

QUANTITATIVE EVIDENCE OF TEACHING EFFECTIVENESS

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Quantitative Teaching Evaluations for the University of Chicago

Power, Identity Resistance, Fall 2016, Winter 2017, and Spring 2017

	Organized the Course Clearly	Held My Attention	Facilitated discussion	Encouraged Independent Thinking	Helpful in Office Hours
Spring 2017 (35 students)	4.9 out of 5	4.9 out of 5	4.9 out of 5	4.8 out of 5	4.8 out of 5
Winter 2017 (36 students)	5.0	4.9	4.8	4.9	4.9
Fall 2016 (29 students)	4.8	4.7	4.7	4.6	4.7

Mean Scores; 1 = Strongly Disagree, 5 = Strongly Agree

Quantitative Teaching Evaluations for the University of California, Los Angeles

World History since 1760, Spring 2016

	Instructor's overall rating	Course preparation	Communication Skills	Felt welcome seeking help	Course overall rating
Spring 2016 (65 students)	8.6 out of 9	8.5 out of 9	8.7 out of 9	8.6 out of 9	8.3 out of 9

Mean Scores; 1 = Poor, 9 = Excellent

Quantitative Teaching Evaluations for the University of California, Santa Cruz

International and Global Issues, Instructor of Record, Fall 2011-2015

	Overall effectiveness	Course preparation	Enthusiasm for teaching	Respect for students	Quality of feedback
Fall 2015 (48 students)	4.6 out of 5	4.6 out of 5	4.8 out of 5	4.7 out of 5	4.5 out of 5
Fall 2014 (72 students)	4.7	4.7	4.8	4.7	4.1
Fall 2013 (48 students)	4.4	4.6	4.6	4.6	4.2
Fall 2012 (50 students)	4.1	4.2	4.2	4.4	4.2
Fall 2011 (23 students)	4.1	3.9	4.3	4.2	4.0

Mean Scores; 1 = Poor, 5 = Excellent