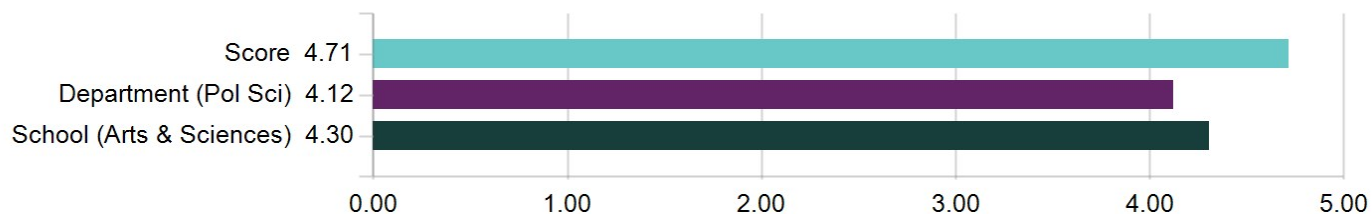
3. Material was presented at an appropriate pace



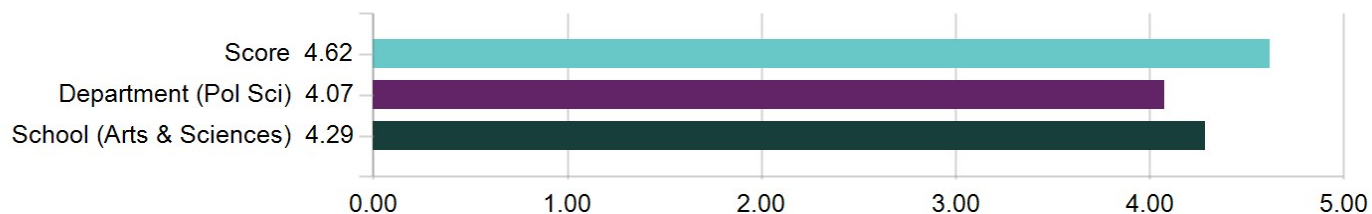
4. The instructor was well prepared for section



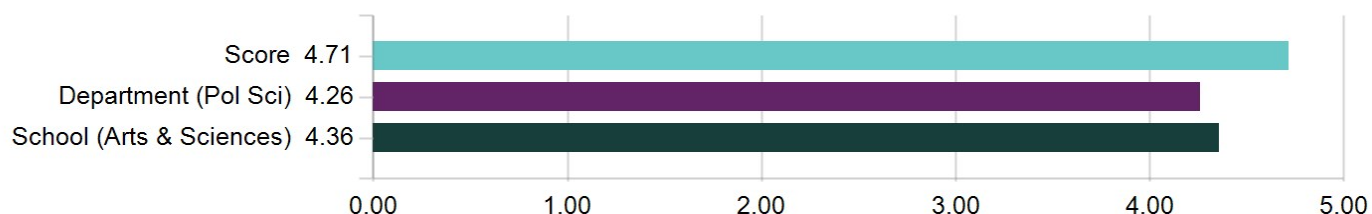
5. The instructor used time well



6. The instructor effectively led the section



7. Topics were effectively related to the course lectures



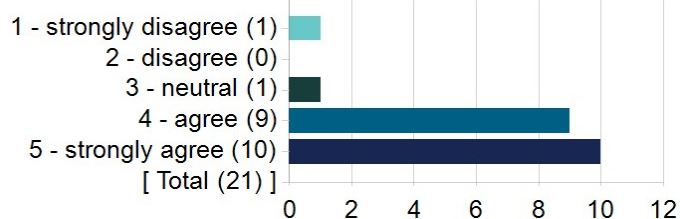
8. Communicated at a level appropriate for the class



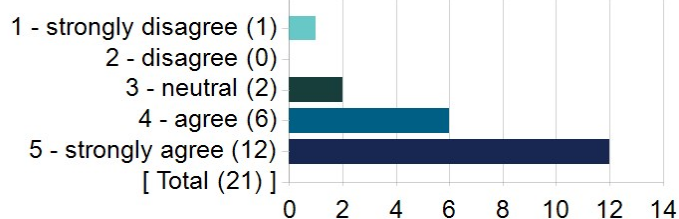
Interaction with Students

Question	Score			
	Mean	Median	Response Count	Standard Deviation
Expectations were clearly explained	4.29	4.00	21	0.96
Grading procedures were fair	4.33	5.00	21	1.02
Instructor was concerned for students	4.71	5.00	21	0.46
Instructor was available for consultation outside of section	4.86	5.00	21	0.36
Instructor maintained positive environment in section	4.76	5.00	21	0.54

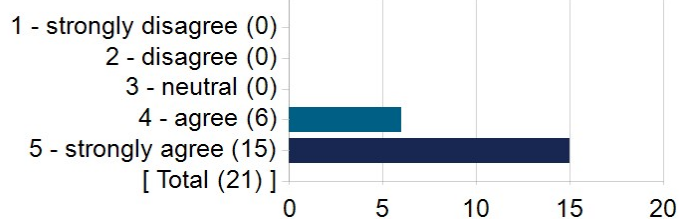
1. Expectations were clearly explained



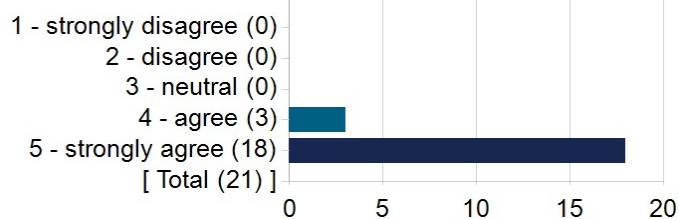
2. Grading procedures were fair



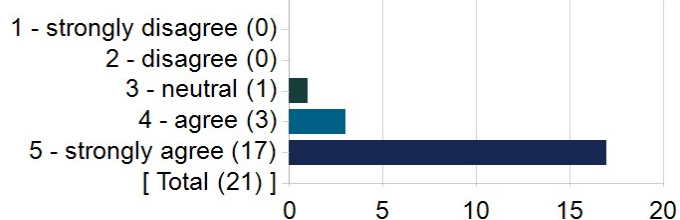
3. Instructor was concerned for students



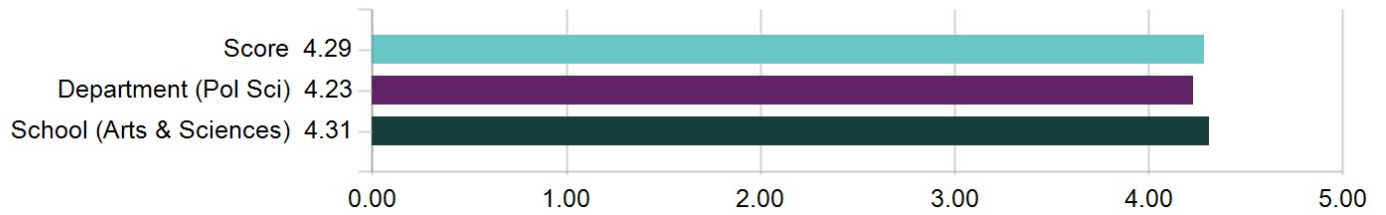
4. Instructor was available for consultation outside of section



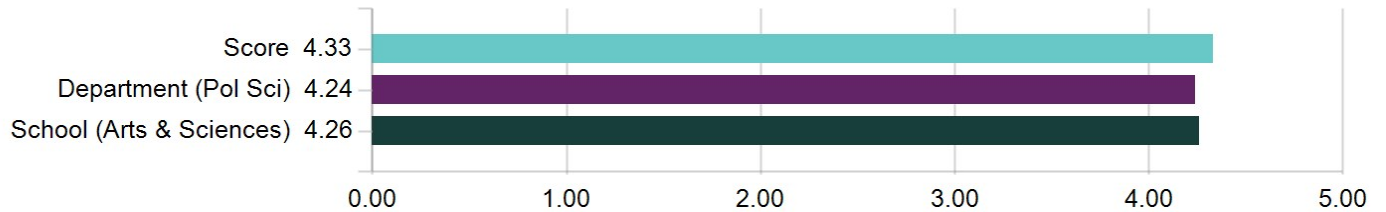
5. Instructor maintained positive environment in section



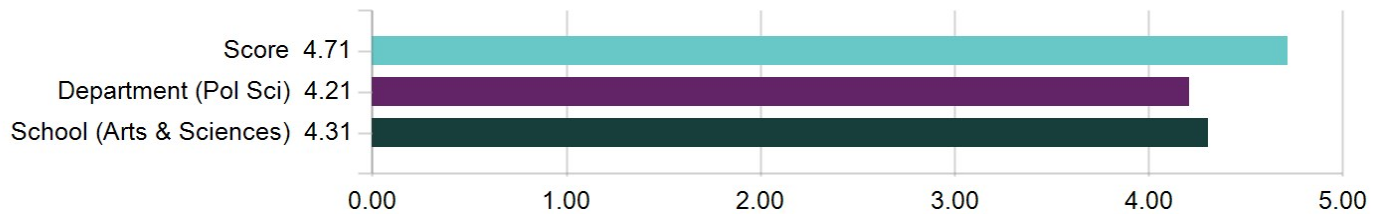
1. Expectations were clearly explained



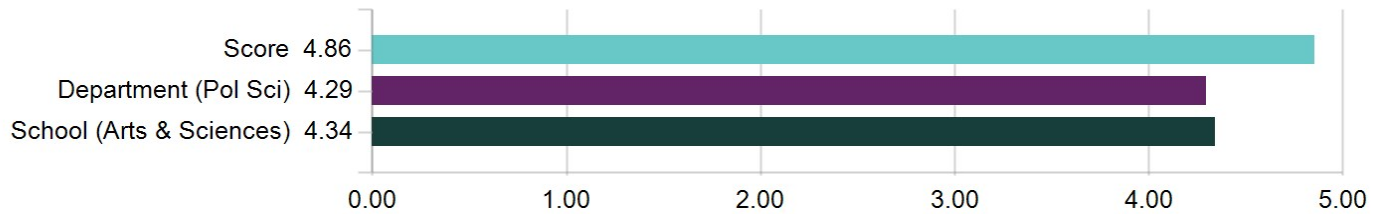
2. Grading procedures were fair



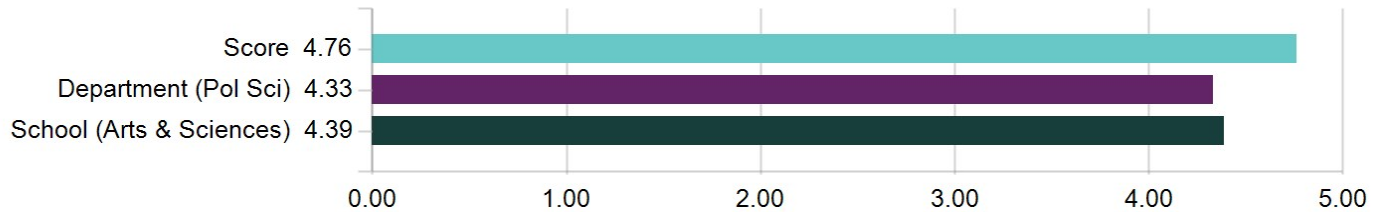
3. Instructor was concerned for students



4. Instructor was available for consultation outside of section



5. Instructor maintained positive environment in section



Please provide any additional feedback on **William O'Brochta** that was not covered by the previous questions.

Comments
William really contributed to class discussions and gave strong feedback for writing samples
While the reading journals made sense to ensure that all students regularly read and were able to participate in discussion, it was difficult to keep up with the volume of work and was frustrating because the majority of assignments were not graded.
For some assignments, such as the group project, it felt like components that were not emphasized as important in class explanations of the assignment were very important factors in grading, so there was a slight mismatch there.
I liked that you wrote on the board during the discussion although sometimes your handwriting was really hard to read.
He is fantastic.