

UNIVERSITY OF MINNESOTA

Crookston • Duluth • Morris • Rochester • Twin Cities

Department of Economics
College of Liberal Arts

4-101 Hanson Hall
1925 Fourth Street South
Minneapolis, MN 55455

612-625-6353
Fax: 612-624-0209

May 30, 2023

Braulio Britos
Department of Economics

Dear Braulio:

Based on the student and departmental teaching evaluations, the Teaching Review Committee of the Department of Economics has concluded that your teaching performance in Spring 2023, Econ 4431W was truly outstanding. Your excellent teaching service contributed significantly to the quality of the undergraduate program of the department. On the recommendation of the Teaching Review Committee, we designate you as a *Distinguished Instructor* as an expression of appreciation from the Faculty of the Department and the students in our undergraduate program.

Sincerely yours,



Simran Sahi
Director of Undergraduate Studies



Thomas J. Holmes
Professor and Chair



SRT Individual Report for ECON 4431W 001 International Trade (Braulio Britos) - Spring 2023

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

Courses Audience: **51**

Responses Received: **37**

Response Ratio: **72.55%**

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, September 6, 2023**

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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

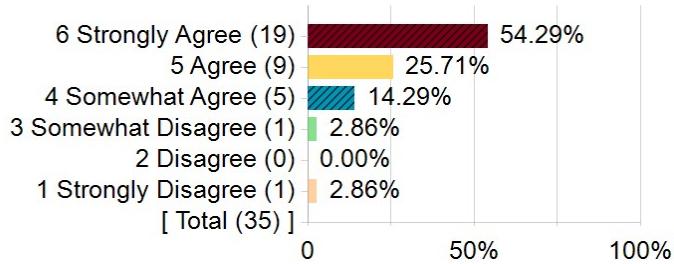


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Standard Deviation	0.67																																																
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7. I would recommend this course to other students.



Statistics	Value
Mean	5.23
Median	6.00
Standard Deviation	1.11

What did the instructor do that most helped your learning?

Comments
All the class lectures and office hours
Explained well and had a great TA
Once I have questions, I can feel free to speak them out, and instructor will explain them clearly.
Gave clear examples during class and was always willing to answer student's questions.
went over the material in class in detail
Slides were clear, and assignments/exams were well aligned with the content.
He answered my questions very patiently.
homework
Lots of diagrams and graphs were very helpful
He communicated effectively and made course materials readily available
Explained graphs well
in depth analysis of answers
The review materials especially the zooms right before midterms were a massive help.
going through real life examples
Review sessions before exams helped me a lot
He did a good blend of notes matched with drawing diagrams to further the understanding. He also made people participate which kept people thinking about the subject.
Britos interacted with students frequently when lecturing, which was helpful.
His slides are really helpful in summarizing and explaining concepts.
He provided clear lectures, and the review was very helpful
In my perspective, this instructor really helped with my concept and the understanding of the graphics. Also, it deepened my writing skills.
well made slides that presented information clearly
Always made himself available for questions
As much as none of us wanted to really participate, I think his forcing us to answer questions and talk during class was super helpful in actually understanding the material and keeping all us engaged with what we were discussing.
good
good !
Well-explained
The instructor always answered my questions after lectures to help me better understand what I had learned.

What suggestions do you have for improving the course?

Comments
Record lectures. So students can rewatch when studying for final / midterms
Everything is perfect.
None
More in class questions
create more detailed canvas slideshows
Towards the beginning of the semester, I felt that there was much more coursework than necessary to help solidify understanding of concepts. Also, the semester-long writing assignment was fine overall, but it would have been helpful to have a schedule with due dates and expectations for each milestone at the beginning of the semester, or at least a few weeks in advance. It felt like it was a surprise whenever we had a new milestone to work on, getting no indication that we should start working on it, so there ended up being less time than there could have been to work on it.
Highlight important things. Too many information on slides.
No, everything is fine.
better teaching
The pace of the course was very slow. I felt that a lot more material could have been covered in much more depth.
The explanation of theoretical concepts were a bit hard to follow, better or more structured explanations and examples would help. Maybe real world examples such as news articles involving theory learned in the course would be easier to follow.
possibly more R demonstration/code given
One more day of peer revision for the paper would have been helpful.
- uploading the material before class
More Group activities in class would be fun
It felt like some of the paper was a little rushed, I think the beginning we really didn't understand the policy or theory we were choosing to write about and then at the end it gets all put together.
I wish I could've seen the answer keys to the homework questions after the due date.
I think the structure of the paper requirement of this course could be better. Especially it requires students to find data on several variables. It would be hard and time, energy-consuming for students to find some sketchy and unusable data, so I think the instructor can do more regulation on where to find the data. In this way, students can also come up with the topic they are really interested in.
I dont have any
So far so good.
make homework slightly more frequent, with less questions so students think about the course more often outside of class.
More focus on the final paper
The only place where I felt like I struggled with understanding what was expected from me was with the midterm and paper. I feel like the practice midterm did not fully prepare me for what was going to be on the exam. The regression analysis paper just feels all over the place, and I don't feel like that was ever fully explained. It is possible that I missed it because I joined during the second week, but for me, that's the other place. I just don't know what is fully expected or the rubric.
good
good !
Upload slides earlier in Canvas so that students can study beforehand.
Expect the course materials to provide more real-world examples related to the theories and policies being studied.

Note on Fall 2022

In the fall semester of 2022, I had the honor of serving as a Writing Assistant for ECON 4431W International Trade, a prestigious course with a legacy of being instructed by Dr. Simran Sahi for many years. Dr. Sahi, who is esteemed as the former director of undergraduate studies in the economics department at the University of Minnesota, has recently retired from her teaching role. My appointment to this position was strategic and aimed at ensuring a seamless transition for one of the department's most sought-after advanced economics courses. Having previously taught the material during a summer term, my role was not only to assist but also to stand in for Dr. Sahi, if necessary, who was in the process of relocating to a new city. This was a key factor in my selection for this role.

UNIVERSITY OF MINNESOTA

Crookston • Duluth • Morris • Rochester • Twin Cities

Department of Economics
College of Liberal Arts

4-101 Hanson Hall
1925 Fourth Street South
Minneapolis, MN 55455

612-625-6353
Fax: 612-624-0209

June 2, 2022

Gerardo Britos Hernandez
Department of Economics

Dear Gerardo:

Based on the student and departmental teaching evaluations, the Teaching Review Committee of the Department of Economics has concluded that your teaching performance in Spring 2022, Economics 4432W, Section 002 was truly outstanding. Your excellent teaching service contributed significantly to the quality of the undergraduate program of the department. On the recommendation of the Teaching Review Committee, we designate you as a *Distinguished Instructor* as an expression of appreciation from the Faculty of the Department and the students in our undergraduate program.

Sincerely yours,



Thomas J. Holmes
Professor and Chair



SRT Individual Report for ECON 4432W 002 International Finance (Braulio Britos) - Spring 2022

Project Title: **Student Rating of Teaching - Spring 2022**

Courses Audience: **32**

Responses Received: **29**

Response Ratio: **90.62%**

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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The University of Minnesota is an equal opportunity educator and employer.

Creation Date: **Wednesday, October 5, 2022**

blue®

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:

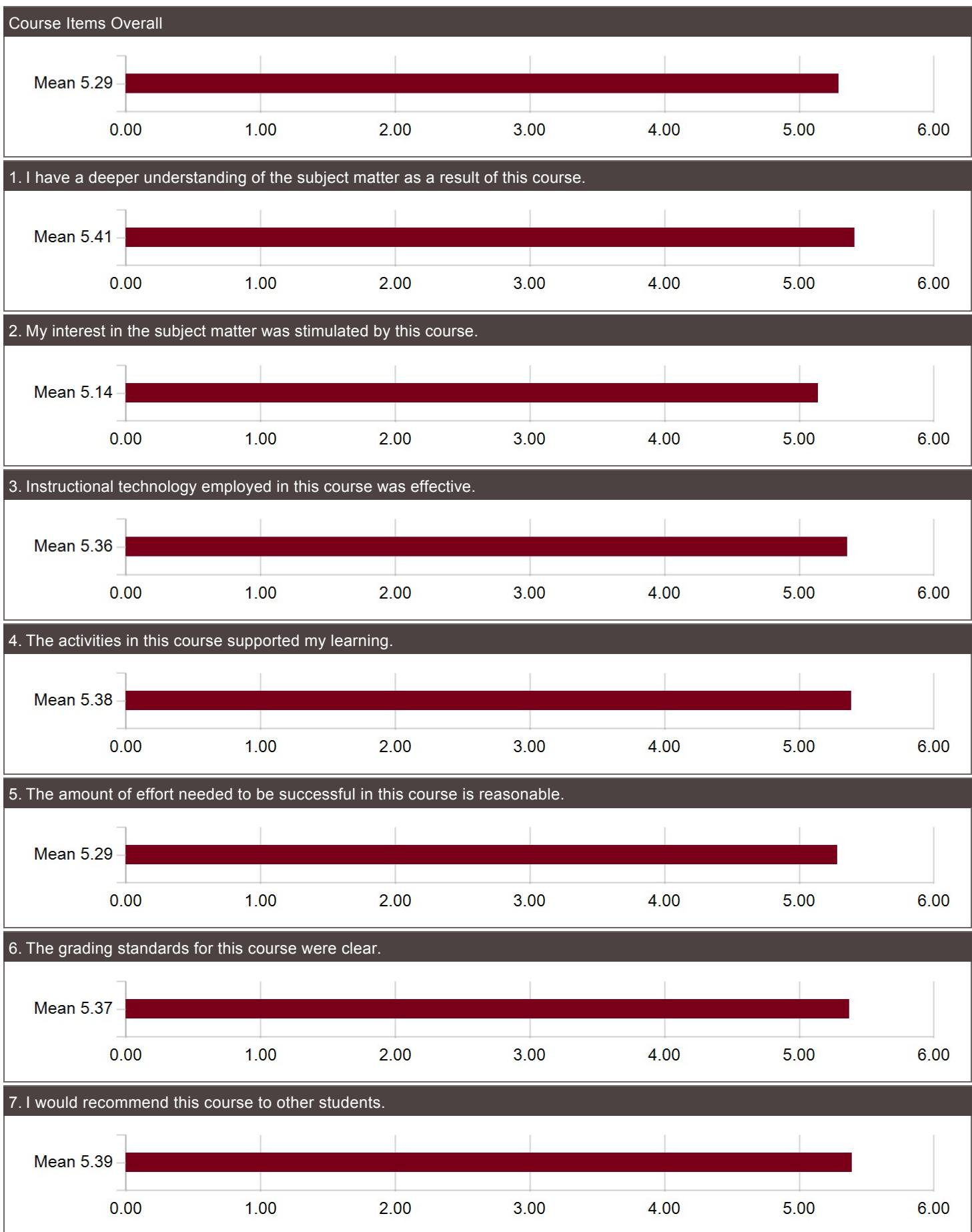
1. Score graph and frequency graphs for instructor items
2. Score graph and frequency graphs for course items
3. Comments regarding instructor
4. Comments regarding course

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>.

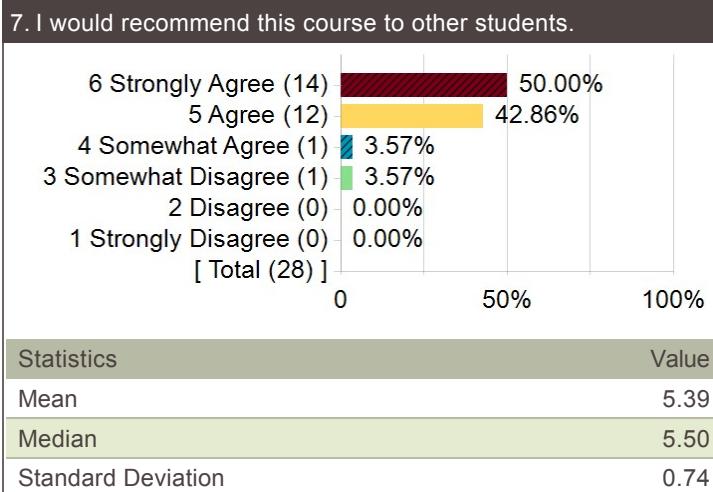
Sincerely,
Rebecca Ropers
Vice Provost for Faculty and Academic Affairs



<p>1. The instructor was well prepared for class.</p> <table border="1"> <tr><td>6 Strongly Agree (17)</td><td>58.62%</td></tr> <tr><td>5 Agree (11)</td><td>37.93%</td></tr> <tr><td>4 Somewhat Agree (1)</td><td>3.45%</td></tr> <tr><td>3 Somewhat Disagree (0)</td><td>0.00%</td></tr> <tr><td>2 Disagree (0)</td><td>0.00%</td></tr> <tr><td>1 Strongly Disagree (0)</td><td>0.00%</td></tr> <tr><td>[Total (29)]</td><td></td></tr> </table>	6 Strongly Agree (17)	58.62%	5 Agree (11)	37.93%	4 Somewhat Agree (1)	3.45%	3 Somewhat Disagree (0)	0.00%	2 Disagree (0)	0.00%	1 Strongly Disagree (0)	0.00%	[Total (29)]		<p>2. The instructor presented the subject matter clearly.</p> <table border="1"> <tr><td>6 Strongly Agree (17)</td><td>60.71%</td></tr> <tr><td>5 Agree (6)</td><td>21.43%</td></tr> <tr><td>4 Somewhat Agree (4)</td><td>14.29%</td></tr> <tr><td>3 Somewhat Disagree (1)</td><td>3.57%</td></tr> <tr><td>2 Disagree (0)</td><td>0.00%</td></tr> <tr><td>1 Strongly Disagree (0)</td><td>0.00%</td></tr> <tr><td>[Total (28)]</td><td></td></tr> </table>	6 Strongly Agree (17)	60.71%	5 Agree (6)	21.43%	4 Somewhat Agree (4)	14.29%	3 Somewhat Disagree (1)	3.57%	2 Disagree (0)	0.00%	1 Strongly Disagree (0)	0.00%	[Total (28)]	
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<p>1. I have a deeper understanding of the subject matter as a result of this course.</p> <table border="1"> <tr><td>6 Strongly Agree (16)</td><td>55.17%</td></tr> <tr><td>5 Agree (9)</td><td>31.03%</td></tr> <tr><td>4 Somewhat Agree (4)</td><td>13.79%</td></tr> <tr><td>3 Somewhat Disagree (0)</td><td>0.00%</td></tr> <tr><td>2 Disagree (0)</td><td>0.00%</td></tr> <tr><td>1 Strongly Disagree (0)</td><td>0.00%</td></tr> <tr><td>[Total (29)]</td><td></td></tr> </table>	6 Strongly Agree (16)	55.17%	5 Agree (9)	31.03%	4 Somewhat Agree (4)	13.79%	3 Somewhat Disagree (0)	0.00%	2 Disagree (0)	0.00%	1 Strongly Disagree (0)	0.00%	[Total (29)]		<p>2. My interest in the subject matter was stimulated by this course.</p> <table border="1"> <tr><td>6 Strongly Agree (12)</td><td>42.86%</td></tr> <tr><td>5 Agree (12)</td><td>42.86%</td></tr> <tr><td>4 Somewhat Agree (2)</td><td>7.14%</td></tr> <tr><td>3 Somewhat Disagree (0)</td><td>0.00%</td></tr> <tr><td>2 Disagree (2)</td><td>7.14%</td></tr> <tr><td>1 Strongly Disagree (0)</td><td>0.00%</td></tr> <tr><td>[Total (28)]</td><td></td></tr> </table>	6 Strongly Agree (12)	42.86%	5 Agree (12)	42.86%	4 Somewhat Agree (2)	7.14%	3 Somewhat Disagree (0)	0.00%	2 Disagree (2)	7.14%	1 Strongly Disagree (0)	0.00%	[Total (28)]																	
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What did the instructor do that most helped your learning?

Comments
Presented the subject well and would always be very eager to answer our questions.
Good homework and fair tests
The instructor was very good about asking if there were any questions and then explaining things if students didn't get it. He was also good about doing example problems on the board.
Posted detailed slides to canvas, posted a practice exam and solutions, and had homeworks and examples in class that were very similar to those on the exams.
Office hours and extra time to explain.
Homework and exams were relatively straightforward and related to course material.
the real world case study and in class quiz
He went over important topics slowly and several times. He's done two reviewsessions
Extremely friendly and understanding. You can see he makes the effort to help the class, even when the class is not as engaged and responsive he still tries his best to incentivize.
Friendly and welcoming to students and their questions
He was available for questions, he encouraged participation, and he was clear with his expectations
Office hours
Discussions with us in class
Went over examples and held additional review sessions
Run through examples.
Very accommodating and provided a lot of helpful examples to apply the concepts learned
Explanation, and patience, when he explains the topic, takes the proper amount of time, does not rush, and is always willing to help his students in whatever they need.
I think having the lecture slides posted was extremely helpful. Also the homework did a good job preparing us for the tests.

What suggestions do you have for improving the course?

Comments
More in-class reviews just to make sure us students are following along. The slides are good but it is nice to get like a quiz question and actually test my understanding.
Previous test examples
I do not have any suggestions for improving the course.
Sometimes it felt like concepts were made out to be more complicated than needed, and so a deeper explanation of the intuition makes sense to me. The instructor also expected too much from an 8 am class, as many students are not as excited about participating that early in the morning.
Format. The work is repetitive and there is no difference between concepts. All concepts take the same format and likeness making it hard to grasp things and easy to confuse.
The use of more in class examples.
If the paper assignment is more related to course material, it will be better !
We didn't have extra credit activities
I would say the only issue is the time of the class which is very early but not his fault at all
None
Make exams less memorization and more application.
The paper requirement was sort of hard to navigate. It would have been nice to have a little more guidance on it in class.
More interactivity

Notes on Spring 2020 - Fall 2021 (Asynchronous, Remote Teaching, and Response Rates)

During the pandemic, from Spring 2020 to Fall 2021, the courses I instructed were primarily delivered asynchronously. The exceptions were ECON 1101 Principles of Microeconomics in the Fall of 2021 and ECON 4431W International Trade in the Summer of 2021, which were taught remotely via Zoom. This was the case even though there were options for in-person courses in Fall 2021. For the asynchronous sessions, I created and shared lecture videos, each aligned with the key topics of a designated chapter. Regular office hours were held to facilitate student interaction; however, direct contact with students outside of these hours was limited.

It is important to note that the response rates for teaching evaluations during this period were markedly low. This can be largely explained by the reduced enforceability of teaching evaluations in a remote learning context, as there was no opportunity to prompt students in a physical classroom setting to complete the evaluations.



SRT Individual Report for ECON 1101 072 Principles of Microeconomics (Braulio Britos) - Fall 2021

Project Title: **Student Rating of Teaching - Fall 2021**

Courses Audience: **79**

Responses Received: **17**

Response Ratio: **21.52%**

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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The University of Minnesota is an equal opportunity educator and employer.

Creation Date: **Monday, October 23, 2023**

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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

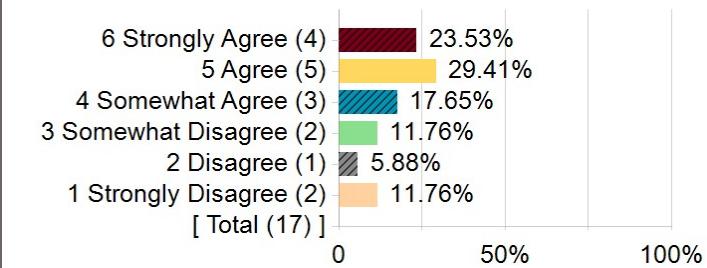


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7. I would recommend this course to other students.



Statistics	Value
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Median	5.00
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What did the instructor do that most helped your learning?

Comments
Reviewed midterm material.
In-class activities: having an opportunity to take time to answer a question privately on my own and then going through the answer together as a class
Answered questions during zoom class.
Gerardo was very clear with explaining the material and patient with students in a virtual environment. There was often very little feedback from the class but Gerardo was patient and would consistently check in with the class to make sure people were understanding the material.
Explained in class activities well, including going over responses and saying why each response was correct or incorrect. He was very in-depth answering questions from students during lectures.
He always paused to make sure we understood and had an opportunity to ask clarifying questions.
In-Class Activities
I liked how Gerardo would always spend the time needed on each individual slide. I think this is the only class I took where I wasn't rushing to write down notes. Otherwise, he was a nice and friendly teacher. I never went in for office hours since this class was generally pretty straightforward and the office hours time didn't work with my schedule, but I felt that he really cared about our success in this course. We would do lots of in-class activities, where you're guaranteed the points as long as you do them. So just come to class. These activities were from previous midterms or finals. He was also always super willing to answer questions, which I find is really rare in a professor. And then I just wanted to add that this was 100% my favorite class this semester!!
DURING CLASS TIME GERARDO WAS ALWAYS CONSIDERING OF ASKING PEOPLE IF THEY NEEDED A CLARIFICATION ON THE SUBJECT, AND WAS ALWAYS WELCOME TO FURTHER EXPLAIN THE SUBJECT.
He went over the same material multiple times.
He was more than happy to answer any and all questions and cover concepts until we were sure we understood them!
The in class activities given to us to by the instructor were very helpful. The review sessions hosted by my instructor for the tests in this class were also very helpful.
Our class was online and he did everything possible for us to understand, I really appreciate it
n/a

What suggestions do you have for improving the course?

Comments
Make sure lecturers know material. Many times Gerardo would not even know the answer to the question he was reviewing. This is discouraging and doesn't help students at all.
Avoid spending too much time on an explanation. Sometimes it gets redundant, especially when it is a concept we have covered many times. I know it is much more difficult to gauge whether or not people understand the material or not over Zoom though.
Slowing down the speed of new content. Making midterms worth less of the grade.
Providing other study materials besides just past midterms, because I already went through those practices to study for midterms 1 and 2. We did not cover some material that is being tested on, so there might be miscommunication between professors and expectations of students to know information on the exam.
Don't do the online version.
Before midterm 1 emphasize that what will be on the exams is questions similar to the In-Class Activates, and not like homework questions. Also, if possible, release a past Final Exam as an extra study resource. Other than that it was taught very well!
I don't really have any suggestions. The professors I had really made this class and semester enjoyable. Out of all the classes I took this semester, I thought this one was put together the best. Everything was really clear and concise. My only one suggestion, which is probably a bit biased, is the weighted grading. While I personally didn't struggle with either midterm and did really well on them both (don't know about the final yet), I felt that this can be a bit overwhelming for students just entering microeconomics, cause it was for me! The weighted grade is 20% for midterm 1, 20% for midterm 2, 35% for final, and 25% for in-class activities and homework. So 75% of your grade is based upon three things!! While I didn't find the midterms hard or anything, (as long as you study the past midterms a lot), it was REALLY stressful going into each of them, and I was super stressed and anxious. Just thought that might be a helpful tip for anyone entering this class. Otherwise, great course and a great professor!
NO SUGGESTIONS
If the material was presented more clearly it would be easier to learn.
In the first midterm, we were tested on subject matter that wasn't covered in the slides, homework, or discussion. That was not this instructor's fault. The lecture time for this course needs to be longer per lesson; our instructor went over-time more often than not, and it was almost a guarantee if any of us had a question. This caused us to have to rush through some material in order to get back on track, but we missed out on some conceptual understanding because of it.
I do not have any suggestions
This course was great
Better teaching

Note Regarding the Name on the Evaluations

Please note that the name on the next Teaching Evaluations appears as my first name, first and second last name, which is Gerardo Britos Hernandez. However, I am commonly known and operate professionally as Braulio Britos, middle name and first last name. Please consider both as referring to the same individual, and I apologize for any confusion.



SRT Individual Report for ECON 4431W 001 International Trade (Gerardo Britos Hernandez) - Summer 2021

Project Title: **Student Rating of Teaching - Summer 2021**

Courses Audience: **32**

Responses Received: **11**

Response Ratio: **34.38%**

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: **Friday, October 29, 2021**

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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

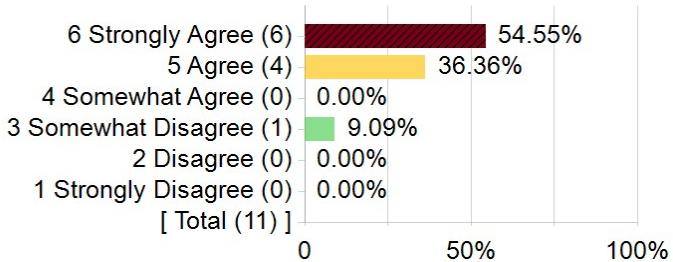


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7. I would recommend this course to other students.



Statistics	Value
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Standard Deviation	0.92

What did the instructor do that most helped your learning?

Comments
Gerardo was always interacting with us via Q/A sessions and breakout rooms. As a result we were always engaged with activities in class.
Was good with reiterating things that were confusing during lecture.
outgoing
So friendly, encouraged questions and was very good at providing explanations.
He answered my emails in a timely manner.
Regular classes

What suggestions do you have for improving the course?

Comments
n/a
More feedback regarding the writing section
The writing assistant wasn't helpful at all. She didn't give any helpful feedback. She doesn't respond to emails.
nope
No group work, they are not conducive for individual learning. Two of our group members did absolutely nothing at all.
Maybe not have four whole assignments when this class is presented during the summer because it really gets to be a lot. I would suggest maybe 2 longer assignments.
For the writing grading, the grader can clearly point out how many points are exactly taken off, instead of only giving comments.
None.



SRT Individual Report for ECON 1102 027 Principles Macro (Gerardo Britos Hernandez) - Spring 2021

Project Title: **Student Rating of Teaching - Spring 2021**

Courses Audience: **54**

Responses Received: **14**

Response Ratio: **25.93%**

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: **Thursday, June 17, 2021**

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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.

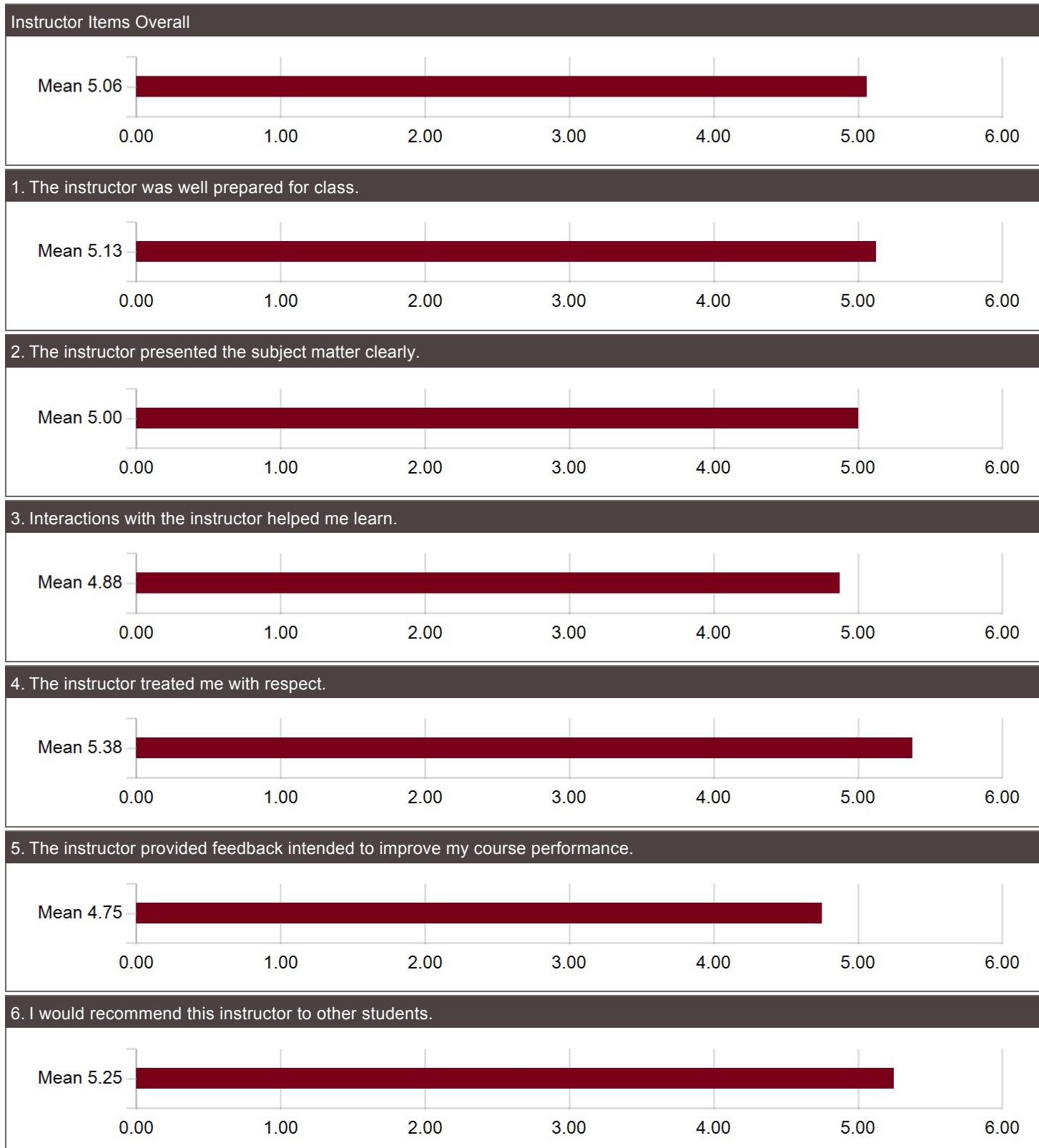
About this Report

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>.

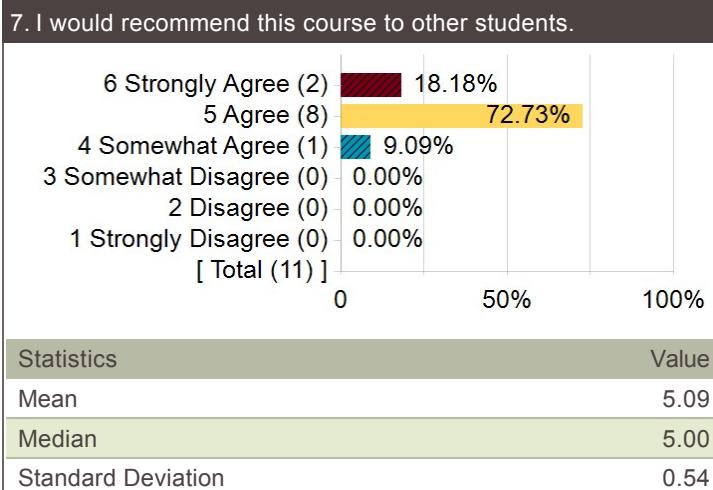
Sincerely,
Rebecca Ropers
Vice Provost for Faculty and Academic Affairs



<p>1. The instructor was well prepared for class.</p> <table border="1"> <tr><td>6 Strongly Agree (2)</td><td>25.00%</td></tr> <tr><td>5 Agree (5)</td><td>62.50%</td></tr> <tr><td>4 Somewhat Agree (1)</td><td>12.50%</td></tr> <tr><td>3 Somewhat Disagree (0)</td><td>0.00%</td></tr> <tr><td>2 Disagree (0)</td><td>0.00%</td></tr> <tr><td>1 Strongly Disagree (0)</td><td>0.00%</td></tr> <tr><td>[Total (8)]</td><td></td></tr> </table>	6 Strongly Agree (2)	25.00%	5 Agree (5)	62.50%	4 Somewhat Agree (1)	12.50%	3 Somewhat Disagree (0)	0.00%	2 Disagree (0)	0.00%	1 Strongly Disagree (0)	0.00%	[Total (8)]		<p>2. The instructor presented the subject matter clearly.</p> <table border="1"> <tr><td>6 Strongly Agree (2)</td><td>25.00%</td></tr> <tr><td>5 Agree (4)</td><td>50.00%</td></tr> <tr><td>4 Somewhat Agree (2)</td><td>25.00%</td></tr> <tr><td>3 Somewhat Disagree (0)</td><td>0.00%</td></tr> <tr><td>2 Disagree (0)</td><td>0.00%</td></tr> <tr><td>1 Strongly Disagree (0)</td><td>0.00%</td></tr> <tr><td>[Total (8)]</td><td></td></tr> </table>	6 Strongly Agree (2)	25.00%	5 Agree (4)	50.00%	4 Somewhat Agree (2)	25.00%	3 Somewhat Disagree (0)	0.00%	2 Disagree (0)	0.00%	1 Strongly Disagree (0)	0.00%	[Total (8)]	
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What did the instructor do that most helped your learning?

Comments
I never took a class with Gerardo.
giving nice Powerpoint
The homework assignments made sure you understood the content before you finished
no idea had a lot of different teachers
NA
Explained material very well, and it was easy to understand the information.
Reply to the email rapidly.
answering questions in time
He had very good and descriptive lectures that helped me get the most out of the course.

What suggestions do you have for improving the course?

Comments
I never took a class with Gerardo. However, I would recommend adjusting the test so that the answers aren't so ambiguous.
give more examples in the course.
none
Nothing
I have no suggestions
I think being able to take in person is a completely different experience, hence I really can't think of any improvements to the online class.
Keep the exam format consistent instead of changing it last minute as a result of "cheating", even though the previous exam had a hefty curve. There's honestly no point in me even complaining, or any student for that matter, because you're not going to do anything with suggestions.
adding a caption in the video
Nothing very good job for an easy-to-access asynchronous course. It was easy to understand the material and the layout was simple and effective.



SRT Individual Report for ECON 1102 030 Principles Macro (Gerardo Britos Hernandez) - Fall 2020

Project Title: **Student Rating of Teaching - Fall 2020**

Courses Audience: **34**

Responses Received: **8**

Response Ratio: **23.53%**

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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The University of Minnesota is an equal opportunity educator and employer.

Creation Date: **Friday, October 20, 2023**

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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:

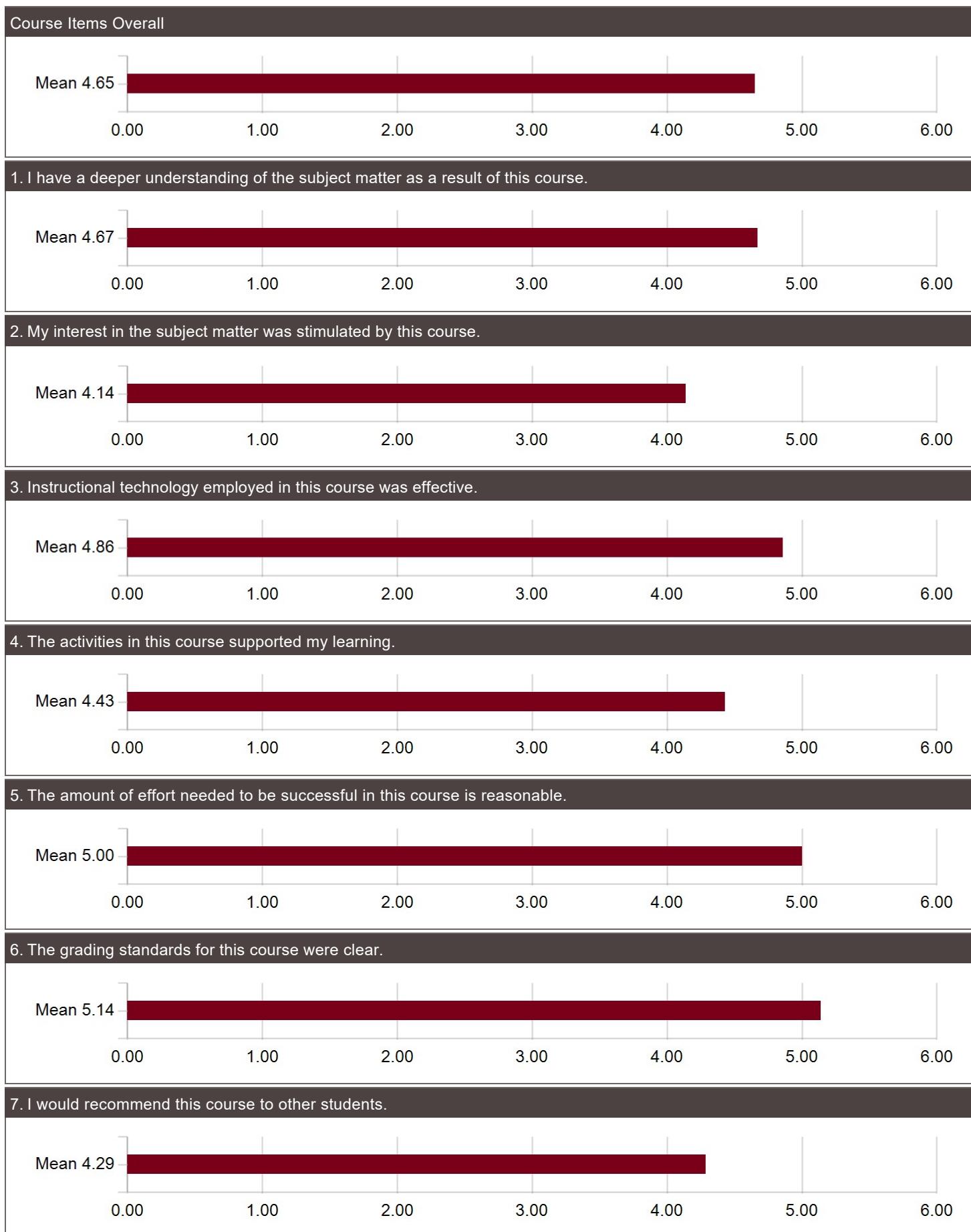
1. Score graph and frequency graphs for instructor items
2. Score graph and frequency graphs for course items
3. Comments regarding instructor
4. Comments regarding course

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>.

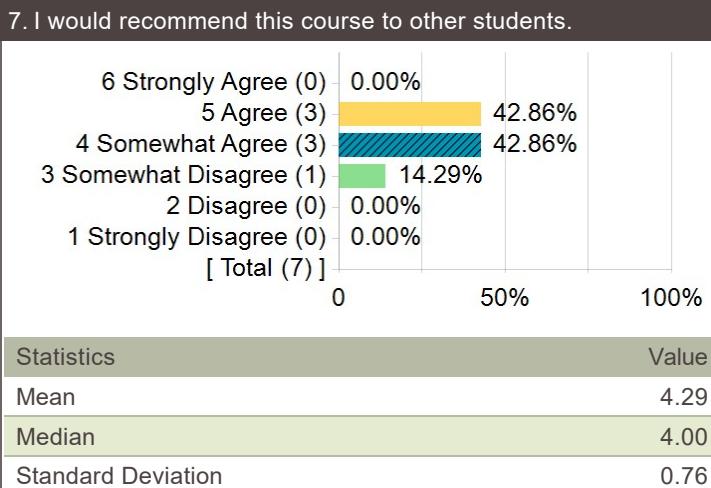
Sincerely,
Rebecca Ropers
Vice Provost for Faculty and Academic Affairs



<p>1. The instructor was well prepared for class.</p> <table border="1"> <tr><td>6 Strongly Agree (0)</td><td>0.00%</td></tr> <tr><td>5 Agree (4)</td><td>100.00%</td></tr> <tr><td>4 Somewhat Agree (0)</td><td>0.00%</td></tr> <tr><td>3 Somewhat Disagree (0)</td><td>0.00%</td></tr> <tr><td>2 Disagree (0)</td><td>0.00%</td></tr> <tr><td>1 Strongly Disagree (0)</td><td>0.00%</td></tr> <tr><td>[Total (4)]</td><td></td></tr> </table>	6 Strongly Agree (0)	0.00%	5 Agree (4)	100.00%	4 Somewhat Agree (0)	0.00%	3 Somewhat Disagree (0)	0.00%	2 Disagree (0)	0.00%	1 Strongly Disagree (0)	0.00%	[Total (4)]		<p>2. The instructor presented the subject matter clearly.</p> <table border="1"> <tr><td>6 Strongly Agree (0)</td><td>0.00%</td></tr> <tr><td>5 Agree (3)</td><td>75.00%</td></tr> <tr><td>4 Somewhat Agree (1)</td><td>25.00%</td></tr> <tr><td>3 Somewhat Disagree (0)</td><td>0.00%</td></tr> <tr><td>2 Disagree (0)</td><td>0.00%</td></tr> <tr><td>1 Strongly Disagree (0)</td><td>0.00%</td></tr> <tr><td>[Total (4)]</td><td></td></tr> </table>	6 Strongly Agree (0)	0.00%	5 Agree (3)	75.00%	4 Somewhat Agree (1)	25.00%	3 Somewhat Disagree (0)	0.00%	2 Disagree (0)	0.00%	1 Strongly Disagree (0)	0.00%	[Total (4)]	
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What did the instructor do that most helped your learning?

Comments
Going over content in class was very nice to solidify understanding of the material.
One thing that helped my learning were the exam review slides that were posted for each exam and the practice exams that were posted on Canvas.
N/A. Never even talked to him.
Clear videos
I didn't see my instructor

What suggestions do you have for improving the course?

Comments
Going over the new material at the beginning of each lecture would help, so that people can have questions answered while they're initially being exposed to new concepts would be nice.
The one thing that didn't quite make sense about the course layout was how the professor never did any of the instructional videos for the class, instead it seemed like grad students were narrating the lectures. I didn't even know the professor's name. Other than that the class went well all things considering.
I personally don't prefer to have classes where I don't even have time to meet my professor. I have no idea who he even is. I think he could have put in more effort to help the class.
Please give the TAs better microphones and more training on using technology to make lessons more interesting
at some point around the first midterm, the schedule on canvas and the syllabus became de-aligned causing recitations to be way ahead of the homework, so the recitations stopped being helpful



SRT Individual Report for ECON 1102 002 Principles Macro (Gerardo Britos Hernandez) - Summer 2020 (Revised Form Pandemic)

Project Title: **Student Rating of Teaching - Summer 2020 (Revised Form Pandemic)**

Courses Audience: **21**
Responses Received: **3**
Response Ratio: **14.29%**

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: **Friday, September 18, 2020**

Technology powered by BLUE

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:

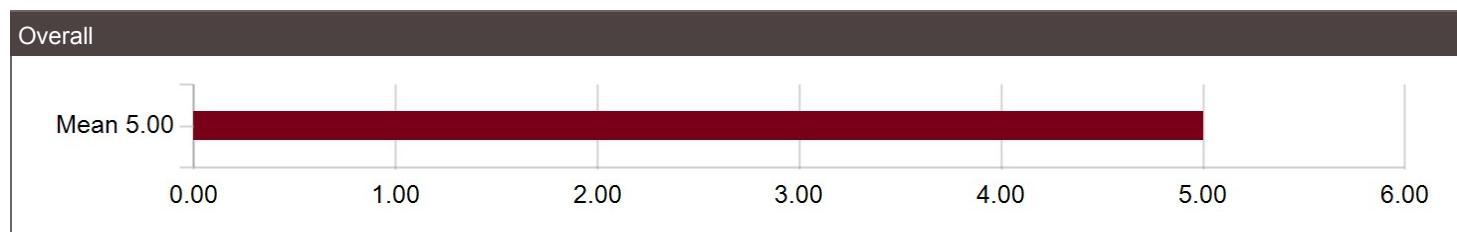
1. Score graph and frequency graphs for instructor items
2. Score graph and frequency graphs for course items
3. Electronically-administered SRTs*:
 - ◊ Comments regarding instructor
 - ◊ Comments regarding course

* Paper-administered SRTs: completed forms, with comments, will be returned to the campus address on record for the instructor

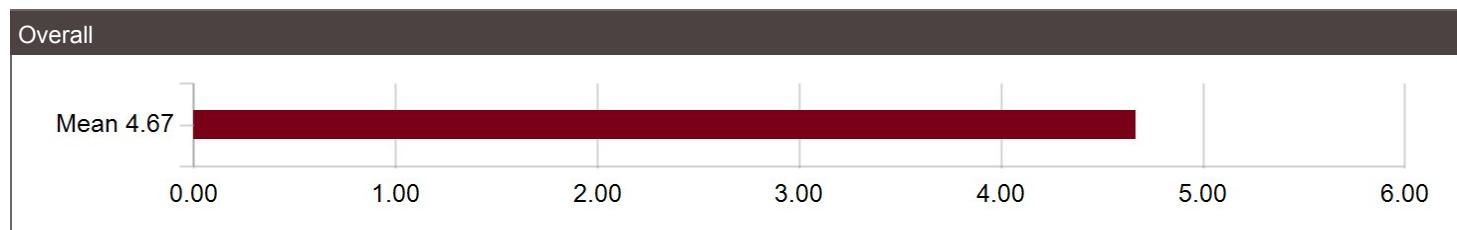
For additional information about evaluation of teaching, please reference the Evaluation of Teaching policy for your campus. The policy for Twin Cities, Crookston, Morris, and Rochester can be found here: <http://policy.umn.edu/education/teachingevaluation>.

Sincerely,
Rebecca Ropers
Vice Provost for Faculty and Academic Affairs

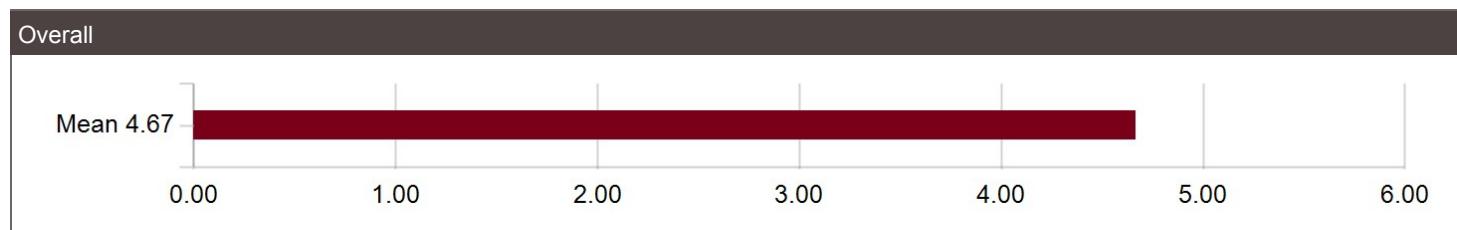
I have a deeper understanding of the subject matter as a result of this course.



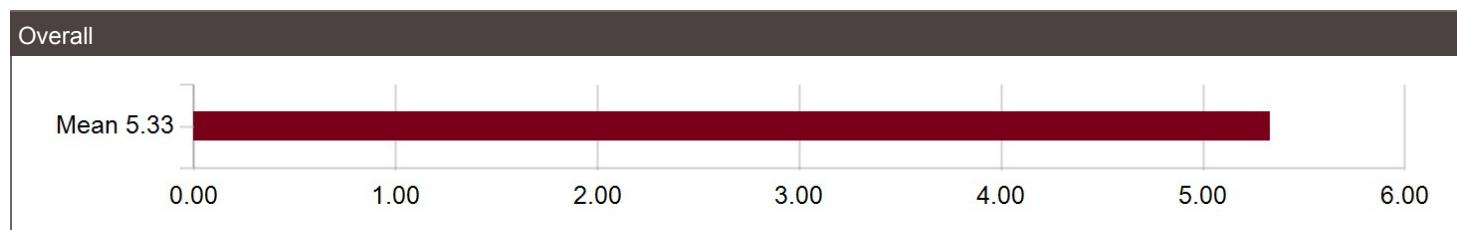
The instructor presented the subject matter clearly.



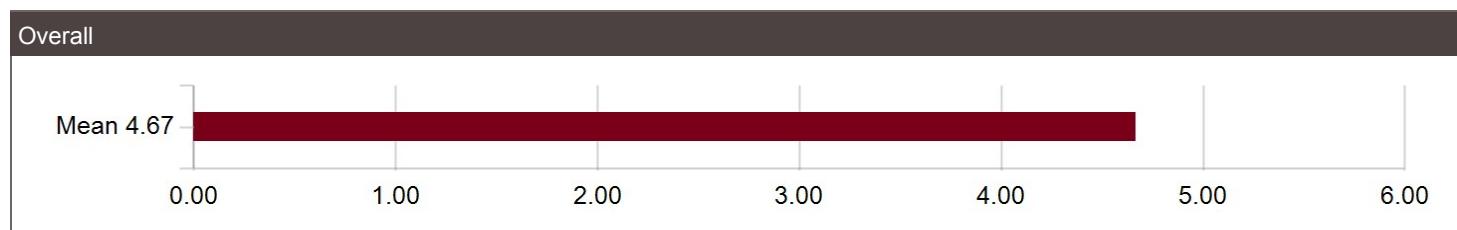
Interactions with the instructor helped me learn.



The instructor treated me with respect.

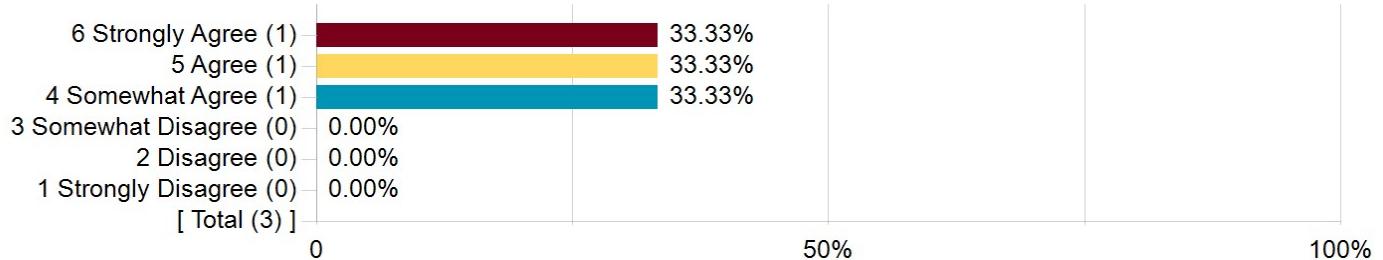


The instructor found ways to teach remotely that worked for this course.



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

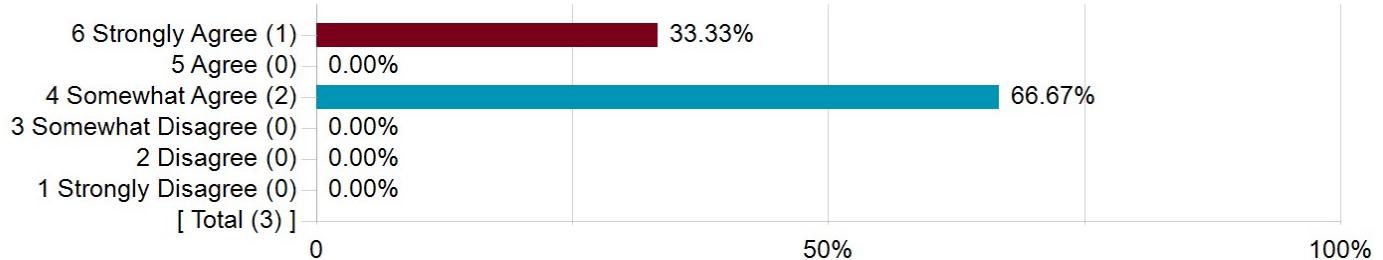
I have a deeper understanding of the subject matter as a result of this course.



Statistics	Value
Response Count	3
Mean	5.00
Median	5.00
Standard Deviation	1.00

The instructor presented the subject matter clearly. - Frequencies

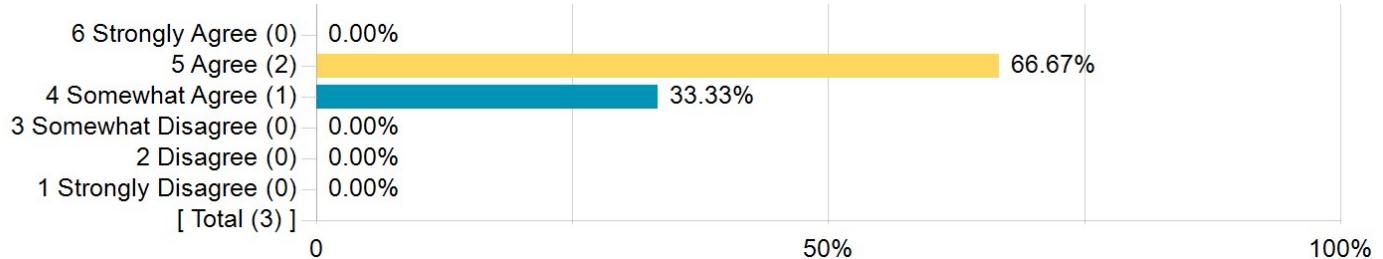
The instructor presented the subject matter clearly.



Statistics	Value
Response Count	3
Mean	4.67
Median	4.00
Standard Deviation	1.15

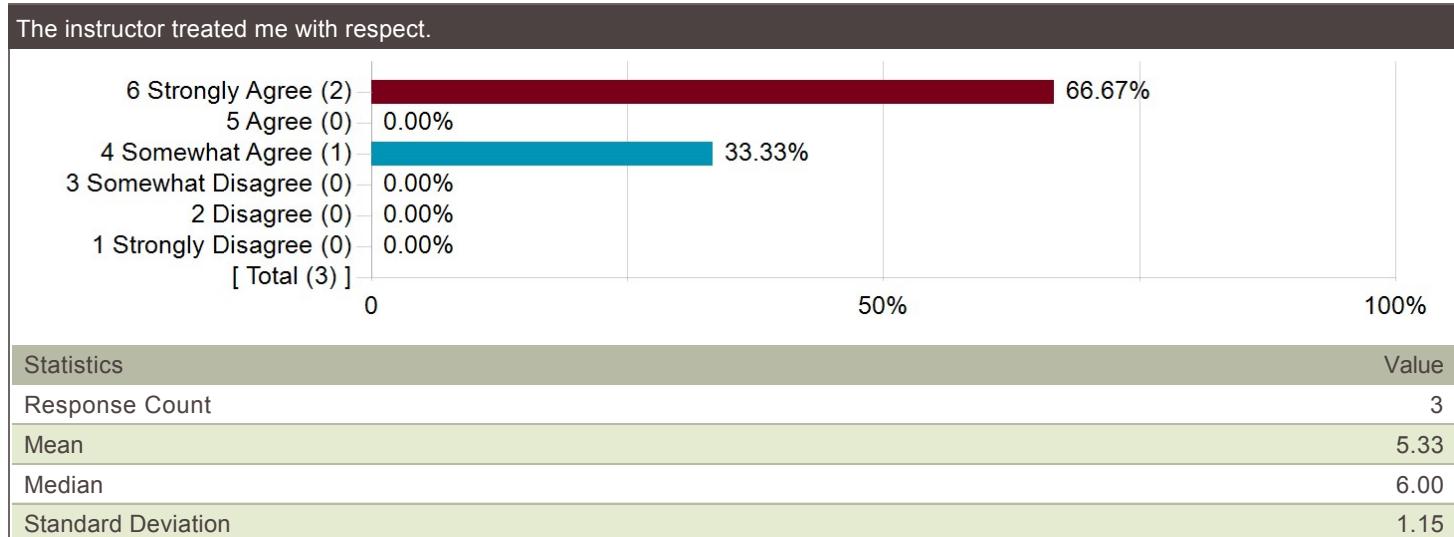
Interactions with the instructor helped me learn. - Frequencies

Interactions with the instructor helped me learn.

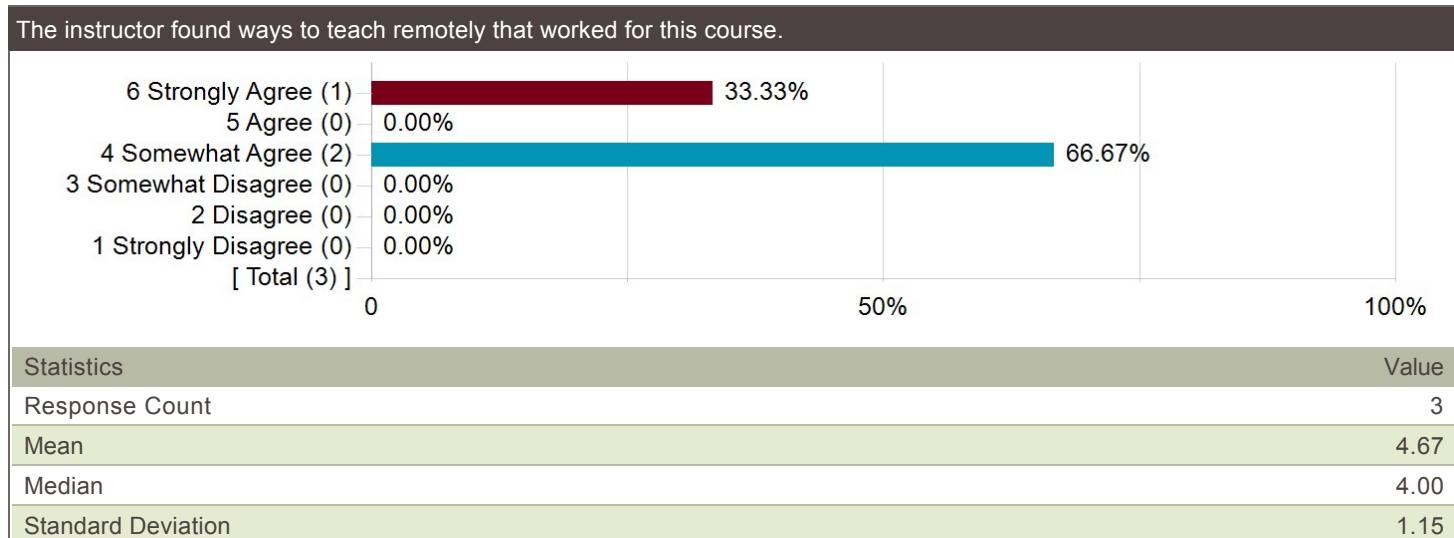


Statistics	Value
Response Count	3
Mean	4.67
Median	5.00
Standard Deviation	0.58

The instructor treated me with respect. - Frequencies



The instructor found ways to teach remotely that worked for this course. - Frequencies



What did the instructor do that most helped you be successful following the transition to alternative modes of instruction?

Comments
Explain problems in detail.
it's very clear to answer questions.

What suggestions do you have for this course that may help future students be successful?

Comments
Keep to recitation times otherwise it gets to be too long and people have to leave.
not yet



SRT Individual Report for ECON 1102 008 Principles Macro (Gerardo Britos Hernandez) - Spring 2020 (Revised Form Pandemic)

Project Title: **Student Rating of Teaching - Spring 2020 (Revised Form Pandemic)**

Courses Audience: **35**
Responses Received: **12**
Response Ratio: **34.29%**

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, September 30, 2020**

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Message from the Vice Provost for Faculty and Academic Affairs

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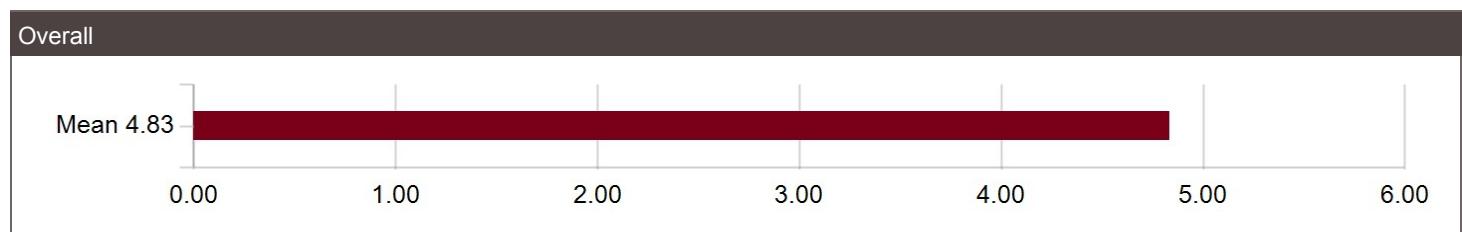
1. Score graph and frequency graphs for instructor items
2. Score graph and frequency graphs for course items
3. Electronically-administered SRTs*:
 - ◊ Comments regarding instructor
 - ◊ Comments regarding course

* Paper-administered SRTs: completed forms, with comments, will be returned to the campus address on record for the instructor

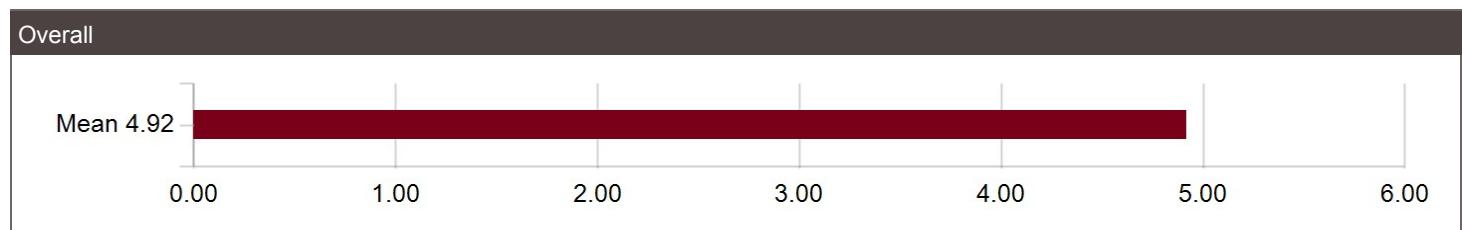
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Sincerely,
Rebecca Ropers
Vice Provost for Faculty and Academic Affairs

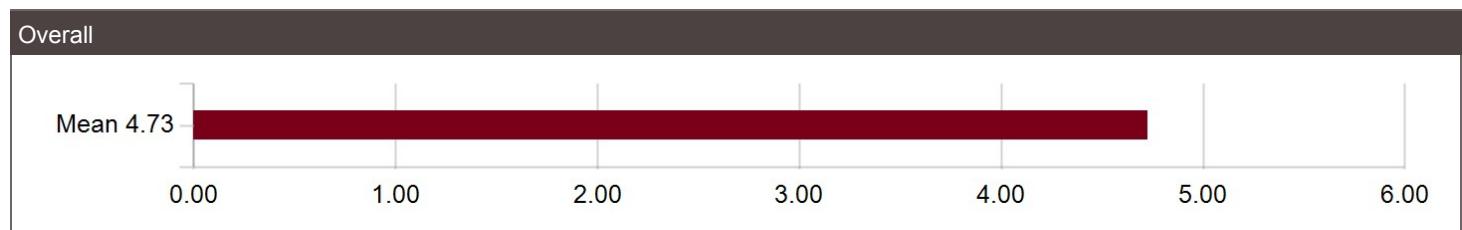
I have a deeper understanding of the subject matter as a result of this course.



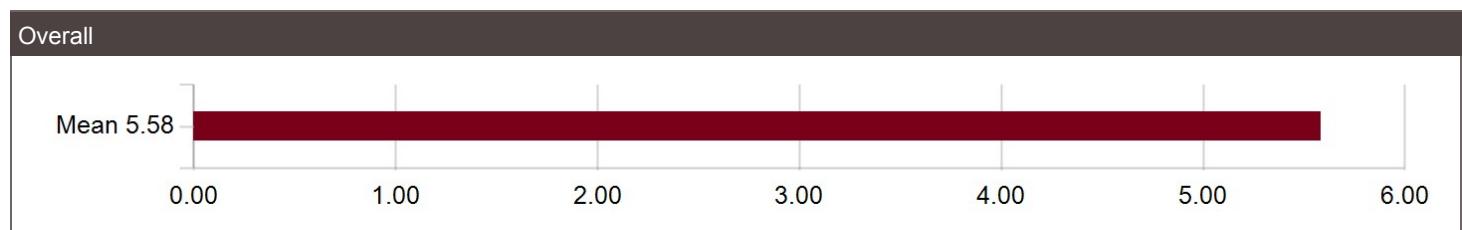
The instructor presented the subject matter clearly.



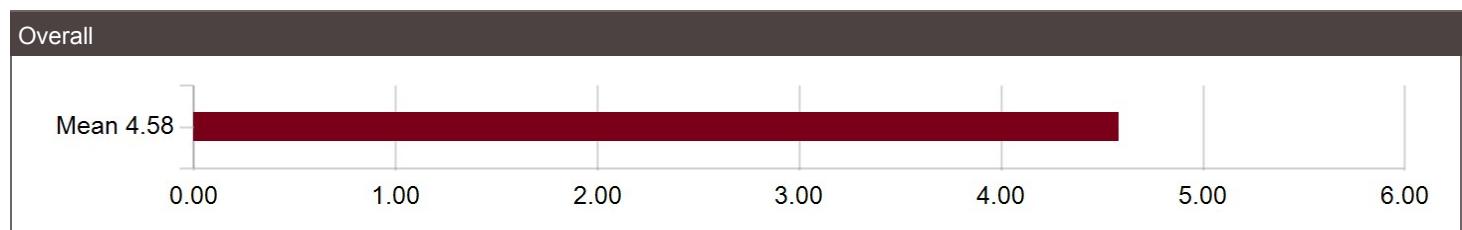
Interactions with the instructor helped me learn.



The instructor treated me with respect.

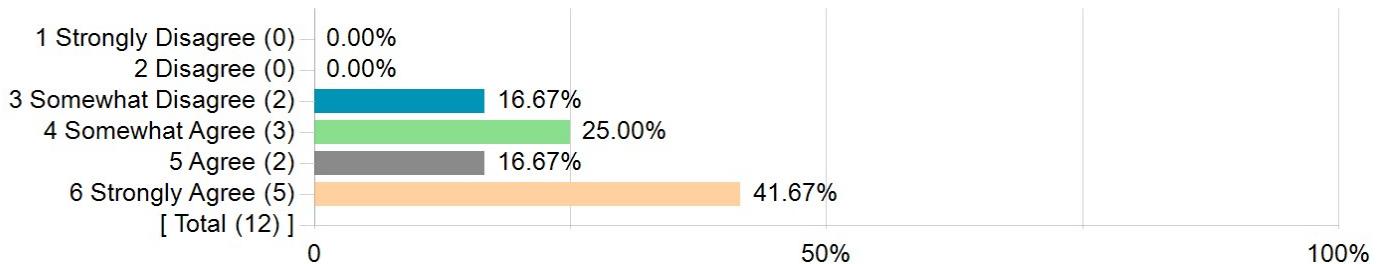


The instructor found ways to teach remotely that worked for this course.



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

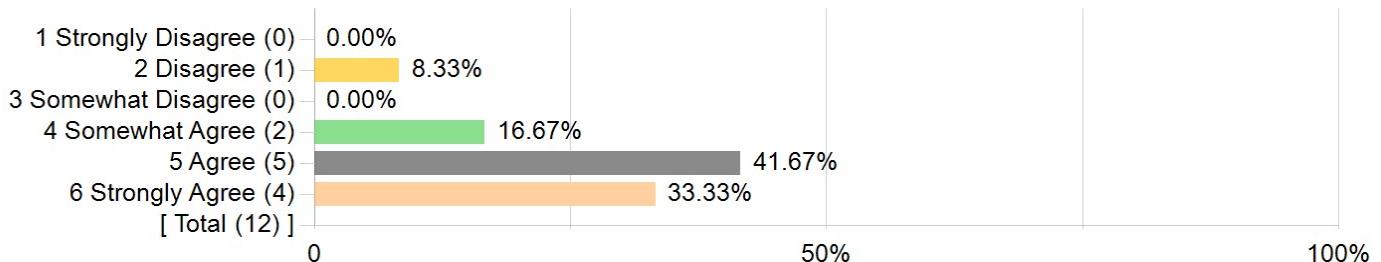
I have a deeper understanding of the subject matter as a result of this course.



Statistics	Value
Response Count	12
Mean	4.83
Median	5.00
Standard Deviation	1.19

The instructor presented the subject matter clearly. - Frequencies

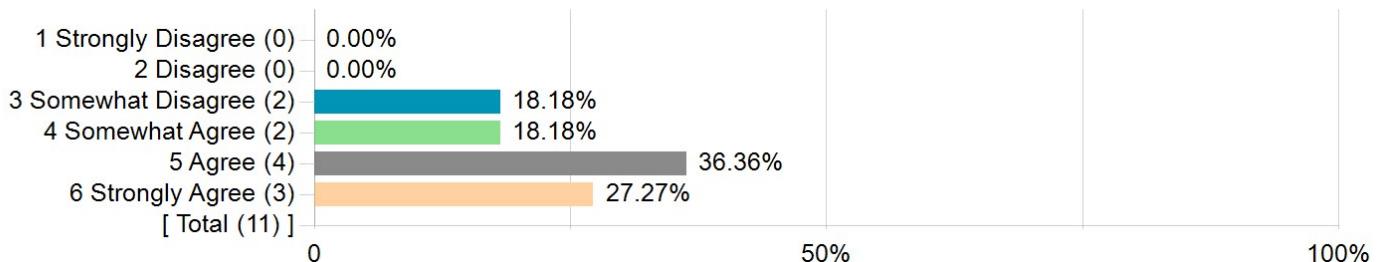
The instructor presented the subject matter clearly.



Statistics	Value
Response Count	12
Mean	4.92
Median	5.00
Standard Deviation	1.16

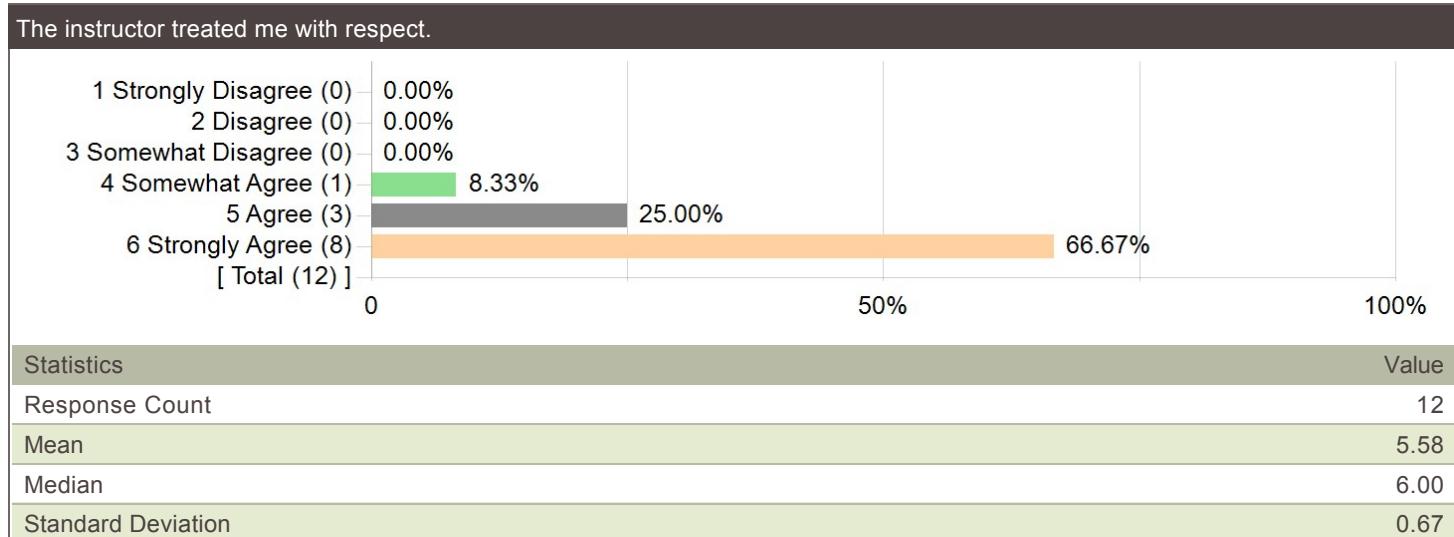
Interactions with the instructor helped me learn. - Frequencies

Interactions with the instructor helped me learn.

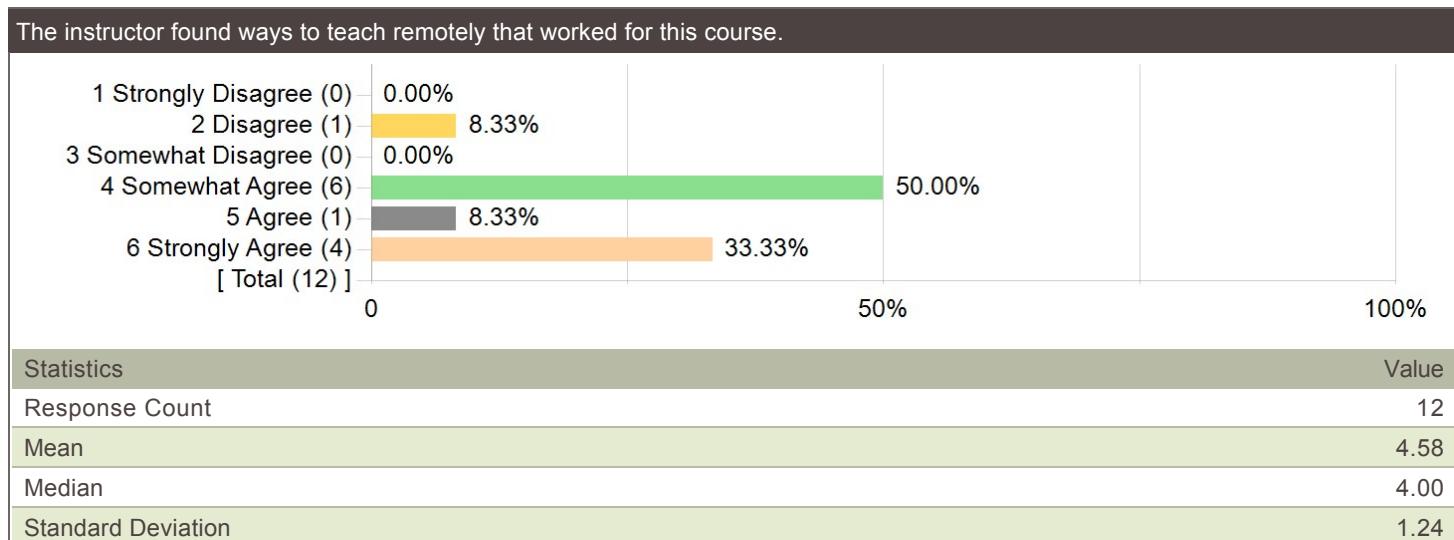


Statistics	Value
Response Count	11
Mean	4.73
Median	5.00
Standard Deviation	1.10

The instructor treated me with respect. - Frequencies



The instructor found ways to teach remotely that worked for this course. - Frequencies



What did the instructor do that most helped you be successful following the transition to alternative modes of instruction?

Comments
Walked through the worksheets with detail
The worksheets were helpful.
Went over specific problems
Guided us well through the recitations
examples
You explained concepts very well in recitation
They made videos for the class but I found just the presentation slides to be more helpful.
He was a good TA, and laid out the information clearly. He answered any questions we had and truly wanted to help us understand.
After the transition to alternative instruction, he was willing to meet with students who wanted to.
Reached out to us saying we could ask questions via email

What suggestions do you have for this course that may help future students be successful?

Comments
I feel that if we were reached out to more and strongly encouraged to work on the discussion worksheets it would have been more beneficial. I also sometimes struggled to participate in the discussion because I was concerned that if I said the wrong thing, I wouldn't be helped to find the right answer.
Have the discussions be more interactive.
Make the exams reasonable
try to answer better the questions you are asked
NA
Make the discussions mandatory or at least make it a class that students want to go to without feeling like it's a waste of time.
Idek if the discussion is necessary for this course



SRT Individual Report for ECON 1102 026 Principles Macro (Gerardo Britos Hernandez) - Spring 2020 (Revised Form Pandemic)

Project Title: **Student Rating of Teaching - Spring 2020 (Revised Form Pandemic)**

Courses Audience: **34**
Responses Received: **8**
Response Ratio: **23.53%**

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, September 30, 2020**

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Message from the Vice Provost for Faculty and Academic Affairs

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Resources for Improving Instruction

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About this Report

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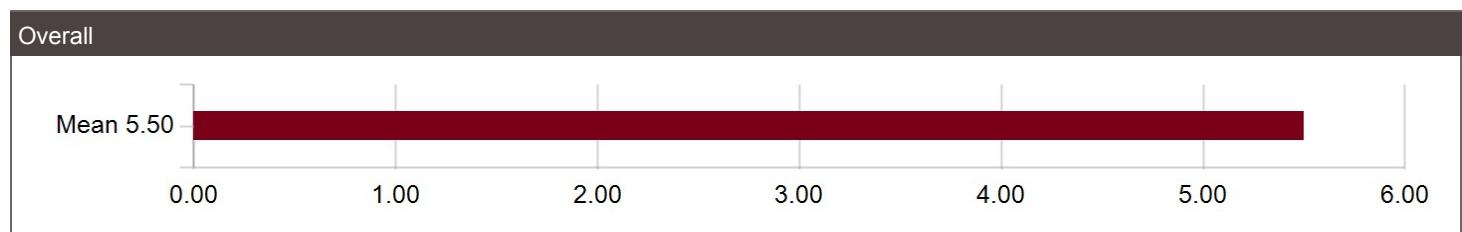
1. Score graph and frequency graphs for instructor items
2. Score graph and frequency graphs for course items
3. Electronically-administered SRTs*:
 - ◊ Comments regarding instructor
 - ◊ Comments regarding course

* Paper-administered SRTs: completed forms, with comments, will be returned to the campus address on record for the instructor

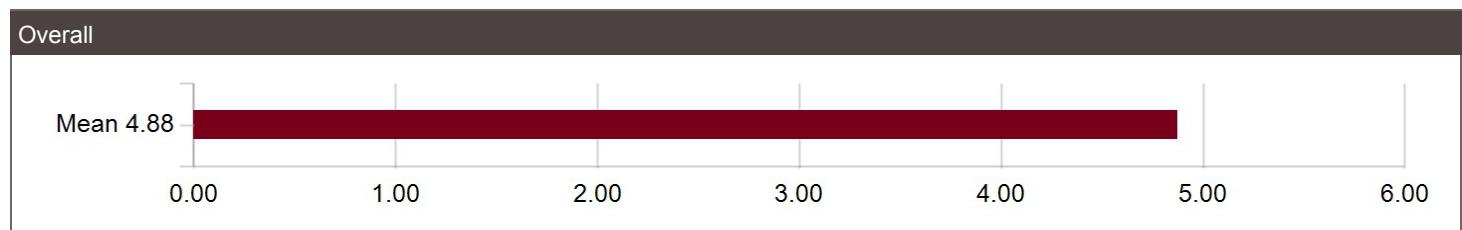
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Sincerely,
Rebecca Ropers
Vice Provost for Faculty and Academic Affairs

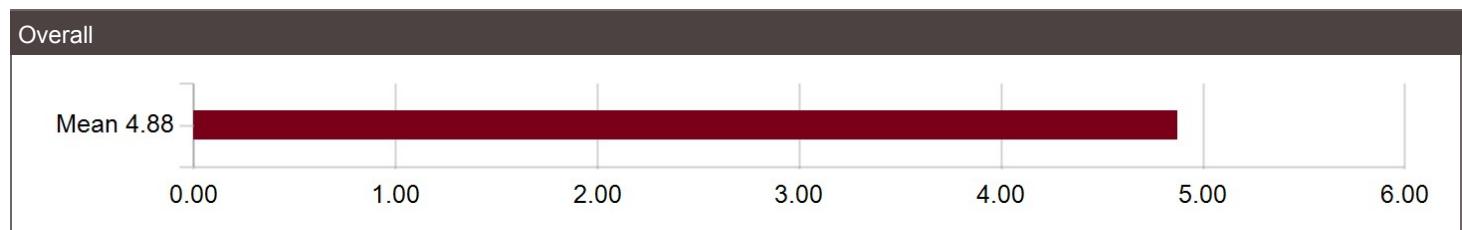
I have a deeper understanding of the subject matter as a result of this course.



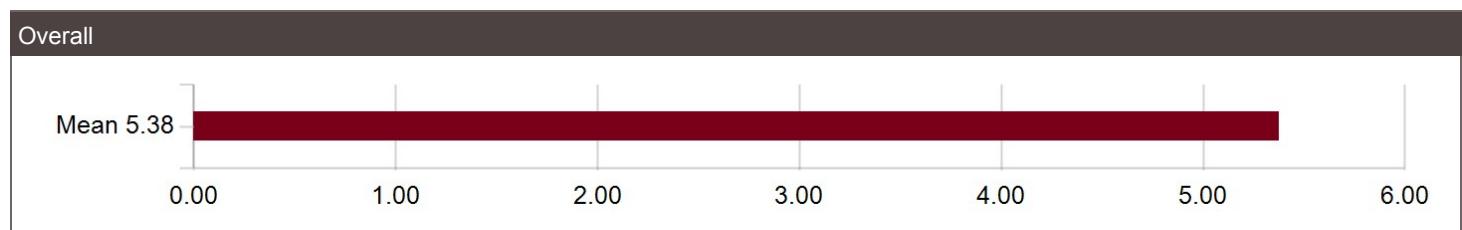
The instructor presented the subject matter clearly.



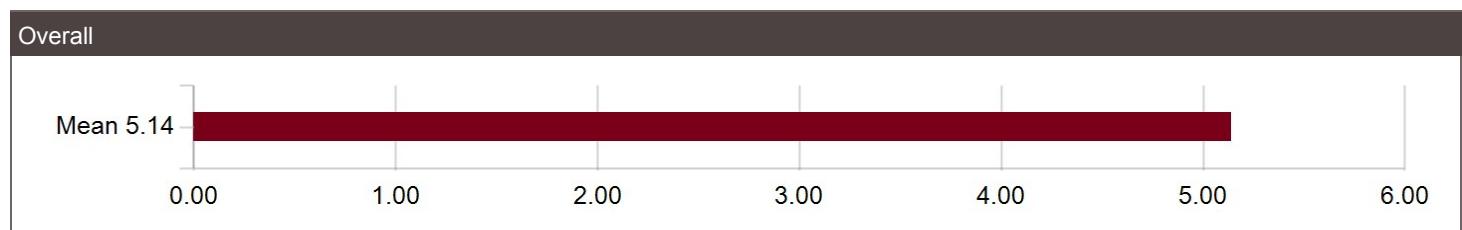
Interactions with the instructor helped me learn.



The instructor treated me with respect.

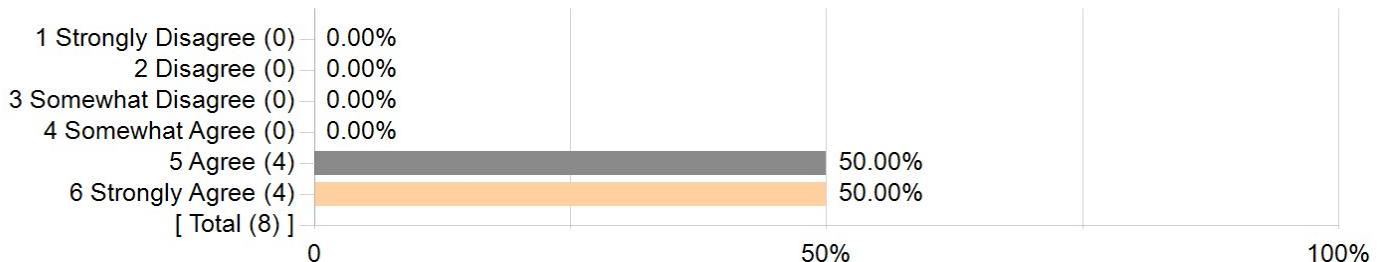


The instructor found ways to teach remotely that worked for this course.



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

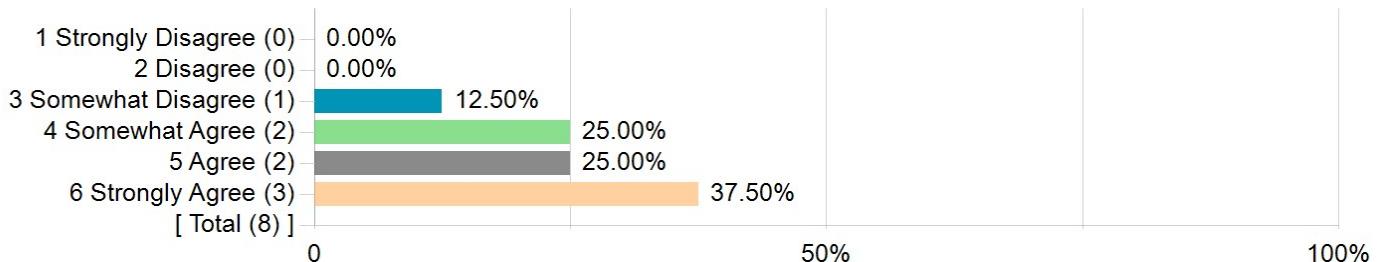
I have a deeper understanding of the subject matter as a result of this course.



Statistics	Value
Response Count	8
Mean	5.50
Median	5.50
Standard Deviation	0.53

The instructor presented the subject matter clearly. - Frequencies

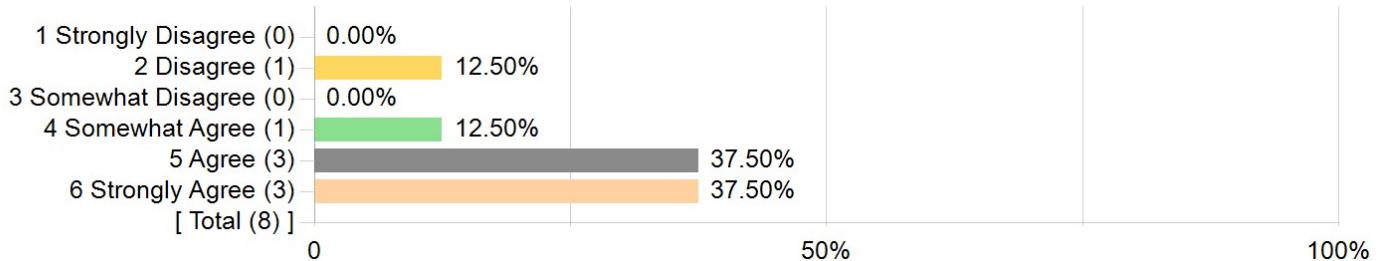
The instructor presented the subject matter clearly.



Statistics	Value
Response Count	8
Mean	4.88
Median	5.00
Standard Deviation	1.13

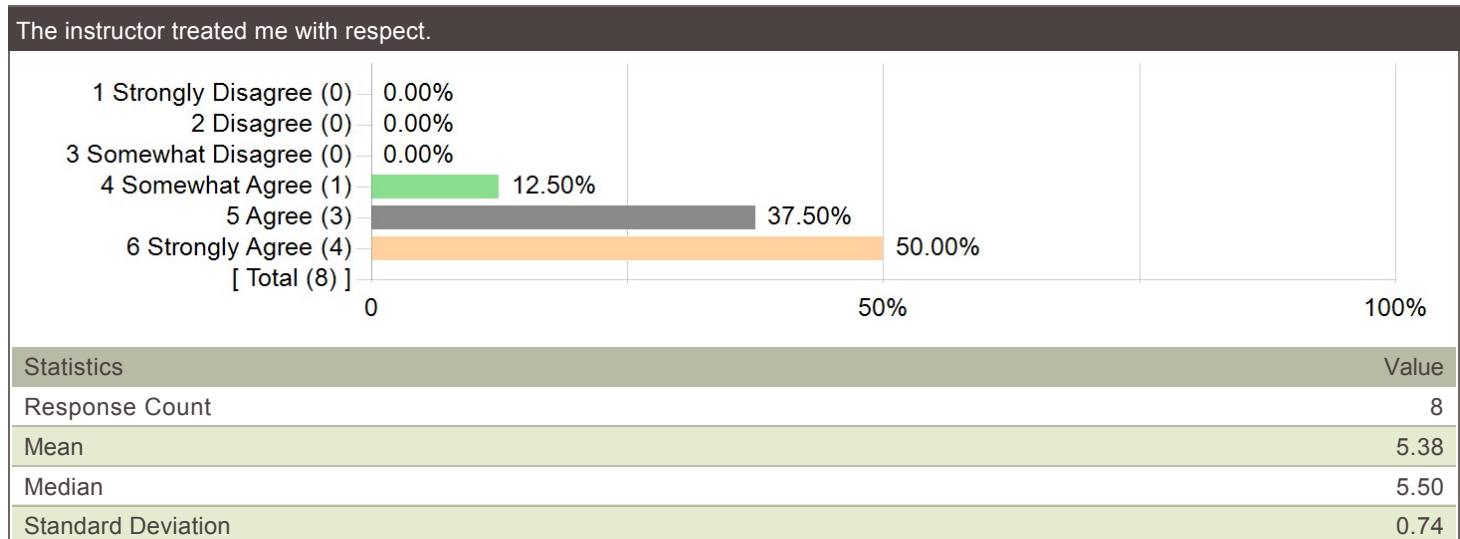
Interactions with the instructor helped me learn. - Frequencies

Interactions with the instructor helped me learn.

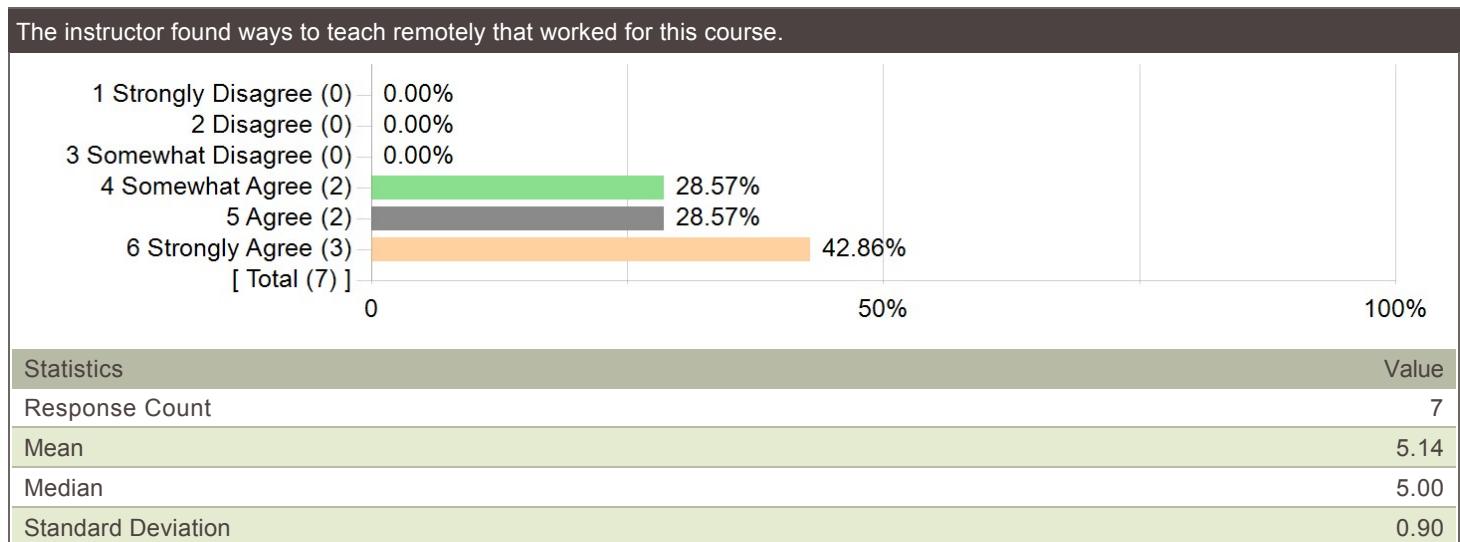


Statistics	Value
Response Count	8
Mean	4.88
Median	5.00
Standard Deviation	1.36

The instructor treated me with respect. - Frequencies



The instructor found ways to teach remotely that worked for this course. - Frequencies



What did the instructor do that most helped you be successful following the transition to alternative modes of instruction?

Comments
wasnt my instructor
Nothing really.
He went over problems slowly so it was easy to keep up.
He explained all of the questions in details.
He gave us opportunities to ask questions and stuff to get a better understanding of the subject.

What suggestions do you have for this course that may help future students be successful?

Comments
dont know
Try to teach in a way that is more effective than just reading the book.
Go to both lecture and discussion
Keep on the good work.
None



SRT Individual Report for ECON 1102 034 Principles Macro (Gerardo Britos Hernandez) - Spring 2020 (Revised Form Pandemic)

Project Title: **Student Rating of Teaching - Spring 2020 (Revised Form Pandemic)**

Courses Audience: **34**
Responses Received: **9**
Response Ratio: **26.47%**

Report Comments

Office of Measurement Services
Phone: 612.626.0006
Fax: 612.624.1336
879 29th Ave. S.E. Room 103
Minneapolis, MN 55414
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Creation Date: **Wednesday, September 30, 2020**

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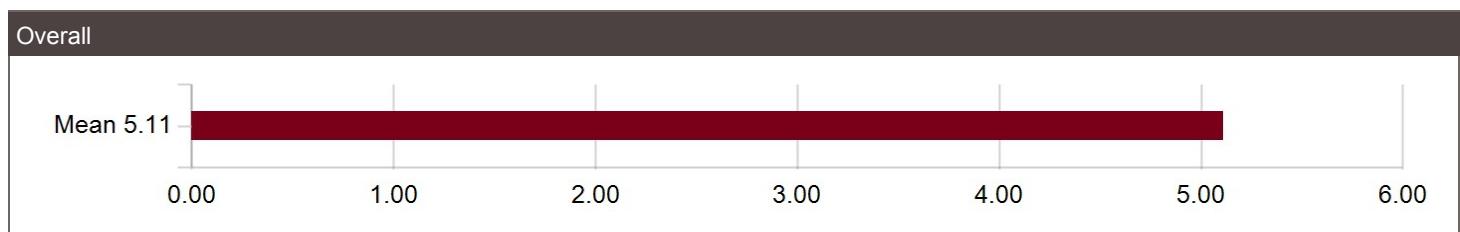
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2. Score graph and frequency graphs for course items
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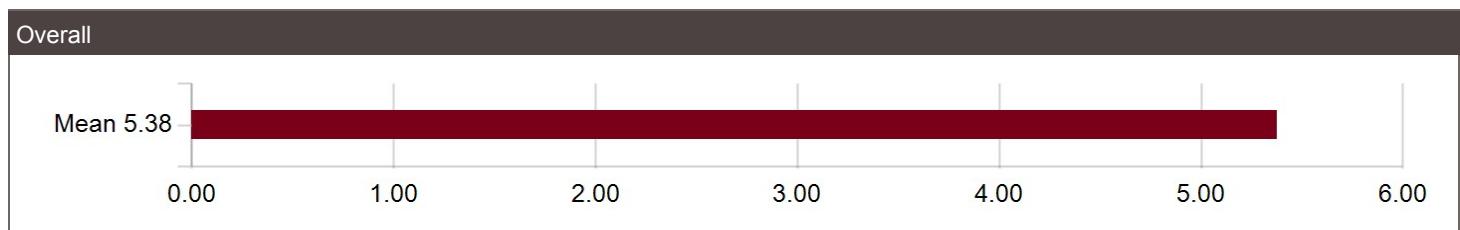
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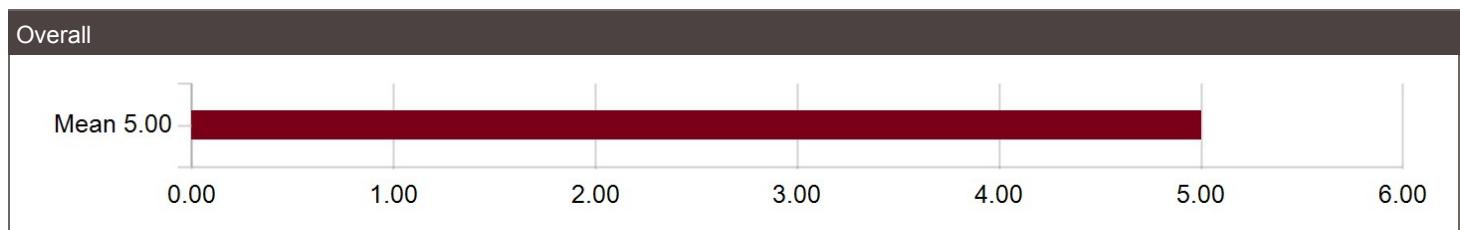
I have a deeper understanding of the subject matter as a result of this course.



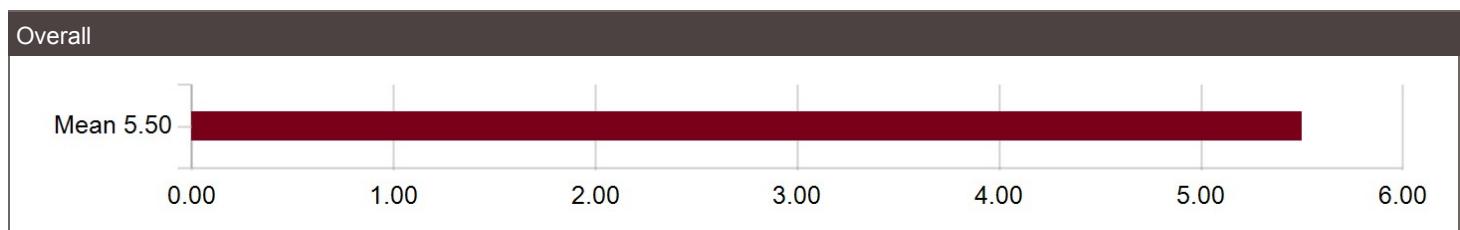
The instructor presented the subject matter clearly.



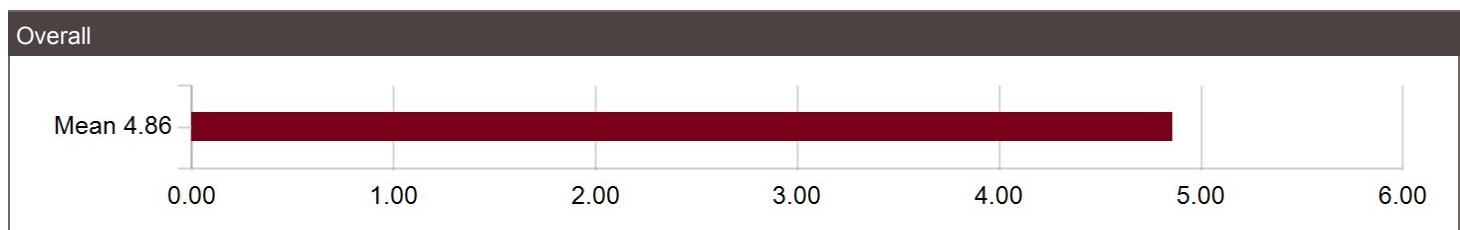
Interactions with the instructor helped me learn.



The instructor treated me with respect.

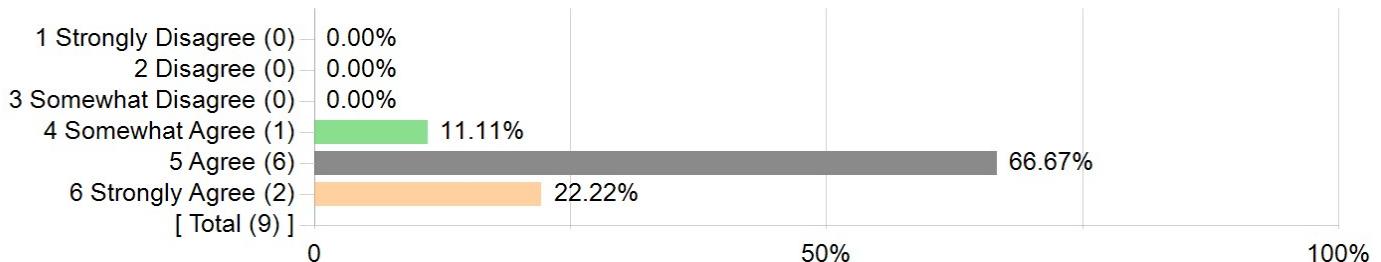


The instructor found ways to teach remotely that worked for this course.



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

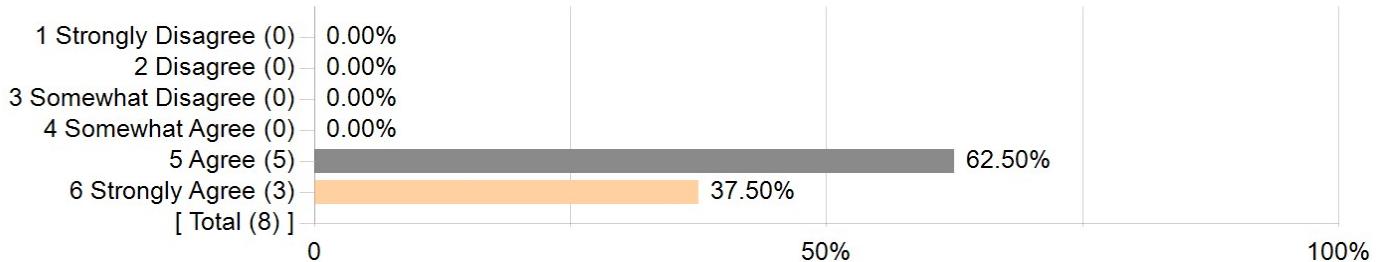
I have a deeper understanding of the subject matter as a result of this course.



Statistics	Value
Response Count	9
Mean	5.11
Median	5.00
Standard Deviation	0.60

The instructor presented the subject matter clearly. - Frequencies

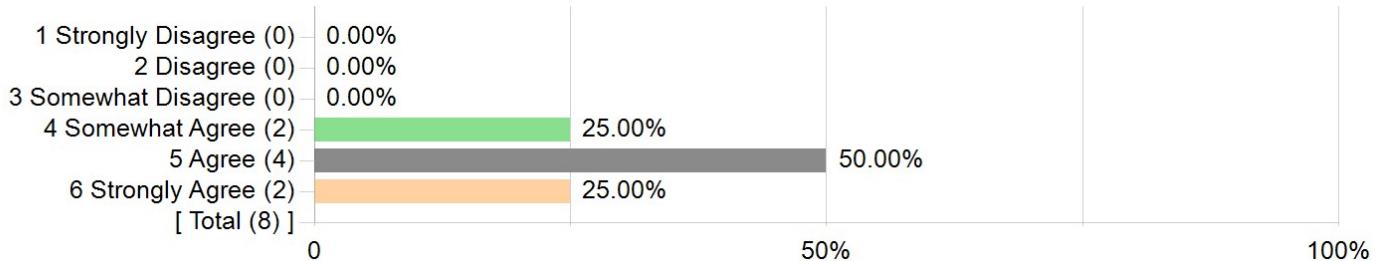
The instructor presented the subject matter clearly.



Statistics	Value
Response Count	8
Mean	5.38
Median	5.00
Standard Deviation	0.52

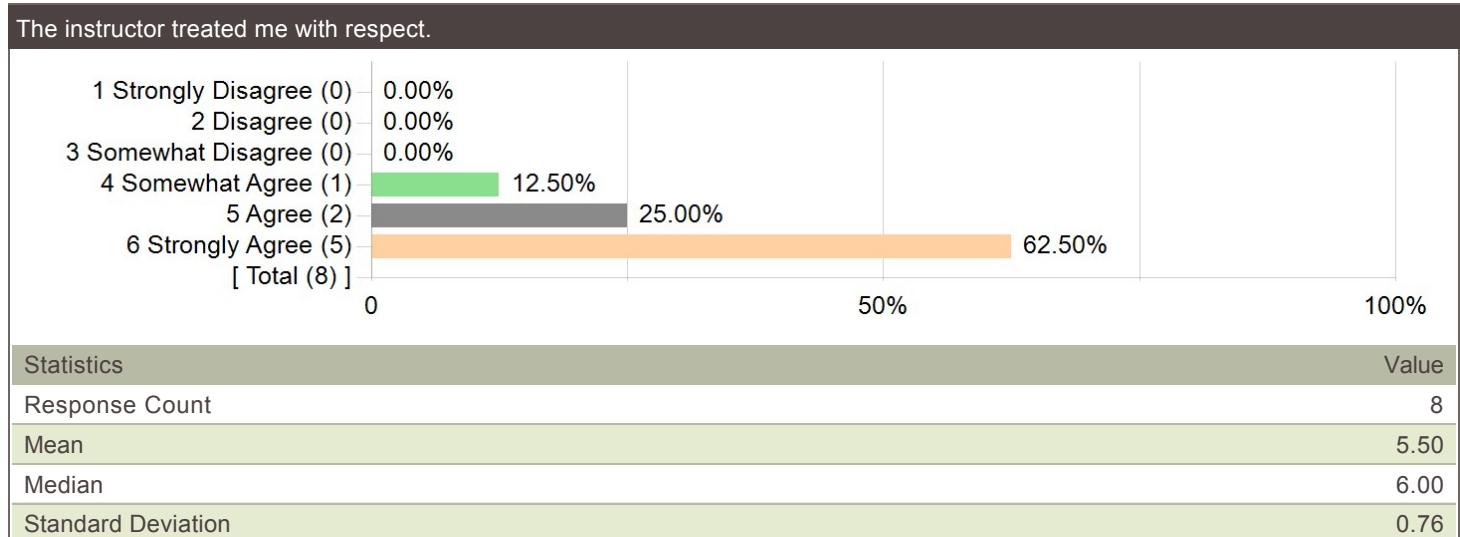
Interactions with the instructor helped me learn. - Frequencies

Interactions with the instructor helped me learn.

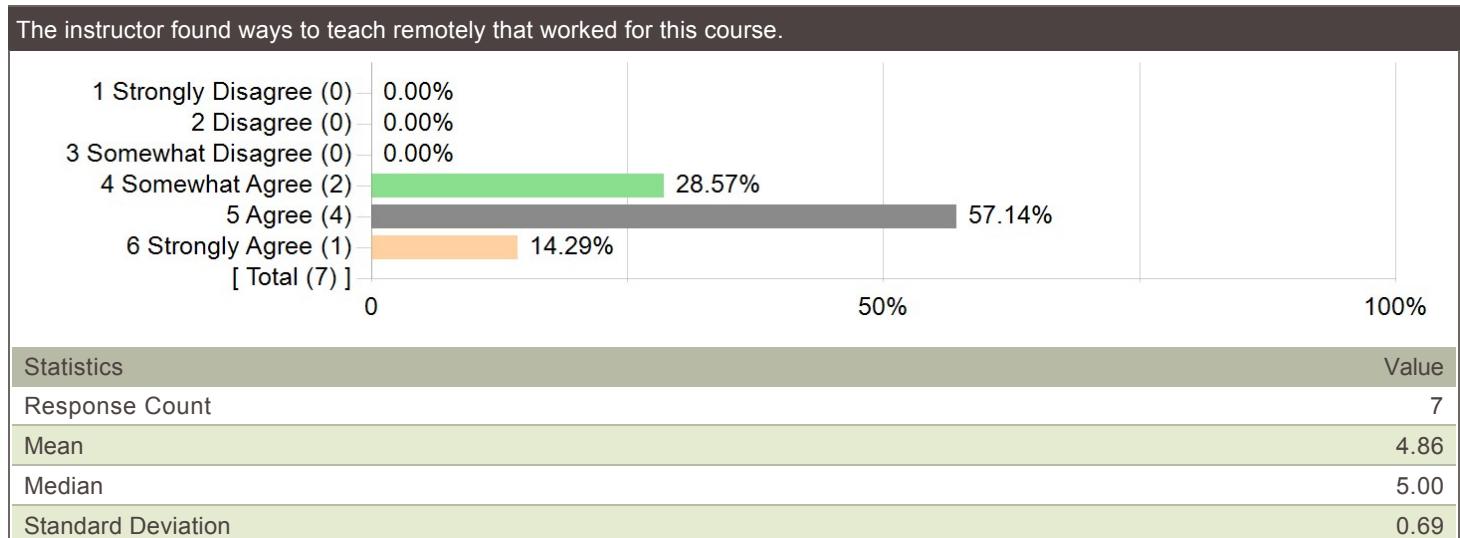


Statistics	Value
Response Count	8
Mean	5.00
Median	5.00
Standard Deviation	0.76

The instructor treated me with respect. - Frequencies



The instructor found ways to teach remotely that worked for this course. - Frequencies



What did the instructor do that most helped you be successful following the transition to alternative modes of instruction?

Comments
na
Reached out to us
Video lectures
Posted review videos of the discussions just like he had presented the information back in the original class

What suggestions do you have for this course that may help future students be successful?

Comments
na
Use office hours
Post material in a more timely manner
Go to discussion because it is really helpful. Not enough people go. There were only 5 student most weeks in my discussion but I went to everyone



SRT Individual Report for ECON 1102 003 Principles Macro (Gerardo Britos Hernandez) - Fall 2019

Project Title: **Student Rating of Teaching - Fall 2019**

Courses Audience: **19**

Responses Received: **10**

Response Ratio: **52.63%**

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: **Thursday, September 30, 2021**

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2. Score graph and frequency graphs for course items
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 - ◊ Comments regarding instructor
 - ◊ Comments regarding course

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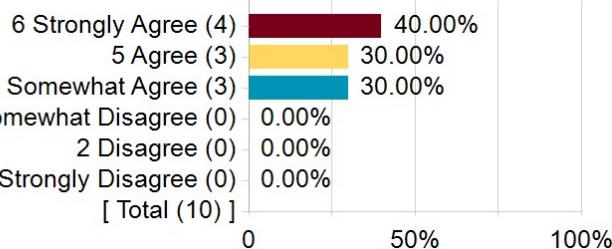
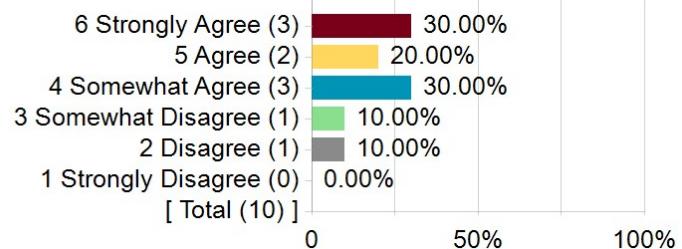
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Sincerely,
Rebecca Ropers
Vice Provost for Faculty and Academic Affairs

Instructor Items

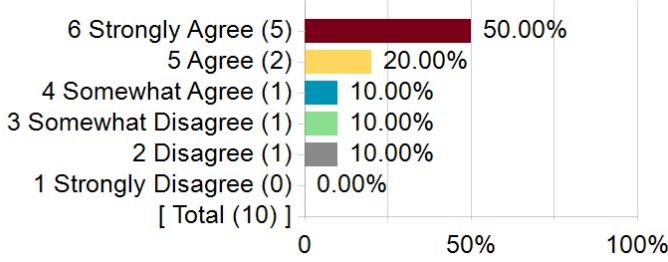
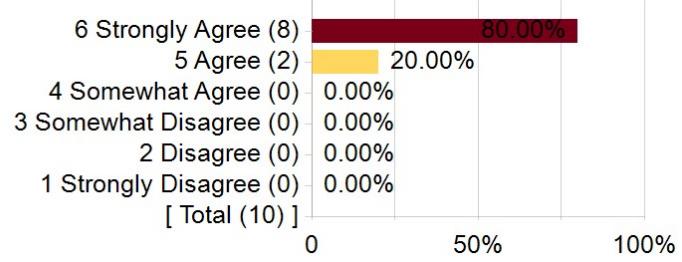
Carefully read each statement and select a response: - Score



Instructor Items**Carefully read each statement and select a response: - Frequency****1. The instructor was well prepared for class.****2. The instructor presented the subject matter clearly.**

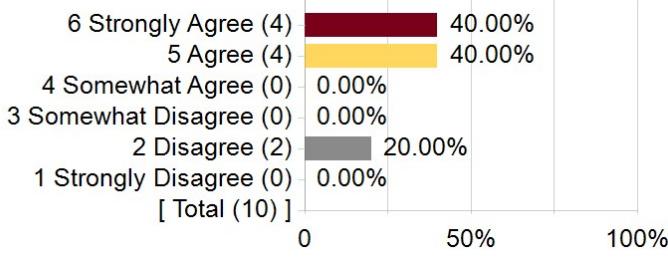
Statistics	Value
Mean	5.10
Median	5.00
Standard Deviation	0.88

Statistics	Value
Mean	4.50
Median	4.50
Standard Deviation	1.35

3. The instructor provided feedback intended to improve my course performance.**4. The instructor treated me with respect.**

Statistics	Value
Mean	4.90
Median	5.50
Standard Deviation	1.45

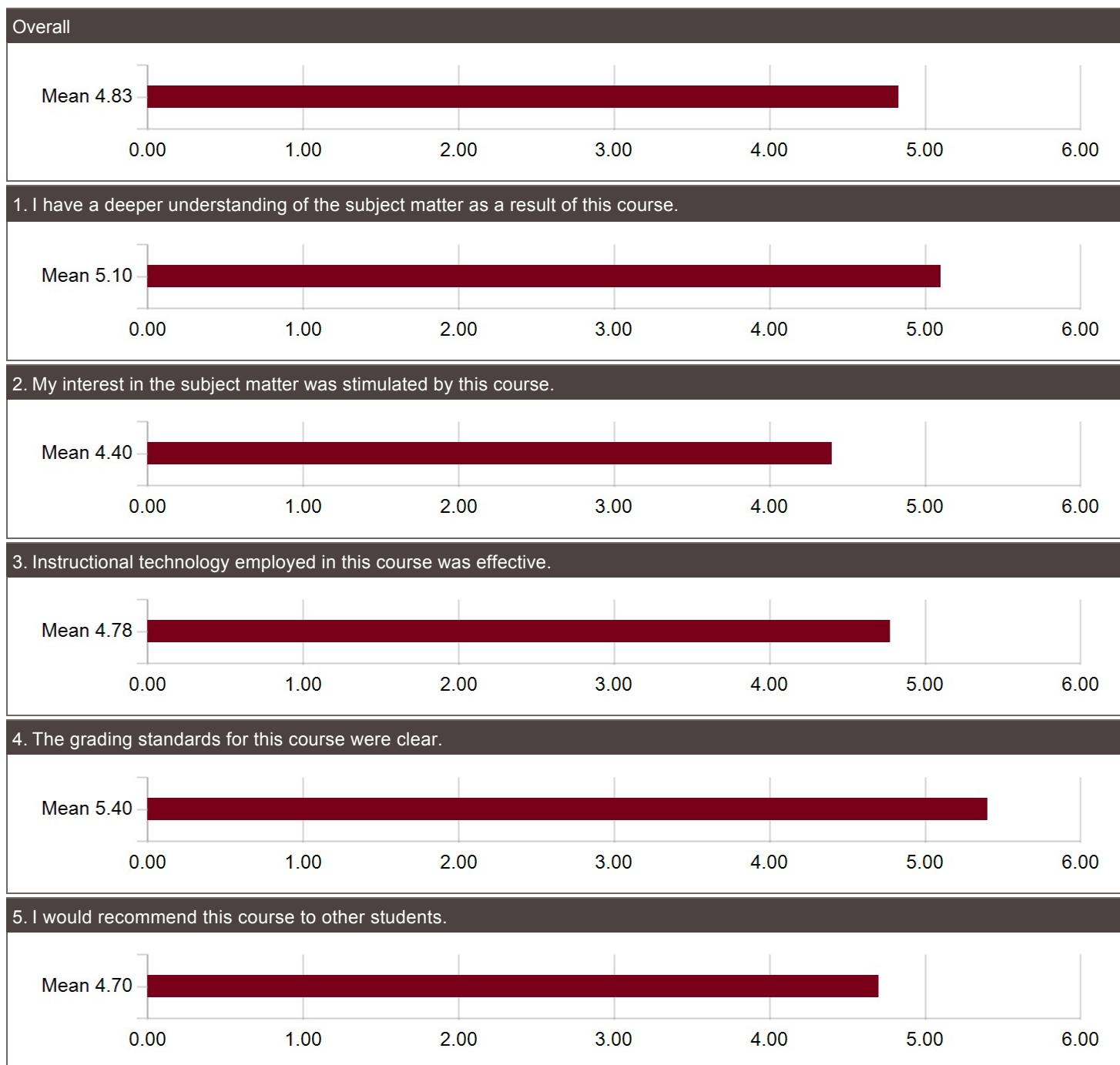
Statistics	Value
Mean	5.80
Median	6.00
Standard Deviation	0.42

5. I would recommend this instructor to other students.

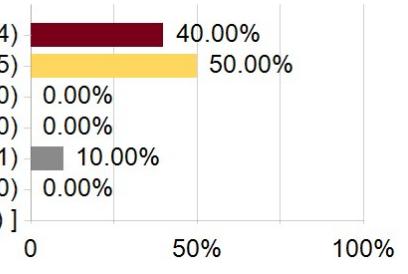
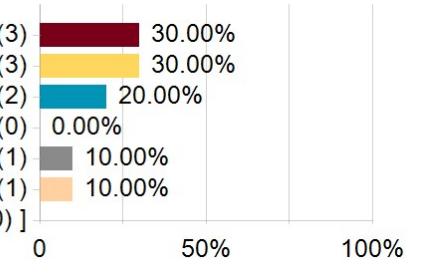
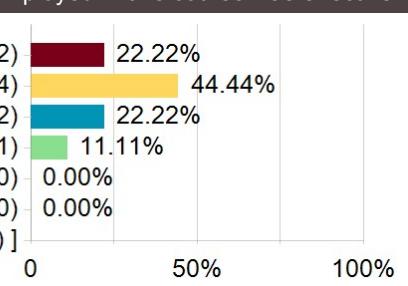
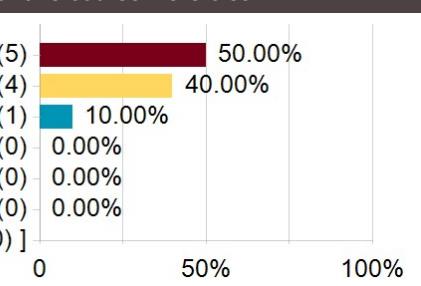
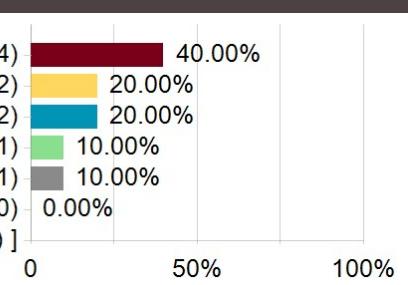
Statistics	Value
Mean	4.80
Median	5.00
Standard Deviation	1.55

Course Items

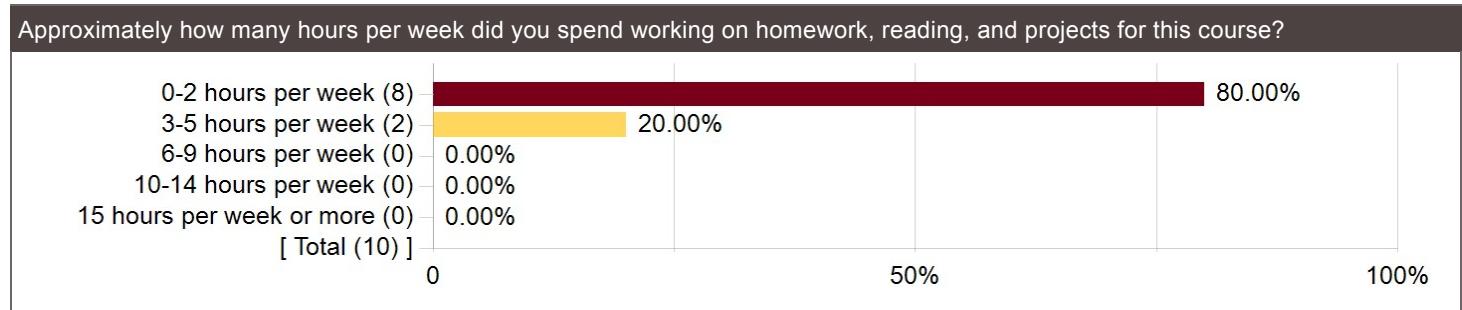
Carefully read each statement and select a response: - Score



Course Items**Carefully read each statement and select a response: - Frequency**

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Approximately how many hours per week do you spend working on homework, reading, and projects for this course?





SRT Individual Report for ECON 1102 031 Principles Macro (Gerardo Britos Hernandez) - Fall 2019

Project Title: **Student Rating of Teaching - Fall 2019**

Courses Audience: **21**

Responses Received: **7**

Response Ratio: **33.33%**

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: **Thursday, September 30, 2021**

blue®

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. Electronically-administered SRTs*:
 - ◊ Comments regarding instructor
 - ◊ Comments regarding course

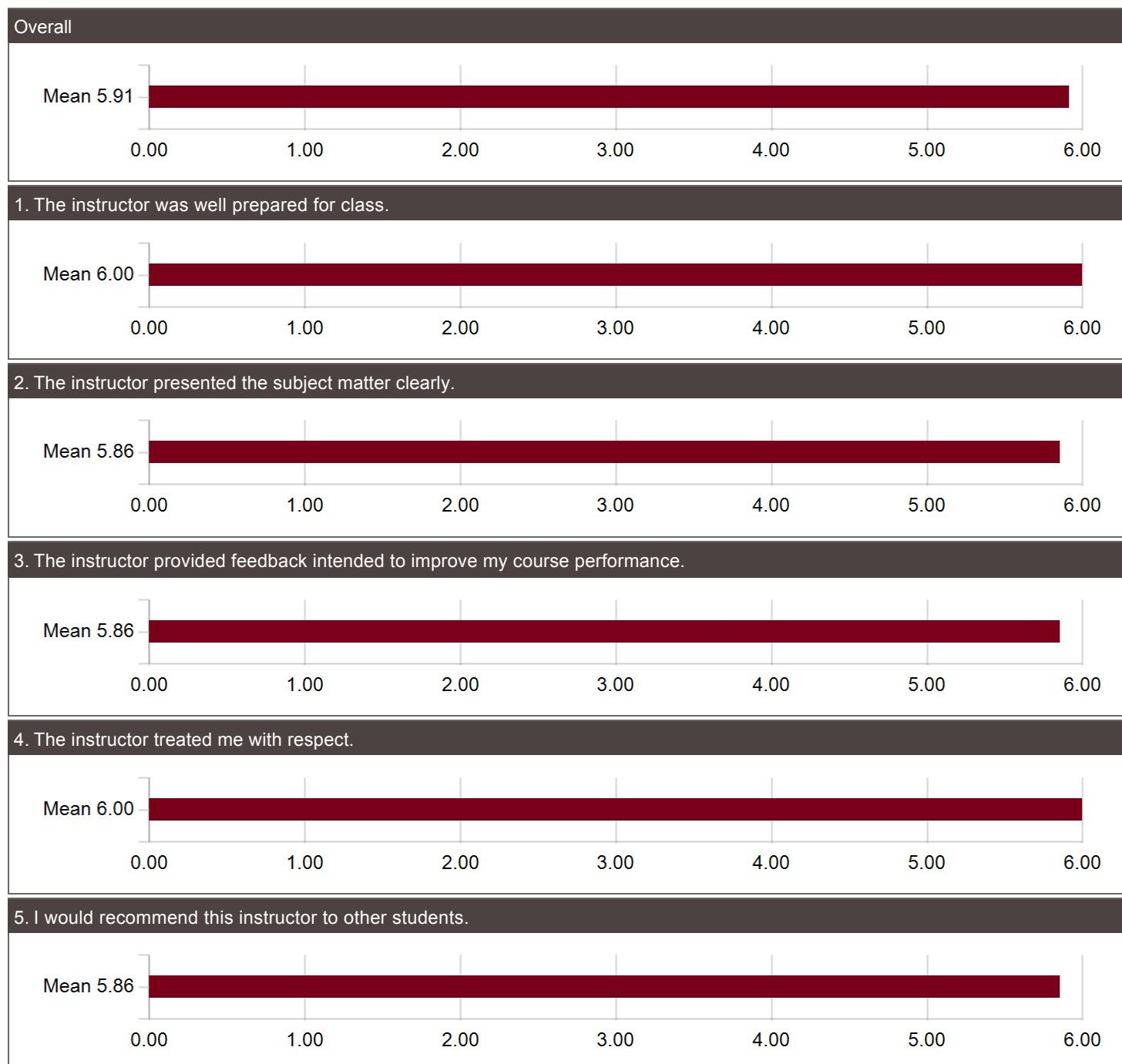
* Paper-administered SRTs: completed forms, with comments, will be returned to the campus address on record for the instructor

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

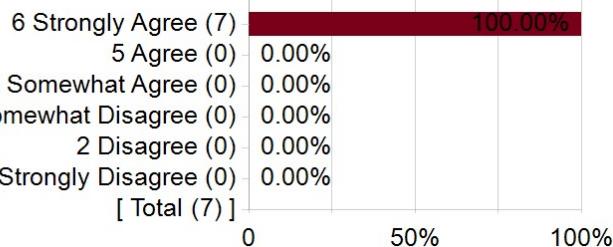
Instructor Items

Carefully read each statement and select a response: - Score

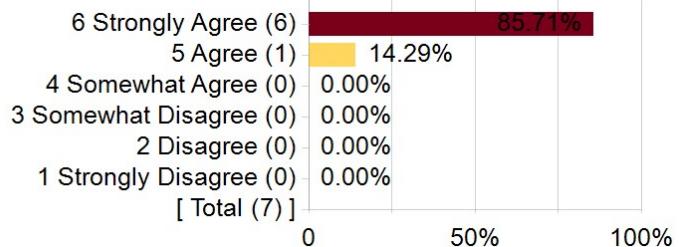


Instructor Items**Carefully read each statement and select a response: - Frequency**

1. The instructor was well prepared for class.



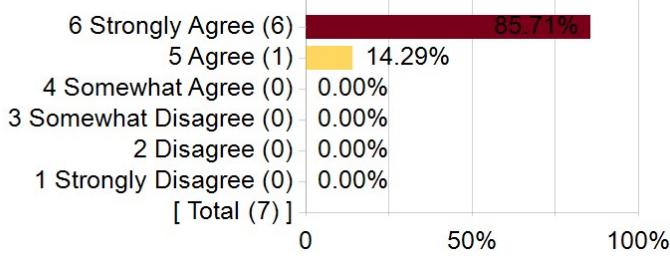
2. The instructor presented the subject matter clearly.



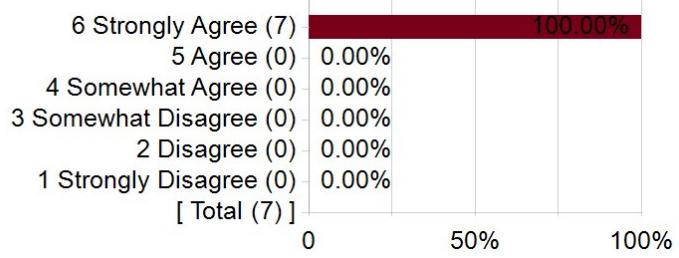
Statistics	Value
Mean	6.00
Median	6.00
Standard Deviation	0.00

Statistics	Value
Mean	5.86
Median	6.00
Standard Deviation	0.38

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



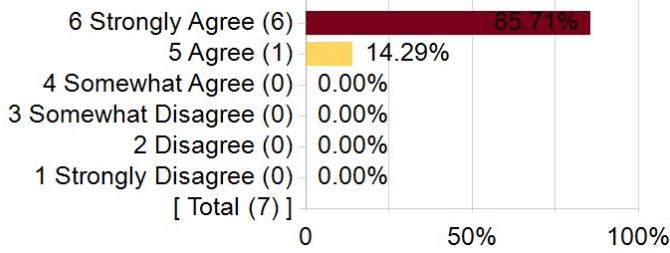
4. The instructor treated me with respect.



Statistics	Value
Mean	5.86
Median	6.00
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Statistics	Value
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5. I would recommend this instructor to other students.



Statistics	Value
Mean	5.86
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Course Items

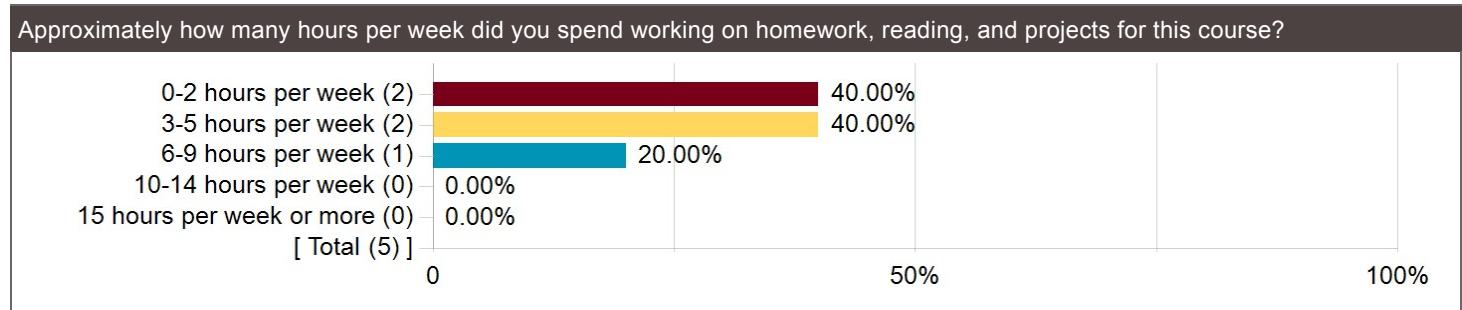
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Approximately how many hours per week do you spend working on homework, reading, and projects for this course?





SRT Individual Report for ECON 1102 040 Principles Macro (Gerardo Britos Hernandez) - Fall 2019

Project Title: **Student Rating of Teaching - Fall 2019**

Courses Audience: **24**

Responses Received: **4**

Response Ratio: **16.67%**

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: **Thursday, September 30, 2021**

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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. Electronically-administered SRTs*:
 - ◊ Comments regarding instructor
 - ◊ Comments regarding course

* Paper-administered SRTs: completed forms, with comments, will be returned to the campus address on record for the instructor

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

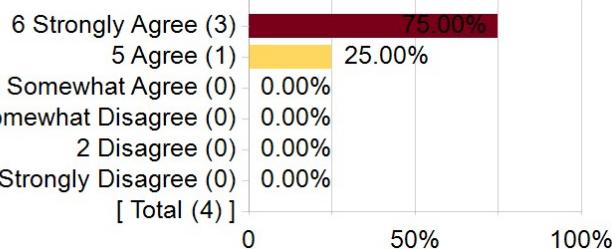
Instructor Items

Carefully read each statement and select a response: - Score

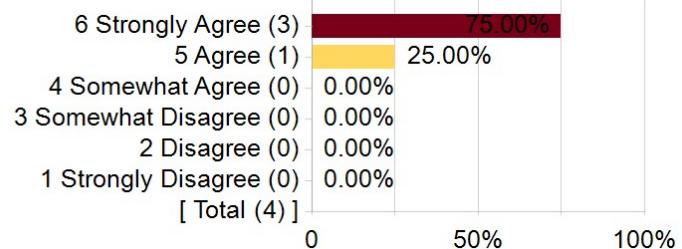


Instructor Items**Carefully read each statement and select a response: - Frequency**

1. The instructor was well prepared for class.

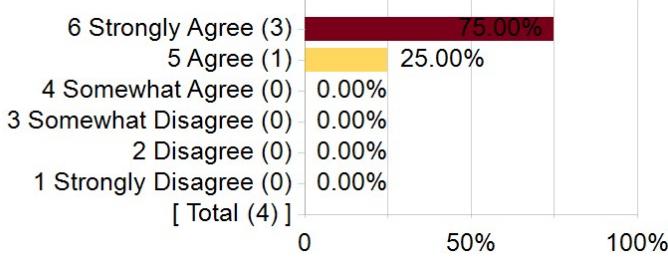


2. The instructor presented the subject matter clearly.

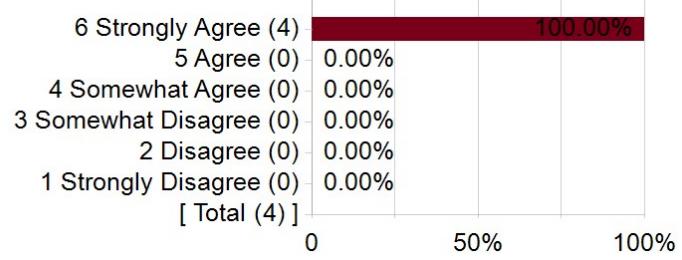


Statistics	Value
Mean	5.75
Median	6.00
Standard Deviation	0.50

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

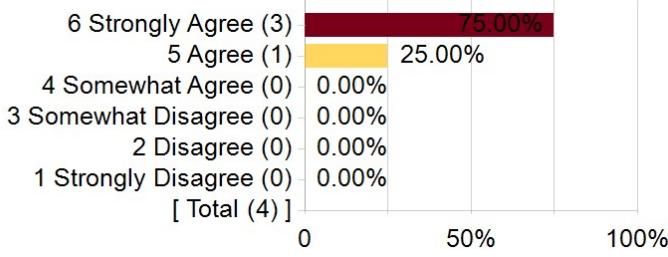


4. The instructor treated me with respect.



Statistics	Value
Mean	5.75
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Standard Deviation	0.50

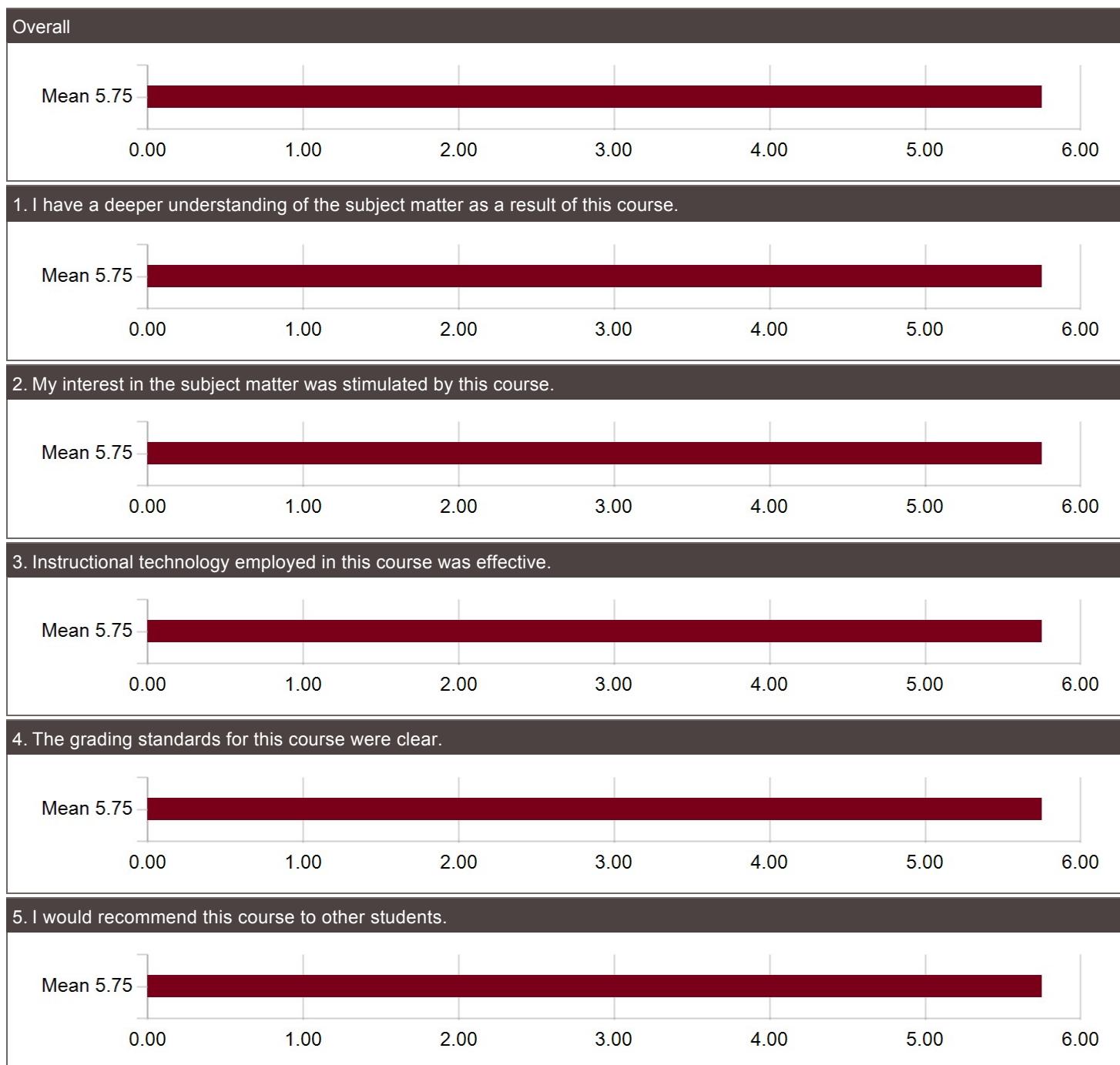
5. I would recommend this instructor to other students.



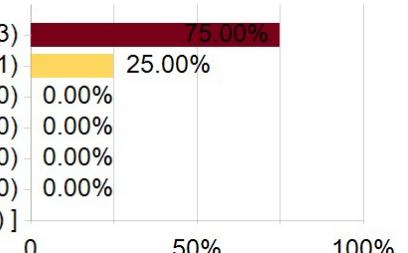
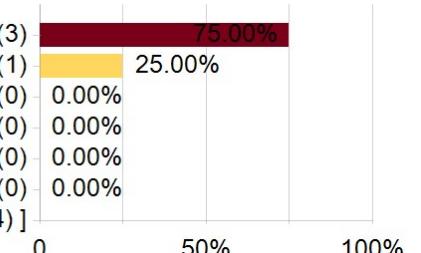
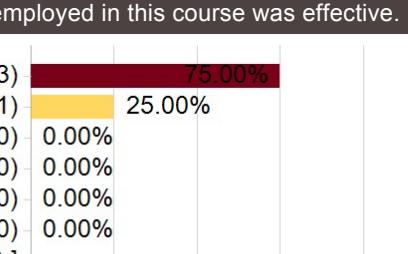
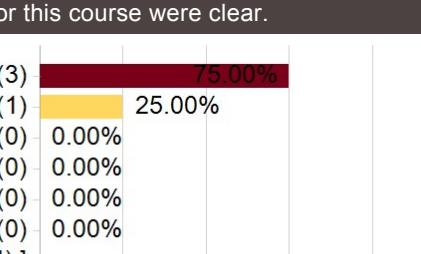
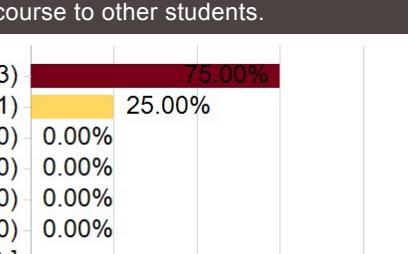
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Course Items

Carefully read each statement and select a response: - Score



Course Items**Carefully read each statement and select a response: - Frequency**

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