

Instructor Course Evaluations
Open-Ended Comments
Summer 2003, PPD 404x – Jim Moore
Enrolled 20; Responded 19

What were this instructor's main strengths?

1. Jim Moore was exceedingly accessible to the students of this class during outside hours.
2. Professor Moore is beyond knowledgeable re: statistics and its background. He is highly intelligent on the matter. He is by far the most accessible professor – always replying to your inquiries in an effective and prompt manner. We always knew where we stood in the class.
3. Incredible knowledge of material – seems genuinely interested in helping students learn.
4. Dr. Moore clearly has a love for statistics and math in general from an engineering and quantitative perspective. He is the most accessible professor I have ever had.
5. Very accessible and explained concepts in a variety of ways to get me to understand the concept and answers.
6. Accessibility to ask questions. Enthusiastic about course material. Easy to approach with questions.
7. Very accessible and understanding of student interests and limitations. Very, very patient. Organized material in an easily understandable way. Made effective use of blackboard and email for distance learning.
8. Contrary to what students had said from previous classes Professor Moore was very helpful and patient. He tried his best to make sure the material was understood. He made himself accessible outside of class and welcomed class participation and input.
9. Strong excitement for the subject material; willingness to work with students to help us understand hard concepts; very open – great office hours – flexible; fair grader; open to questions and comments; generous w/ breaks; desire to help us learn and keep us satisfied.
10. Prof. Moore went out of his way to see to it that we understood this very dense subject matter. He understood that he was in a room full of Social Scientists, and therefore, made great efforts to help us to succeed. He is an extremely intelligent individual who is very passionate about his subject matter.
11. In depth knowledge of subject matter. Patient in explaining difficult concepts.
12. In depth knowledge of subject matter. Made strong efforts to convey all the necessary principles.
13. He is so energetic! Completely available for consultation – reasonable about our mathematical abilities. Aware that some students are at different ability levels than others. Tries hard to make the course relevant.
14. He was very willing to work with students and be available. It was obvious that he was trying very hard to make the material understandable.
15. His desire to help students understand the subject matter and to make the class interesting.
16. He was very accessible and willing to help students who came to him with questions and concerns. Taught a class that was unpleasant for the students but tried to use humor and special treats to make it bearable for them. Rearranged due dates and workload to ease student's stress.
17. Jim was very available, extremely approachable. He had extra office hours in Sacto – which is definitely needed for a stats class. He is a very nice professor and ran the class smoothly and professionally w/ appropriate breaks. He was very accommodating to the student's needs. Going over the homework and the final were extremely helpful.
18. Working with students to ensure that they understand the context of the class. Making himself available for office hours.

19. Professor Moore was very accessible during office hours. I think this enhanced his quality of being very patient with students from various mathematical backgrounds. I want to mention that I learned a lot from this class about how to tackle a problem. I had never been taught that before.

How might this instructor improve his or her teaching effectiveness?

1. Better presentations of course topics through the use of an expanded outline. We tended to get lost while trying to keep up with the equations. The overall opinion voiced by students was that the course content is not as valuable for MPA and MHA needs than if it was presented with theory, history and application rather than demonstration of mathematical equations. In other words – show us how statisticians function – not how to do statistics.
2. Unfortunately, and engineering professor attempting to convey information to a PPD/social scientist audience is extremely difficult. I'd recommend giving more real life examples that students of our background can relate to. While background info is helpful, it often becomes confusing when you are trying to show the prior formulas and then the broken down ones.
3. I think Jim Moore did an outstanding job of trying to support students through an intensive, content heavy course. He was approachable, held many office hours and worked very hard to ensure that the students could understand the material and approach the homework. I would have liked more examples of applied statistics that were relevant to our professional practices.
4. Although his expertise is off the chart, his ability to ground the fundamentals relating to MPA and MHA students would work better.
5. Slow down or pause more, when working problem in a logical way down the board or across so it can stay in sequence. Perhaps the number of steps.
6. After instruction of section of material, give the class a problem to work on in small groups.
7. Cut down on the geometry and algebraic computations in problem sets and examples (this tends to hinder students more than the statistical concepts do). Walk students through examples in class that are similar to homework assignments, but leave students to do the homework on their own. Same for final exam.
8. Cover less material; use a different statistics book. Add more of a social statistic aspect to the course.
9. Use a book that more closely reflects his lecture. I suggest writing his own book to be used in the course.
- 10.
11. A little too much background on how statistical equations were derived was given.
- 12.
- 13.
14. Instead of covering the actual problems, maybe give problems more representative of the final.
15. Teach the course at a level of understanding for people who do not know statistics.
16. Less math computations and technical explanations of how statistical formulas were created and more focus on simple calculations, but in depth application to our field of study. Know the audience better – not math people! No real applications studied.
17. He needs to be more organized in his lessons – and the manner in which he presents concepts on the board. Our notes are not easy to understand after class – all over the place. Using color-coding, working out the problem neater and more organized will help. Maybe he can adopt a format like this: present concepts, do several examples (neatly), have students do a few problems...then move on to next concept.
18. Providing the equations on the first day of class along with definitions of all the symbols. Try not to shortcut doing the equations, especially the calculations so that students catch every step.
19. Perhaps have more interactive examples. I realize that this may be difficult with students at different levels but it helps engage students into the material. More interesting examples to compute. A key of important variable/concepts (some students did this on their own).

Additional comments?

1. The instructor is compromised by the school's dictates concerning course content. This is the first course that I have seen where students frequently complained that they were being "ripped off" by the school, and that the courses content was not effective or relevant toward their degree program. THIS MUST BE FIXED!
2. This is beyond ridiculous for us hard working students to spend \$4,000 on a course that will not in any conceivable way add to my academic achievement of earning my MPA. If it is so required, it should be made available to be taken at an outside institution barring that the competency of the work is equal. I spend enough money at USC, where the idea spending \$4000 on a course of no value to me is absurd.
3. This course is very difficult to take in an intensive, 6 week format. It restricts our ability to master the content. I think the program/school need to reevaluate the necessity of this course the MHA MPA degree. If it is going to be required, the course should focus on the APPLICATION of statistics to our professional field vs. the mathematical calculations and equations. In addition, it seems outrageous that we are required to pay \$3400 for a course that is offered at a state university with the same content, particularly since the course is not included in our overall GPA.
4. Overall it is readily apparent that Dr. Moore is a caring person and has been saddled with a teaching format and content that is unnecessary. I had one student in this class and 4 overall that have said this class is not of any benefit.
5. Thank you for being accessible via email and in person. The grading factor is also very helpful and it does take stress off doing both the homework and the assignments. Going over each assignment is very helpful in completing them at home.
6. Course material/content not consistent to course description in school catalog.
7. In organizing the course schedule (at Sac cntr), avoid overlapping this course w/other courses offered during the semester. This semester, the class conflicted with several other Spring and Summer classes I needed to take, potentially interfering with my degree progress.
8. He is open to student input as can be seen from this class and previous classes. He accepts critical feedback and uses it to improve the class and his teaching effectiveness.
9. Professor Moore was great! Always ready and willing to help students! Good sense of humor when we would start to lose interest. However I do not think stats should be a requirement for this degree.
10. Although Prof. Moore went out of his way to help us to learn, this course should not be a requirement for the MPA degree. This is no reflection on the professor, but, stats is a \$4,000 waste of grad school tuition money for social science students!
- 11.
12. He is a great instructor. I would take a class with him again.
13. I know this is probably the MOST difficult course to teach as many if not most students do not want to be there and as challenging as that is Dr. Moore is energetic, strong, encouraging throughout the entire course, despite the whining of students.
14. I've taken upper division statistics and the purvue of the course was not new to me – the center should allow students to take the course elsewhere or apply upper div/grad coursework to fulfill this criteria. It's not fair for students who have taken and understand the material to be forced to take the course to satisfy the requirement.
15. Jim made himself available to the students and worked hard to help us understand the course material.
16. Much better than the rumors of the class in the past but could still use a lot of improvement – come down to our level!
17. This course still needs applicability to our field. I feel like it is not tied to my work at all. Perhaps assign us journal articles and we can discuss the research methods in the articles and current studies would help us take the knowledge into work. I work with many stellar social scientists at the Lewin Group, Mathematica, Price Water House Coopers, etc. in the health field and I am embarrassed to admit that USC's stats course has not prepared me to understand these methods at ALL.
18. I think that students would have a greater understanding of the course if it were taught over a length of a regular course. Not in one month.

19. Unlike other students, I think this is an important course to be included in our curriculum. I learned a lot about reasoning and thinking as well as mathematical operations. I enjoyed this class!

Summer 2003 PPD 404x - Jim Moore	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	TOTAL
Clearly articulated course goals.	3	5	5	4	5	3	5	4	5	5	3	5	5	3	4	3	3	4	4	
Organized course to achieve those goals.	3	5	5	2	5	3	5	4	5	5	4	5	5	4	3	3	3	5	4	
Carefully explained difficult concepts...	3	3	5	2	5	2	5	3	5	5	3	5	5	5	3	2	2	3	5	
Encouraged students to participate...	4	5	5	2	5	4	5	4	5	5	5	5	5	4	5	2	2	4	5	
Was accessible to students...	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	
Evaluated work fairly and appropriately...	4	5	5	5	5	4	5	5	5	5	5	5	5	4	5	4	3	5	5	
Was enthusiastic in communication...	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	3	4	5	5	
Stimulated interest in subject matter.	3	5	3	3	5	3	5	4	4	4	3	5	5	3	4	2	2	3	4	
Academically challenging...	3	5	5	4	5	2	5	5	5	5	3	5	5	2	3	4		5	5	
Valuable learning experience...	3	4	5	1	5	2	5	4	5	5	4	5	5	3	5	2	2	4	5	
Overall, rate instructor.	4	4	5	4	4	4	5	4	5	5	4	5	5	3	4	3	2	4	5	
Overall, rate course.	2	1		1	4	1	5	4	3	4	2	5	5	2	3	2	2	3	4	

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1. Clearly articulated course goals.	3	5	5	4	5	3	5	4	5	5	3	5	5	3	4	3	3	4	4		4.1053	0.8753
2. Organized course to achieve those goals.	3	5	5	2	5	3	5	4	5	5	4	5	5	4	3	3	3	5	4		4.1053	0.9941
3. Carefully explained difficult concepts...	3	3	5	2	5	2	5	3	5	5	3	5	5	5	3	2	2	3	5		3.7368	1.2842
4. Encouraged students to participate...	4	5	5	2	5	4	5	4	5	5	5	5	5	4	5	2	2	4	5		4.2632	1.0976
5. Was accessible to students...	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5		4.8947	0.3153
6. Evaluated work fairly and appropriately...	4	5	5	5	5	4	5	5	5	5	5	5	5	4	5	4	3	5	5		4.6842	0.5824
7. Was enthusiastic in communication...	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	3	4	5	5		4.7368	0.5620
8. Stimulated interest in subject matter.	3	5	3	3	5	3	5	4	4	4	3	5	5	3	4	2	2	3	4		3.6842	1.0029
9. Academically challenging...	3	5	5	4	5	2	5	5	5	5	3	5	5	2	3	4		5	5		4.2222	1.1144
10. Valuable learning experience...	3	4	5	1	5	2	5	4	5	5	4	5	5	3	5	2	2	4	5		3.8947	1.3289
11. Overall, rate instructor.	4	4	5	4	4	4	5	4	5	5	4	5	5	3	4	3	2	4	5		4.1579	0.8342
12. Overall, rate course.	2	1		1	4	1	5	4	3	4	2	5	5	2	3	2	2	3	4		2.9444	1.3921