

Instructor Course Evaluations
Open-Ended Comments
Summer 2002, PPD 404x, Jim Moore
9 enrolled; 9 responded

9/3/02
Jim,
As promised,
Rich

What were this instructor's main strengths?

1. Enthusiasm for the subject; sense of humor; willingness to repeat information over; sometimes difficult to get responses to questions but answers them completely when you contact him.
2. Prof. Moore cares about his students and wants them to succeed. He is very patient and willingly takes the time to try to get the students to understand. He is available outside of class in a variety of ways (office hours, phone, email).
3. Enthusiasm, very approachable, clearly knows material, was willing to adjust style and class to fit the needs of the students.
4. Very analytical. Knows extensively this subject. Would consider him an expert. Can use humor in an appropriate manner to decrease the anxiety of students. The statistical experience he brings to class helps me understand the overall use of statistics in the real world.
5. His command of the material, very enthusiastic about the subject matter, good sense of humor, pleasant demeanor.
6. Very deep understanding of the material. As well, his experience is not just academic but also practical. This was illustrated with his examples. He is a good instructor, keep him.
7. Sense of humor, patience in describing complicated concepts, interest in student achievement.
8. Dry sense of humor, command of material, flexibility.
9. He realized the material was very difficult to understand and tried to respond to our questions outside of class ASAP.

How might this instructor improve his or her teaching effectiveness?

1. Great instructor for students in a regular class setting (non-intensive courses) of engineering/math majors; but inappropriate for Sacramento Center. He needs to put lessons into terms students understand. It would be helpful if he "dumbed down" the language used to explain course elements.
2. The professor needs to present the material more coherently. Know your audience. This is a class of public policy and administration students. Help them to understand by providing examples of data and analysis they might see. "Reporters are dumb...political scientists..." What can we do to avoid these pitfalls? Perhaps something to try is "tell us what concept you are going to teach, teach it, then tell us what you taught us." We need more relevant context - while it is important to think a different way than we might be accustomed, I feel like we memorized a few formulas and new words that will be gone a month from now.
3. Exercises to break up the intensive format. Example, class problems working with other students during the 8 hr teaching format. Other types of interactive exercises. Too hard to focus on lectures for a long period of time.
4. Needs to be a little more structured; ex. Breaking subjects down and not jumping around to other theories while dealing with one particular problem.
5. Introduce topics before diving too deeply into them. I noticed on a few occasions that particular concepts were defined after we had been studying them for a while. It's better to pick up on materials, info, equations, etc, if we know what they are related to or what they measure.

6. Spend more time defining terms. Reviewing the basics longer would have been more helpful, however this class format is not well suited for stats. It is very difficult to learn or teach statistics for 8 hours a day.
7. Gain more control over the class earlier. Near the end of the sessions, students were continually talking or repeating questions that had been asked and this tended to slow the momentum. Establish class expectations on the 1st day.
8. Communicate at a level of understanding of the students. Language and terms used should be commensurate with the background of the students to ensure that we understand what is being taught.
9. Stop thinking like an engineer and simplify the explanations.

Additional comments?

- 1.
2. I was disappointed in the class because I don't think it prepared us to evaluate materials and policies we will face in the future. When we are approached with different analyses of data, how will we know what to look for? How can we effectively review data and analysis around public policies? I don't think this class prepared me to do that. I think everyone was "focused on the homework" rather than truly understanding the material.
3. Difficult material to understand in large doses – maybe stretch course out to four weekends or evenings. Maybe relate statistics to policy issues like the economics class I took – do a project with the use of the statistical information and analysis – not just straight statistics.
4. Made himself very available when I had issues with the homework. He understands that at times he can be talking "over" the class so he really makes every attempt to bring it down to our level. This is a difficult class to take in an intensive format.
5. Take and maintain control of your classroom. Don't let people treat the class as their personal office hour. Ensure that individuals' questions or clarification or general comments are beneficial to the rest of the class. It's extremely selfish of some to move ahead of the class (that only confuses more)
6. Maybe the class should cover more regression as it is used heavily in public policy evaluation.
- 7.
8. Suggest that there be office hours before homeworks are due. Try to tie material to practical use in professional environments.
9. The material we covered in class once understood – would appear in the homework as something seemingly more difficult if not different. However, he did try to work on homework in the class as much as possible. It must have been difficult to teach reluctant students!

Summer 2002 - PPD 404x - Jim Moore	S1	S2	S3	S4	S5	S6	S7	S8	S9		TOTAL	AVERAGE	STDev
1. Clearly articulated course goals.	3	3	3	4	4	4	3	3	3		30	3.3333	0.5000
2. Organized course to achieve those goals.	3	3	3	3	4	4	3	3	3		29	3.2222	0.4410
3. Carefully explained difficult concepts...	2	2	3		3	5	4	3	3		25	3.1250	0.9910
4. Encouraged students to participate...	5	2	3	5	5	5	4	4	3		36	4.0000	1.1180
5. Was accessible to students...	3	5	3	5	3	5	3	2	3		32	3.5556	1.1304
6. Evaluated work fairly and appropriately...	4	3	5	5	4	5	4	4	3		37	4.1111	0.7817
7. Was enthusiastic in communication...	4	3	5	5	5	5	4	3	3		37	4.1111	0.9280
8. Stimulated interest in subject matter.		2	3	3	3	4	3	2	2		22	2.7500	0.7071
9. Academically challenging...	4	3	4	5	4	4	3	4	5		36	4.0000	0.7071
10. Valuable learning experience...	2	3	3	3	3	4	3	3	3		27	3.0000	0.5000
11. Overall, rate instructor.	3	3	3	4	4	5	3	3	3		31	3.4444	0.7265
12 Overall, rate course.	2	1	3	3	3	4	3	2	3		24	2.6667	0.8660