



## Student Evaluation of Teaching (SET) for Jesus Enrique Rojas Venzor

POLI 150A - Politics of Immigration (Rojas Venzor, Jesus Enrique)  
Summer Session I 2025

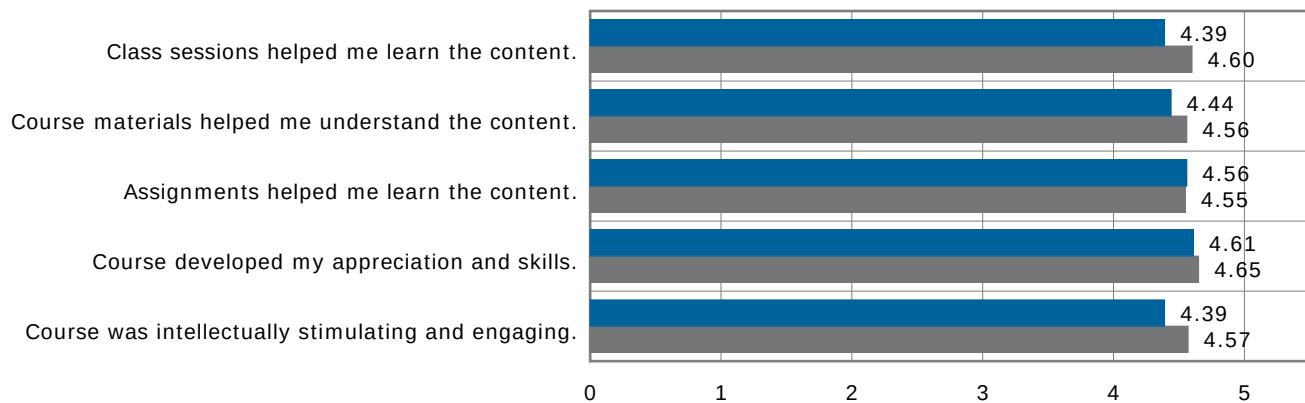
Number of Evaluations Submitted: 18

Number of Students Enrolled: 44

### Summary Results

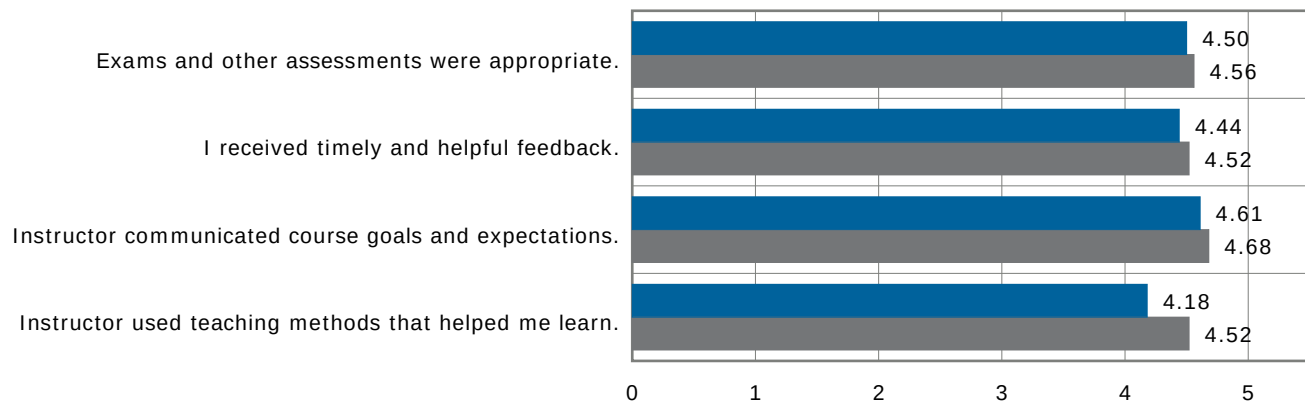
#### Student Learning

■ Comparison course(s) \* ■ This section

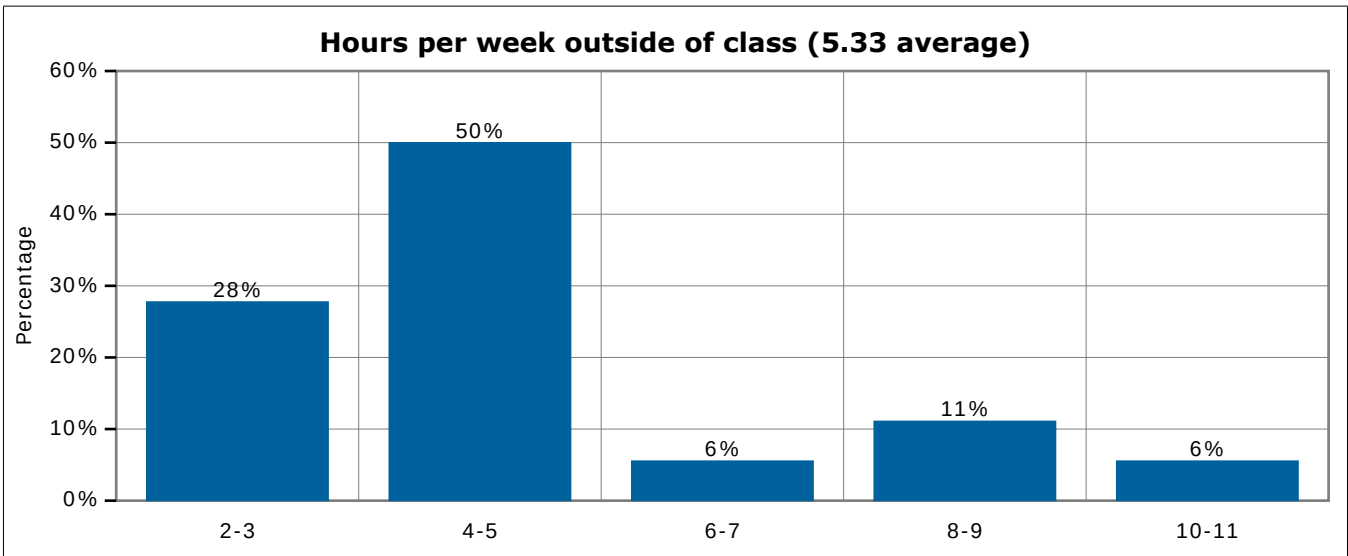
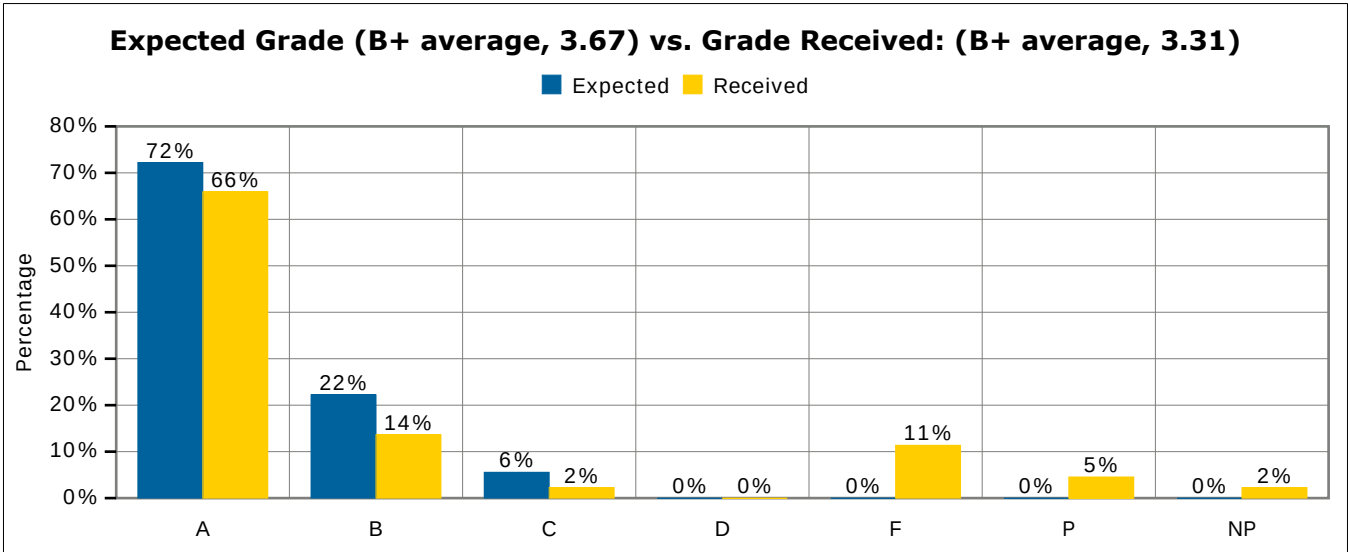
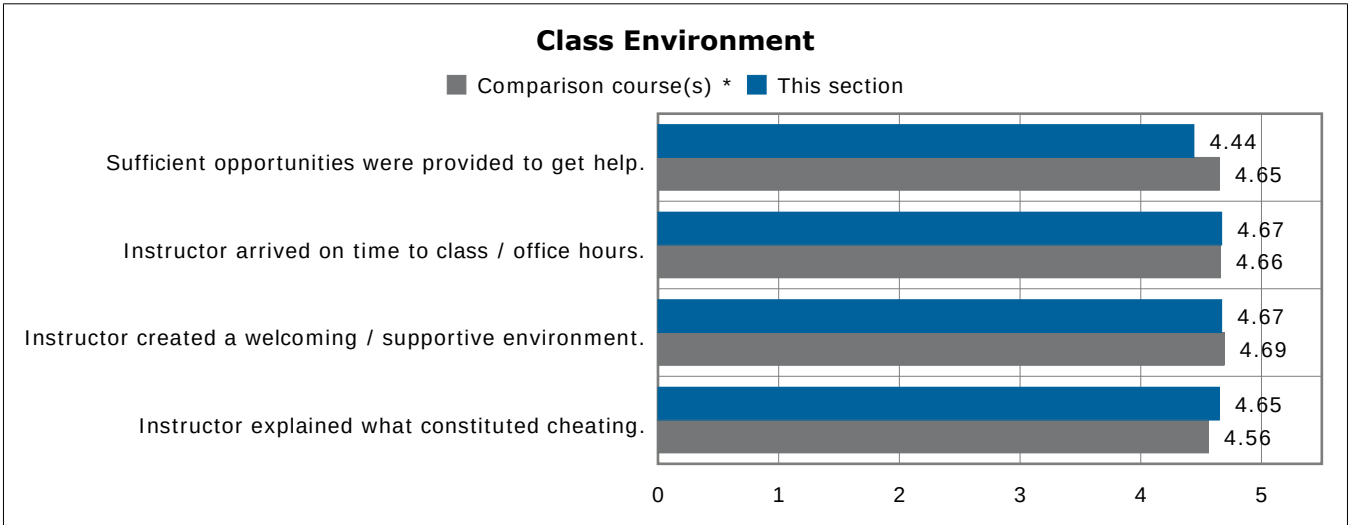


#### Course Structure

■ Comparison course(s) \* ■ This section



\* Comparison courses used: All Political Science Summer Session I 2025 UD courses



## Full Results

### Student Learning

1. **Class sessions** helped me learn the course content.

12 (66.7%): Strongly Agree  
3 (16.7%): Agree  
2 (11.1%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
1 (5.6%): Strongly Disagree  
0 (0.0%): No Opinion

2. **Course readings and other course materials** helped me learn course content.

10 (55.6%): Strongly Agree  
6 (33.3%): Agree  
2 (11.1%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): No Opinion

3. **Assignments** (homework, projects, etc) helped me learn the course content.

10 (55.6%): Strongly Agree  
8 (44.4%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): No Opinion

4. The course **developed** my **appreciation** of and **skills** for the subject.

13 (72.2%): Strongly Agree  
4 (22.2%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
1 (5.6%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): No Opinion

5. The course was **intellectually stimulating and engaging**.

|             |                            |
|-------------|----------------------------|
| 11 (61.1%): | Strongly Agree             |
| 5 (27.8%):  | Agree                      |
| 1 (5.6%):   | Neither Agree Nor Disagree |
| 0 (0.0%):   | Disagree                   |
| 1 (5.6%):   | Strongly Disagree          |
| 0 (0.0%):   | No Opinion                 |

## Course Structure

6. The instructor effectively communicated **course goals** , learning **outcomes** , and **expectations**.

|             |                            |
|-------------|----------------------------|
| 14 (77.8%): | Strongly Agree             |
| 3 (16.7%):  | Agree                      |
| 0 (0.0%):   | Neither Agree Nor Disagree |
| 0 (0.0%):   | Disagree                   |
| 1 (5.6%):   | Strongly Disagree          |
| 0 (0.0%):   | No Opinion                 |

7. **Exams and other assessments** (essays, projects, etc) were an appropriate measure of course learning outcomes.

|            |                            |
|------------|----------------------------|
| 9 (50.0%): | Strongly Agree             |
| 9 (50.0%): | Agree                      |
| 0 (0.0%):  | Neither Agree Nor Disagree |
| 0 (0.0%):  | Disagree                   |
| 0 (0.0%):  | Strongly Disagree          |
| 0 (0.0%):  | No Opinion                 |

8. I received **timely and helpful feedback** in this course.

|             |                            |
|-------------|----------------------------|
| 10 (55.6%): | Strongly Agree             |
| 6 (33.3%):  | Agree                      |
| 2 (11.1%):  | Neither Agree Nor Disagree |
| 0 (0.0%):   | Disagree                   |
| 0 (0.0%):   | Strongly Disagree          |
| 0 (0.0%):   | No Opinion                 |

9. The instructor incorporated **teaching methods** that helped me learn.

|            |                            |
|------------|----------------------------|
| 8 (47.1%): | Strongly Agree             |
| 6 (35.3%): | Agree                      |
| 2 (11.8%): | Neither Agree Nor Disagree |
| 0 (0.0%):  | Disagree                   |
| 1 (5.9%):  | Strongly Disagree          |
| 0 (0.0%):  | No Opinion                 |
| 1:         | [No Response]              |

## Class Environment

10. There were sufficient **opportunities offered for me to get help** when needed (e.g. established office hours, discussion section, discussion board, etc).

10 (55.6%): Strongly Agree  
7 (38.9%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
1 (5.6%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): No Opinion

11. The instructor **arrived on time** to class sessions and office hours.

13 (72.2%): Strongly Agree  
4 (22.2%): Agree  
1 (5.6%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): No Opinion

12. The instructor created a **welcoming and supportive learning environment** that valued and supported students from all backgrounds and identities.

12 (66.7%): Strongly Agree  
6 (33.3%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): No Opinion

13. The instructor explained what constituted cheating in this course and emphasized the importance of **academic integrity**.

11 (64.7%): Strongly Agree  
6 (35.3%): Agree  
0 (0.0%): Neither Agree Nor Disagree  
0 (0.0%): Disagree  
0 (0.0%): Strongly Disagree  
0 (0.0%): No Opinion  
1: [No Response]

**Please describe any specific aspects of the course and/or teaching practices that your instructor used that...**

14. Please describe any specific aspects of the course and/or teaching practices that your instructor used that particularly helped you to engage with the material, learn the material, and/or develop your own critical perspectives on the material.

- Always willing to help and answer question during class.
- Assigning to us how to read scholarly articles. As well as the weekly assignments to keep us on track.
- Having us research our own topic
- His fast replies to emails
- His welcoming eager attitude that alswy provided a space to ask questions.
- I found the News stories at the beginning of each class to be helpful with regard to preparing me for the topic that would be explored during lecture! I think the News stories also made it easier for me personally to remember the class material because I could associate all the new things I learned with some sort of real life example. Additionally, I really enjoyed how the policy critique was built up over the three mini assignments we completed over the course! It made the final policy critique feel much less overwhelming and I think spreading out the bulk of it across three separate assignments helped me decide what approach I wanted to take regarding my final argument on how my chosen policy could be improved.
- I loved the news segments at the start, very helpful for engaging and applying the concepts. I also really loved the way the assignments were done so we got to plan out the paper.
- just working on my own and listening to lecture when confusing on reading
- One thing that particularly helped me engage with the material was the lectures and the small assignments. Being able to write about a policy of our interest and made me more interesting when learning about relevant topics like immigration. It also made the material feel more real and connected to current issues.
- Readings were assigned and then explored in lecture. Their connection to each other, specific ideas and theories, and current events helped shape a well-rounded understanding of why migration patterns, policies, etc., develop.
- The online lectures on zoom and additionally the ability to rewatch them through course materials on canvas was really beneficial for me.

15. Please describe any specific aspects of the course and/or teaching practices that your instructor used that were less helpful for your learning. Optionally you may offer constructive suggestions that might improve their effectiveness.

- a lot of information for lecture but it's needed bc this class is heavy idk how you can improve with lecture bc i think it also has to do with it being online
- His office hours
- I feel like if the lecture would have been a little bit more engaging and bringing a big discussion to discuss what we have learned or our opinions of the issue.

- I would say that maybe a presentation of complex terms with straightforward definitions in the syllabus would be great to getting first introduced to them before the classes begin.
- It was difficult to stay engaged throughout the two-hour lecture with what felt like a lot of material. However, going over the readings beforehand and reviewing the lecture videos and slides afterwards helped me better understand the material. Perhaps class discussions could help engagement and understanding, but this is likely difficult in a time-constrained summer session course.
- Keep checking zoom chat regularly during the lecture.
- Mandatory attendance
- With all due respect, Jesus and the TA are great and I've had class on and off with them for two years but this term, I am not sure if the 'instructor' is bored in his daily life but his redundant and incessant talking during course was insufferable, I did not learn anything and it felt like he enjoyed talking regardless of teaching and there's a difference there. It was a one-sided conversation instead of a course lecture. Remember I like these two but I didn't learn a single thing this term it was such a data overload, all I learned was what I did in my paper independently and that's wrong.

16. Please describe any specific aspects of the course and/or teaching practices that your instructor used that created or interfered with a welcoming learning environment that valued and supported students from all backgrounds and identities.

- Always being open to questions
- Created: excused absences, questions encouraged in lecture, thorough explanation of assignments  
Interfered: n/a
- I feel like the news in the beginning of the class helped balance course work but still comparing it to relevant news.
- n/a. The learning environment was always good and felt like a safe space.
- They are inclusive, kind and respectful. I honestly don't think they will make good professors.  
Sorry
- Very welcoming professor made sure that everyone's views were respected and heard.
- yes
- yes yes
- Yes, he was very open to all types of opinions, never pushed any personal political agenda during class and was overall very open minded.



## Student Participation

17. What was/were your reason(s) for taking this course?

|             |                                                                             |
|-------------|-----------------------------------------------------------------------------|
| 12 (50.0%): | Major/Program Requirement                                                   |
| 2 (8.3%):   | Minor                                                                       |
| 3 (12.5%):  | College General Education                                                   |
| 1 (4.2%):   | Elective                                                                    |
| 5 (20.8%):  | Interest                                                                    |
| 0 (0.0%):   | American History and Institutions (AHI) Requirement                         |
| 1 (4.2%):   | Undergraduate Diversity, Equity and Inclusion Requirement (DEI) Requirement |
| 0 (0.0%):   | Jane Teranes Climate Change Education Requirement (JTCCER)                  |
| 0 (0.0%):   | Graduate Program Requirement                                                |
| 0 (0.0%):   | Other                                                                       |

18. How often did you attend class and/or engage with course materials?

|             |           |
|-------------|-----------|
| 12 (66.7%): | Always    |
| 4 (22.2%):  | Usually   |
| 1 (5.6%):   | Sometimes |
| 0 (0.0%):   | Seldom    |
| 1 (5.6%):   | Never     |

19. Hours per week of work outside of class

|            |            |
|------------|------------|
| 0 (0.0%):  | 0-1        |
| 5 (27.8%): | 2-3        |
| 9 (50.0%): | 4-5        |
| 1 (5.6%):  | 6-7        |
| 2 (11.1%): | 8-9        |
| 1 (5.6%):  | 10-11      |
| 0 (0.0%):  | 12-13      |
| 0 (0.0%):  | 14-15      |
| 0 (0.0%):  | 16-17      |
| 0 (0.0%):  | 18-19      |
| 0 (0.0%):  | 20 or more |

20. Expected grade in the course

|             |    |
|-------------|----|
| 13 (72.2%): | A  |
| 4 (22.2%):  | B  |
| 1 (5.6%):   | C  |
| 0 (0.0%):   | D  |
| 0 (0.0%):   | F  |
| 0 (0.0%):   | P  |
| 0 (0.0%):   | NP |



## Additional Feedback

21. Is there anything else you would like to share about your experience in the course?

- An amazing course that made me happy to attend class and not dread any questions presented as we were sufficiently prepared to answer any questions/assignments given.
- grading was a bit harsh, especially for someone completely new to political science. i think the professor was kind and understanding, but i think the last part of the class was a bit rushed in terms of assignments - we had assignments due wednesday, thursday, and friday of that, and for someone who's also working full time, it was a lot to handle.
- Great course and great professor, definitely recommend taking the course even if not interested it can spark a new passion for you!
- I really enjoyed the lectures on securitization and interest groups! With regard to the interest group lecture specifically, I was grateful for how we were given examples of interest groups that have previously influenced migration policy (like the role of the American Nurses Association in the contention surrounding the H-1C visa for nurses)--it all made for interesting conversation with my family and I am glad that the course content was explained in such a way that I could share what I learned with other people!
- It was really helpful that the policy critique was broken down into three parts assignments. That way we're focused on one section and got feedback after that so we can improve for the final policy critique.
- really easy work and fun ! i learned more about DACA ( that was my essay )
- The best professor I've ever had at ucsd.
- The news stories at the beginning of every class were a great way to ease into the following lectures because it allowed me to emerge myself into the learning zone.
- They're good kids, they mean well and they are professionals, but they are by far the worst instructors I've ever had in college.
- very understanding

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The data and comments provided in this report are unfiltered and unedited, and do not necessarily reflect the opinions of instructors, the teaching department, Academic Affairs, or UC San Diego. Responses and comments are made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express their opinion.

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