# Individual Instructor Report Fall 2025 Version A for GOV 312L - ISSUES & POLICIES IN AMER GOV (39425) (Rachel Jeon)

Project Title: **Course Evaluations Fall 2025**

Courses Audience: **49**
Responses Received: **37**
Response Ratio: **75.5 %**

| Subject Details |
| --- |
| merged_subject_id |
| merged_subject_display_name |

## Report Comments

**Guide to the Interpretation of Course Evaluations at UT Austin**

The goal of course evaluation process at UT Austin is to drive teaching excellence and to support continuous improvement in teaching and learning experiences. Course evaluations provide snapshots of student perspectives on their course-level learning experiences. Most experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness, multiple and diverse measures, on multiple occasions, are advised to give a full picture of the teaching effectiveness of a particular instructor. Moreover, other factors, such as size of class, level of the class, and content of the course, can cause small variations in the ratings. Therefore, student perspectives for a particular instructor or course should be interpreted as a snapshot, and not as providing complete information on the teaching effectiveness of that instructor. For additional details, including the scales and how the Mean scores are calculated, please review the Report Guide at the end of this document or, UT Austin's Viewing Course Evaluation Results webpage.

Creation Date: **Monday, January 26, 2026**

## Core Questions

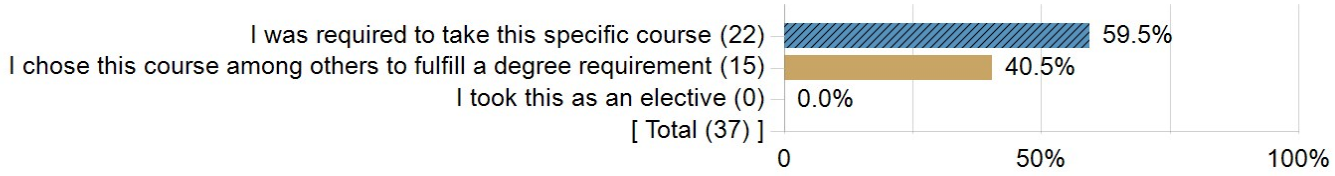
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Responded | Mean |
|---|---|---|---|---|---|---|---|
| During this course, I gained a deeper understanding of the subject matter. | 62.2% | 32.4% | 2.7% | 2.7% | 0.0% | 37 | 4.54 |
| The course was well organized. | 73.0% | 27.0% | 0.0% | 0.0% | 0.0% | 37 | 4.73 |
| The instructor clearly explained the course objectives and expectations. | 78.4% | 16.2% | 5.4% | 0.0% | 0.0% | 37 | 4.73 |
| The instructor fostered an inclusive learning environment. | 73.0% | 18.9% | 8.1% | 0.0% | 0.0% | 37 | 4.65 |
| The instructor effectively explained the concepts and subject matter in this course. | 83.8% | 13.5% | 0.0% | 2.7% | 0.0% | 37 | 4.78 |
| The instructional techniques kept me engaged in learning. | 45.9% | 32.4% | 21.6% | 0.0% | 0.0% | 37 | 4.24 |
| The instructor checked for student understanding of the concepts presented in the course. | 67.6% | 24.3% | 5.4% | 2.7% | 0.0% | 37 | 4.57 |

## Overall Questions

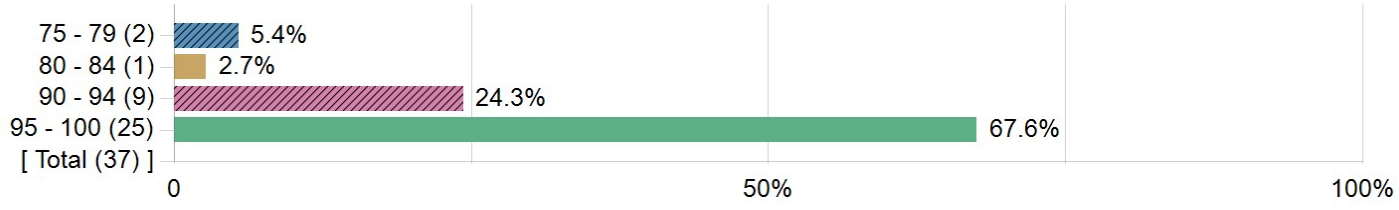
| | Excellent | Very Good | Satisfactory | Unsatisfactory | Very Unsatisfactory | Responded | Mean |
|---|---|---|---|---|---|---|---|
| Overall, this instructor was | 67.6% | 24.3% | 5.4% | 2.7% | 0.0% | 37 | 4.57 |
| Overall, this course was | 56.8% | 29.7% | 10.8% | 2.7% | 0.0% | 37 | 4.41 |

## Other Course Questions

Why did you take this course?




Overall, approximately what percentage of the course meetings did you attend or complete (online, in person, or asynchronously)?




| Statistics | Value |
|---|---|
| Mean | 94.43 |

## Comment Questions

### Identify aspects of the course that were the most effective in helping your learning.

| Comment |
| --- |
| I believe visual learnings such as online videos have helped me a lot in being effective in absorbing all the informations. |
| The outside–of–class readings were really helpful, and it was great to have a free review day to ask questions before the exam |
| In–class simulations of Congress hearings/discussions, final research project and presentation (which allowed the application and exploration of topics learned in class) and the fact only the slides and not complete lectures were uploaded, which incentivized attendance and better class engagement. |
| I think the practice questions for the exams were helpful. The slides were very engaging and I felt like I got an undertanding of the content. |
| Professor Jeon explained a lot of the readings that were assigned, which allowed me to gain a deeper understanding of the topic. Additionally, this class explained the concepts in a way that was easily understood. |
| She is a talented lecturer who truly understands the content that she teaches. It helps that she does not read word for word from her slides but elaborates and explains ideas in a digestible and understandable manner. I really enjoyed this class and did not realize how interesting foreign policy and economics could be! |
| Super effective learning technique and tests followed lectures. Lectures were very thorough and helpful. |
| Being able to follow along with the slides was helpful, as some professors don't provide them. Overall, Professor Jeon has been awesome the entire semester and very encouraging. |
| The lectures were really great and the organization of topics was really well done. I appreciated the lecture materials being posted onto Canvas for student use as well. In particular, the Rana Plaza documentary was a great interlude to the lectures and provided more insight on the course material. The project at the end of the course was also really great as we could take a lot of liberties in the topic to explore our own interests. |
| Lectures were very engaging |
| Concise presentations. |
| the office hours were helpful |
| lecture itself is engaging and easy to understand. Exam study guide were really useful and clear. Clear structure of class. |
| She was really good at answering questions and keeping the class engaged. |
| Engaging and active, good examples and lectures. |
| The lectures were very well organized, and the concepts were explained effectively by the instructor. I also really liked it when she brought up videos to better explain the concepts. |
| The readings were interesting. |
| Attending the lectures and reading the material in Canvas. |
| The professor's presentations were very organized and easy to follow. |
| I thought the presentations were very helpful in applying what we learned to real life situations. |
| kind, knowledgable and understanding |
| Rachel had easy to follow, well structured lectures and a relatively simple schedule for assignments. You can tell she is passionate about her subject and always extended a helping hand if you needed to miss class. She encouraged her students to meet with her if they ever felt confused, and was very understanding of necessary absences. Her coursework/content was the right amount of challenging, it made you think and was easy to follow but place extraneous stress her students in or outside the classroom. |
| the tests |
| I feel that Professor Jeon adapted based on student feedback to better her course. |
| The reviews handed out before exams were great resources for studying. They didn’t blatantly give answers but were great guides |
| group presentations |
| I loved that our class was in–person and smaller than other Gov 312L sections. This really helped me learn the material and fostered in–class engagement. |
| Although this course was a required course, I really did enjoy this course. I think Professor Jeon did an amazing job at making this course both excitable and interactive. By no means did I think I would be interested in government, but after taking this course, it sparked a genuine interest in me. I was able to enjoy the content and really learn about government and politics in a very digestible way. It is clear that Professor Jeon is very passionate and interested in this course content, which made me motivated to learn more about it. I think she set clear expectations about what was expected of her students, and the class was very well organized. You can she puts a lot of effort into her lesson planning. She is also very helpful at office hours and attempts to know her students by name, |

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| Comment |
| --- |
| which is something I really appreciated. |
| I liked that she made it interactive by showing us videos and having us do modules and case studies. |
| The explanations given during lectures were most effective in helping me learn. |

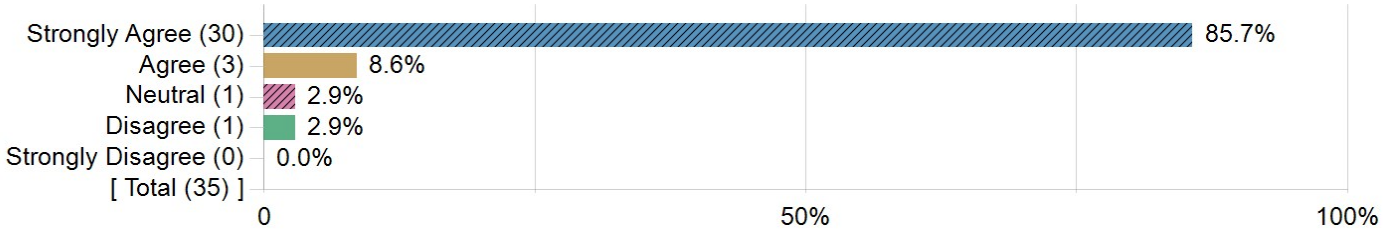
**Identify the aspect of the course that you found most challenging, why you found it was challenging, and suggest one thing that could be done to help future students meet that challenge more effectively.**

| Comment |
| --- |
| The most challenging part of this course was applying my learning through exams. The mid–term exams were not especially tricky or twisted, but questions were based on applying what I've learned in a new concept. For example, one of the answer options were very similar to the other, which decisions can often be challenging. |
| Sometimes the lectures felt a little disorganized |
| Nothing was greatly challenging, but I did struggle with the final presentation because it was a notable amount of time to be solely presenting something to the class. To help future students, it may be good to integrate more small groups activities to provide greater class comfort and confidence. |
| I think maybe doing more in class activities would be good. |
| Professor Jeon could maybe making more interactive class engagements. |
| I cannot think of anything that was particularily challenging that would need to be changed. |
| Most challenging was the presentation because we had to do it alone and there was a lot of freedom with it. One thing that could be done is having more structure and class time to work on it/ask questions. |
| I didn't find much in the class challenging, as it went way better than the last government class I took. |
| Exam question that neccesited specific examnples. |
| nothing |
| Project. Seek help before hand |
| N/a |
| Nothing really. |
| The readings were challenging to keep up with. With 12 hours, I didn't necessarily have the time to fully read the very long readings for every class. My sugggestion would be to limit it to weekly topics. |
| I thought that the most challenging aspect for me was getting perfect on the exams. For future exams, maybe put more FRQs so that students can get more partial credit. |
| Struggled to learn while managing time for my other classes. |
| I found some of the concepts slightly difficult, but nothing unmanageable. |
| Pretty boring content, would help to have more variety of learning styles to keep student engaged. |
| The class was not challenging in itself since the grade consists of 3 tests, attendance/participation, and a final project/paper, however the content made you consider some of the functions of the government and globalization at large that have an effect on your everyday life, things that typically go unnoticed. |
| i struggled engaging in the lecture and I think making the lecture more interactive or not just reading off the slides could help |
| The instructions for the presentation and essay were not as clear as they could have been. |
| I thought the assigned reading each week were often long, and more often than not after opening them up I didn't do more than a light skim. |
| the exams since there wasn't any study questions |
| What I found the most challenging was the final project and paper. Since the guidelines and rubric are pretty vague, it is difficult to really know what is expected. I think the purpose of this is to allow for creative freedom in our final projects. |
| Something I found challenging was navigating the tests, thinking I did super good and studying hard to not get the grade I want. I think it would be helpful for her to offer to do us corrections for extra credit because I feel like I understand the material but somehow don't do how I want on the tests. |
| The exams were the most challenging part of the course because of their difficulty. I'm not sure what could be done to help future students meet the challenge more effectively since there were already study guides. |

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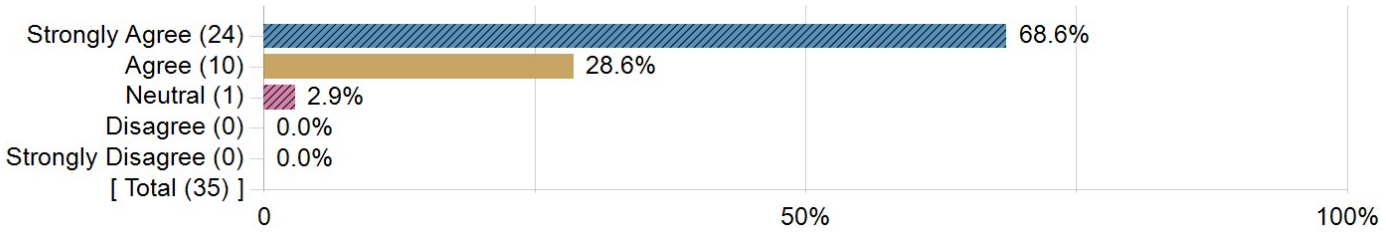
## College, School, or Unit Questions

The instructor was available to students either electronically or in person.




| Statistics | Value |
|---|---|
| Mean | 4.77 |

The instructor encouraged me to take an active role in my own learning.

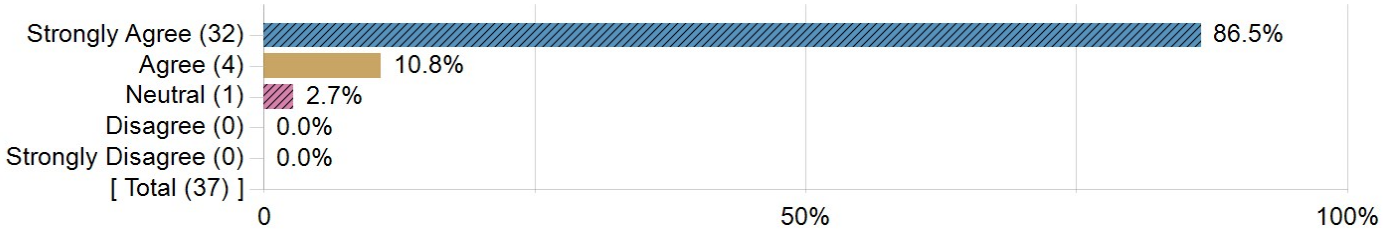



| Statistics | Value |
|---|---|
| Mean | 4.66 |

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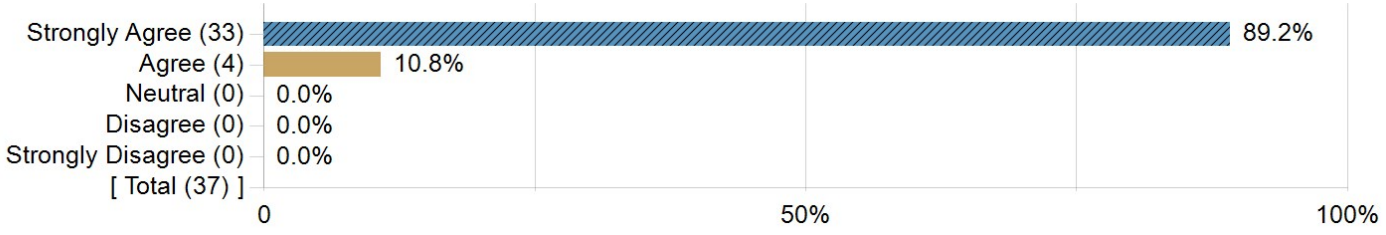
## Faculty Selected Questions

The instructor seemed genuinely interested in teaching the course.




| Statistics | Value |
|---|---|
| Mean | 4.84 |

The instructor showed a thorough knowledge of the course material.




| Statistics | Value |
|---|---|
| Mean | 4.89 |

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## Report Guide

**Guide to the Interpretation of Course Evaluations at UT Austin**
The goal of course evaluation process at UT Austin is to drive teaching excellence and to support continuous improvement in teaching and learning experiences. The two sets of scales used for core evaluation questions and the associated weights are:

Strongly Agree (5)
Agree (4)
Neutral (3)
Disagree (2)
Strongly Disagree (1)

Excellent (5)
Very Good (4)
Satisfactory (3)
Unsatisfactory (2)
Very Unsatisfactory (1)

The Mean is calculated by adding all of the weights for a single question and dividing by the number of respondents. The course workload question is not averaged.

The number of students (e.g. respondents) marking each option is reported for each of the items. These frequency distributions provide information about the level of student ratings and the spread and shape of the class distribution of responses. The distributions thus provide a picture of student perception of a course.

Course evaluations provide snapshots of student perspectives on their course-level learning experiences. Most experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness; multiple and diverse measures, on multiple occasions, are advised to give a full picture of the teaching effectiveness of a particular instructor. Moreover, other factors, such as size of class, level of the class, and content of the course, can cause small variations in the ratings. Therefore, student perspectives for a particular instructor or course should be interpreted as a snapshot, and not as providing complete information on the teaching effectiveness of that instructor.

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