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Student Evaluations of Teaching: Table of Contents

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Sample OMETS

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Copies of all OMETS, smaller evaluations, and teaching materials available upon request.

## Teaching Survey Summary

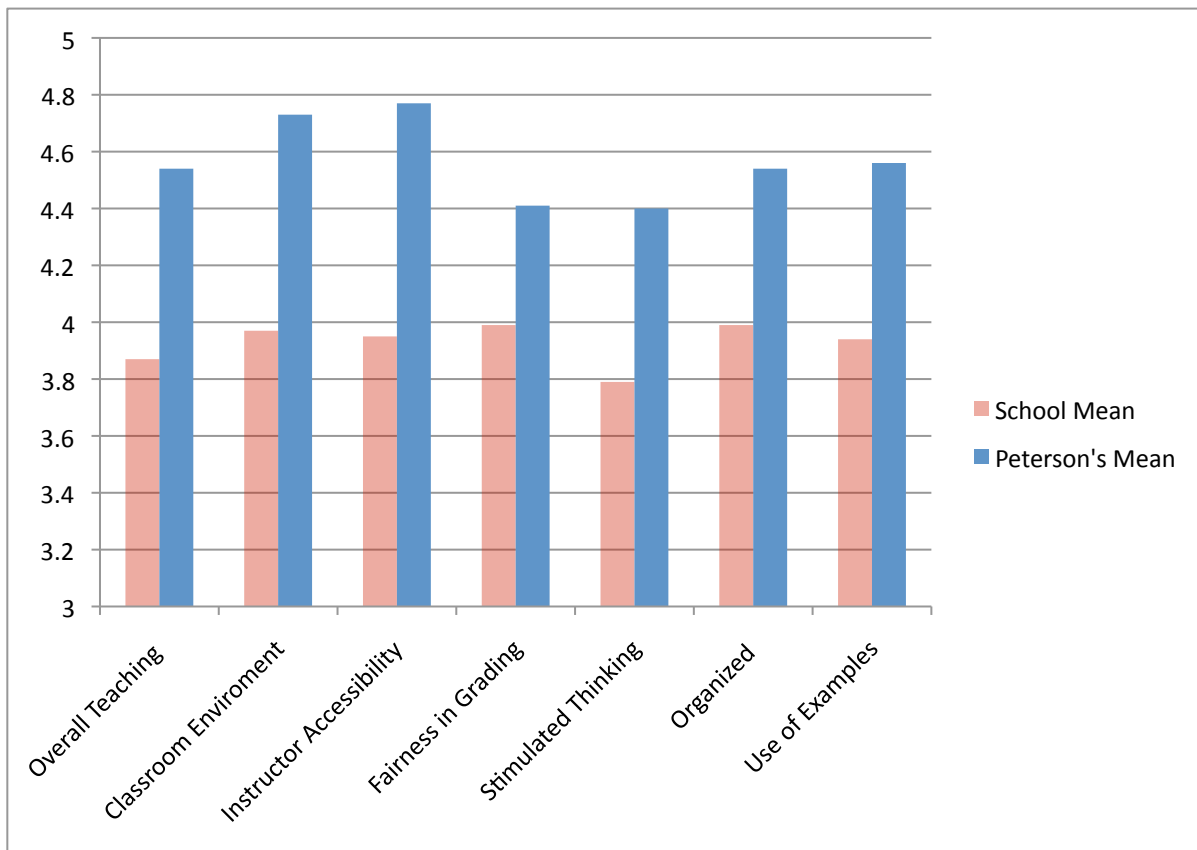
The following information is drawn from survey administered to students near the end of the given course. The information reflects the results of 8 surveys between the spring of 2010 to the summer of 2013.

### Student Response

Across eight surveyed courses and 103 student respondents, 97 percent of students indicated they would recommend me as an instructor, with no students indicating they would “definitely not” recommend the instructor.

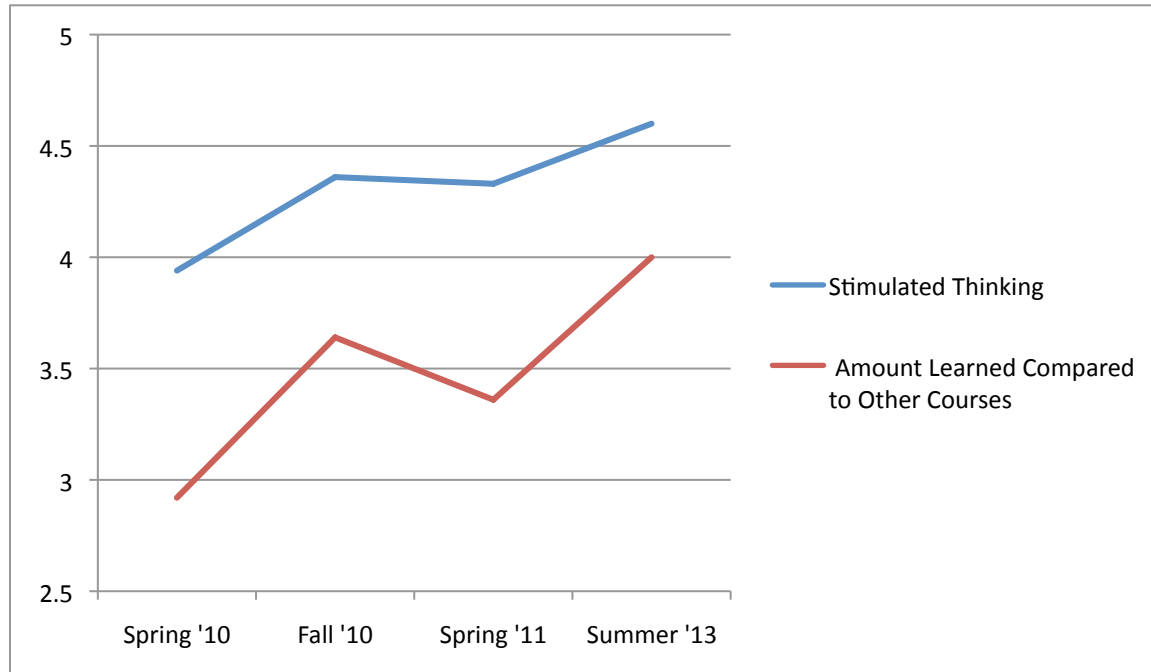
### Comparison with School Means

The mean scores for key metrics of teaching across the 8 courses I have taught are all above the school of arts and science tenure track mean (as are the individual scores for each area in each class).<sup>1</sup> The University of Pittsburgh student surveys use a five- point scale.



## Improvement over Time

Across four class of Introduction to Performance, I have worked to improve my only scores not above a 4.



## Selected Comments from Students

I strive to create engaging environments in which my students work together:

*“You’re really funny and down-to-earth which made me want to listen and pay attention and participate. You sound like you know what you talk about & definitely seem passionate about it. You’re easy to talk to and work with, and your (sic) very flexible (with taking quizzes early/late, the extra time for projects etc). Also, the lectures aren’t just you talking at us – it’s much more participatory. I like that” (Theatre Arts, Fall 2012)*

*“he forced the class to learn from each other...I wish I could have him again” (Intro to Performance, Fall 2010)*

*“helped to allow me to speak my opinion w/o fear of judgment” (Intro to Performance, Fall 2010)*

*“Keeping sense of fun in learning environment but also spearheading the fast paced nature of the process in a sensitive and thoughtful way” (Performance (Tour), Spring 2013)*

I am committed to helping my students engage with the material and grow their skill sets.

*“The opportunity to tour has been a really great privilege. I have learned so much more about myself as an actor and how to adapt to new situations”. (Performance (Tour), Spring 2013).*

*“[the instructor]was able to make Shakespeare plays and their themes applicable to modern circumstances (Intro to Shakespeare, Fall 2011)*

*“I feel like my acting improved greatly from the first one to the final scene” (Performance, Fall 2010)*

*“I think he makes the course somewhat difficult, but I think that is a good thing for this class . . .I think that he is a very stimulating instructor and his commitment to teaching and charisma helps students break out of their shell in class. (Intro to Performance, Summer 2013)*

*“Assignment stimulated thinking. Assignment rubric was well detailed” (Intro to Theatre Arts, Fall 2012)*

Finally I want students to enjoy their time in class, but also see the significance of the work:

*“Even if you walk into class all grumpy and tired he can create a very engaging environment” (intro to Theatre Arts, Fall 2012)*

*“he makes the class enjoyable and educational” (Dramatic Art, Spring 2012)*

*“Not only are we learning acting skills, but there is a level of social interaction. We are learning how to speak with our bodies, how to project our intentions, how to be more confident in front of people. This is not an acting course. This is a life course.” (Intro to Performance, Summer 2013)*

### Summary of Course Evaluations

Course Name	Overall Teaching Effectiveness	Evaluated Work Fairly	Learning Environment	Organization
Intro to Performance Spring 2010	4.5	4.29	4.76	4.5
Intro to Performance Fall 2010	4.62	4.77	4.91	4.62
Intro to Performance Spring 2011	4.67	4	4.67	4.27
Intro to Shakespeare Fall 2011	4.29	4.17	4.5	4.29
Intro to Dramatic Art Spring 2012	4.45	4.67	4.77	4.64
Intro to Theatre Arts Fall 2012	4.25	4.17	4.46	4.63
Performing (Tour) Spring 2013	5	5	5	5
Intro to Performance Summer 2013	4.6	4.2	4.8	4.4

Course Name	Instructor Accessibility	Stimulated Thinking	Good Use of Examples
Intro to Performance Spring 2010	4.6	3.94	4.27
Intro to Performance Fall 2010	4.78	4.36	4.77
Intro to Performance Spring 2011	4.71	4.33	4.33
Intro to Shakespeare Fall 2011	4.83	4.29	4.33
Intro to Dramatic Art Spring 2012	4.93	4.64	4.71
Intro to Theatre Arts Fall 2012	4.74	4.63	4.48
Performing (Tour) Spring 2013	5	5	5
Intro to Performance Summer 2013	4.6	4.6	4.4

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<sup>i</sup> Mean information is drawn from the following website: <http://omet.pitt.edu/evaluation-teaching/teaching-survey-interpretations>