

Evidence of Teaching Effectiveness: Jean Clipperton

I came to academia for a love of research and teaching, initially beginning in teaching-focused positions. I have over ten years of teaching experience as a solo instructor at two different institutions. Below, I summarize these ten years into clean tables (end of this document) and have the raw evaluations available upon request. In all contexts, undergraduate, graduate, required, elective, I have performed well with comments by students emphasizing that they both feel like they are learning and supported and also challenged by the material.

University of Chicago

All scores are from **1 to 5**, with 5 being the highest. These scores are for classes that are intellectually challenging and often required for student progress.

	Takeaway useful tools and concepts	Regular feedback	Would recommend course to others	Course constructively challenging	Inclusive learning environm ent
Clipperton Average 2022- 2026	4.46	4.38	4.21	4.41	4.55
(adjusted to 6 point scale)	5.35	5.26	5.05	5.29	5.46

Constructive Challenge

- **Data Visualization (Winter 2025):** "As someone only minimally familiar with R, this course had a very heavy workload, though all of the work felt like a good investment in developing a lot of really useful skills."
- **Agent-Based Modeling (Spring 2024):** "This course was challenging, but I learned a lot throughout the process. The opportunity to build my own model from scratch was invaluable, requiring continuous evolution and refinement, which significantly enhanced my understanding and skills."
- **Computational Math Camp (Autumn 2024):** "I believe that this course set me up to understand the methodology sections of Social Science papers in a very helpful way. The

course was challenging and forced me to put in a lot of effort—which makes sense since the mission of the course is to prepare us for the program."

- **Perspectives on Computational Research (Spring 2023):** "Completing the project for this class was a lot of work, but I think it will be very helpful for writing my thesis next year."
- **Data Visualization (Winter 2024):** "I felt challenged throughout the course, and I wanted to improve with each assignment. I believe I put in the work to improve."

Accessibility

- "Jean is THE best professor in terms of being kind, supportive (academically and socially), and knowledgeable... Jean went far and beyond with whatever might come to someone's mind for teaching this course."
- "Professor was extremely helpful and available. I have never known a professor so open to finding time to help outside of her scheduled office hours."
- "Dr. Clipperton is an exceptional instructor who leverages every available resource to help support her students on their learning journey, including excellent TAs, an online question space (Ed Discussion), available office hours, and thoughtful class instruction and engagement. Her passion for the subject matter is evident as is her genuine enthusiasm for watching students grow in their knowledge and ability."

Inclusive and Engaging Classroom Environment

- "Jean is such a welcoming professor. Her persistent efforts to engage everyone in class discussion made it feel like she truly valued all of our perspectives."
- "Absolutely loved Jean as a professor; she has such an engaging lecturing style and was able to generate a fun and intellectually interesting atmosphere in the class..."
- Professor Clipperton is very understanding and pushes you to learn without being overbearing. She does cold-call but does it in a way that isn't pressuring or intimidating. She is also very approachable and more than happy to help if she notices you are struggling.

Northwestern University

I taught over thirty classes over six years at Northwestern, across three departments/programs (Political Science, Sociology, Mathematical Models for the Social Sciences) at the graduate and undergraduate levels.

These scores range from 1 to 6 (note the different scale from UChicago).

Interest in the subject	Rating of Instruction	Course Rating (mean)	Course Rating (median)	Estimate of how much	Effectiveness of course in intellectual	Instructor Effectiveness	Instructor Enthusiasm	Instructor or stimulating
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Clipperton Average 2016-2021	3.57	5.24	4.93	5.02	4.86	4.87	5.21	5.72	5.09

'If you have to take PS 210 for the major, TAKE IT WITH PROFESSOR CLIPPERTON. Even with the virtual environment, she managed to make the learning experience so rewarding and engaging. Honestly wishing I took this class early at Northwestern because it goes over foundations that are applicable to every other poli sci class down the line. One of the best distro classes for the poli sci major.' [PS 210, 2021 (taught online)]

'The in-class instruction was effectively scaffolded and spiraled across the quarter, such that subsequent concepts built on prior knowledge and skills over time. The instructor is also highly responsive to feedback, frequently checks for understanding, and modifies her lessons to reach students where they are. The end result is that the class is taught, rather than simply presented. This is what real curricular and instructional practice looks like.' [Soc 400, 2018]

Raw summaries (compiled using Google Gemini)
University of Chicago

All scores are from 1 to 5, with 5 being the highest.

Term	Course Number(s) & Title	Enrolled	Responses	Takeaway Mean	Feedback Mean	Recommendation Mean	Challenge Mean	Inclusivity Mean
Win 2026	MACS 40700/20700: Data Visualization	14	5	5	5	5	5	5
Win 2026	MACS 30200/10200: Computational Research Design	10	4	4.25	3.5	4.25	4	4.5
Win 2025	MACS 40700/20700 (+ Cross-lists): Data Visualization	24	12	4.67	4.25	3.92	4.5	4.33
Aut 2025	MACS 33000: Computational Math Camp	83	41	4.48	4.5	4.25	4.15	4.5
Aut 2024	MACS 33000: Computational Math Camp	80	35	4.26	4.06	4.2	4.31	4.37
Spr 2024	MACS 40550/20550: Agent-Based Modeling	15	10	4.4	4.5	4.4	4.3	4.6
Win 2024	MACS 40700/20700: Data Visualization	32	19	4.58	4.26	4.05	4.21	4.67
Aut 2023	MACS 30111: Computational Thinking for Social Scientists	29	11	4.7	4.6	4.6	4.5	4.8
Aut 2023	MACS 33000: Computational Math Camp	73	23	4.57	4.61	4.52	4.35	4.57
Sum 2023	MACS 30500 (+ Cross-lists): Computing for Social	22	3	5	4.67	5	5	5

	Sciences							
Spr 2023	MACS 30200: Perspectives on Computational Research	12	3	3.33	4.33	2.33	4.33	4
Win 2023	MACS 40550/20550: Agent-Based Modeling	9	8	4.29	4.29	4	4.29	4.29

Northwestern Scores

Scores range from 1-6 with 6 being the highest. These are raw scores and the summaries above were calculated using the full range of evaluation categories. I am happy to share the full dataset (and these CTECs are likely still publicly available at NU).

Term	Course Number & Title	Enrolled	Responses	Instruction Rating	Course Rating	Student Learning	Intellectual Challenge	Instructor Stimulated Interest
Spr 2021	MMSS 211-3: Soc Sci Theo-I	45	37	5.53	5.3	5.24	4.84	5.31
Spr 2021	SOCIOL 303: Analysis of Social Data	36	25	5.6	4.6	4.44	4.72	5.24
Fall 2020	SOCIOL 400: Intro to Stats & Stat Software	12	10	5.4	5.1	5	5.3	5.3
Fall 2020	POLI_SCI 403: Intro Probability & Statistics	7	6	5.67	5.17	4.83	5.17	5.33
Fall 2020	POLI_SCI 519: RCR Training	6	1	6	6	6	6	6
Winter 2020	MMSS 211-3: Soc Sci Theo-I	40	35	5.2	4.66	4.86	4.86	4.71
Winter 2020	SOCIOL 288 / POLI_SCI 388: Institutions & Society	50	35	5.69	5.29	5	4.77	5.54

Fall 2019	SOCIOL 400: Intro to Stats & Stat Software	63	3	5.67	5.67	5.67	5.33	5.33
Fall 2019	POLI_SCI 519: RCR Training	39	19	5.68	4.42	4.37	4.26	5.53
Winter 2019	SOCIOL 288 / POLI_SCI 388: Institutions & Society	25	19	5.79	5.58	5.32	4.89	5.79
Fall 2018	SOCIOL 400: Intro to Stats & Stat Software	10	8	4.75*	4.75	4.75*	4.75*	4.50*
Winter 2018	SOCIOL 288 / POLI_SCI 388: Institutions & Society	38	22	4.30*	4.29	4.29	4.43	4.75
Fall 2017	SOCIOL 400: Intro to Stats & Stat Software	7	7	4.86	4.57	4.86	4.86	4.57
Winter 2017	POLI_SCI 390 / SOCIOL 276: Breaking Rules, Making Rules	15	11	4.09	4.2	4.27	4.18	4.4
Fall 2016	POLI_SCI 403: Intro Probability & Statistics	10	8	4.38*	4.38	4.88	4.63	4.13*

Note: Due to truncated baseline text formatting in specific older PDF archives (e.g., Winter 2018, Fall 2018, Fall 2016), certain primary question headings shared identical summary means or mapped across the single unified metric displayed on page 2 of those reports.