



# Evaluation of Instruction and Course

University of Missouri

## Group Report for: Drolc, Cody Alan; Course: AMERICAN GOVERNMENT

Course: POL\_SC 1100 Section: 06 Semester: FS2019 Class Number: 81173

No. Respondents: 44

Standard Form Report								
Choices: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree	Percent of Responses							
Course Content and Structure	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	
The syllabus clearly explained the course objectives, requirements, and grading system.	77%	21%	2%	0%	0%	43	4.74	
Course content was relevant and useful (e.g., readings, online media, classwork, assignments).	57%	32%	5%	5%	2%	44	4.36	
Resources (e.g., articles, literature, textbooks, class notes, online resources) were easy to access.	64%	30%	7%	0%	0%	44	4.57	
This course challenged me.	50%	41%	5%	5%	0%	44	4.36	
Teaching Delivery	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	
This instructor was consistently well-prepared.	80%	16%	2%	0%	2%	44	4.70	
This instructor was audible and clear.	68%	16%	7%	7%	2%	44	4.41	
This instructor was knowledgeable and enthusiastic about the topic.	82%	16%	0%	0%	2%	44	4.75	
This instructor effectively used examples/illustrations to promote learning.	80%	18%	0%	0%	2%	44	4.73	
This instructor fostered questions and/or class participation.	84%	14%	0%	0%	2%	44	4.77	
This instructor clearly explained important information/ideas/concepts.	77%	18%	0%	2%	2%	44	4.66	
This instructor effectively used teaching methods appropriate to this class (e.g., critiques, discussion, demonstrations, group work).	70%	26%	2%	0%	2%	43	4.60	
Learning Environment	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	
This instructor responded appropriately to questions and comments.	82%	11%	2%	0%	5%	44	4.66	
This instructor stimulated student thinking and learning.	77%	20%	0%	0%	2%	44	4.70	
This instructor promoted an atmosphere of mutual respect regarding diversity in student demographics and viewpoints, such as race, gender, or politics.	84%	9%	0%	5%	2%	44	4.68	
This instructor was approachable and available for extra help.	80%	14%	2%	2%	2%	44	4.66	
This instructor used class time effectively.	77%	20%	0%	0%	2%	44	4.70	
This instructor helped students to be independent learners, responsible for their own learning.	73%	23%	2%	0%	2%	44	4.64	
Assessment	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	
I was well-informed about my performance during this course.	59%	36%	2%	0%	2%	44	4.50	
Assignments/projects/exams were graded fairly based on clearly communicated criteria.	66%	30%	2%	0%	2%	44	4.57	
This instructor provided feedback that helped me improve my skills in this subject area.	70%	23%	5%	0%	2%	43	4.58	
Teaching Effectiveness	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	
This instructor taught effectively considering both the possibilities and limitations of the subject matter and the course (including class size and facilities).	74%	19%	2%	2%	2%	43	4.60	



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Feedback for Other Students (IDK = I Don't Know)	% Yes	% No	% IDK	# Rsp
Would you recommend this class to other students regarding...?				
CLASS CONTENT	80%	16%	5%	44
CLASS STRUCTURE (E.G., ORGANIZATION, PACING)	93%	7%	0%	44
POSITIVE LEARNING ENVIRONMENT	93%	7%	0%	44
INSTRUCTOR'S TEACHING SKILL/STYLE	91%	7%	2%	44
FAIRNESS OF GRADING	98%	2%	0%	44

Student Information (NA = Not Applicable, NR = No Response)													
Course	Expected Grade	Class Year	Classes attend	Extent use online	Outside hours per week	Complete work							
Requiremen	73%	A	66%	Freshman	93%	0-25	0%	None	0%	0-3	43%	0-25	0%
Elective	27%	B	25%	Sophomore	5%	26-50	2%	Little	2%	4-7	45%	26-50	11%
Other	0%	C	9%	Junior	2%	51-75	7%	Some	11%	8-11	2%	51-75	14%
NR	0%	D	0%	Senior	0%	76-90	18%	Moderate	45%	12-15	9%	76-90	23%
		F	0%	Graduate	0%	91-100	73%	Large	39%	> 15	0%	91-100	52%
		S	0%	Other	0%	NA	0%	NA	2%	NA	0%	NA	0%
		U	0%	NR	0%	NR	0%	NR	0%	NR	0%	NR	0%
		None	0%										
		NR	0%										

Grade A & B = The mean score of students who reported an expected grade of A or B.

Construct Means							
Content/Struct		Teaching		Environment		Assessment	
Mean	4.51	Mean	4.66	Mean	4.67	Mean	4.55
Grade A & B	4.52	Grade A & B	4.70	Grade A & B	4.70	Grade A & B	4.59

COMPOSITE SCORE	
Mean	4.62
Grade A & B	4.64

Construct Means and Composite Score are calculated based on the number of respondents for each question in order to apply less weight to questions not applicable to a class. The mean is calculated from the 20 core questions on the Standard and Expanded forms and the 16 core questions from the Instructor-only form.



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### Section VI: Your Comments Are Valued

#### <b>What aspects of the teaching or content of this course were especially good?</b>

Upbeat atmosphere, personality

His teaching style was too harsh and he was very rude and was non helpful for any questions I had. He made it feel as if I was in an upper level class where I wasn't. He made it very clear where his political views where and if you didn't see eye to eye then he did not care for you.

Engaging and relatable

I like the powerpoints and the discussion of readings

fostered good atmosphere in class that made it easy to learn

He was well educated on the topics discussed. Sometimes though he seemed to forget some students don't actually know as much as he does so he didn't explain things in depth enough.

I like how our professor helped prepare us for the exams, so that we knew exactly what was expected of us and what material we needed to know.

I really liked how we read real published scientific papers that have, to some extent, changed the way people think about the government and politics.

The instructor rewarded good attendance and class participation.

Cody was always available for help and urgent to answer questions.

The teacher wanted the class to participate and made always makes you laugh

I think providing articles that connected to the topics was good because it allowed us to think critically passed the basic understanding.

Cody cares about both the material and the students. This is a very rare combination and I'm glad I could take a class that I have little interest in with him. His exuberance when teaching makes class worth going to.

I would say overall the teaching style was really great because there were things that needed to be covered that are extremely boring and he would try to to make them interesting and relatable to college students.

This class was far from exciting but Cody made it fun when he could. It was very clear what we were expected to learn. It was challenging in some ways but also designed so that students could get good grades if they put in like a bare minimum of effort (which is surprisingly hard for some people).

the way information was explained during class

class discussions

The videos shown in class were always helpful and relevant.

The lectures

the class discussions were consistently resourceful.





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Professor Drolc,

You were a really good professor! You were able to not only teach effectively but provide a learning environment. I loved how you injected yourself into the lectures because this made it more personal and interesting. I believe that when a teacher is not only passionate about their material but wants their students to succeed, they have done a good job. I also enjoyed how you were generous with extra credit. You really wanted us to do well, even if we were struggling. Many teachers reward extra credit for those who go above and beyond. However, you made sure that everyone had a chance for extra credit. Furthermore, you also brought in topics that were relevant to current times (e.g. impeachment & meth ad), which were likely of interest to many of us. Overall, just keep doing what you do.

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The feedback given on assignments by professor.

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the in class easy talking and chill climate even if its early in the am.

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the notes on the board were clear and easy enough to copy down, and notes combines with textbook make for much resources. The quizzes also helped as grade boosters as long as you did them to the best of your ability.

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I really appreciated the study guides before exams. They were very helpful for the test.

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Everything was thoroughly explained during lectures in order for the class to grasp each concept.

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The quizzes were a great way to summarize the reading from the book for the week.

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the professor is very engaging and personable, makes an effort to have a relationship with students.

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Consistent teaching methods included detailed powerpoints with plenty of real world examples to help make concepts easier to understand.

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He was super enthusiastic about the subjects and was really nice and fun!

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Very interesting to listen to

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i like cody. he is nice, chill, casual and yet still professional.

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quizzes were helpful, grades fair

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Cody was my first ever college professor. He was strict enough to show me that this was not like high school, but nice enough to be comforting and actually my favorite professor. I learned so much and was so inspired by his passion for political science.

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Overall very interactive

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I liked the witty humor and open discussion aspect of the class.

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N/a

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He did a good job of giving us multiple ways to access the content.

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I really enjoyed this course, it promoted a lot of thinking and looked at different angles of political issues that I hadn't realized. I found the subject very interesting and the instructor was very approachable, friendly, and helpful.

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Cody had a really good way of making the content interesting and fun. He could relate to our humor and used that to keep us engaged.

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**<b>What changes could be made to improve the teaching or the content of this course?</b>**

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Speak a little louder. Super hard to hear in the back of class sometimes, especially with construction noises

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He acted as if he was high almighty and above everyone else. He was not considerate or helpful. He went through slides way to fast and expected everyone to know what he already knows. I do not recommend this "Professor" to anyone. Especially since he's a graduate student. He needs to work on his social skills and people skills.

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N/A





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N/a

n/a

Professors shouldn't assume that students know as much as they do about current events and politics, it's unrealistic. this is just an entry level class with mainly freshmen.... most of us were very confused and even uncomfortable at times.

The readings were very long at times, but I understand that this was necessary to get through all of the necessary material by the end of the semester.

It was sometimes pretty difficult to keep up with the readings because of how long they were.

NONE

I think Cody could promote more group discussions instead of full class discussions on challenging content so It wasn't lecture the entire time.

The teacher needs to slow down while taking note or share his notes. Notes are very important and you can't take them if the teacher is going too fast.

I think the content of this course could be improved by giving more group work.

Very little should be changed. This is how I hope all of my gen eds feel like going forward.

The readings (data graphs) can be a lot and have a tendency of being a tad confusing, so maybe a little more in-depth explanation in class, it would help with the overall understanding.

Cody was very sarcastic and sometimes very rude. I don't appreciate listening to some of his comments made at me or my classmates.

Maybe narrow down some of the content on the slides for lecture in favor of spending more time per slide? It's hard to write everything down, and when you can't write everything down, you have to try to figure out which parts are most important and it's sometimes hard to tell.

easier to understand presentation slides

My professor was very knowledgable and a wonderful instructor, however, my one complaint is that sometimes he would talk quietly so it was difficult to hear him at times.

None. He's a great professor.

The articles online weren't easy to understand.

more visuals within the learning makes it easier for some students to understand the course content.

I don't think you could make it any better than it is. I didn't really struggle (as you taught well!) but I bet those that did, have some suggestions. I guess what I do think can be improved is the readings. I mainly skimmed the ones that were research based, especially ones that had a bunch of data like the Kagan article. I wouldn't say scratch the articles, but I feel using class time to discuss some of the intricacy wasn't always the best use. Evenmore, there were certainly a boatload of people who did not read at all, and the harder articles made that somewhat justifiable. I think that since you're already very generous on grades, maybe you could lessen the weight of the tests. Make the quizzes, op-ed and participation worth a little more as opposed to tests. Hopefully, this will reward more of those try on a daily basis (although this would sadly help those who don't attend class). I guess what I'm saying is, after the latest secret quiz fiasco, I feel like there is a general population of the class who feel that they give a fair amount of effort but are struggling grade wise. However, I want to say that you've done your best to make sure that this class won't affect our GPA, and I appreciate you for that.

The professor moved incredibly fast during class time, and it was hard to follow along with the material too often.

not make any political science classes before 10-11 am

Maybe more hands on learning if anything





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Make the notes available online or allow students to use computers to take notes. You might remember it better by writing it down, but you can type a lot more that you can study later and outside of class..

We could discuss the outside readings a bit more in class.

Less readings from other sources, they were difficult to comprehend and very time consuming.

Some of the readings were hard to grasp conceptually.

none

I would prefer to not have as many readings, only because we have other classes and it's difficult to get all the readings done in time!

□□□□

nothing. it was great.

lots of reading was assigned

He just had a very low voice that I sometimes could not hear great.

Very passive aggressive

Only change I would do is little less textbook world and more current events examples.

N/a

Less reading or more time for the readings.

There's a LOT of reading for this course. Each class period often requires 2-3 different readings, which are rarely short and simple. That's not necessarily a problem, but it feels like a lot more than may be necessary.

I don't believe that anything really needs to be changed. Both the content and teaching of this course were exceptionally good.