

ⓘ Please Note: Due to COVID19/Emergency Remote Teaching, survey responses may have been affected.

ESCI ONLINE SURVEY STATISTICS

9/18/20

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Summer Quarter 2020 -- ESCI Online

Department and Campus Norms taken over time span: Summer Quarter 2015 - Summer Quarter 2020

Abbrv: **POLS** Instructor: **HUNNICUTT P L** Rank: **Teaching Associate** Course: **POLS 176 0100** Type: **Lecture**
 Department: **POLITICAL SCIENCE** Course Enrollment: **50**

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These two questions were determined by the Academic Senate Committee on Academic Personnel (CAP) and Committee on Effective Teaching and Instructional Support (CETIS) to be appropriate for all student end-of-course surveys.

(1) **A.** In rating a course, you should consider the instructor's teaching apart from the course materials or content.

Please rate the overall quality of the instructor's teaching.

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

Response weighting:	1	2	3	4	5	Blank Response	Total Students	Total Courses	Mean	Median
	(a)	(b)	(c)	(d)	(e)					
This COURSE current quarter	81%	10%	10%			0	21	1	1.3	1.0
Student-weighted Norms (UG students)										
Dept POLS TCHG ASSOCs current qt	67%	22%	8%	2%	1%	0	174	8	1.5	1.0
Dept POLS TCHG ASSOCs over time	67%	22%	8%	2%	1%	0	174	8	1.5	1.0
Campus TCHG ASSOCs over time	57%	23%	12%	6%	2%	8	8218	370	1.7	1.0
Course-weighted Norms (UG courses)										
Dept POLS TCHG ASSOCs current qt	65%	22%	9%	3%	1%			8	1.5	1.0
Dept POLS TCHG ASSOCs over time	65%	22%	9%	3%	1%			8	1.5	1.0
Campus TCHG ASSOCs over time	58%	22%	12%	6%	2%			370	1.7	1.0

(2) **B.** Please rate the overall quality of the course, including its material or content, independent of the instructor's teaching.

(a) Excellent (b) Very Good (c) Good (d) Fair (e) Poor

Response weighting:	1	2	3	4	5	Blank Response	Total Students	Total Courses	Mean	Median
	(a)	(b)	(c)	(d)	(e)					
This COURSE current quarter	71%	14%	10%	5%		0	21	1	1.5	1.0
Student-weighted Norms (UG students)										
Dept POLS TCHG ASSOCs current qt	62%	26%	9%	3%		0	174	8	1.5	1.0
Dept POLS TCHG ASSOCs over time	62%	26%	9%	3%		0	174	8	1.5	1.0
Campus TCHG ASSOCs over time	55%	24%	13%	5%	2%	28	8218	370	1.7	1.0
Course-weighted Norms (UG courses)										
Dept POLS TCHG ASSOCs current qt	61%	26%	9%	4%				8	1.6	1.0
Dept POLS TCHG ASSOCs over time	61%	26%	9%	4%				8	1.6	1.0
Campus TCHG ASSOCs over time	55%	24%	13%	5%	2%			370	1.7	1.0

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(3726) 1. **Please indicate what you consider to be the most valuable aspects of the course.**

Clear and easy to follow lectures. I liked the modules to help with assignments.

Seeing how energy plays into politics and the pros and cons of certain resources.

The course material, discussion, and Patrick's overall teaching. He was really nice and open, which made lectures fun. After having him as a professor, I realized that a lot of other professors in the department were a little rude or intimidating, so having Patrick as a professor was like a nice conclusion to my time at UCSB.

I think that the lectures and problem sets are the most valuable aspects. The problem sets allow us to apply our readings and material learned in lecture to real-world situations. The lectures are very comprehensive and organized, making it easy to follow and understand the material.

I appreciate the flexibility of this course allowing students unable to participate at the designated lecture time to instead participate at their own time.

He made the online lectures really easy to follow.

I found the problem set questions to be the most valuable aspect.

This class was amazing. Patrick was an amazing professor, his lectures every week were wonderful and the modules dedicated to helping us with the problem sets were awesome. I loved every aspect of this class! The structure was great and set up really well to help students succeed. Patrick was a fantastic professor; he was super knowledgeable, a great lecturer and really helpful. This class was awesome, I wouldn't change anything about it!

The amount of information and resources made available is very helpful in completing the tasks required by this course.

Professor Hunnicutt is a really great teacher, I learned a lot and I feel lucky to have gotten to take his class.

The lectures were well thought out and interesting.

This course always connected/correlated the topics we learned to modern political discourse and I really appreciated that. I also liked that this course provided a number of resources/reading materials to supplement the course topics.

Class is very applicable to current events.

Great lecturer, good information, enjoyed the readings. I found Patrick to be very knowledgeable of the topics, he is clearly

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passionate about the subjects. He was a great teacher.

I really liked how broad it was; that is covered the basics of energy to environmental injustice and electrification in Africa.

Loved the material, loved the teacher covering so many aspects of energy. Confronting complications directly, like climate change and social inequities, was very important to me. Grateful for this opportunity learning the background of utilities and energy policy that will be very important in the future because of exacerbating issues around climate change, land use, human civilization, covid-19 recovery, etc.

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(3707) 2. **How could the course be improved? (e.g. additional detail about topics, modifications to instructional materials, different teaching strategies, etc.)**

Group breakout sections aren't that helpful, too long sometimes if no one is really talking.

maybe including a class groupme or some form of communication for the students among each other.

N/A

The only thing I could think of is that I wish there could be time dedicated solely on discussing readings, but I assume that's what section would have been there for if there was section.

No way, the course was incredible.

None, I am very satisfied with the way the course was taught.

Nothing, I loved this class!!

The information in lecture requires a lot of analysis and conceptual thinking. With that being said, more time on less topics would be ideal. Summer classes are faster so while I can see this being difficult, I believe a lot of important topics were gone over so quickly during lecture that I was often left confused on a large portion of the topics.

The amount of reading was a bit overwhelming and discouraging if I fell behind. The problem sets were mostly fairly graded but some answers were docked points for things not stressed in lectures or readings. I think better communication from the TA and their expectations would have been helpful.

In terms of remote instruction, I think the course could be a little less material/information-dense. The readings got to be overwhelming at times.

Really enjoyed the course and the professor.

None! I thought you were awesome. Have a good rest of your summer.

I lot of the course focused on electricity, and I feel like oil and transportation were largely left out from the second part of the course. Also, given the online format I would have enjoyed a discussion hour. For a previous class, it was an optional section that the TA lead where we could discuss topics from the course with other students. It was a fun way to interact with the material

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and meet people in the class.

The strictness of the problem sets might have some students who have paid attention to the material fall through the cracks, even in normal times, but even more obviously in the pandemic where normal lines of support are hard to access. Strict deadlines are ableist, are furthering the colonization of our time and labor, intersect with western imperialism and racial capitalism by putting people's success in the class in jeopardy if they do not have a consistent ability to conform to producing on this schedule. I think within the next few years the concept of Decolonizing Time will receive more attention from academics. It already is in some disciplines (like feminist, critical theory, disability, indigenous and decolonial Studies). Deadlines as targets can seem necessary in a class for many reasons, but I think there are ways to have inclusive options.
