



Dear Professor Shane Redman:

## Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for AMERICAN POLITICS(PS-0200)-1035.

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)

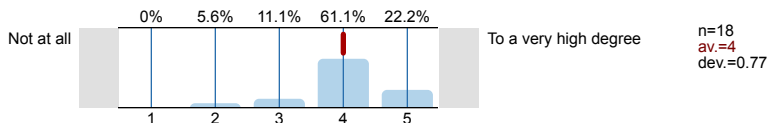
# Professor Shane Redman

AMERICAN POLITICS(PS-0200)-10352151\_UPITT\_PS\_0200\_SEC1035  
 Fall 2014  
 18 RESPONDENTS = 72% OF NUMBER REGISTERED

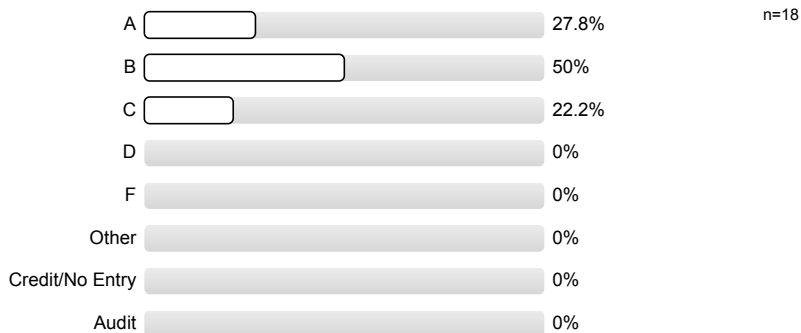


## 1. SELF RATINGS

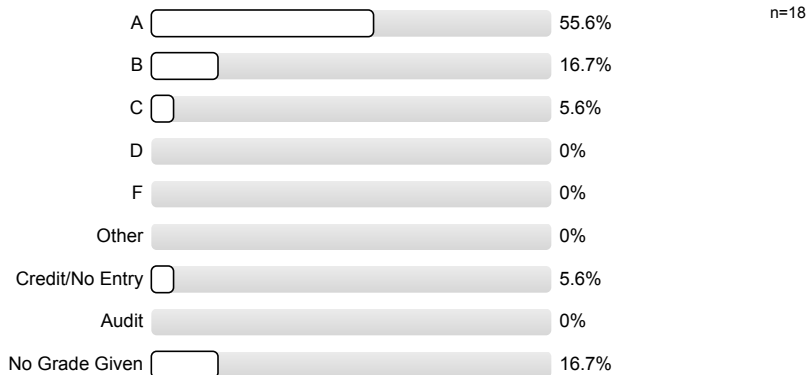
1.1) Did the recitations contribute to your learning in this course?



1.2) What grade do you expect in the course?



1.3) What grade do you expect in this recitation?

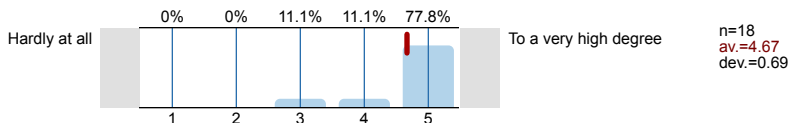


1.4) What percent of the recitations did you attend?



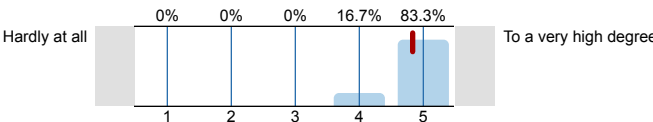
## 2. COURSE AND RECITATION

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

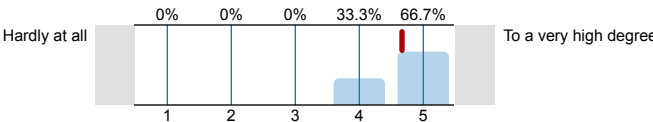


3. RECITATION INSTRUCTOR TEACHING EVALUATION

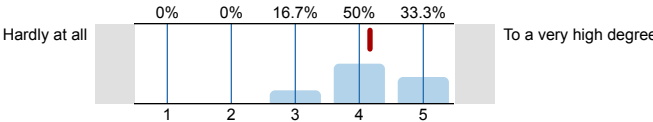
3.1) The recitation instructor was well-prepared for the recitations. n=18 av.=4.83 dev.=0.38



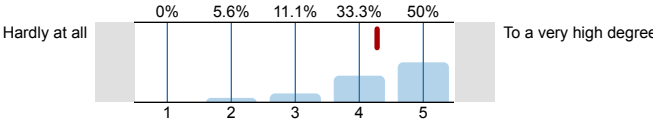
3.2) The recitation instructor appeared knowledgeable about course subject matter. n=18 av.=4.67 dev.=0.49



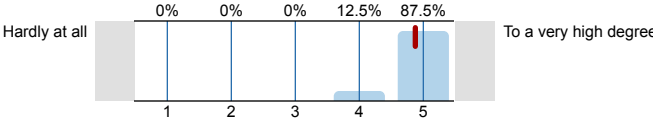
3.3) The recitation instructor clarified material covered in course lectures. n=18 av.=4.17 dev.=0.71



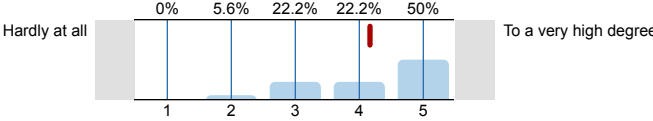
3.4) The recitation instructor showed interest in helping students understand the material. n=18 av.=4.28 dev.=0.89



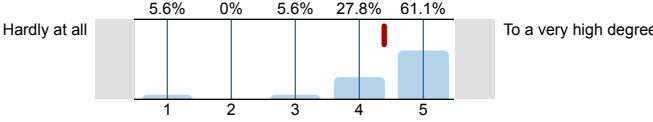
3.5) The recitation instructor returned assignments within a reasonable amount of time. n=16 av.=4.88 dev.=0.34 ab.=2



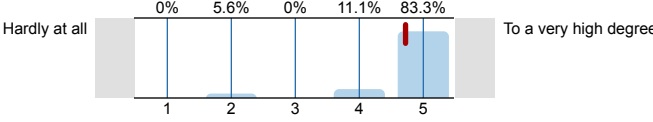
3.6) The recitation instructor was concerned about students' progress in the course. n=18 av.=4.17 dev.=0.99



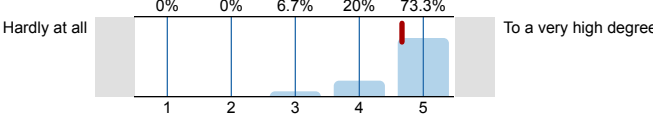
3.7) The recitation instructor provided helpful answers to students' questions. n=18 av.=4.39 dev.=1.04



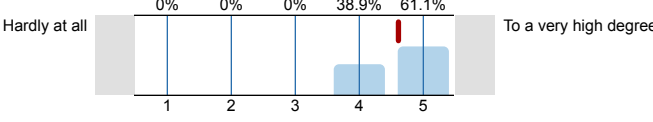
3.8) The recitation instructor treated students with respect. n=18 av.=4.72 dev.=0.75



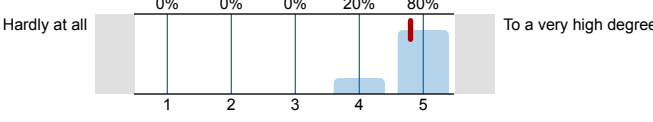
3.9) The recitation instructor provided constructive feedback on assignments. n=15 av.=4.67 dev.=0.62 ab.=3



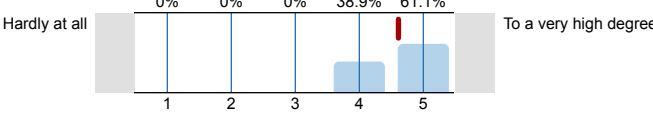
3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions. n=18 av.=4.61 dev.=0.5



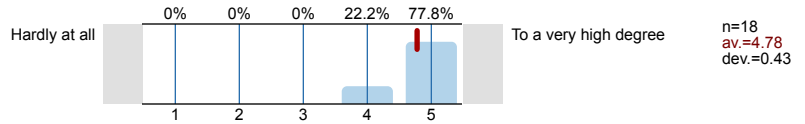
3.11) The recitation instructor was available for help outside of the labs. Mark (NA) if you did not seek outside help. n=5 av.=4.8 dev.=0.45 ab.=13



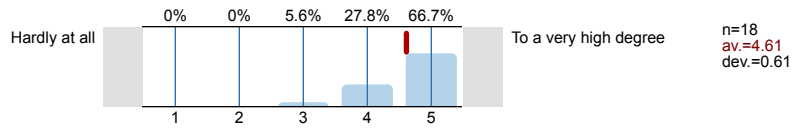
3.12) The recitation instructor communicates effectively. n=18 av.=4.61 dev.=0.5



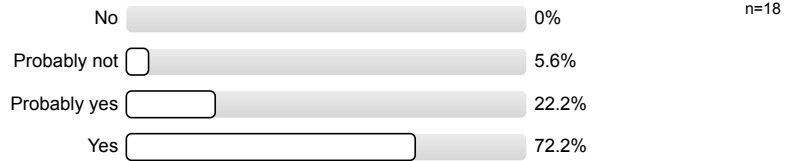
3.13) The recitation instructor comprehends students' communication.



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.

- Always nice, encouraged us to do well on exams, prepared us well
- Covered the material in a thorough manner.
- He showed good knowledge and was helpful in my learning process. He was also good at giving back tests at a quick rate.
- He was extremely helpful in teaching the material and his use of visual aids helped me understand the material much better than in lecture.
- He was very enthusiastic about the material, yet realistic about the interest level of students on certain topics, which made it easier to wade through some of the more "dry" material. Enjoyed his classes.
- Pacing, nothing felt too rushed or too emphasized. The discussion at the end was also helpful.
- Power points were helpful
- Shane was very responsive to questions. When I voiced a concern, he personalized the response specifically to my previous exam strengths/weaknesses.
- The discussion questions at the end helped me better understand and remember the material. You always had a positive attitude which made for appositve learning environment.
- The recitation material was highly connected with the lesson learn in lecture. The slides were helpful to understand and clarify the material discussed in lecture. Clear to understand the grading of the exam.
- The recitation sections were well organized.
- The recitation was always really helpful, especially when we would go over some topics that we didn't have enough to cover during lecture. It was nice to have different parts of the lecture broken down to make it easier to understand.
- detailed powerpoints and help with understanding grading

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.

- Class was a petty lackluster affair. I know since subject matter was covered in here that we didn't get to in lecture, but to be frank the only reason I came was because of the attendance grade. New material be damned.
- He sometimes could go a little bit slower and more in depth on the material.
- I think recitation would be more beneficial if it was more based on reviewing and clarifying the material from lecture instead of presenting new information.
- Maybe try other methods of teaching beside powerpoint.

- N/A
- Sometimes at recitation, it feels as if he is just reading the lecture slides to us. A little personalization and added explanation would really enhance the learning environment.
- be more specific about what the class wanted us to learn for the tests
- sometimes went too fast through the slides, but he always posted them online after

