

Student Experience Evaluation Instructor's Report | User Guide

Overview

This report details the results from the Emory College's end-of-term "Student Experience Evaluation" for a single course (section), instructor, and academic term. Associated results for department- or instructor-administered questions (if there were any) can be obtained directly from CES (the Course Evaluation System) or from your department staff. A minimum of two enrollments and two submitted evaluations are required for reporting to protect student anonymity.

Organization of this Report

The first page of results provides a top-level summary, while all subsequent pages detail the results for each question in the SEE. College-wide evaluation questions are grouped into two clusters: a "course-focused" set (currently two questions) and an "instructor-focused" set (six questions). Aggregated results for these two clusters are presented in their own table on the first page (instructors co-teaching a course will have identical results within the course-focused table).

What is Being Represented

Within each table, your (the instructor's) results are given along with corresponding benchmarks for that cluster or question. Note that no means, medians, standard deviations, or other measures of central tendency are provided. Instead, the full distribution of response frequencies are shown, both as counts as percentages. Each data table has an associated "double doughnut" plot rendering the percentages for both the instructor (inner ring) and the comparable segment or benchmark set (outer ring). The color legend below applies to all plots in this report.

Your Department's Reporting Configuration

The comparable segment selected by your department and reflected in this report is the traditional set determined by course size (enrollment) and course type (or "format", i.e. lecture, seminar, lab), with the four "size bands" as defined below.

Legend

	Very effective
	Effective
	Somewhat effective
	Not effective
	N/A
	Opt outs

Size bands

I	1 to 20
II	21 to 45
III	46 to 100
IV	101 and above

Questions, Suggestions, Feedback

This Student Experience Evaluation, newly introduced in Fall 2025, is the culmination of several years of effort by Emory College's PPET faculty working group and the implementation committee that followed. Questions, suggestions, and feedback can be submitted to the Office of Faculty at ec-courseevals@emory.edu.

Student Experience Evaluation Instructor's Report

Term:	Fall 2025
Instructor:	Bradley Erickson
Course ID:	POLS-208-4
XLists:	

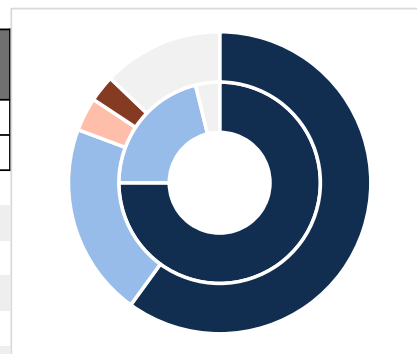
Total Enrollment:	26
# Evals:	25
Response Rate:	96.2%

Co-Instructors:	
TAs:	
Title:	Research Design and Methods

Segment Type: size-format
Segment: II/DIS
Sections: 3

Comparable Segment

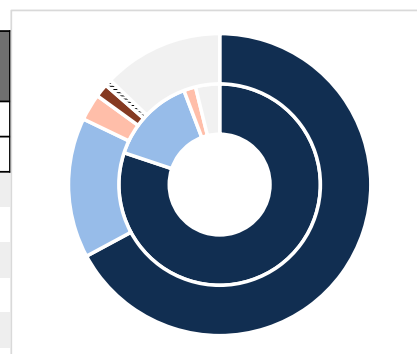
Course-Focused Questions (2)				
	Crse/Instr		Comp Segment	
Response	#	%	#	%
Very effective	39	75%	84	60%
Effective	11	21%	29	21%
Somewhat effective	0	0%	5	4%
Not effective	0	0%	4	3%
N/A	0	0%	0	0%
Opt out	2	4%	18	13%
	Inner Ring		Outer Ring	



Indicate how effective each of the following was for your learning:

- Organization of the course
- How course content was delivered (lectures, slides, readings, etc)

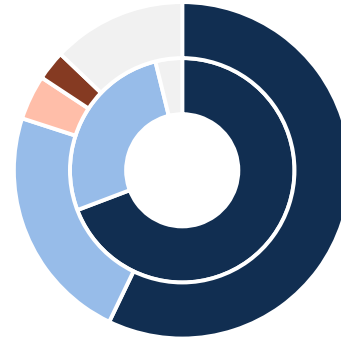
Instructor-Focused Questions (6)				
	Crse/Instr		Comp Segment	
Response	#	%	#	%
Very effective	125	80%	282	67%
Effective	22	14%	63	15%
Somewhat effective	3	2%	12	3%
Not effective	0	0%	6	1%
N/A	0	0%	3	1%
Opt out	6	4%	54	13%
	Inner Ring		Outer Ring	



Now focusing on the instructor ([InstructorName]), indicate how effective each of the following was for your learning.

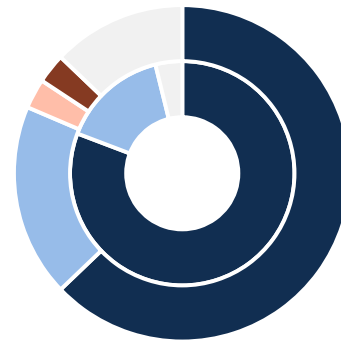
- Interactions between students and this instructor: Bradley Erickson
- Interactions this instructor facilitated between students: Bradley Erickson
- Clarity of instructions for assignments: Bradley Erickson
- Feedback the instructor gives on exams, papers, and performance: Bradley Erickson
- Timeliness of this instructor's feedback: Bradley Erickson
- Support and concern this instructor showed for students' learning: Bradley Erickson

Question 1				
	Crse/Instr		Comp Seg	
Response	#	%	#	%
Very effective	18	69%	40	57%
Effective	7	27%	16	23%
Somewhat effective	0	0%	3	4%
Not effective	0	0%	2	3%
N/A	0	0%	0	0%
Opt out	1	4%	9	13%
		Inner Ring	Outer Ring	



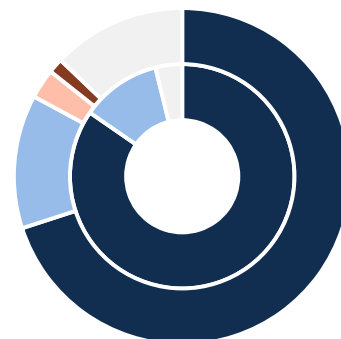
Question 1: Indicate how effective each of the following was for your learning: - Organization of the course

Question 2				
	Crse/Instr		Comp Seg	
Response	#	%	#	%
Very effective	21	81%	44	63%
Effective	4	15%	13	19%
Somewhat effective	0	0%	2	3%
Not effective	0	0%	2	3%
N/A	0	0%	0	0%
Opt out	1	4%	9	13%
		Inner Ring	Outer Ring	

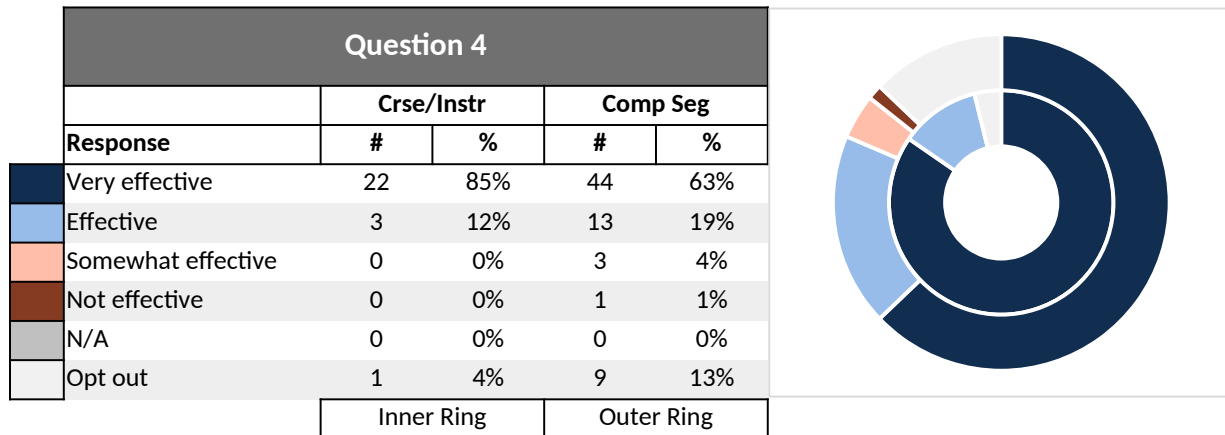


Question 2: Indicate how effective each of the following was for your learning: - How course content was delivered (lectures, slides, readings, etc)

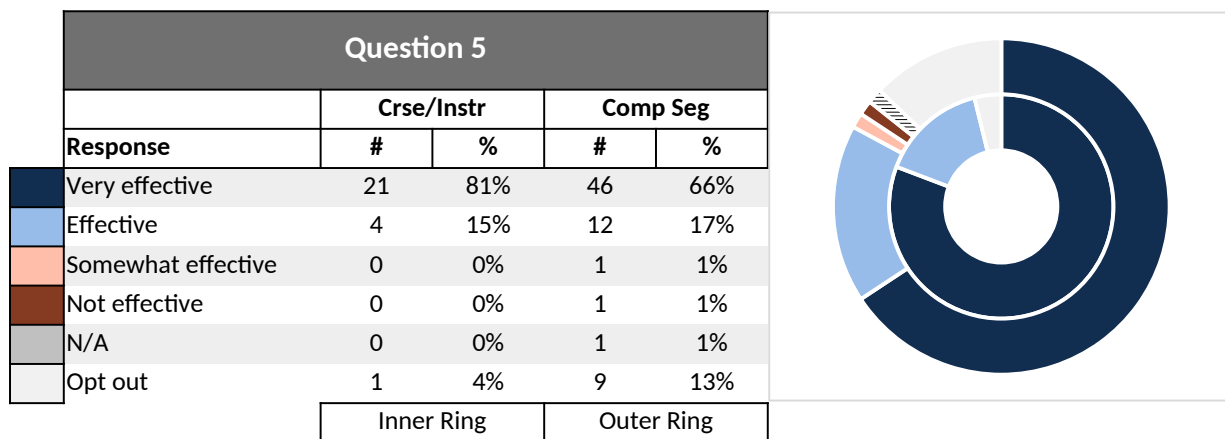
Question 3				
	Crse/Instr		Comp Seg	
Response	#	%	#	%
Very effective	22	85%	49	70%
Effective	3	12%	9	13%
Somewhat effective	0	0%	2	3%
Not effective	0	0%	1	1%
N/A	0	0%	0	0%
Opt out	1	4%	9	13%
		Inner Ring	Outer Ring	



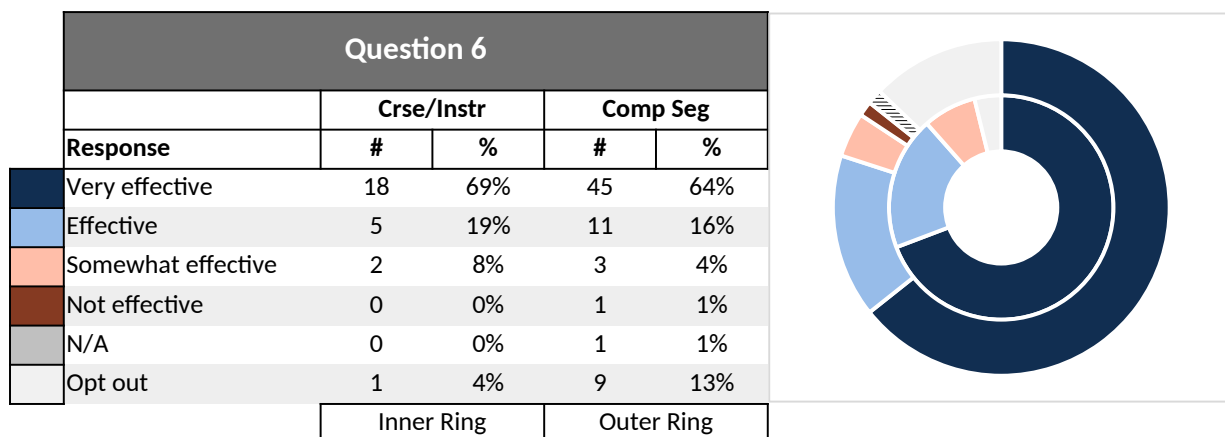
Question 3: Now focusing on the instructor ([InstructorName]), indicate how effective each of the following was for your learning. - Interactions between students and this instructor: Bradley Erickson



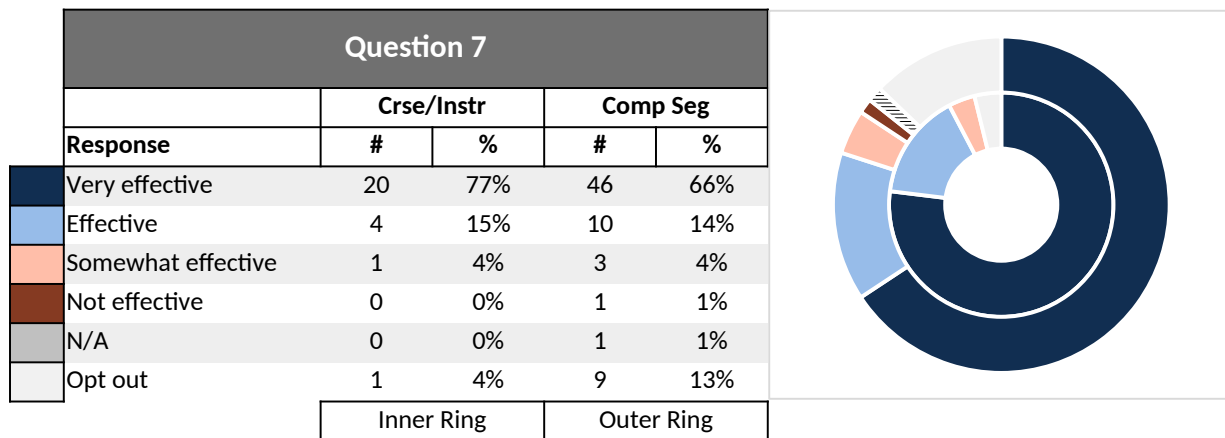
Question 4: Now focusing on the instructor ([InstructorName]), indicate how effective each of the following was for your learning. - Interactions this instructor facilitated between students: Bradley Erickson



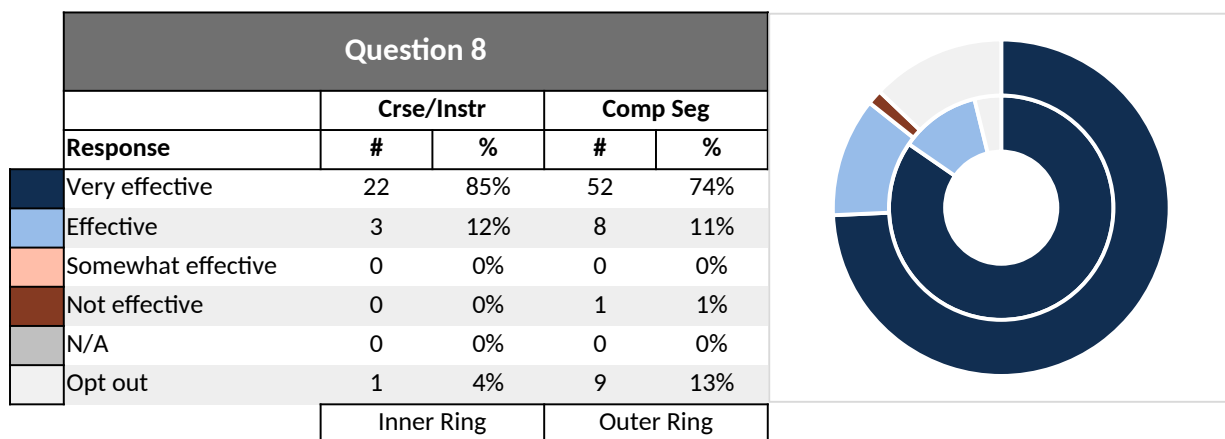
Question 5: Now focusing on the instructor ([InstructorName]), indicate how effective each of the following was for your learning. - Clarity of instructions for assignments: Bradley Erickson



Question 6: Now focusing on the instructor ([InstructorName]), indicate how effective each of the following was for your learning. - Feedback the instructor gives on exams, papers, and performance: Bradley Erickson



Question 7: Now focusing on the instructor ([InstructorName]), indicate how effective each of the following was for your learning. - Timeliness of this instructor's feedback: Bradley Erickson



Question 8: Now focusing on the instructor ([InstructorName]), indicate how effective each of the following was for your learning. - Support and concern this instructor showed for students' learning: Bradley Erickson

Question 9

What practices or topics were least effective to your learning in this course?

- I think a lot of the practice operationalisations practice run throughs we did in small groups were not that beneficial. they were fun, but Bradley's corrections and explanations after 30 minutes of group work were far more beneficial to my learning.
- There was a noticeable disconnect between the TA and the professor throughout the course. My TA, Bradley, was consistently engaged, knowledgeable about my topic, and provided thorough guidance with clear, in-depth explanations. In contrast, there were several instances when I met with the professor and it became apparent that he was unfamiliar with what was happening in our sections. At times, the feedback I received from him directly contradicted what we had been taught in lecture. As a result, I eventually stopped meeting with the professor altogether. I can say without hesitation that my success in this course was due largely to Bradley's support and genuine investment in his students' learning. I still remember emailing him during a main lecture to express confusion about the material; within minutes, he replied to reassure me that he had already planned to address it in discussion. His ability to explain complex concepts and adapt them to students' needs is remarkable. I will truly miss having Bradley as my TA.
- I don't think there is a lot that I would change about this course, I found it pretty effective for my learning.
- Inability to reference the slides after class A slight delay with responding to feedback, and sparse feedback on my draft. That being said, you could tell Bradley cares a lot and simply had a ton of writing to get through in a time crunch.
- I think I sometimes wish we had more examples, since the ones he gave for topics were very relevant and catered to people our age. I think that these were super helpful for conceptualizing, and I wish I had more.
- There weren't really any practices or topics least effective to my learning in this course but if I had to choose one thing it would be sometimes not having a clear idea of what our tasks were for the different sections of the paper. I wish we could've talked about them a bit more in class.
- N/A
- This class being held weekly was unnecessary as much of it was just review from class during the week
- Too extensive of student-involved activities that take away from explanation time (since the blocks are only 50mins)
- The topics covered in this course were similar to the lecture. I liked how the TA went through our doubts that we didn't ask during the lecture

Question 10

What practices or topics were most effective to your learning in this course?

- Review of the weekly quizzes
- Going over difficult quiz questions was the most direct way of learning the material. I found that when we covered topics here, Bradley was much more effective than the big lecture in explaining concepts and topics, because he has an understanding of the way the students are thinking. I enjoyed the lab much much more than lecture.

- One-on-one meetings, constant communication, and prioritizing connecting with students
- I really liked that he had us work in small groups to workshop different theories, hypothesis, etc. It helped to talk to other students to see and hear how they think. I also really appreciated how accessible he was in terms of meeting about feedback on our papers and all the assignments leading up to that. He was very helpful and also very charismatic during class, made me enjoy coming to class on a Friday. I feel like I really established a relationship with my TA, and he was very funny and personable.
- The discussion section was very helpful in clarifying topics. Your energy and excitement helped me to be motivated for this class. Your comments were very helpful.
- Scaffolding the final paper into different chunks, so it would be less overwhelming and we'd slowly improve as the course progressed. Bradley's positive attitude and jokes sprinkled in. He made this course super enjoyable and welcoming! Bradley puts things in a real-world perspective and gives great examples so we can understand topics better. Honestly, just having this discussion section in general, too. I work well in the group-based talking style that the discussion section utilized.
- As I said above, I loved the relevant examples. He is also a super charismatic speaker, and this was very helpful for my learning. He was easy to reach outside of class, and his feedback was timely and relevant. Overall, he was a very helpful TA.
- The practices that were most effective to my learning in this course includes going over slides in class with examples as well as doing examples in groups on the whiteboard and then going over them. These really helped me to get a grasp on how to do tasks such as theorize or hypothesize as well as get feedback. Essentially the fact we got to apply the knowledge learned in the main section in this sub section was really effective.
- N/A
- Honestly looked forward to the lab every week. Bradley was extremely helpful, organized, and authentically cared about his students. He truly had our success in mind when organizing our weekly lecture. He wanted us to be engaged and was awesome at recognizing when we needed more of an applicable analogy that we could apply to our topics. I met with him in office hours and felt so much more clarity. I also found meeting in person was helpful for developing a topic I care about and will use for my future. I would definitely recommend him as a TA for this course.
- clear expectations for assignments, accessible to students, straightforward
- In class interactive activities were helpful for following this course
- Office hours
- Evaluating student work on slides and explaining improvements
- The most effective topics were when we would try to understand and dig out research question, theory and hypotheses in research papers.