Every semester an evaluation of the didactic performance of Statistics lecturers is carried out at Universidade Federal do Rio Grande do Sul. These lecturers are evaluated by their students through a questionnaire that is distributed in the classrooms and that is answered anonymously. Questions include knowledge in the student’s area, adequate use of didactic resources, enthusiasm, capacity to engage, capacity of dialogue, adequate use of evaluation instruments, etc.

The goal of this poster is present the analysis of answers given by the students of several courses, in the last eight semesters. We do not include students of the BSc course in statistics. Our aim is to show how student’s feels in statistics lessons, if they perceive the relevance of statistics and if they consider the lecturers are succeeding in playing their role.

Preliminary results show that among 1845 interviewed students, 53.2% evaluated their teachers quality with maximum score. However 32.8% of them found the lessons to be poor in research results and the material outdated. As regards the general development of the subject, 47.2% found that the subject was very well developed, but 10.3% of the students were not or almost not satisfied and 33.5% of the students complained of lack of equilibrium between theory and practice. These results suggest the need to improve the courses.