



Dear Professor Lauren Perez:

## Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for RSRCH METHDS POLITICAL SCIENCE(PS-0700)-1100.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ( $14 \times .50 = 7$ ). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website ([omet.pitt.edu](http://omet.pitt.edu)).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

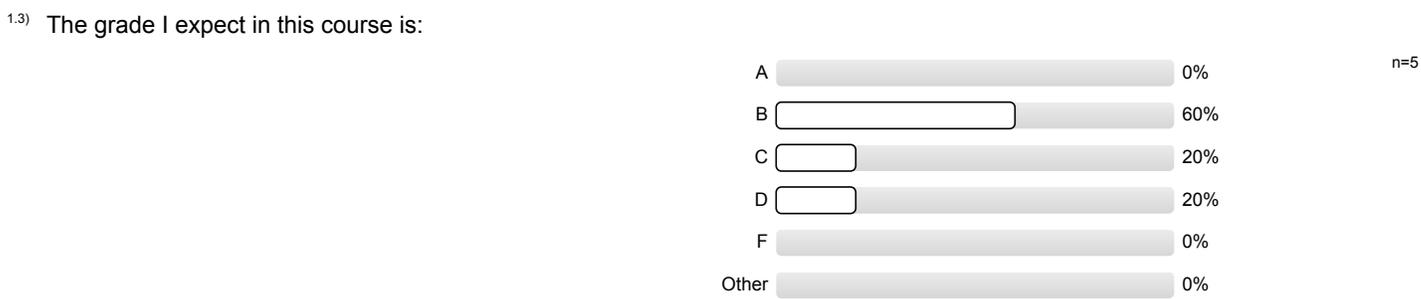
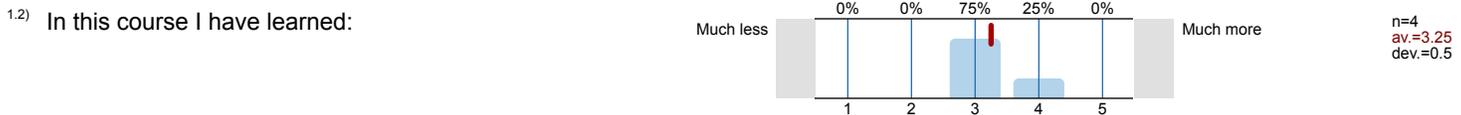
Office of Measurement and Evaluation of Teaching (OMET)

# Professor Lauren Perez

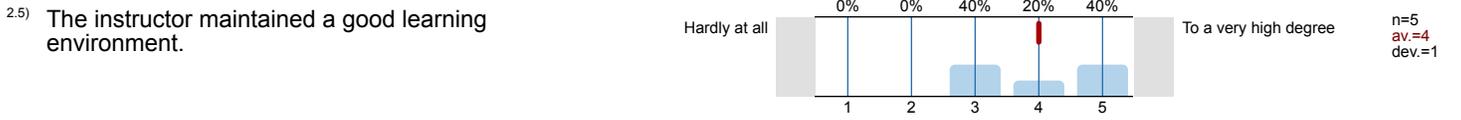
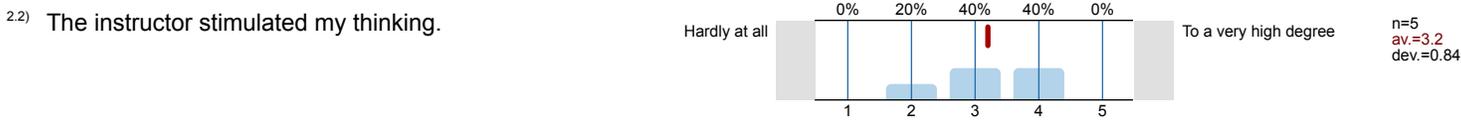
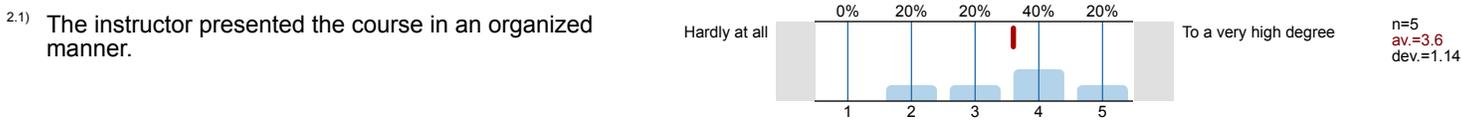
RSRCH METHDS POLITICAL SCIENCE(PS-0700)-11002157\_UPITT\_PS\_0700\_SEC1100  
 2157\_6WK1  
 5 RESPONDENTS = 38.46% OF NUMBER REGISTERED



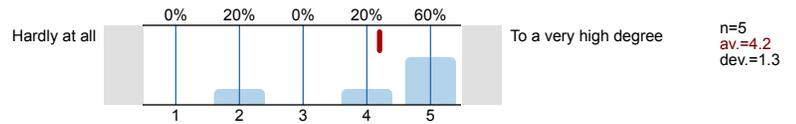
## 1. SELF RATINGS



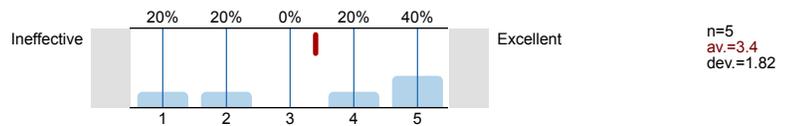
## 2. TEACHING EVALUATION



2.6) The instructor was accessible to students. (Do not answer if no basis to judge)



2.7) Express your judgment of the instructor's **overall teaching effectiveness**:



2.8) Would you recommend this course to other students?



2.9) Would you recommend this instructor to other students?



### 3. TEACHING COMMENTS

3.1) What were the instructor's major strengths?

- -Accessible via email  
-Friendly
- Good speaker, respectful, organized
- Motivated.
- Very experienced in research and using the methods being taught

3.2) What were the instructor's major weaknesses?

- -assigned too much "busy work"  
-did not go over really hard articles in class  
-presented the stats and math portion in a very unorganized and overwhelming manner  
-due dates were too close to each other for assignments  
-already assigned too much work for this class but then graded it harshly  
-could have been more organized  
-did not explain homework or instructions very clearly  
-assigned homework with not enough time to do it  
-for research designs, had poor instructions and was not helpful for the assignment  
-did not make the class interactive at all  
-was just across the board not very understanding and the class was poorly organized
- Students were not provided quality examples or practice to concepts learned in the classroom. The textbook considerably is lacking for a student to learn simply from a formula containing no examples in practical use. Homework assignments were graded difficultly, as we had no idea what was being looked for. The balance of grades does not afford students the ability to learn as we are not entirely sure what is being asked on homeworks and tests as we are not graduate students in Political Science. I just pray to God that I can get a passing, and sufficient, grade through this course to never have to take it again.
- none
- not always exciting, granted the info being taught is not always exciting

#### 4. COURSE COMMENTS

4.1) What aspects of this course were most beneficial to you?

- N/A
- NA.
- class discussions and homework
- research design project

4.2) What suggestions do you have to improve the course?

- -Assign homework but 10 pages is too long or at least give more time to do it
- -better organization
- -make due dates more possible/feasible
- -have better instructions for all assignments
- -explain math and stats and Stata more clearly
- -Information needs to be more displayed more interactively
- -instructor needs better time management
- This course would be outstanding for an entry-level course in the Political Science graduate programs. There is zero practical application for this course at the undergraduate level. We will never conduct such research, utilize Stata, or come close to using any of this information at this level. This was a waste of time for us all.
- maybe have more activities and in class problems to work out in order to even better apply the concepts
- none

