

INSTRUCTOR INFORMATION

NAME: Runst, Petrik  
COLLEGE: Humanities & Social Sciences  
DEPT: Economics  
COURSE: ECON 380  
SECTION: 003

RESPONSE KEY

S. . . . . STRONGLY AGREE. . . (5)  
. . . . . (4)  
. . . . . (3)  
. . . . . (2)  
D. . . . . STRONGLY DISAGREE. . . (1)  
NA . . . . . NOT APPLICABLE . . . (6)

DEMOGRAPHIC INFORMATION

Am't of effort put into the course: 1 very low 5=very high  
Times absent from cls: 1=0-1 2=2-3 3=4-5 4=6-7 5=8 or more  
Expected Grades: 1=F 2=D 3=C 4=B 5=A  
Class Level: 1=Fresh 2=Soph 3=Jr 4=Sr 5=Grad  
Ovr'll GPA: 1=below 2.0 2=2-2.5 3=2.51-3.0 4=3.01-3.5 5=3.51-4  
Course is: 5=required 4=elective 3=gen ed 2=Other

	1	2	3	4	5
Am't of effort put into the course	1	1	7	11	2
Times absent from cls	18	4	0	0	0
Expected Grades	0	0	3	8	11
Class Level	0	1	8	12	0
Ovr'll GPA	0	1	3	6	12
Course is	0	2	12	8	0

ITEMS	PERCENTAGES						AREA	MEAN	MEDIAN	S.D	# Resp.
	(1) D	(2)	(3)	(4)	(5) S	(6) NA					
1. Course requirements and expectations were clear	0.0	9.5	4.8	23.8	61.9	0.0	CLASS	4.38	5.0	0.97	21
	0.6	1.7	7.0	24.0	66.8	0.0	DEPT/PROGRAM	4.55	5.0	0.75	1,910
	0.9	1.7	5.8	20.8	70.8	0.0	COL/SCHL/INST	4.59	5.0	0.75	24,127
	1.0	2.1	6.8	22.5	67.5	0.1	UNIVERSITY	4.53	5.0	0.80	54,186
2. The course was well organized	4.5	4.5	9.1	22.7	59.1	0.0	CLASS	4.27	5.0	1.11	22
	0.9	2.8	9.7	24.1	62.5	0.0	DEPT/PROGRAM	4.44	5.0	0.85	1,900
	1.4	2.5	8.6	21.5	65.9	0.1	COL/SCHL/INST	4.48	5.0	0.86	23,980
	1.6	3.0	9.3	23.0	63.1	0.1	UNIVERSITY	4.43	5.0	0.89	53,848
3. The instructor helped me to better understand the course material	0.0	0.0	18.2	18.2	63.6	0.0	CLASS	4.45	5.0	0.79	22
	1.3	3.0	10.9	23.2	61.4	0.2	DEPT/PROGRAM	4.41	5.0	0.89	1,902
	1.4	2.9	8.7	21.3	65.5	0.2	COL/SCHL/INST	4.47	5.0	0.87	24,068
	1.7	3.3	9.5	22.3	63.0	0.3	UNIVERSITY	4.42	5.0	0.91	54,059
4. Feedback (comments and suggestions written on papers, solutions provided, class disc, etc) was helpful	9.1	0.0	4.5	22.7	63.6	0.0	CLASS	4.32	5.0	1.21	22
	2.2	3.9	13.5	22.4	50.7	7.2	DEPT/PROGRAM	4.25	5.0	1.01	1,910
	1.8	3.4	10.7	21.4	59.5	3.3	COL/SCHL/INST	4.38	5.0	0.94	24,029
	2.1	3.9	10.4	21.0	56.9	5.7	UNIVERSITY	4.35	5.0	0.98	53,856
5. The instructor showed respect for students	0.0	0.0	4.5	0.0	95.5	0.0	CLASS	4.91	5.0	0.44	22
	0.2	0.7	3.0	14.7	81.4	0.1	DEPT/PROGRAM	4.77	5.0	0.55	1,903
	0.7	1.2	3.5	12.0	82.6	0.1	COL/SCHL/INST	4.75	5.0	0.64	24,040
	0.8	1.3	4.0	13.3	80.5	0.1	UNIVERSITY	4.72	5.0	0.67	53,966
6. The instructor was accessible in person or electronically	0.0	0.0	0.0	9.1	86.4	4.5	CLASS	4.90	5.0	0.32	22
	0.9	1.6	7.1	19.1	69.4	1.9	DEPT/PROGRAM	4.57	5.0	0.78	1,895
	0.7	1.4	5.4	16.0	75.0	1.5	COL/SCHL/INST	4.66	5.0	0.72	23,873
	0.8	1.7	5.9	16.7	72.7	2.3	UNIVERSITY	4.62	5.0	0.75	53,549
7. The course grading policy was clear	0.0	4.5	4.5	22.7	68.2	0.0	CLASS	4.55	5.0	0.79	22
	0.9	2.1	7.4	18.3	70.8	0.5	DEPT/PROGRAM	4.57	5.0	0.79	1,914
	1.2	2.3	7.2	19.6	69.3	0.3	COL/SCHL/INST	4.54	5.0	0.82	24,097
	1.3	2.3	7.6	20.2	67.2	1.4	UNIVERSITY	4.52	5.0	0.84	54,067
8. Graded work reflected what was covered in the course	0.0	4.5	18.2	9.1	68.2	0.0	CLASS	4.41	5.0	0.95	22
	0.8	2.2	7.5	18.7	68.4	2.4	DEPT/PROGRAM	4.55	5.0	0.80	1,887
	0.9	1.9	6.6	19.1	70.2	1.3	COL/SCHL/INST	4.58	5.0	0.78	23,900
	1.1	2.2	6.8	19.5	65.9	4.6	UNIVERSITY	4.54	5.0	0.81	53,567
9. The assignments helped me learn the material	4.5	0.0	0.0	31.8	63.6	0.0	CLASS	4.50	5.0	0.93	22
	1.5	2.9	9.6	20.5	57.2	8.2	DEPT/PROGRAM	4.41	5.0	0.92	1,892
	1.5	3.0	9.2	21.6	62.4	2.3	COL/SCHL/INST	4.44	5.0	0.90	23,852
	1.7	3.2	9.4	21.8	60.3	3.6	UNIVERSITY	4.41	5.0	0.92	53,465
10. The textbook and/or assigned readings helped me understand the material	4.8	9.5	0.0	14.3	71.4	0.0	CLASS	4.38	5.0	1.20	21
	2.6	3.8	11.8	22.1	56.8	2.9	DEPT/PROGRAM	4.30	5.0	1.01	1,897
	2.3	3.7	10.7	22.3	58.3	2.7	COL/SCHL/INST	4.34	5.0	0.97	23,824
	2.8	4.3	11.5	22.6	53.8	5.1	UNIVERSITY	4.27	5.0	1.03	53,472

SEMESTER: SPRING 2010

GEORGE MASON UNIVERSITY
STUDENT INSTRUCTIONAL RATING SYSTEM REPORT
STUDENTS ENROLLED IN THIS CLASS: 41 COMPLETED FORMS: 22

June 1, 2010
20041300

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Table with columns: ITEMS, PERCENTAGES (1-6), AREA, MEAN, MEDIAN, S.D, # Resp. Rows include items like 'Assignments and exams were returned in a reasonable amount of time'.

OVERALL RATING OF INSTRUCTION AND COURSE
PERCENTAGES

Table with columns: ITEMS, PERCENTAGES (1-6), AREA, MEAN, MEDIAN, S.D, # Resp. Rows include items like 'My overall rating of the teaching' and 'My overall rating of this course'.

Median is the middlemost of the ranked scores. S.D (Standard Deviation) is a measure of the dispersion of scores from the mean. For example, if all students agree that Prof. X is excellently prepared, the mean would be 5, and the standard deviation would be 0. NA responses and non-respondents are represented in percentages, but not in other calculations.

Table with columns: ITEM, MEAN, MEDIAN, S.D, # Resp. Rows include various items with their corresponding statistical data.

1. I really enjoyed the varied sources of readings. It wasn't always easy to keep myself organized, but it was worth the extra effort. In so many other classes it is taken for granted that students are familiar with certain works.

I also thought the class greatly complimented my Public Choice coursework & made it much more enjoyable.

Finally, the instructor's openness to other's perspectives is both an asset to his learning & mine.

2) I wish we might have surveyed other areas outside of Russia.

Loved This class - The professor was phenomenal. Wish it lasted longer

I like his opinion about the transition economy. It is very objective. His lecture is very clear too. The text book is not good. He cares about his students

2) I enjoyed the theoretical foundations in the first part of the class, but I think more emphasis could be put to practical (country/case studies) considerations. I would shorten the first part of the class just a little bit. Maybe a  $\frac{1}{3}$   $\frac{2}{3}$  split of b/t parts 1 and 2 instead 50/50.

The course has a lot of potential. Suggest two things:

1) More material, especially empirical/historical material on transitioning economies,

2) Have quizzes after material is covered, e.g. the next week... sometimes things don't sink in from reading alone.

1). The lectures were great. The large amount of reading was not, and did not help.

2). TEACH / LECTURE MORE, Reduce the VAST AMOUNT OF READING.