

Instructor Rachel Bernhard

UNIVERSITY OF CALIFORNIA - DAVIS

Winter Quarter 2020
Selected Evaluations* (6)

Student Evaluation of Teaching



Enrollment 174
% responding 36%

	5	4	3	2	1				
	5 %	4 %	3 %	2 %	1 %	\bar{X}	SD	M	N
Please indicate the overall educational value of the course. (excellent very good satisfactory fair poor)	22 35%	21 33%	15 24%	4 6%	1 2%	3.9	1.0	4.0	63
UCD Grade Point Average: (5) 4-3.6, (4) 3.5-3.1, (3) 3-2.6, (2) 2.5-2.1, (1) 2 or below	20 32%	24 39%	13 21%	5 8%	0 0%	4.0	0.9	4.0	62
Expected grade in this course: (5) A, (4) B, (3) C, (2) D, (1) F	22 36%	32 52%	7 11%	0 0%	0 0%	4.2	0.6	4.0	61
Your interest in the subject matter before taking this course: (5) Very high, (4) Somewhat high, (3) Moderate, (2) Low, (1) Very low	8 13%	11 17%	26 41%	10 16%	8 13%	3.0	1.2	3.0	63
Please indicate the overall teaching effectiveness of the instructor. (excellent very good satisfactory fair poor)	38 60%	16 25%	7 11%	2 3%	0 0%	4.4	0.8	5.0	63
Instructor's knowledge and command of subject matter. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	58 92%	4 6%	1 2%	0 0%	0 0%	4.9	0.3	5.0	63
Instructor's openness to discussion and ability to stimulate it. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	45 71%	10 16%	7 11%	1 2%	0 0%	4.6	0.7	5.0	63
Instructor's availability for consultation.	34 62%	14 25%	6 11%	0 0%	1 2%	4.5	0.8	5.0	55
Clarity of course objectives and organization. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	37 59%	14 22%	8 13%	1 2%	3 5%	4.3	1.1	5.0	63
Effectiveness of style and methods of class presentations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	33 52%	18 29%	9 14%	0 0%	3 5%	4.2	1.0	5.0	63
Relevance and educational value of readings and WorldWideWeb resources. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	30 48%	18 29%	13 21%	1 2%	0 0%	4.2	0.8	4.0	62
Instructional value of course assignments (term papers, project, etc.). (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	28 44%	22 35%	7 11%	3 5%	3 5%	4.1	1.1	4.0	63
Fairness and impartiality of grading.	41 67%	12 20%	6 10%	2 3%	0 0%	4.5	0.8	5.0	61
Instructional value of examinations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	34 54%	18 29%	10 16%	0 0%	1 2%	4.3	0.9	5.0	63

Instructor's knowledge and command of subject matter. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

Professor Bernhard had so much knowledge regarding the subject matter, and relevant experience within the field. She's hands-down one of the best POL professors I have ever had a class with at UCD.

Professor Bernhard was so knowledgeable and actually had a genuine passion for the material she was teaching. And on a different note, I was so engaged during her lectures, truly cared about the student, and is by far one of the best professors I've ever had at UC Davis.

Prof. Bernhard demonstrated a passion for the course material and a high level of experience in the field of research, and explained the all the core concepts clearly and effectively.

Professor Bernhard was incredibly knowledgeable and was able to relay that knowledge in an interesting and helpful manner.

Very well versed and clear when teaching.

Professor Bernhard makes me care about topics that I before did not even think about. She uses interesting examples when explaining concepts that may have otherwise been dull.

the professor seems very knowledgeable about the topic, but very boring

Pol 51 is a boring subject in general but you can tell she literally knows everything having to do with studies and research etc.

The professor is very knowledgeable and passionate about the subject.

Really dynamic lecturer. Provides very detailed and concise slides and lectures.

Super knowledgeable on the material! Gave good instruction!

Professor Bernhard is exceptionally passionate and knowledgeable over the subject. Her slides were condensed and clear. In addition, during office hours, she goes out of her way to make sure any question is answered.

Professor Bernhard is very knowledgeable about the subject matter. This made the class very interesting!

Instructor's openness to discussion and ability to stimulate it. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

She always allowed time for questions and would stop her lecture to make sure students really understood the material. She encouraged questions and even seemed like she wanted them to be asked.

Prof. Bernhard encouraged participation in lecture through open class discussion and small group work.

Professor Bernhard welcomed comments and questions and always used them to further the class' understanding of the material.

Tries very hard to have people participate and did activities as well

I like that the professor encouraged us to ask questions during class.

Professor Bernhard is one of the best professors that I have had at Davis. She is always very prepared and has an ample amount of examples prepared for each topic we discuss. She also has a great sense of humor which made class very enjoyable. I look forward to taking more classes that she teaches in the future.

She's so helpful during office hours!!!

The professor is always welcoming of questions and makes sure everyone is following along.

Always encourages questions and answers them with great comprehensiveness.

Clarity of course objectives and organization. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

I think if our projects/assignments had a bit more descriptive instructions of your expectations like the emails that were sent out would have been more useful from the beginning.

The syllabus was thorough and clearly stated expectations for class attendance and grading. For the future, perhaps additional explanation for the project elements could be added; it was a little confusing what was expected (just from reading the syllabus).

Everything expected of students in the class was outlined clearly and Professor Bernhard always made sure to give reminders of due dates ahead of time.

The course is fine, the main project did not seem well thought out. For my project it was almost impossible to find usable numbers to make a unique chart. Also because the project was reliant on our data, I spent more time searching for data than being able to familiarize myself with R. I feel like students could have better learned how to use R as a resource if we had to write code for pre-provided data.

Assignments were vague and had little clarification

I like her slides and being able to ask questions

Professor Bernhard always put up rubrics for assignments beforehand so the expectations were clear. She was also very good about sending further clarification through email when people had questions.

I would appreciate having clearer objectives on the projects in class such as the policy brief/literature review and having those instructions/rubrics posted a little earlier before the due date.

Effectiveness of style and methods of class presentations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

The material was organized nicely and the plenty of examples that were given in class helped me understand some of the topics better.

Math/stats has never been my strength as a POL major, but professor Bernhard's teaching style and her use of relevant real-world examples of stats/data problems made a difficult subject easier to understand and made me understand why this class is so important for POL majors

Slides had too many words on them.

Presentations had too many words on each slide.

Overall, efficient use of slides and class time. Was personally not a fan of the small group work (I just don't learn that way), but I can see how it could be beneficial to other students. There were a couple lectures that went by very quickly, but the professor was open to slowing down as needed (and I think no one asked her to).

Class presentation and style was interactive and interesting every time!

The lecture sides were very detailed which was helpful when I went back to review, however, she talked really fast during lectures and it was hard to keep up (hence the frequent review). What was frustrating was that while all three aspects of the class (readings, lectures, discussions) were important in respect to the topic, they existed separately from each other. I didn't review the readings and did fine on the exam, and discussion was used only to learn R, which was used for a separate final product. I think concepts would've stuck more if the three aspects of the class were combined more.

Quiet lecturer, bland

Sometimes I feel like it's a lot of new information that we're learning so it can be overwhelming. It may be helpful to have some activity to help us retain information

Professor Bernhard is a very eloquent speaker which made listening to lectures easy. One thing I wish she would have done is to keep the slides up on the screen for a few extra minutes occasionally because sometimes I would have incomplete notes. However, she did post the lectures soon after class.

Presentations often went quick and this made it difficult to take effective notes. Slides were posted online, however, making it easy to recover what was lost in class.

the slides were very clear but the professor wasn't engaging

The research project and poster we made for it was fun and different, I felt like I was a real researcher. She is a fantastic professor and I can't wait to take any class with her!!!

Lectures were engaging, and I really appreciated the memes and obscure examples

Very dynamic lecturer with concise slides and plenty of examples to solidify the concepts.

Instructional value of course assignments (term papers, project, etc.). (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

The poster project that professor Bernhard had us do allowed undergrads to explore research (which we don't get to do a lot) and formulate relevant policy ideas based on our research. I enjoyed getting to do this project, and the outcome of seeing my work on a big, glossy poster from the Undergrad Research Center was rewarding. Furthermore, professor Bernhard split up the poster in easier to complete sections.

The term research project taught me a lot, and it was so special to be able to have a printed poster of what we worked so hard on the whole quarter.

The project itself was generally clear. Each individual assignment was better explained as we worked through it, so by the cumulative assignment (the poster) the expectations were clear. It might be beneficial in the future to explain the relationship between the elements of the project a little more explicitly.

The assignments were helpful to apply and internalize the material.

The main project did not seem well thought out. For my project it was almost impossible to find usable numbers to make a unique chart. Also because the project was reliant on our data, I spent more time searching for data than being able to familiarize myself with R. I feel like students could have better learned how to use R as a tool or a resource if we had to write code for pre-provided data, rather than hunt for data that was used to create a regression table on an article, finding the raw data but being unable to differentiate what was salient to the article and what was not.

The assignments were helpful overall, but again, they could've been more effective if they were connected to other areas of the class. Quality over quantity.

Midterm way harder than expected with too long of the study guide for just 20 point test; paper/projects not well designed, wish we just did POL51 normal w/ problem sets

I wish we were able to work on our poster project during discussion. We did have problems with switching TAs but I think it would be helpful if we had 1 or 2 sections where we worked on our poster project because I was very stressed out

I thought all the assignments were relevant for our research project and clearly explained through the syllabus and additional emails.

Really enjoyed the poster project. Even though it was a lot of work, it was a nice way to synthesize everything we had learned in the course.

The whole class is the preparation of a big research project pretty much. Although the rubrics that she provided us were filled with high expectations and very strong language to describe those expectations, she did not provide any examples of what that looked like and often waited until the night before to get more specific as to how to organize many of these assignments. Because this is a lower division class and because the assignments are not typical writing assignments, getting examples and better road maps of how to structure the assignment further in advanced would have been extremely beneficial for me. There were times where I had to completely redo my assignment because of the lack of clarity in what was expected.

Professor assigned a research presentation for the class but there could have been more clear instructions. Also perhaps assigned it as a group work instead of individual.

I really liked the poster project that she had assigned. It is definitely a useful skill to develop as an undergrad!

Instructional value of examinations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

As a student with learning/mental health issues, the way professor Bernhard conducted exams was more fair, accommodating, and understanding of students struggling with these issues. She graded on whether we knew the material- not if we could anxiously rush through a test in an hour. This allowed me to get a score on the exam that reflected by knowledge of the material- not my test-taking anxiety

The exams were fine. I didn't like how late the first exam was and how little material is being covered on the final. I would've liked a more equal distribution.

The lectures were very jam packed, and the study guide was not really helpful for the midterm. If the class was a bit more focused it would be more helpful, there was just too much material being covered in a short period of time.

I thought the midterm exam was very fair. I was familiar with all the material and felt that the concepts that were spent the most time on by the Professor in class, were then put on the test.

Midterm did not feel representative of the material learned or discussed in class.

Designed to test what we know, not how fast we can do it.

I really enjoyed this class - I was nervous to take it, but the professor really made it doable and I'm very happy I took it with her.

Instructor's availability for consultation.

Responded to some but not all emails.

The bookable office hours worked generally well. It was nice to reserve a spot, but occasionally the appointments would either start late or be cut short depending on student demand. The professor was reliably available via email, although response time was also dependent on student demand (i.e. longer when project due dates and tests were coming up), but that's just the nature of a large class.

Professor Bernhard was always ready and eager to lend her time to any student with questions or concerns.

I live far from campus and work every day that i am not on campus. Having office hours scheduled on a non class day makes it impossible for me to see the professor.

Was difficult to make extra office hours that worked with her schedule

She was very accessible during and outside of class. I liked that we can make appointments to have office hours with her.

Professor was available for office hours for several hours on Fridays and was very helpful during those hours, but I do wish she would split her office hours to several days instead of just one day a week since it was sometimes hard to be available on Friday afternoons.

Can book 15 minute appointments ahead of time to ensure that you can get a spot.

Very easy to talk to and was very willing to consult.

Relevance and educational value of readings and WorldWideWeb resources. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

The textbook reading was a little too repetitive of lecture material, it didnt always seem necessary.

Most of the material from the readings was covered in lecture, especially from the textbook. Additionally, some of the excess material in the readings was not relevant to the class (or the tests/projects), and I (personally) wasn't a fan of the textbook. The readings from Canvas were more interesting.

The readings were helpful when I did them, but I also never really did them and did fine in the class.

I really learned a lot from the live use of R with the sample survey/data, and I think it would be helpful to implement more of those in the course, especially early on in the course when we are just getting introduced to the program.

Some of the non-textbook readings were a bit dense and hard to get through.

Fairness and impartiality of grading.

The TA's transparency made the grading process less stressful. The rubrics for project assignments were helpful as well.

I really appreciated the time Professor Bernhard spent grading our exams because she adapted to our performance and was able to curve the grade in a way that was beneficial to almost everyone.

I think one criticism I have is that we did not have a lot of help narrowing down our research questions. I know it's hard for the TAs to go through every student's research question and evaluate if there will be enough information to do the project, but I ended up having to revise my research question a lot because my initial question (that was approved) was too specific.

TAs graded.

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Winter Quarter 2020	3/6/2020 2:00 PM	71966	POL	051	A01	30	30
Winter Quarter 2020	3/6/2020 12:00 AM	71967	POL	051	A02	28	7
Winter Quarter 2020	3/6/2020 2:00 PM	71967	POL	051	A02	28	64
Winter Quarter 2020	3/6/2020 12:00 AM	71968	POL	051	A03	30	10
Winter Quarter 2020	3/6/2020 2:00 PM	71968	POL	051	A03	30	53
Winter Quarter 2020	3/6/2020 2:00 PM	71969	POL	051	A04	28	53