

INSTRUCTOR: MOORE, J

09/23/04

COURSE: 404

RESPONSES FROM TEACHING EVALUATION - SUMMER 2004

CLASS NUMBER: 83923

NUMBER OF STUDENTS COMPLETING EVALUATIONS: 14
 PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS: 93

THE FOLLOWING STATISTICS ARE BASED UPON THE ACTUAL NUMBER OF STUDENTS RESPONDING TO THE QUESTION.

FOR EACH QUESTION, THE PERCENTAGE OF STUDENTS MAKING EACH RESPONSE (OR NOT RESPONDING), THE MEAN RESPONSE, AND THE STANDARD DEVIATION ARE PRESENTED. CAUTION SHOULD BE USED IN INTERPRETING RESULTS WHEN THE TOTAL NUMBER OF STUDENTS COMPLETING EVALUATIONS IS SMALL, THE PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS IS SMALL, OR THE PERCENTAGE OF "NON-RESPONSE" TO INDIVIDUAL ITEMS IS LARGE.

(SOME QUESTIONS HAVE BEEN ABBREVIATED)

| SPECIFIC QUESTIONS | ----- PERCENTAGE RESPONDING ----- | | | | | | MEAN | STD DEV |
|---|-----------------------------------|-------------|---------------------|------------|---------------------|------------------|------|------------|
| | NO RESP | POOR (1) | BELOW AVG (2) | AVG (3) | ABOVE AVG (4) | EXCELLENT (5) | | |
| 1. CLEARLY ARTICULATED COURSE GOALS. | 0 | 0 | 0 | 36 | 29 | 36 | 4.00 | 0.88 |
| 2. ORGANIZED COURSE TO ACHIEVE THOSE GOALS. | 0 | 0 | 7 | 21 | 57 | 14 | 3.79 | 0.80 |
| 3. EXPLAINED DIFFICULT CONCEPTS, METHODS, & SUBJ. MATTER. | 0 | 0 | 29 | 29 | 29 | 14 | 3.29 | 1.07 |
| 4. ENCOURAGED STUDENTS TO PARTICIPATE IN THEIR LEARNING. | 0 | 0 | 7 | 29 | 43 | 21 | 3.79 | 0.89 |
| 5. WAS ACCESSIBLE TO STUDENTS. | 0 | 0 | 0 | 0 | 21 | 79 | 4.79 | 0.43 |
| 6. EVALUATED STUDENT WORK IN FAIR & APPROPRIATE WAYS. | 0 | 0 | 0 | 0 | 57 | 43 | 4.43 | 0.51 |
| 7. WAS ENTHUSIASTIC ABOUT COMMUNICATING SUBJECT MATTER. | 0 | 0 | 0 | 0 | 50 | 50 | 4.50 | 0.52 |
| 8. STIMULATED STUDENT INTEREST IN SUBJECT MATTER. | 0 | 7 | 7 | 50 | 21 | 14 | 3.29 | 1.07 |
| 9. PRESENTED SUBJ. MATTER IN ACADEMICALLY CHALLENGING WAYS. | 0 | 0 | 14 | 29 | 43 | 14 | 3.57 | 0.94 |
| 10. PROVIDED STUDENTS A VALUABLE LEARNING EXPERIENCE. | 0 | 7 | 21 | 7 | 43 | 21 | 3.50 | 1.29 |
| GENERAL QUESTIONS | | | | | | | | |
| 11. OVERALL, HOW WOULD YOU RATE THIS INSTRUCTOR? | 0 | 0 | 14 | 14 | 36 | 36 | 3.93 | 1.07 |
| 12. OVERALL, HOW WOULD YOU RATE THIS COURSE? | 0 | 21 | 14 | 14 | 36 | 14 | 3.07 | 1.44 |
| QUESTIONS PROVIDED BY INSTRUCTOR | | | | | | | | |
| 13. INSTRUCTOR PROVIDED QUESTION # 13 | 0 | 0 | 0 | 0 | 0 | 0 | . | . |
| 14. INSTRUCTOR PROVIDED QUESTION # 14 | 0 | 0 | 0 | 0 | 0 | 0 | . | . |
| 15. INSTRUCTOR PROVIDED QUESTION # 15 | 0 | 0 | 0 | 0 | 0 | 0 | . | . |
| 16. INSTRUCTOR PROVIDED QUESTION # 16 | 0 | 0 | 0 | 0 | 0 | 0 | . | . |
| 17. INSTRUCTOR PROVIDED QUESTION # 17 | 0 | 0 | 0 | 0 | 0 | 0 | . | . |
| 18. INSTRUCTOR PROVIDED QUESTION # 18 | 0 | 0 | 0 | 0 | 0 | 0 | . | . |
| 19. INSTRUCTOR PROVIDED QUESTION # 19 | 0 | 0 | 0 | 0 | 0 | 0 | . | . |
| 20. INSTRUCTOR PROVIDED QUESTION # 20 | 0 | 0 | 0 | 0 | 0 | 0 | . | . |
| 21. INSTRUCTOR PROVIDED QUESTION # 21 | 0 | 0 | 0 | 0 | 0 | 0 | . | . |
| 22. INSTRUCTOR PROVIDED QUESTION # 22 | 0 | 0 | 0 | 0 | 0 | 0 | . | . |
| 23. INSTRUCTOR PROVIDED QUESTION # 23 | 0 | 0 | 0 | 0 | 0 | 0 | . | . |
| 24. INSTRUCTOR PROVIDED QUESTION # 24 | 0 | 0 | 0 | 0 | 0 | 0 | . | . |
| 25. INSTRUCTOR PROVIDED QUESTION # 25 | 0 | 0 | 0 | 0 | 0 | 0 | . | . |
| 26. INSTRUCTOR PROVIDED QUESTION # 26 | 0 | 0 | 0 | 0 | 0 | 0 | . | . |

DUE TO ROUNDING, PERCENTAGES MAY NOT ADD TO 100.

DEPT: PPD

INSTRUCTOR: MOORE, J.

COURSE: 404

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1. What were this instructor's main strengths?

He was very enthusiastic about the subject matter. He was patient and answered questions. Great sense of humor. He is a really nice person.

Professor Moore is an excellent instructor who is energizing by the subject matter. However the course in statistics as a prerequisite requirement is not relevant to PPD MHA students without concentrated focus. Professor Moore communicates the materials well give the difficulty of the subject matter.

Enthusiastic about subject, approachable, fair, great one-on-one, humorous, not dry-engaging.

Enthusiasm for material. Always available outside of class times.

Dr. Moore was approachable, which I find as a very valuable attribute in a professor. Expectations were clear. Grading was fair.

He was very enthusiastic about the subject. Prof Moore also was very approachable for questions during class and office hours. He also has a tremendous knowledge of the subject matter.

Knowledge of subject matter. Very nice and understanding. Patient in re-explaining material. Available to help during class days, office hours, via email.

He was excellent at being available for office hours. This was a tremendous help having him available to answer questions. I also really like the fact that he was funny, outgoing, and approachable. I think that it must be difficult to teach this particular course on the intensive format, but Prof. Moore did a great job keeping us engaged throughout the whole day. He was the friendliest instructor I've had here and he seemed genuinely interested in knowing all of the students.

Humor, easy accessibility to ask questions,. Understands the difficulty of the course and seems open to suggestions on how to make it easier.

He was open to taking the necessary time to clarify subject matter when it was unclear to the students. He is very knowledgeable in the subject matter.

His main strengths are his enthusiasm and incredible knowledge and command of the subject matter.

Statistics is not an easy subject to explain and most of the students are not "excited" to learn it. The professor did a great job in keeping students engaged and ensuring that they learn the material. He will explain the material in diverse forms until all students understand.

Very knowledgeable about the subject matter. Understood students' limitations and that this is a difficult subject to teach. Accessible for questions.

Extremely accessible to students(willing to give up dinner to help students with homework) very passionate about the subject, as well as very knowledgeable. Took time in class to make sure students understood the problem. Used different colors on whiteboard. Great sense of humor.

2. How might this instructor improve his or her teaching effectiveness?

He needs to be more engaging. Although this is a graduate level course many of the students had never had experience to the subject. Professor Moore knows the material so well he has a difficult time explaining it in elementary terms. He moves too quickly through the material.

The course could be better structured to focus on relevant statistic materials regarding regression and data analysis necessary for policy. Total instructed content should be reduced. Need more real world examples to tie in relevance. Simplified equation content and less time spent on the theory. Better explanation of basic concept, notion and significance of data.

Involve students in relevant scenarios to MPA and MHA programs. Makes things way too complicated. Has lost touch with a student's experience. Needs to take breaks every 50 min—he goes way too long—over 2 1/2 hours without a break sometimes.

Focus on quality on quantity. I would rather learn 50% of the material than skim 90% of material.

I found that I was more engaged in lecture when I was actively writing. Whenever Dr. Moore did examples on the board, I had a better grasp of the material rather than just having his present information off the overhead. Bottom line: work more problems/examples on the board. 😊

More group work during class. Incorporate more problem solving. More breaks (shorter, but more often)

Concepts(basic), explanations of formulas were not easily understood. Course jumped into material without any explanation/review of basic concepts. Not many actual

examples to show how these formulas/theories apply to us in the "real world". Variables would be used without explanation of where they came from or what they mean.

The level at which the material was communicated was higher than the average level of comprehension. The information could be presented in a more practical manner.

In this class, it would have been valuable to have a list of statistical symbols and expressions (1 or 2 page summary sheet with syllabus) to study and learn beforehand. It would have reduced confusion during first week of class.

Encourage students to work out equations/problems in class and in groups. Hands on calculations help students understand.

Presenting the material without so many equations and really getting down to how or what we need know in order to be successful in quant or program policy evaluations. More relevant examples in public administration or health would be helpful. Different lecture notes tying subjects to Katchen. Cheat sheet on more definitions.

Wished homeworks did a better job to reinforce concepts taught in class.

3. Additional comments?

I feel this class was a waste of money and time. I haven't taken away very much. Do not see how I will utilize the information in other classes or in the real world.

Found course to be of low value to the graduate education in MHA.

Goes way too fast. Assumes that we are on track. Doesn't answer questions straight forward—goes around in circles instead of being straight forward. Even though he goes over homework in class, he does not do similar problems in lecture so the first time we are exposed to problems is in homework. Critical of text. Huge waste of time. Not relevant to real world. Very disappointed.

Very nice and professional—I really appreciated you always being available.

I think it is important to remember that many of the students have not recently taken a math or statistics class so there should be attention placed on the basics. Perhaps a workbook that went over basic mathematical equations to be used before the start of the class.

Thank you for your hard work. This course helped solidify my knowledge of statistics.

I wish we could collaborate on the final exam.

I enjoyed the course and appreciated the scheduling over 3 weekends instead of 2. 2 days per weekend is preferred over 3. longer days with shorter lunches are preferred.

The professor extended MANY office hours and never made me feel as though I could not ask the most simple questions. I am glad I took his course.

Having a section that would show us the tools available in Excel because this is what many of us will end up using and knowing what those terms/uses mean will be helpful—showing the relationships would seem to get our feet wet and introduce us to the subject.

Class was tough, but “no harm, no foul”. First stats class I never took that actually made sense to me. Thank you.