



# University of Delaware Course Evaluations

## Instructor Summary for Faculty Appraisal

**Instructor: Hickel Jr, Flavio Rogerio (702453466)**

**Term: 2018 Fall (2188)**

Information as of: 01/15/2019 01:41 PM

### Detailed Instructor Responses for POSC407010 for 2018 Fall (2188)

| Detailed Responses  |                   |          |           |            |                | Response Statistics |         |
|---|-------------------|----------|-----------|------------|----------------|---------------------|---------|
| <b>QID 1513</b> - The instructor inspired student interest.   |                   |          |           |            |                |                     |         |
| Scale text  | Strongly Disagree | Disagree | Neither   | Agree      | Strongly Agree | Total:              | 14 / 39 |
| Scale value   | 1                 | 2        | 3         | 4          | 5              | Mean:               | 4.50    |
| Total   | 0                 | 0        | 1         | 5          | 8              | Std. Dev.:          | 0.65    |
| Percent   | 0%                | 0%       | 7.1%      | 35.7%      | 57.1%          | Median:             | 5       |
| <b>QID 1514</b> - The instructor was receptive toward different points of view.   |                   |          |           |            |                |                     |         |
| Scale text  | Strongly Disagree | Disagree | Neither   | Agree      | Strongly Agree | Total:              | 14 / 39 |
| Scale value   | 1                 | 2        | 3         | 4          | 5              | Mean:               | 4.93    |
| Total   | 0                 | 0        | 0         | 1          | 13             | Std. Dev.:          | 0.27    |
| Percent   | 0%                | 0%       | 0%        | 7.1%       | 92.9%          | Median:             | 5       |
| <b>QID 16108</b> - The instructor was well prepared for class.  |                   |          |           |            |                |                     |         |
| Scale text  | Never             | Rarely   | Sometimes | Frequently | Always         | Total:              | 14 / 39 |
| Scale value   | 1                 | 2        | 3         | 4          | 5              | Mean:               | 4.86    |
| Total   | 0                 | 0        | 0         | 2          | 12             | Std. Dev.:          | 0.36    |
| Percent   | 0%                | 0%       | 0%        | 14.3%      | 85.7%          | Median:             | 5       |
| <b>QID 1516</b> - If I sought help during the instructor's office hours, s/he was available. (Skip if this question does not apply to you.) |                   |          |           |            |                |                     |         |

|   |                   |          |           |            |                |           |         |
|---|-------------------|----------|-----------|------------|----------------|-----------|---------|
| Scale text  | Never             | Rarely   | Sometimes | Frequently | Always         | Total:    | 11 / 39 |
| Scale value   | 1                 | 2        | 3         | 4          | 5              | Mean:     | 4.82    |
| Total   | 0                 | 0        | 0         | 2          | 9              | Std. Dev: | 0.40    |
| Percent   | 0%                | 0%       | 0%        | 18.2%      | 81.8%          | Median:   | 5       |
| <b>QID 15823</b> - Overall, how would you rate this instructor?           |                   |          |           |            |                |           |         |
| Scale text  | Poor              | Fair     | Good      | Very Good  | Excellent      | Total:    | 14 / 39 |
| Scale value   | 1                 | 2        | 3         | 4          | 5              | Mean:     | 4.57    |
| Total   | 0                 | 0        | 2         | 2          | 10             | Std. Dev: | 0.76    |
| Percent   | 0%                | 0%       | 14.3%     | 14.3%      | 71.4%          | Median:   | 5       |
| <b>QID 1539</b> - Would you recommend this instructor to another student? |                   |          |           |            |                |           |         |
| Scale text  | Strongly Disagree | Disagree | Neither   | Agree      | Strongly Agree | Total:    | 14 / 39 |
| Scale value   | 1                 | 2        | 3         | 4          | 5              | Mean:     | 4.57    |
| Total   | 0                 | 0        | 1         | 4          | 9              | Std. Dev: | 0.65    |
| Percent   | 0%                | 0%       | 7.1%      | 28.6%      | 64.3%          | Median:   | 5       |
| <b>QID 1539</b> - Would you recommend this instructor to another student? |                   |          |           |            |                |           |         |
| Scale text  | Strongly Disagree | Disagree | Neither   | Agree      | Strongly Agree | Total:    | 14 / 39 |
| Scale value   | 1                 | 2        | 3         | 4          | 5              | Mean:     | 4.57    |
| Total   | 0                 | 0        | 1         | 4          | 9              | Std. Dev: | 0.65    |
| Percent   | 0%                | 0%       | 7.1%      | 28.6%      | 64.3%          | Median:   | 5       |

## Essay Instructor Responses for POSC407010 for 2018 Fall (2188)

### Questions

#### QID Question

1522 Would you suggest any changes in the instructor's methods? Which methods were most effective from your perspective?

**Response #1** going through quotes on slideshows helped contextualize the concept-based theories a lot more than just slides on the terminology of the theories

**Response #2** Lectures online, 4 small papers

**Response #3** Narrow down topics / specific questions that will be asked on exam. He graded too specifically and hard. No matter how I worded responses he hated whatever I had to say

**Response #4** Powerpoints were an excellent way to structure notes and very easy to follow along and were also very engaging

**Response #5** he is amazing but goes through a lot of material very fast. He always mentions how he is telling us the general story of something but his powerpoint are overwhelming. He explains the material very well but very fast.

**Response #6** A little less information per lecture, the slides were at times overwhelming.

**Response #7** No, I think the presentation style lectures work great.

**Response #8** There could have been a better presentation of the material but overall was well prepared and got the material across in a decent enough way.

|                     |  |
|---------------------|--|
| <b>Response #9</b>  | I would not change anything. I thought it was really smart and effective that we could pick 4 papers out of 6 at our own discretion- really helped with scheduling my time effectively. also really appreciated how the lectures were always available online- made me really listen to what was being said instead of scrambling to take notes. |
| <b>Response #10</b> | I think he taught the class on par with what I think works best.   |
| <b>Response #11</b> | The powerpoints are used too much, I would prefer it if there was more discussion over the topics rather than being presented something that I could read on my own time, although I will say that these powerpoints were not too egregious compared to other ones that I have experienced.  |
| <b>19821</b>        | <b>When students do not read the assigned readings, this can have a detrimental impact on class discussions and their exam performance. What kind of incentives would you recommend to encourage future students to read the assignment material?</b>  |
| <b>Response #1</b>  | have more text questions looking for examples from the readings/heavier weight of grade placed on examples given; keep up reading quizzes throughout the semester  |
| <b>Response #2</b>  | Calling on students randomly to answer questions.  |
| <b>Response #3</b>  | Interesting and have key points that might be discussed in class   |
| <b>Response #4</b>  | Tell them what's most important from the chapter to narrow it down   |
| <b>Response #5</b>  | I didn't like the pre-class quizzes because i didn't read, but i did fine in the class . I'm sorry :(  |
| <b>Response #6</b>  | Pre-classes quizzes were great   |
| <b>Response #7</b>  | pre class quizzes  |
| <b>Response #8</b>  | The pre-class quizzes were helpful. Maybe daily questions at the start of classes.   |
| <b>Response #9</b>  | Read the assignments a few pages a day, days before the due date. If you cram before the last night, you will not retain the information as well.  |
| <b>Response #10</b> | I honestly think if the class was over three days a week rather than two and thus the readings for each class were shorter there would be more people that read.   |
| <b>Response #11</b> | Keep doing the pre-class quiz portion of the course and keep the papers being broken up into four separate papers.   |
| <b>Response #12</b> | Reading the assigned material makes you an active participant during class time. Even if you do not volunteer, it still helps to make the lecture material more clear. The material can admittedly sometimes be dry or overwhelming, so it definitely makes a difference if you do the assigned readings before class.                           |
| <b>Response #13</b> | I think the pre-class quizzes are insanely helpful. The subject matters I know the most about are anything we had a pre-class quiz on (plus its an easy grade)   |
| <b>Response #14</b> | I think that by excluding some of the book material in the class lectures, people will be forced to do the reading if they want to get all the information they need for the test.   |

## Detailed Course Responses for POSC407010 for 2018 Fall (2188)

| Detailed Responses   |                          |                           |                      |                  |                       |                  | Response Statistics |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
|--|--------------------------|---------------------------|----------------------|------------------|-----------------------|------------------|---------------------|--|------------|-------------------------|---------------|---------------|------------------|-----------------|--------------|--|--|-------------|----------|----------|----------|----------|----------|--|--|--|-------|---|---|---|---|---|---------|--|--|---------|----|-------|-------|-------|----|--|--|--|
| <b>QID 1503 - What is your official status?</b>  |                          |                           |                      |                  |                       |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| <table> <tr> <td>Scale text</td><td><b>Graduate Student</b></td><td><b>Senior</b></td><td><b>Junior</b></td><td><b>Sophomore</b></td><td><b>Freshman</b></td><td><b>Total</b></td><td colspan="2"></td></tr> <tr> <td>Scale value</td><td><b>E</b></td><td><b>D</b></td><td><b>C</b></td><td><b>B</b></td><td><b>A</b></td><td></td><td colspan="2"></td></tr> <tr> <td>Total</td><td>0</td><td>4</td><td>6</td><td>4</td><td>0</td><td>14 / 39</td><td colspan="2"></td></tr> <tr> <td>Percent</td><td>0%</td><td>28.6%</td><td>42.9%</td><td>28.6%</td><td>0%</td><td></td><td colspan="2" rowspan="2"></td></tr> </table> |                          |                           |                      |                  |                       |                  |                     |  | Scale text | <b>Graduate Student</b> | <b>Senior</b> | <b>Junior</b> | <b>Sophomore</b> | <b>Freshman</b> | <b>Total</b> |  |  | Scale value | <b>E</b> | <b>D</b> | <b>C</b> | <b>B</b> | <b>A</b> |  |  |  | Total | 0 | 4 | 6 | 4 | 0 | 14 / 39 |  |  | Percent | 0% | 28.6% | 42.9% | 28.6% | 0% |  |  |  |
| Scale text   | <b>Graduate Student</b>  | <b>Senior</b>             | <b>Junior</b>        | <b>Sophomore</b> | <b>Freshman</b>       | <b>Total</b>     |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Scale value  | <b>E</b>                 | <b>D</b>                  | <b>C</b>             | <b>B</b>         | <b>A</b>              |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Total  | 0                        | 4                         | 6                    | 4                | 0                     | 14 / 39          |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Percent  | 0%                       | 28.6%                     | 42.9%                | 28.6%            | 0%                    |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| <b>QID 1504 - What is your major?</b>  |                          |                           |                      |                  |                       |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Scale text   | <b>Other</b>             | <b>A&amp;S Undeclared</b> | <b>Other A&amp;S</b> | <b>I.R.</b>      | <b>Poli. Sci.</b>     | <b>Total</b>     |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Scale value  | <b>E</b>                 | <b>D</b>                  | <b>C</b>             | <b>B</b>         | <b>A</b>              |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Total  | 1                        | 0                         | 3                    | 0                | 10                    | 14 / 39          |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Percent  | 7.1%                     | 0%                        | 21.4%                | 0%               | 71.4%                 |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| <b>QID 1505 - What is your gender?</b>   |                          |                           |                      |                  |                       |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Scale text   | <b>Female</b>            |                           |                      |                  | <b>Male</b>           | <b>Total</b>     |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Scale value  | <b>B</b>                 |                           |                      |                  | <b>A</b>              |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Total  | 10                       |                           |                      |                  | 4                     | 14 / 39          |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Percent  | 71.4%                    |                           |                      |                  | 28.6%                 |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| <b>QID 1506 - What grade do you expect to receive in this course?</b>  |                          |                           |                      |                  |                       |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Scale text   | <b>F</b>                 | <b>D</b>                  | <b>C</b>             | <b>B</b>         | <b>A</b>              | <b>Total</b>     |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Scale value  | <b>E</b>                 | <b>D</b>                  | <b>C</b>             | <b>B</b>         | <b>A</b>              |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Total  | 0                        | 0                         | 0                    | 7                | 7                     | 14 / 39          |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Percent  | 0%                       | 0%                        | 0%                   | 50%              | 50%                   |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| <b>QID 1507 - Approximately, what is your cumulative grade point average?</b>  |                          |                           |                      |                  |                       |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Scale text   | <b>less than 2.0</b>     | <b>2.0-2.5</b>            | <b>2.5-3.0</b>       | <b>3.0-3.5</b>   | <b>3.5-4.0</b>        | <b>Total</b>     |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Scale value  | <b>E</b>                 | <b>D</b>                  | <b>C</b>             | <b>B</b>         | <b>A</b>              |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Total  | 0                        | 0                         | 3                    | 6                | 5                     | 14 / 39          |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Percent  | 0%                       | 0%                        | 21.4%                | 42.9%            | 35.7%                 |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| <b>QID 1508 - The course well-structured and clearly organized.</b>  |                          |                           |                      |                  |                       |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Scale text   | <b>Strongly Disagree</b> | <b>Disagree</b>           | <b>Neither</b>       | <b>Agree</b>     | <b>Strongly Agree</b> | <b>Total:</b>    | 14 / 39             |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Scale value  | <b>1</b>                 | <b>2</b>                  | <b>3</b>             | <b>4</b>         | <b>5</b>              | <b>Mean:</b>     | 4.64                |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Total  | 0                        | 0                         | 0                    | 5                | 9                     | <b>Std. Dev:</b> | 0.50                |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| Percent  | 0%                       | 0%                        | 0%                   | 35.7%            | 64.3%                 | <b>Median:</b>   | 5                   |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| <b>Mode:</b>   | 5                        |                           |                      |                  |                       |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |
| <b>QID 1509 - The assigned readings were integral to the course.</b>   |                          |                           |                      |                  |                       |                  |                     |  |            |                         |               |               |                  |                 |              |  |  |             |          |          |          |          |          |  |  |  |       |   |   |   |   |   |         |  |  |         |    |       |       |       |    |  |  |  |

|   |                   |              |           |            |                |           |         |
|---|-------------------|--------------|-----------|------------|----------------|-----------|---------|
| Scale text  | Hardly Ever       | Occasionally | Sometimes | Frequently | Almost Always  | Total:    | 14 / 39 |
| Scale value   | 1                 | 2            | 3         | 4          | 5              | Mean:     | 4.21    |
| Total   | 0                 | 0            | 2         | 7          | 5              | Std. Dev: | 0.70    |
| Percent   | 0%                | 0%           | 14.3%     | 50%        | 35.7%          | Median:   | 4       |
| <b>QID 16109</b> - I have learned as much in this course as in other courses at UD (including factual knowledge, principles, and skills). |                   |              |           |            |                | Mode:     | 4       |
| Scale text  | Strongly Disagree | Disagree     | Neither   | Agree      | Strongly Agree | Total:    | 14 / 39 |
| Scale value   | 1                 | 2            | 3         | 4          | 5              | Mean:     | 4.50    |
| Total   | 0                 | 0            | 1         | 5          | 8              | Std. Dev: | 0.65    |
| Percent   | 0%                | 0%           | 7.1%      | 35.7%      | 57.1%          | Median:   | 5       |
| <b>QID 1511</b> - Compared to similar courses, the amount of effort required in this course was more demanding.                           |                   |              |           |            |                | Mode:     | 5       |
| Scale text  | Strongly Disagree | Disagree     | Neither   | Agree      | Strongly Agree | Total:    | 14 / 39 |
| Scale value   | 1                 | 2            | 3         | 4          | 5              | Mean:     | 3.71    |
| Total   | 0                 | 1            | 5         | 5          | 3              | Std. Dev: | 0.91    |
| Percent   | 0%                | 7.1%         | 35.7%     | 35.7%      | 21.4%          | Median:   | 4       |
| <b>QID 1512</b> - Course expectations, requirements and policies were explained clearly.  |                   |              |           |            |                | Mode:     | 3, 4    |
| Scale text  | Strongly Disagree | Disagree     | Neither   | Agree      | Strongly Agree | Total:    | 14 / 39 |
| Scale value   | 1                 | 2            | 3         | 4          | 5              | Mean:     | 4.86    |
| Total   | 0                 | 0            | 0         | 2          | 12             | Std. Dev: | 0.36    |
| Percent   | 0%                | 0%           | 0%        | 14.3%      | 85.7%          | Median:   | 5       |
| <b>QID 15822</b> - Overall, how would you rate this course?   |                   |              |           |            |                | Mode:     | 5       |
| Scale text  | Poor              | Fair         | Good      | Very Good  | Excellent      | Total:    | 14 / 39 |
| Scale value   | 1                 | 2            | 3         | 4          | 5              | Mean:     | 4.43    |
| Total   | 0                 | 1            | 0         | 5          | 8              | Std. Dev: | 0.85    |
| Percent   | 0%                | 7.1%         | 0%        | 35.7%      | 57.1%          | Median:   | 5       |
| <b>QID 1519</b> - Would you recommend this course to another student?   |                   |              |           |            |                | Mode:     | 5       |
| Scale text  | Strongly Disagree | Disagree     | Neither   | Agree      | Strongly Agree | Total:    | 14 / 39 |
| Scale value   | 1                 | 2            | 3         | 4          | 5              | Mean:     | 4.43    |
| Total   | 0                 | 1            | 0         | 5          | 8              | Std. Dev: | 0.85    |
| Percent   | 0%                | 7.1%         | 0%        | 35.7%      | 57.1%          | Median:   | 5       |
|   |                   |              |           |            |                | Mode:     | 5       |

## Essay Course Responses for POSC407010 for 2018 Fall (2188)

| Questions |  |
|-----------|--|
| QID       | Question   |
| 1520      | <b>Why did you take this course?</b>   |
|           | <b>Response #1</b> I'm really interested in studying the executive branch and this was exactly the kind of course I was looking for.   |
|           | <b>Response #2</b> For my major  |
|           | <b>Response #3</b> Interesting and for my major  |
|           | <b>Response #4</b> Interest in American politics   |
|           | <b>Response #5</b> needed a 400 level to finish my major   |
|           | <b>Response #6</b> Dr. Hickel is a great professor and I felt that this class was important for a political science major with a concentration in American politics.   |
|           | <b>Response #7</b> It sounded interesting, for my major  |
|           | <b>Response #8</b> For my minor and I am interested in the topic.  |
|           | <b>Response #9</b> I wanted to learn more about the history and impact the American Presidency had and continues to have on America.   |
|           | <b>Response #10</b> I love learning about America.   |
|           | <b>Response #11</b> To fulfill a requirement for my major and learn about our presidents.  |
|           | <b>Response #12</b> I am a political science minor, and was interested in the inner working of the presidency. I wanted to see if the hype about Trump destroying democracy as we know it was legit. (its not) I was also encouraged by the professor's positive reviews on rate my professor. |
|           | <b>Response #13</b> My minor   |
|           | <b>Response #14</b> I took the course because I've always had a pocket fascination with how the presidency works and interacts with other bodies of american government.   |
| 1521      | <b>Which features of this course worked well? Which do you feel should be reconsidered or changed?</b>   |
|           | <b>Response #1</b> Nothing should be changed. I liked the way tests worked and papers.   |
|           | <b>Response #2</b> Pre Class Quizzes, no class discussion sucked bc lectures got to be boring  |
|           | <b>Response #3</b> i liked that we had a choice of 4 of the 6 papers.  |
|           | <b>Response #4</b> Powerpoints and pre-class quizzes worked well. Papers were a good way to boost grade if needed  |
|           | <b>Response #5</b> I liked the choice of papers, and the lecture class structure.  |
|           | <b>Response #6</b> The attendance policy was great, the availability of lecture slides on Canvas was fantastic, and Professor held office hours consistently in case students were struggling. If I could change anything, I would say a little less information on the slides per lecture.    |

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|      | <b>Response #7</b>   | As previously stated, pre-class quizzes and the splitting up of the paper into 4 papers are great ways to transcend the material. Slides could be less comprehensive.   |
|      | <b>Response #8</b>   | The six short papers were great and made me think deeply about course content. If anything, it is sometimes challenging to sit through an hour and a half lecture- maybe incorporate more class discussion.   |
|      | <b>Response #9</b>   | I think the pre-class quizzes and the essays worked really well.  |
|      | <b>Response #10</b>  | I liked the essays that we had to write as they provoked independent thinking. I would not change how these work, because I do really think that people learned a lot from writing them, I know I did.  |
| 1523 | <b>How did you feel about the course in general? Did this course stimulate you to think?</b> |   |
|      | <b>Response #1</b>   | Really liked it! Defiantly gave me a really good history on American Presidency   |
|      | <b>Response #2</b>   | Yes, overall enjoyed course and instructor  |
|      | <b>Response #3</b>   | It was interesting, I wish we had time to get to Obama and Trump  |
|      | <b>Response #4</b>   | It was a great course for studying presidents in a nonpartisan way  |
|      | <b>Response #5</b>   | i think it is very interesting because it shows the evolution of the presidency   |
|      | <b>Response #6</b>   | Yes, it encouraged outside research and me to create my own opinions on topics I haven't previously thought about.  |
|      | <b>Response #7</b>   | I thought it was a great course that really made me think about American history and the impact the Executive can have on the country.  |
|      | <b>Response #8</b>   | The course did stimulate me to think and I learned a lot  |
|      | <b>Response #9</b>   | I loved this course! Professor Hickel was extremely accessible outside of class and you can tell he really cared about his students and the course content. the course definitely stimulated me to think, and stretched my knowledge about the presidency. Professor Hickel was also extremely accepting of divergent views from his own- the hallmark of a great professor, and something that is hard to find in college, especially in the political science department. A great professor who made me think in ways I have never before, and I truly learned so much. also Thank you for being one of the few political science professors who does not demonize Republicans. |
|      | <b>Response #10</b>  | I liked it a lot.   |
|      | <b>Response #11</b>  | I liked the course overall, and it did challenge some of my previous expectations of the presidency. I enjoyed that it was sort of a journey through history, and I feel as though laying the course out in a non-historical way would be to its detriment.   |