



SRT Individual Report for PA 8081 006 Capstone Workshop (Peter Brown) - Spring 2023

Project Title: **Student Rating of Teaching - Spring 2023**

Courses Audience: **24**
Responses Received: **10**
Response Ratio: **41.67%**

Report Comments

Office of Measurement Services
Phone: 612.626.0006
Fax: 612.624.1336
879 29th Ave. S.E. Room 103
Minneapolis, MN 55414
<http://oms.umn.edu>
eval@umn.edu

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Creation Date: **Wednesday, May 17, 2023**

Message from the Vice Provost for Faculty and Academic Affairs

The University is committed to monitoring and improving students' educational experiences. Student Ratings of Teaching (SRT) help to ensure that the student voice is present in fulfilling this mission. We encourage all instructors to incorporate student feedback into your ongoing efforts to improve your teaching and your courses.

How SRT Results may be Used

Evaluations of teaching provide information intended to help improve teaching, and may also be available to assist students in course selection and/or to inform administrative decisions on salary, tenure, and promotion. Specific use of SRT results may vary by campus and/or college as described in relevant university or unit policies.

Resources for Improving Instruction

Tools and tips for improving course instruction can be found on the OMS website (oms.umn.edu/srt), under the faculty section.

Among the available resources is a guide for connecting your teaching practices with the SRT. This guide was created by the Center for Educational Innovation (cei.umn.edu) and provides suggestions for improving instructional practices in relation to SRT items.

About this Report

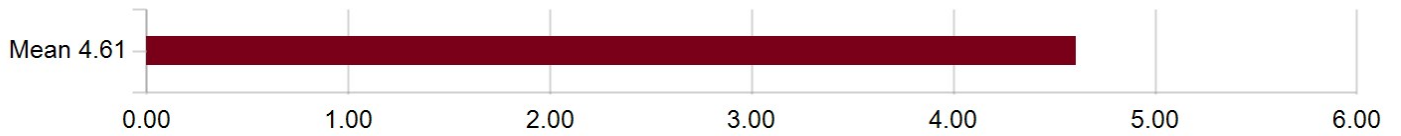
This report contains all ratings provided by the students in your courses who submitted SRT responses. Mean (average) scores are reported as well as the frequency of how often each response was given for each item. Results are provided in the following order:

1. Score graph and frequency graphs for instructor items
2. Score graph and frequency graphs for course items
3. Comments regarding instructor
4. Comments regarding course

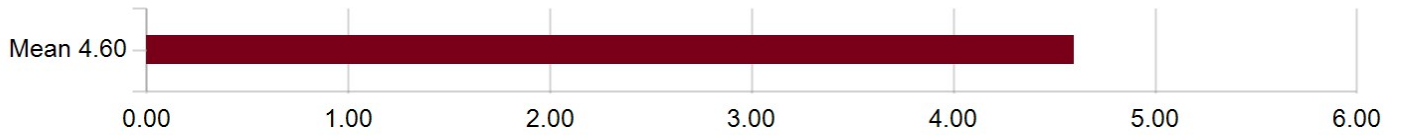
For additional information about evaluation of teaching, please reference the Evaluation of Teaching policy for your campus. The policy for Twin Cities, Crookston, Morris, and Rochester can be found here: <http://policy.umn.edu/education/teachingevaluation>.

Sincerely,
Rebecca Ropers
Vice Provost for Faculty and Academic Affairs

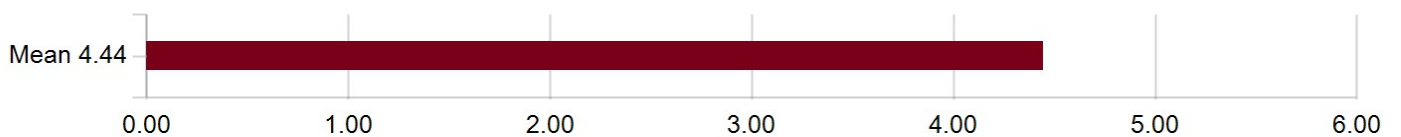
Instructor Items Overall



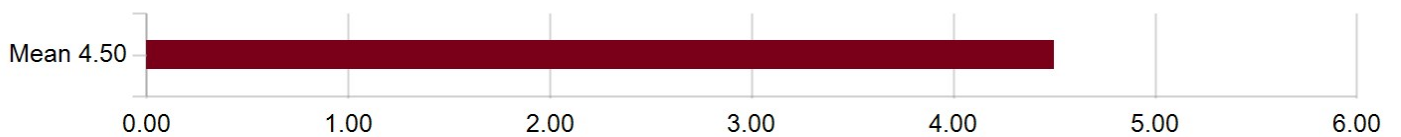
1. The instructor was well prepared for class.



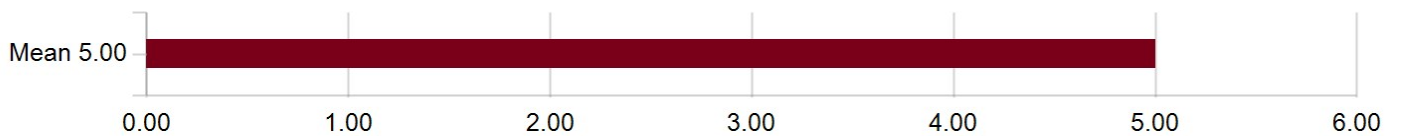
2. The instructor presented the subject matter clearly.



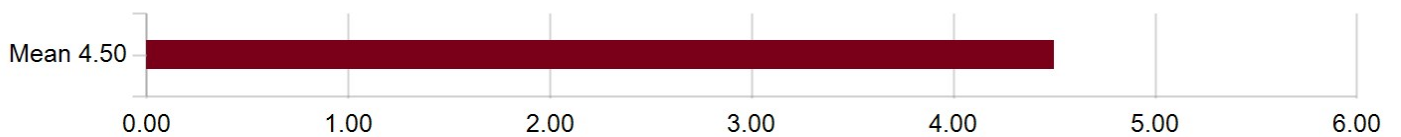
3. Interactions with the instructor helped me learn.



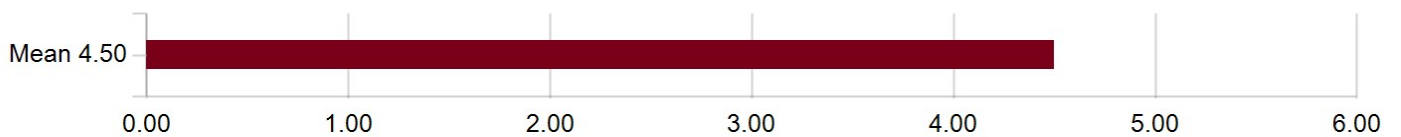
4. The instructor treated me with respect.

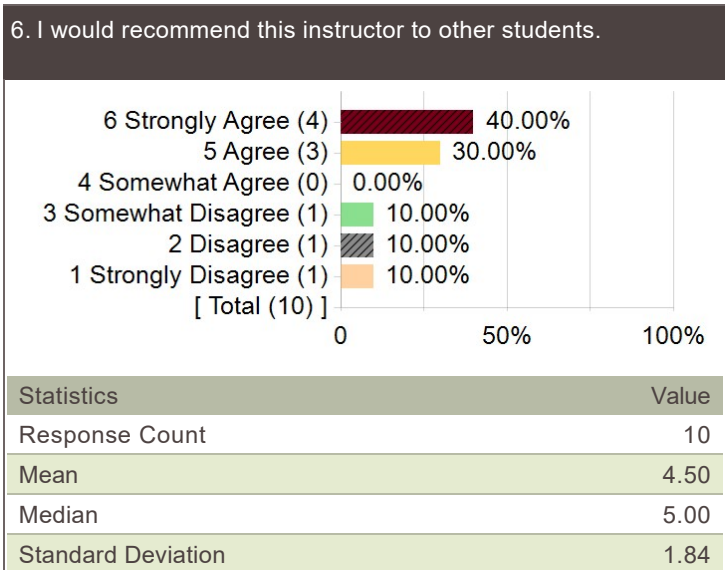
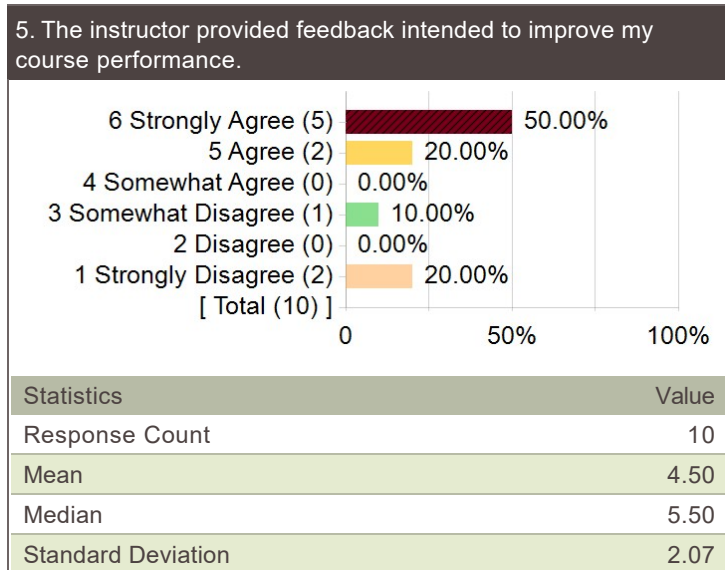
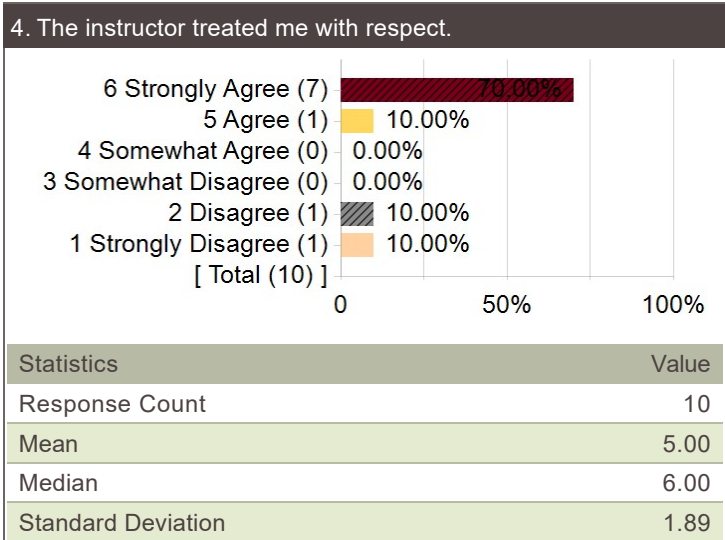
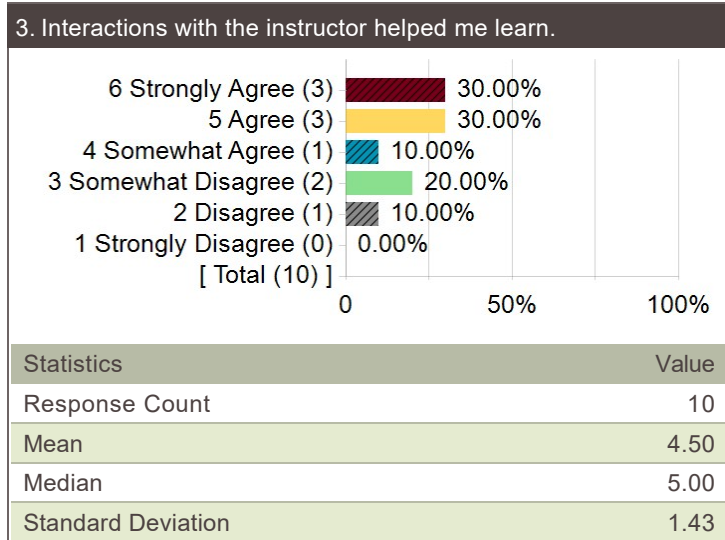
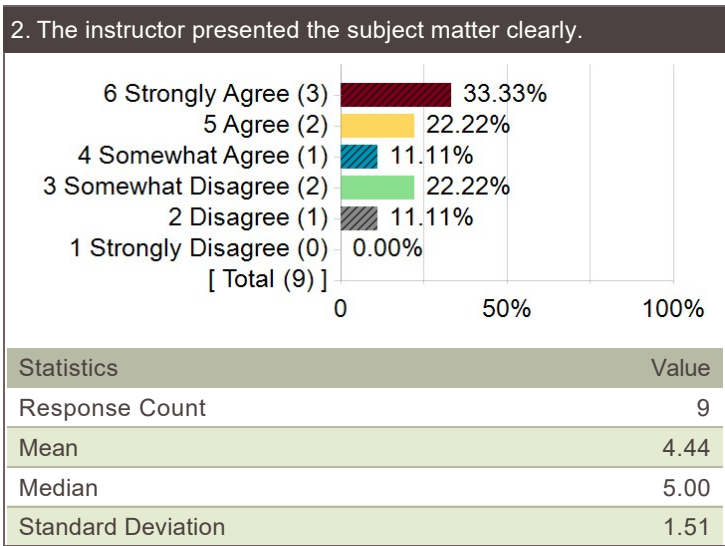
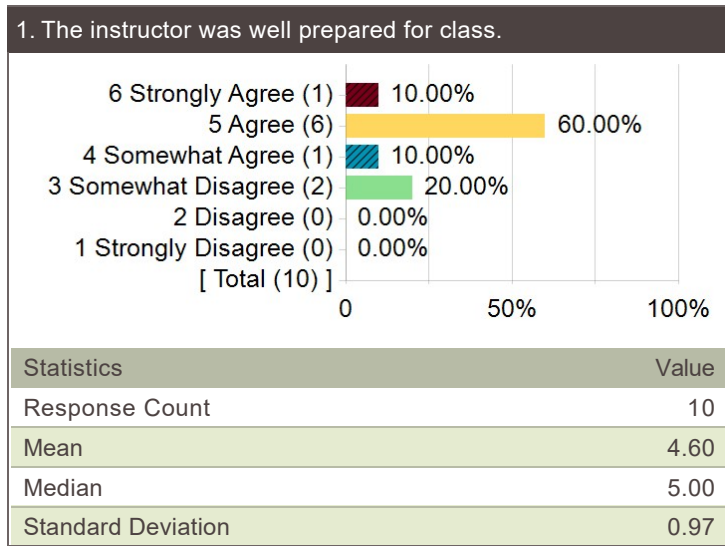


5. The instructor provided feedback intended to improve my course performance.

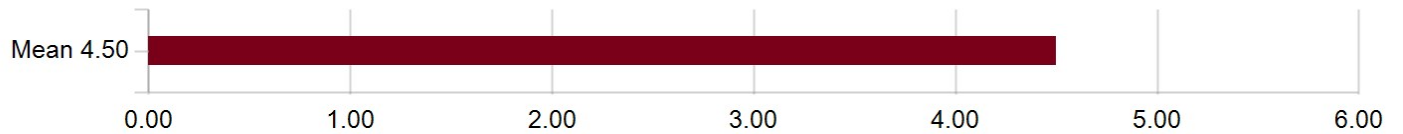


6. I would recommend this instructor to other students.

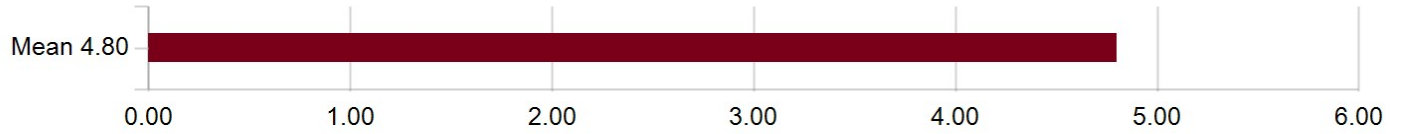




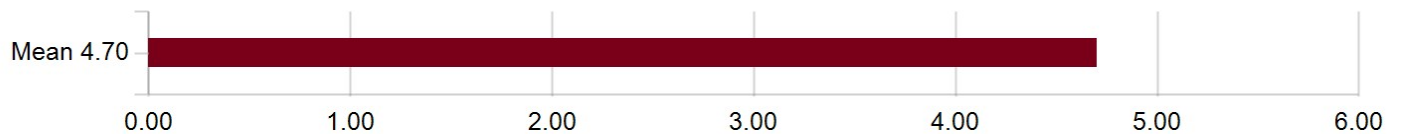
Course Items Overall



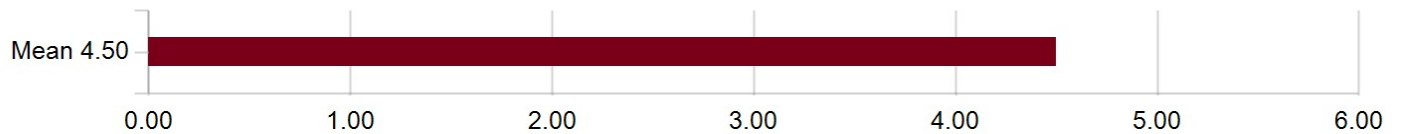
1. I have a deeper understanding of the subject matter as a result of this course.



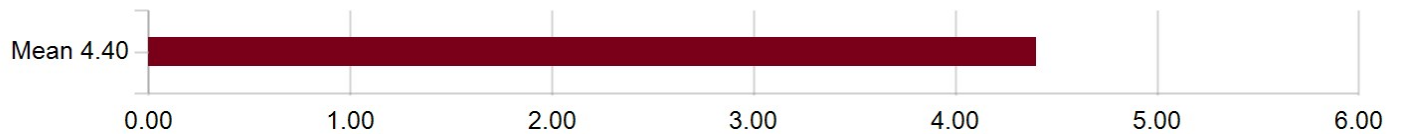
2. My interest in the subject matter was stimulated by this course.



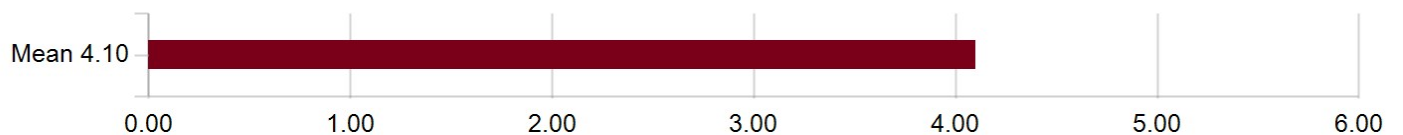
3. Instructional technology employed in this course was effective.



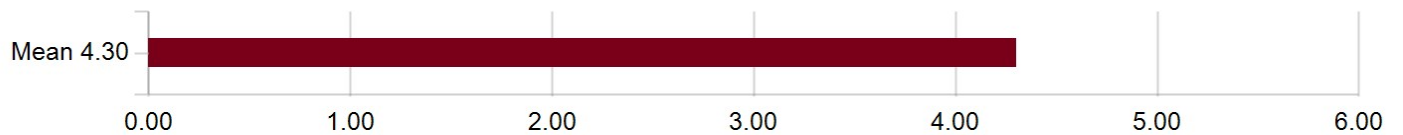
4. The activities in this course supported my learning.



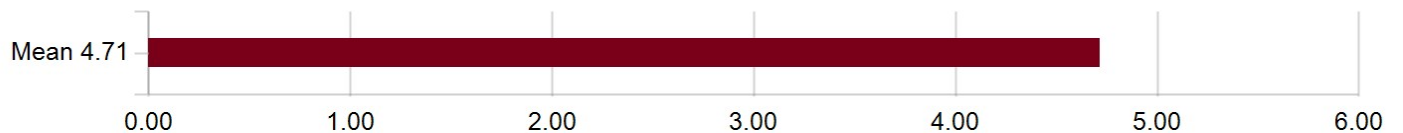
5. The amount of effort needed to be successful in this course is reasonable.



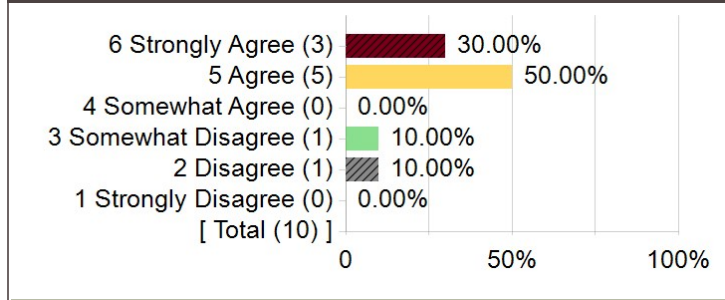
6. The grading standards for this course were clear.



7. I would recommend this course to other students.

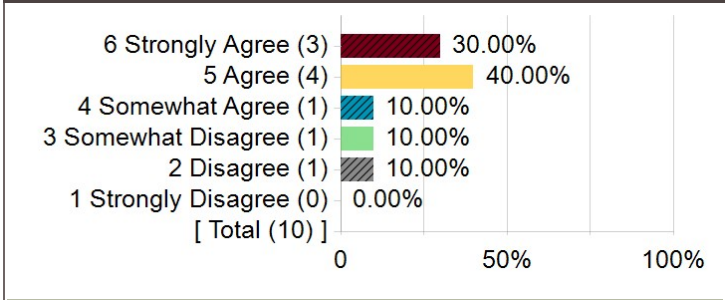


1. I have a deeper understanding of the subject matter as a result of this course.



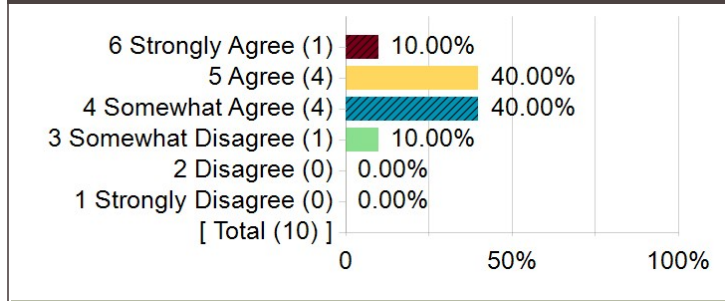
Statistics	Value
Mean	4.80
Median	5.00
Standard Deviation	1.32

2. My interest in the subject matter was stimulated by this course.



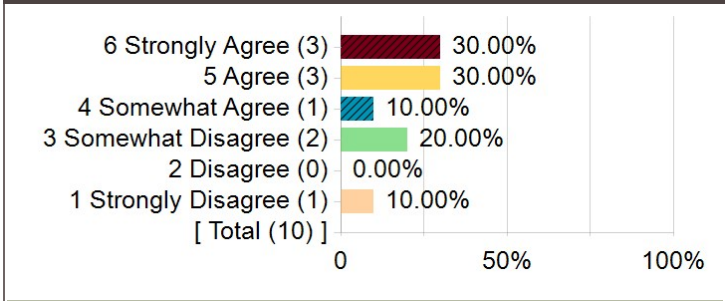
Statistics	Value
Mean	4.70
Median	5.00
Standard Deviation	1.34

3. Instructional technology employed in this course was effective.



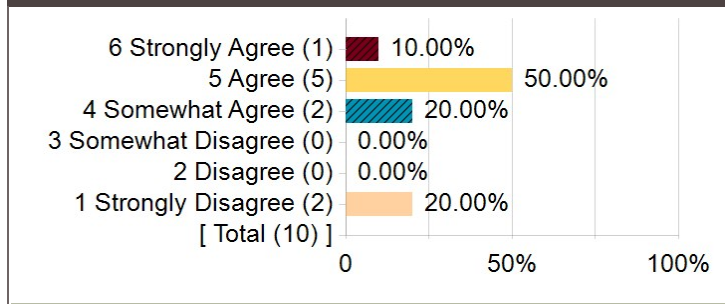
Statistics	Value
Mean	4.50
Median	4.50
Standard Deviation	0.85

4. The activities in this course supported my learning.



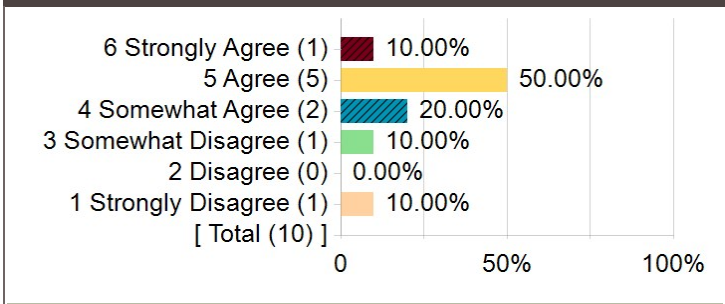
Statistics	Value
Mean	4.40
Median	5.00
Standard Deviation	1.65

5. The amount of effort needed to be successful in this course is reasonable.



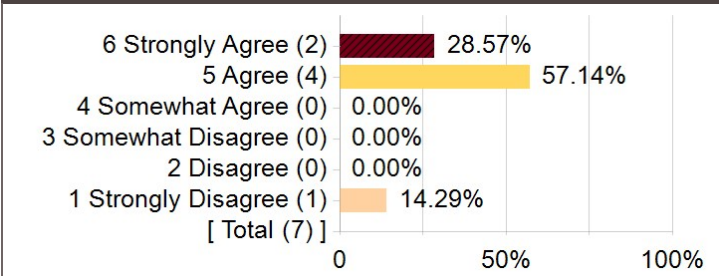
Statistics	Value
Mean	4.10
Median	5.00
Standard Deviation	1.73

6. The grading standards for this course were clear.



Statistics	Value
Mean	4.30
Median	5.00
Standard Deviation	1.42

7. I would recommend this course to other students.



Statistics	Value
Mean	4.71
Median	5.00
Standard Deviation	1.70

What did the instructor do that most helped your learning?

Comments
I believe that the weekly project partner meetings with Peter and the project sponsor was very helpful
It was nice to have Peter there as a support person, but in many cases, he repeated the same things and did not add any helpful feedback. Most of our in class presentation sessions were a total waste of time.
Gave presentation feedback and advice on working with clients
In class presentations, draft reports, feedback, attending client meetings, flexibility, having a lot of availability for questions/email responsiveness.
Required check ins throughout the semester to make sure we were on the right track and shared his professional expertise
Sent emails pointing us to things in Canvas.
Peter provided excellent feedback to myself and my capstone group. I valued his presence in our group meetings, and thought that the structure of the big in person class meetings was a good fit, especially towards the very beginning and very end of the project.
He took a relaxed approach to the course and allowed us to take the lead which I appreciated. He did not overstep or micro manage which was really nice while working on this large project over a longer period of time.

What suggestions do you have for improving the course?

Comments
I found the in-class presentations that we had during various points of the semester were not helpful to the progress of the project. Having to go through 6+ capstone presentations during a 3 hour class wasn't yielding any different feedback than we had been getting from our project sponsor or Peter individually.
While it's nice that a memorandum of understanding was required for the teams, there NEEDS to be one between the students and the client. I did not feel respected by my capstone client, who asked for extremely unrealistic turnaround times toward the end of the semester. The client had no respect for the fact that my team was doing this work for free and made increasingly more difficult requests. Peter also did nothing to intervene here. Also, listening to the teams presentations six different times was not helpful for anyone. The in-person sessions for this class were a useless waste of time. Peter also didn't give any feedback that he hadn't already given and spoke mostly in unhelpful cliches. The entire capstone process felt very exploitative of the teams, as there were no standards or ground rules for how the clients interacted and treated the teams, and Peter didn't do much to help that.
More deadlines than just "first draft" "second draft." Have earlier deadlines for components of final reports. Doing four presentations throughout the semester was not necessarily helpful. Teach us how to do things that we will need to do for our capstone. Don't assume all students have the skills to do the capstone project without instruction. Not everyone took the same classes at the Humphrey and some students have gaps in learning. Don't collaborate with RCP in the future. Don't work with any entities that the University is more focused on impressing or "looking good" in front of than on providing a positive learning experience for students. Students are paying too and we expect to have a positive learning experience, be provided with clear expectations and to be treated with respect.
I like the in person and remote options for the course, and appreciated the time spent on individual group feedback from Peter and big group presentations and feedback for the whole class. It was helpful to see the progress of the other capstone groups and get ideas from our classmates.
More structured feedback time following presentations. Perhaps more clear expectations and recommendations for presentations. It did feel like we made the same presentation a few times so I wonder if there might be other ways to mix this up if presenting will be a big part of the course in the future.