



Dear Professor Shane Redman:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for AMERICAN POLITICS(PS-0200)-1030.

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).

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)

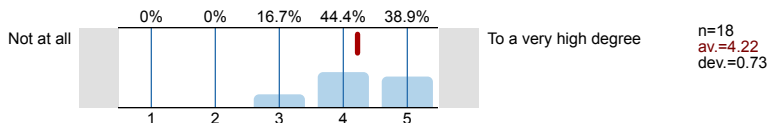
Professor Shane Redman

AMERICAN POLITICS(PS-0200)-10302151_UPITT_PS_0200_SEC1030
 Fall 2014
 18 RESPONDENTS = 72% OF NUMBER REGISTERED

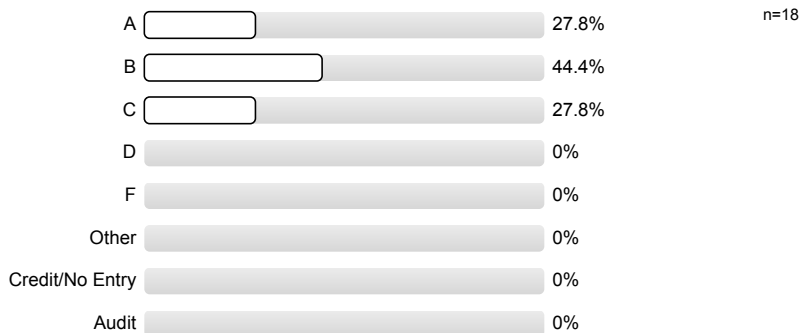


1. SELF RATINGS

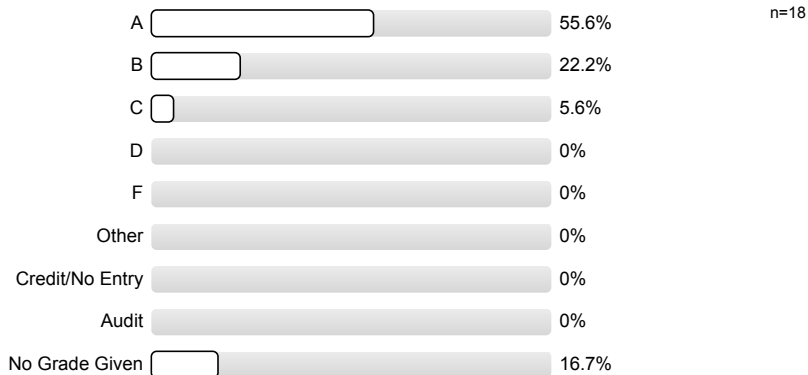
1.1) Did the recitations contribute to your learning in this course?



1.2) What grade do you expect in the course?



1.3) What grade do you expect in this recitation?

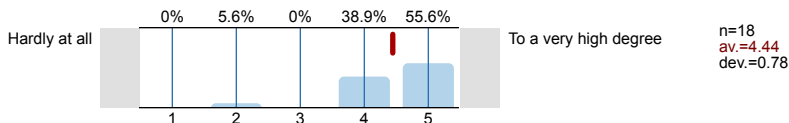


1.4) What percent of the recitations did you attend?



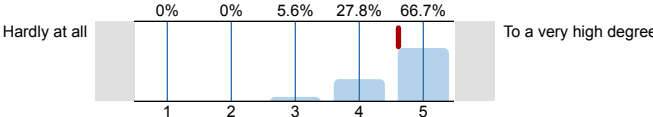
2. COURSE AND RECITATION

2.1) The material covered in recitation is well connected to the lectures.

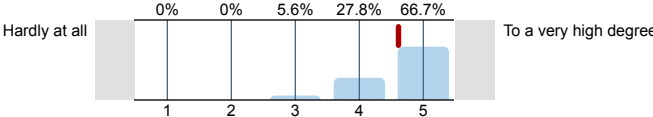


3. RECITATION INSTRUCTOR TEACHING EVALUATION

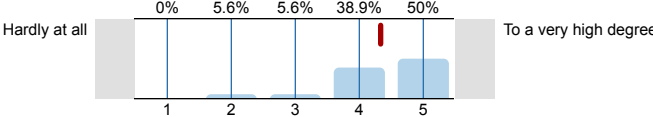
3.1) The recitation instructor was well-prepared for the recitations. n=18 av.=4.61 dev.=0.61



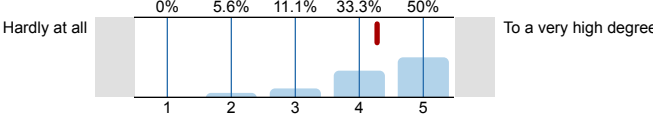
3.2) The recitation instructor appeared knowledgeable about course subject matter. n=18 av.=4.61 dev.=0.61



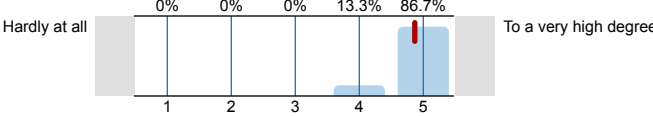
3.3) The recitation instructor clarified material covered in course lectures. n=18 av.=4.33 dev.=0.84



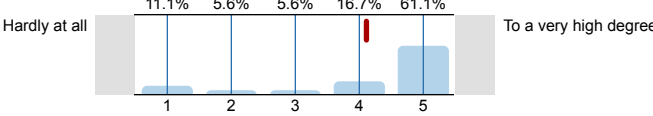
3.4) The recitation instructor showed interest in helping students understand the material. n=18 av.=4.28 dev.=0.89



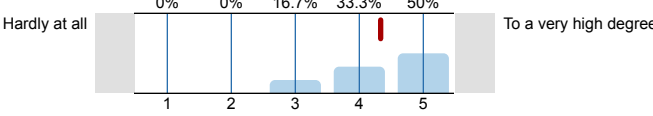
3.5) The recitation instructor returned assignments within a reasonable amount of time. n=15 av.=4.87 dev.=0.35 ab.=3



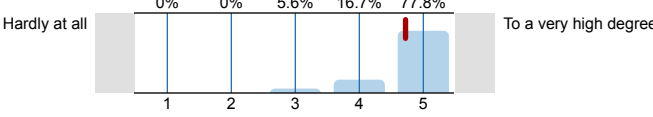
3.6) The recitation instructor was concerned about students' progress in the course. n=18 av.=4.11 dev.=1.41



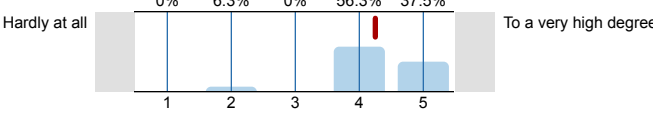
3.7) The recitation instructor provided helpful answers to students' questions. n=18 av.=4.33 dev.=0.77



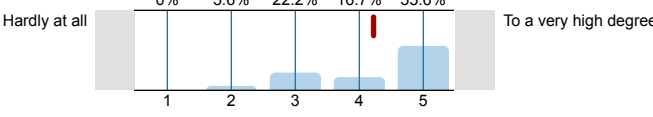
3.8) The recitation instructor treated students with respect. n=18 av.=4.72 dev.=0.57



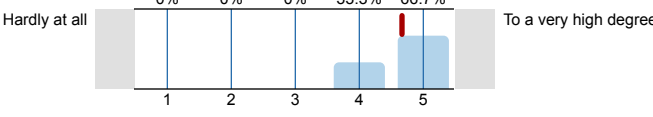
3.9) The recitation instructor provided constructive feedback on assignments. n=16 av.=4.25 dev.=0.77 ab.=2



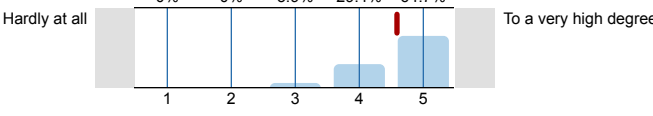
3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions. n=18 av.=4.22 dev.=1



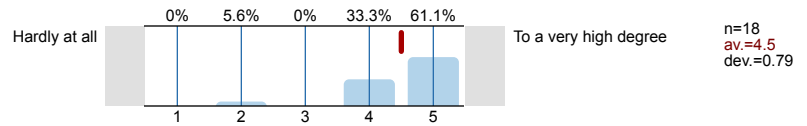
3.11) The recitation instructor was available for help outside of the labs. Mark (NA) if you did not seek outside help. n=6 av.=4.67 dev.=0.52 ab.=11



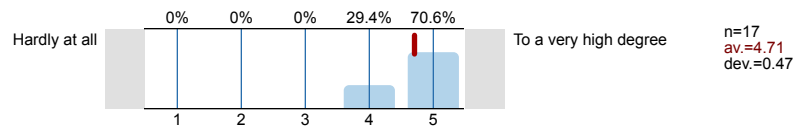
3.12) The recitation instructor communicates effectively. n=17 av.=4.59 dev.=0.62



3.13) The recitation instructor comprehends students' communication.



3.14) The recitation instructor led this recitation effectively.



3.15) Would you recommend this recitation instructor to other students who are going to take this course?



4. RECITATION COMMENTS

4.1) Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

- Considering he had to teach new material in the recitation because we didn't have time to cover it all in lectures resulted in recitations not being a 'review' of what we learned and more of another lecture, so there's not much he could do about that. However, he was always organized and new the material well and did the best with what he had. He was also very approachable.
- Extremely effective in enhancing understanding of course material without simply repeating lecture material
- Good job covering the information that was relevant for exams.
- He has a good deal of knowledge about the course and presents very well.
- I like that the lecture slides for recitation were very inclusive so that we could study straight off the slides when exam time came around.
- N/a
- Shane is incredibly organized and always puts his students first. His emails are very consistent and well detailed and he is very diligent with keeping his students informed about what's going on. He is always looking for different ways to make the lives of his students easier and is super easy to get in contact with. He answers emails very quickly and very clearly.
- Shane knows his stuff and is good at making it clear.
- The PowerPoint slides are extremely helpful summaries of chapters we need to read in the book; they provide a good background of what information we are expected to know for the tests. It's also really helpful that he posts the PowerPoint slides online for us to view at our convenience. I enjoy the connections made to aspects of our daily lives. Also, bringing in treats is a great incentive for us to do well and a nice reward when we do well.
- The recitation material was often a short answer question or on the test, so I felt well prepared for them
- Very well prepared for the recitation, which in turn, due to the organized fashion, allows me to study and learn the material better come time for an exam
- Well prepared. Highly organized.
- You always sounded like you knew the material you were teaching us very well so that helped it stick in my mind. You always made yourself available to help us if we needed it.

4.2) Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

- Be more enthused, it'd help me get enthused at 9am too.
- He could maybe slow down a little and not put so much information on one slide.
- I think that although we cannot explicitly be told what is going to be on the exam, he could have at least emphasized and elaborated more on material that would be on the exam so that we would have a better comprehension.

- I think that maybe elaborating a little more on the powerpoints would be useful
- In general, more emphasis on what we could study from the book to help with our short essay questions.
- It's hard to keep up with the lectures sometimes because you move through the content really quickly. However, it is nice to get out early most of the time. Slowing down the time you talk about each slide or staying on the slide for a few extra seconds would be a lot more helpful.
- None
- Nothing. Shane is literally perfect.
- Read less from the slides and talk more yourself
- There's not much you can do to make a Friday 9 am recitation enjoyable except by canceling it

Profile

Subunit: **A&S-POL SCI LOWER LEVEL**
 Name of the instructor: **Professor Shane Redman,**
 Name of the course: **AMERICAN POLITICS(PS-0200)-1030**
 (Name of the survey)

Values used in the profile line: Mean

1. SELF RATINGS



2. COURSE AND RECITATION



3. RECITATION INSTRUCTOR TEACHING EVALUATION

