



Project Title: 2191 - Teaching Survey Fall 2018

Courses Audience: 26
Responses Received: 13
Response Rate: 50.0%

Subject Details

Name	MATH 0220 - ANALYTC GEOMETRY & CALCULUS 1 - 1035 - Recitation
DEPARTMENT_CD	MATH
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	11062
SECTION_NUMBER	1035
TERM_NUMBER	2191
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Ivan
Last Name	Ramirez Zuniga
RANK_DESCR	Teaching Fellow
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

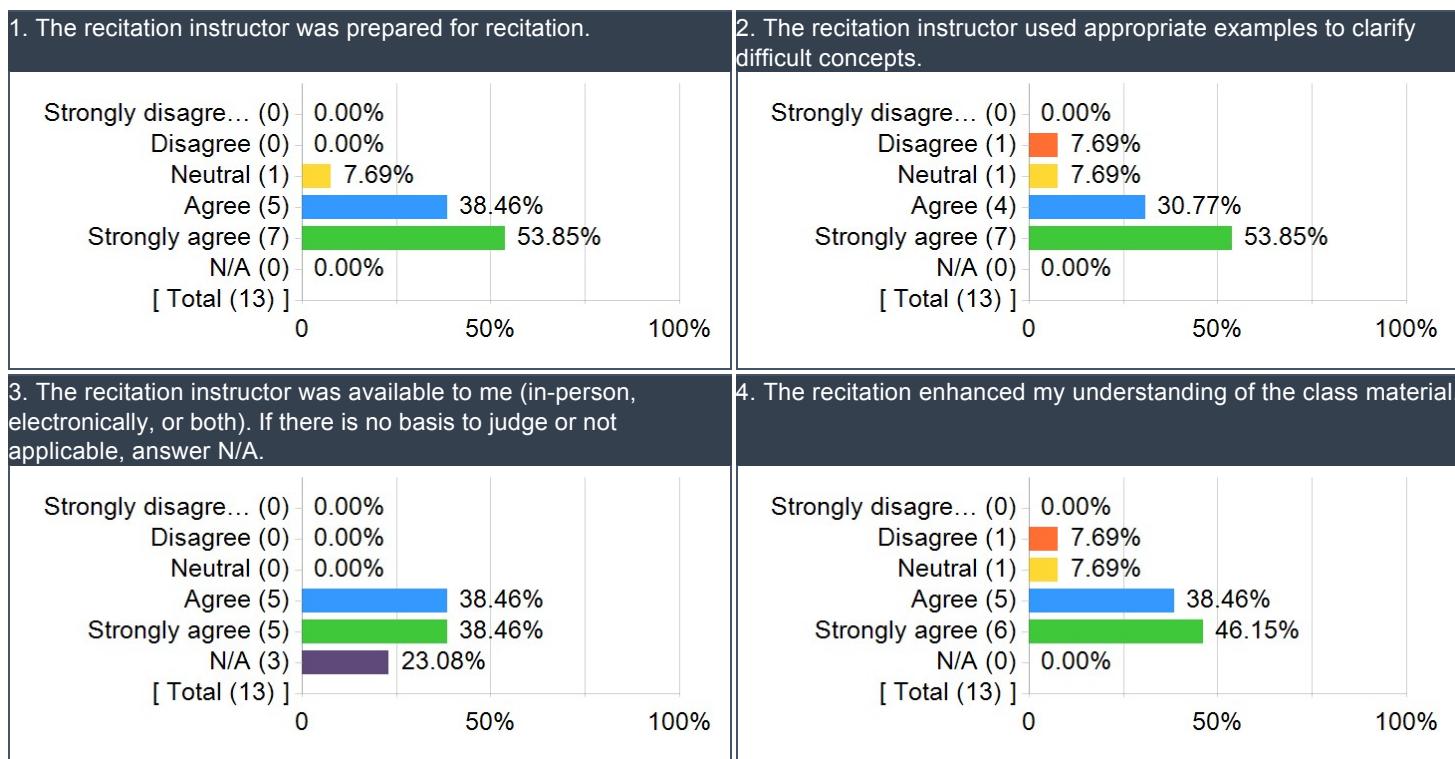
Creation Date: Saturday, February 23, 2019

ARTSC Recitation Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	13	4.46	0.66
The recitation instructor used appropriate examples to clarify difficult concepts.	13	4.31	0.95
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	10	4.50	0.53
The recitation enhanced my understanding of the class material.	13	4.23	0.93

Detailed Responses



Comments

What did you like best about the recitation instruction?

Comments
Some of the concepts we discussed before the quiz were on it
1. He's knowledgeable
2. He has an excellent understanding of the fundamentals of math and is able to break down problems in a way that makes sense.
3. He's willing to help and walk through work.
4. His recitations were always relevant.
He was able to give difficult problems that still had all of the information necessary in them to explain the concepts we were learning in class.
how we went through practice problems thoroughly to prepare for the quizzes
I think Ivan does a great job of explaining concepts, and he always makes sure the recitation section is all on the same page before he moves on.
I liked how he had examples ready for us.
He had good use of examples, and definitely cleared up concepts and prepared us for the quiz.
The way he would work through problems. Making them simple.
He was funny
Ivan was great. He always provided us with examples that were similar to those that appeared on quizzes.
This man is an incredible Teacher. He instilled a respect for math in me and he deserves recognition.

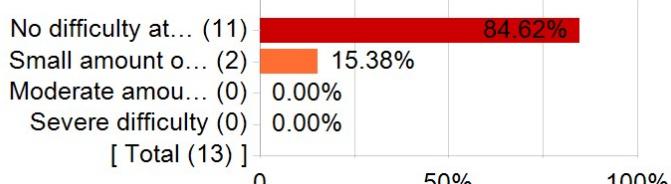
If you were running this recitation, what would you do differently?

Comments
Cover strictly quiz material
n/a
N/A
nothing
I would make it a little longer, especially because the quiz is basically the last 10–15 minutes of almost every meeting.
take questions from LON capa or from textbook that class may be struggling on. But most times people don't speak up, and the examples he has prepared are generally very helpful.
Choose more difficult problems as those would appear on the tests.
everything was done correctly
nothing! i liked the set up of the recitation. Ivan always asked if we had questions, and then if not he had examples to go over.
Nothing

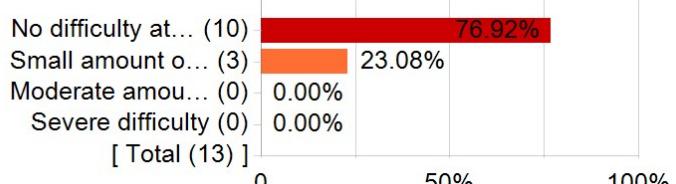
Math Recitation Additional Items

Please answer the following questions about your recitation instructor:

1. Did you experience difficulty in comprehending your recitation instructor's spoken language in recitation?

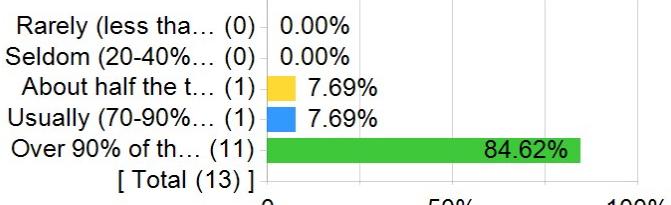


2. Did your recitation instructor experience difficulty in comprehending the questions that were asked by students in recitation?



The recitation instructor arrived for recitation on time.

1. The recitation instructor arrived for recitation on time.





Project Title: 2191 - Teaching Survey Fall 2018

Courses Audience: 24

Responses Received: 13

Response Rate: 54.17%

Subject Details

Name	MATH 0220 - ANALYTC GEOMETRY & CALCULUS 1 - 1205 - Recitation
DEPARTMENT_CD	MATH
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	12336
SECTION_NUMBER	1205
TERM_NUMBER	2191
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Ivan
Last Name	Ramirez Zuniga
RANK_DESCR	Teaching Fellow
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
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- Additional QP Questions (if applicable)

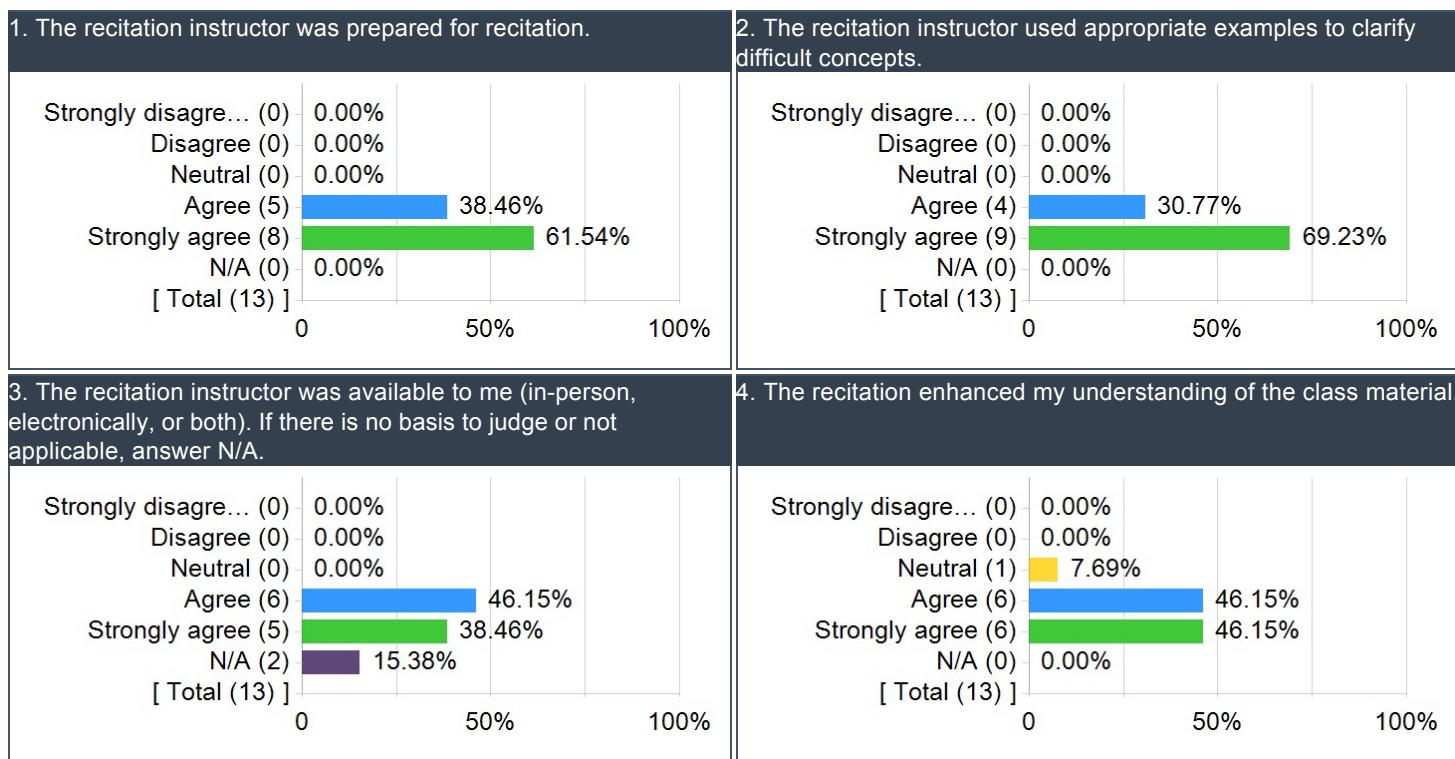
Creation Date: Friday, February 22, 2019

ARTSC Recitation Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	13	4.62	0.51
The recitation instructor used appropriate examples to clarify difficult concepts.	13	4.69	0.48
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	11	4.45	0.52
The recitation enhanced my understanding of the class material.	13	4.38	0.65

Detailed Responses



Comments

What did you like best about the recitation instruction?

Comments
very thorough, friendly
During the entirety of the first semester, Ivan has helped all of us whenever help was needed and taught recitation in a meaningful and helpful way. I was glad to have him as a teacher.
I liked his energy and patience.
explained content well
Really good examples and did a good job of explaining any questions
He was extremely on topic and great at giving examples applicable to class that complimented lessons nicely ensuring we understood the material for quizzes and tests
I enjoyed going over example problems in order to enhance my understanding of each concept.
His ability to answer questions effectively and quickly
His explanation is clear for me to understand.
Was personable and easy to ask questions to

If you were running this recitation, what would you do differently?

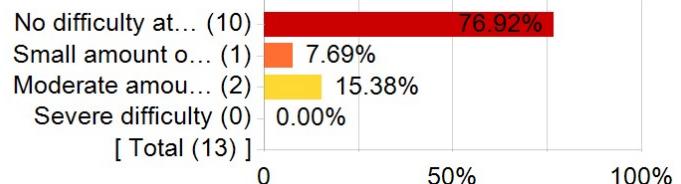
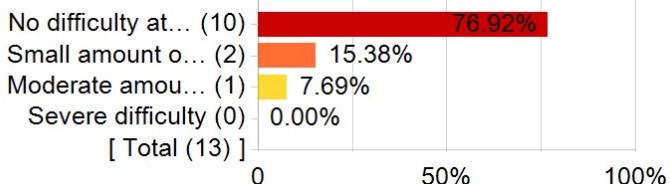
Comments
nothing
Nothing
Nothing
Nothing
I would continue going over practice problems during the recitation and offer more practice exams and problems with solutions so students can complete them outside of class.
Nothing
I have no suggestions because the instructor is really good.
none

Math Recitation Additional Items

Please answer the following questions about your recitation instructor:

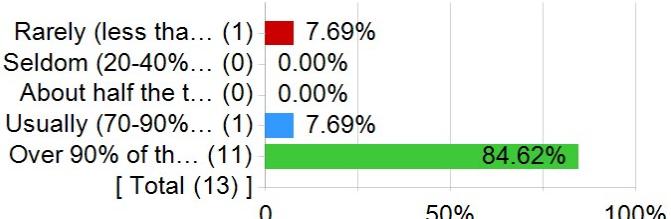
1. Did you experience difficulty in comprehending your recitation instructor's spoken language in recitation?

2. Did your recitation instructor experience difficulty in comprehending the questions that were asked by students in recitation?



The recitation instructor arrived for recitation on time.

1. The recitation instructor arrived for recitation on time.





Project Title: 2191 - Teaching Survey Fall 2018

Courses Audience: 19

Responses Received: 9

Response Rate: 47.37%

Subject Details

Name	MATH 0230 - ANALYTC GEOMETRY & CALCULUS 2 - 1014 - Recitation
DEPARTMENT_CD	MATH
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	11473
SECTION_NUMBER	1014
TERM_NUMBER	2191
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
First Name	Ivan
Last Name	Ramirez Zuniga
RANK_DESCR	Teaching Fellow
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

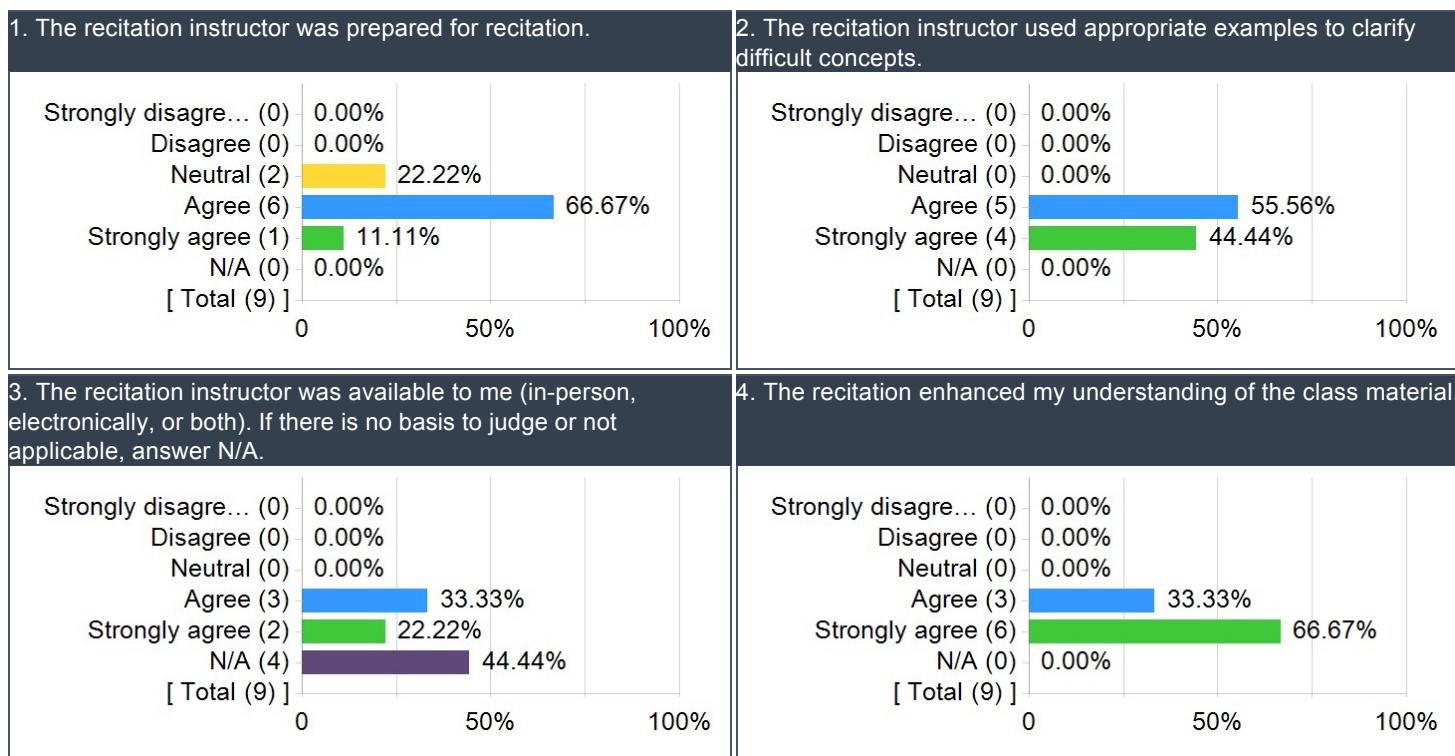
Creation Date: Friday, February 22, 2019

ARTSC Recitation Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The recitation instructor was prepared for recitation.	9	3.89	0.60
The recitation instructor used appropriate examples to clarify difficult concepts.	9	4.44	0.53
The recitation instructor was available to me (in-person, electronically, or both). If there is no basis to judge or not applicable, answer N/A.	5	4.40	0.55
The recitation enhanced my understanding of the class material.	9	4.67	0.50

Detailed Responses



Comments

What did you like best about the recitation instruction?

Comments
He took the time to clarify questions well.
Ivan is very good at drawing things out and sensing when students were lost. He is willing to stay after class to answer questions, and is very approachable.
It really helped clarify what I didn't understand about the lecture
The fact that Ivan made everything much clearer

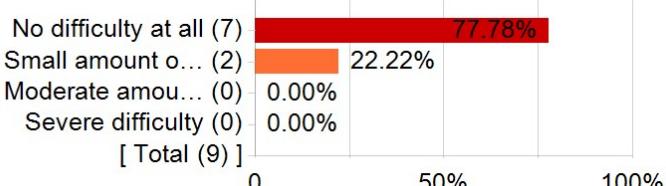
If you were running this recitation, what would you do differently?

Comments
I would go a little faster through problems. Maybe hand out a sheet with the answers to the homework at the end so you wouldn't have to spend time writing it out.
Go through examples a little quicker
go through less examples and explain topics more

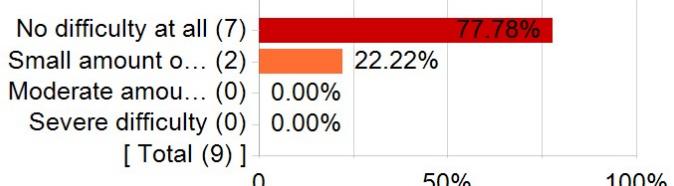
Math Recitation Additional Items

Please answer the following questions about your recitation instructor:

1. Did you experience difficulty in comprehending your recitation instructor's spoken language in recitation?

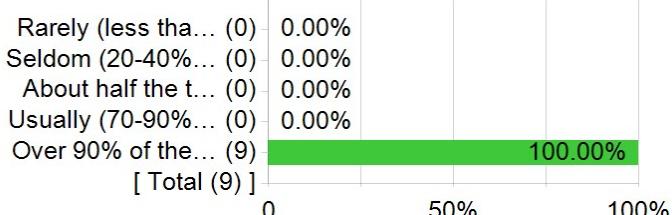


2. Did your recitation instructor experience difficulty in comprehending the questions that were asked by students in recitation?



The recitation instructor arrived for recitation on time.

1. The recitation instructor arrived for recitation on time.





Project Title: 2187 - Teaching Survey Summer 2018

Total Enrollment: 19

Responses Received: 11

Response Rate: 57.89%

Subject Details

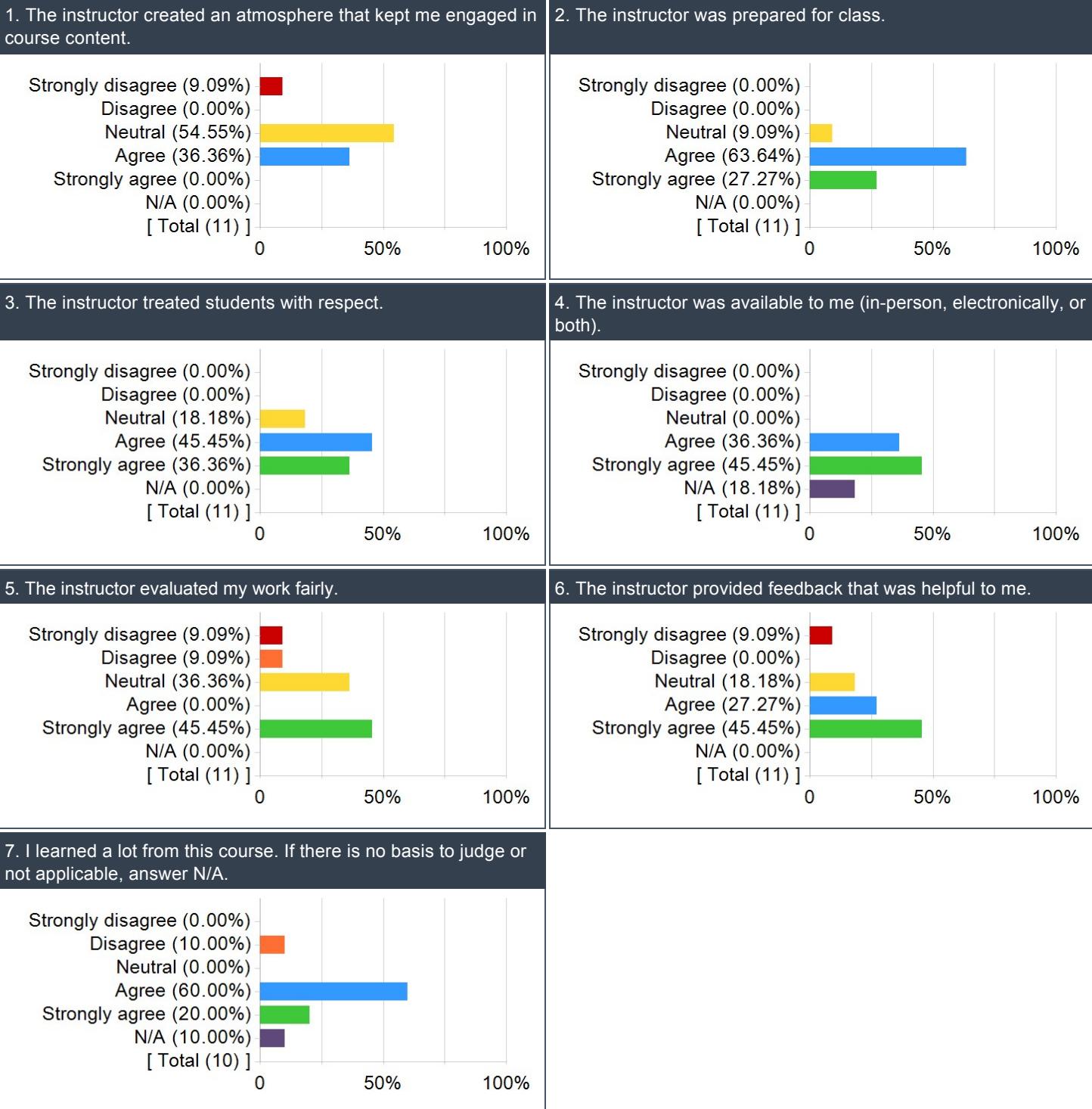
Name	MATH 0240 - ANALYTC GEOMETRY & CALCULUS 3 - 1200 - Lecture
DEPARTMENT_CD	MATH
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	10288
SECTION_NUMBER	1200
TERM_NUMBER	2187
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
First Name	Ivan
Last Name	Ramirez Zuniga
RANK_DESCR	Teaching Fellow
TENURE	NT

Arts and Sciences Questions

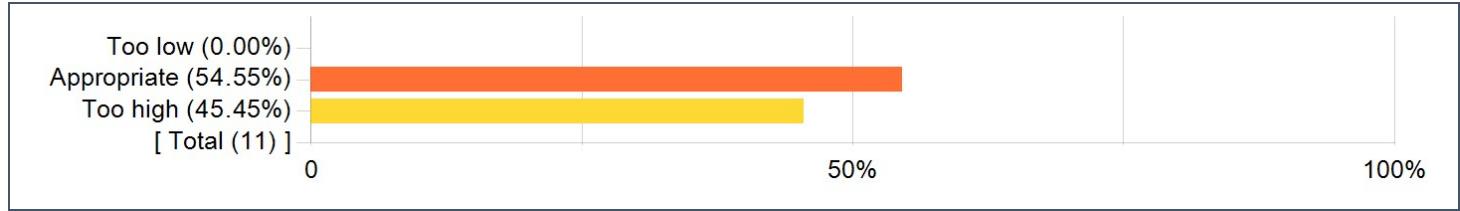
Summary: 5-point scale - Strongly Disagree to Strongly Agree

Question	Results		
	Response Count	Mean	Standard Deviation
The instructor created an atmosphere that kept me engaged in course content.	11	3.18	0.87
The instructor was prepared for class.	11	4.18	0.60
The instructor treated students with respect.	11	4.18	0.75
The instructor was available to me (in-person, electronically, or both).	9	4.56	0.53
The instructor evaluated my work fairly.	11	3.64	1.43
The instructor provided feedback that was helpful to me.	11	4.00	1.26
I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.	9	4.00	0.87

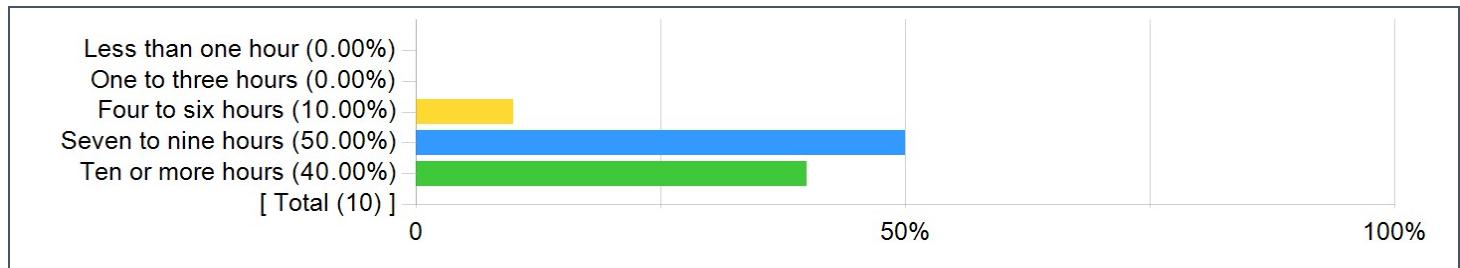
Detailed Responses



The standards the instructor set for me were:



How many hours per week did you usually spend working on this course outside of classroom time?



Comments

What did you like best about how the course was taught?

Comments
The drawings, we needed the visual aids.
Practice problems on worksheets were very helpful for quiz and exam preparation.
several examples of problems given
The 5 minute break, followed textbook well
He went through at least one example problem for every concept/topic taught.
I enjoyed what the worksheets represented.

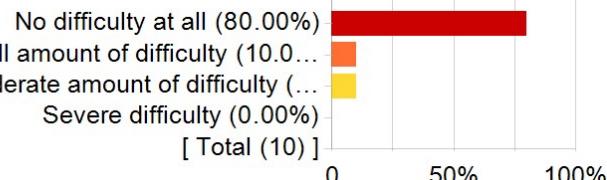
If you were teaching this course, what would you do differently?

Comments
I would slow down, maybe give a couple seconds to write stuff.
Maybe find an alternative way to integrate participation into the course grade.
nothing
I would give out fewer assignments. The amount of work given in this course made it difficult to find time outside of class for students (especially slow learners) to learn the information on their own by reading the textbook, watching videos, and getting help from others. The workload was unnecessary stress, especially for those attempting to take multiple classes this semester or maintain jobs. The worksheets were helpful, but incredibly long, and I found that the Ion capa problems had me wasting more time trying to get the system to except my exact decimal or form of answer than I did actually learning the math. There was no remaining time to attempt the optional book work. I've been in more successful 6 week math courses where the homework was optional textbook work, and students took it seriously and did it on their own, without significantly adding to the pressure of quizzes twice a week and exams every other week. Summer courses do not need to triple the workload of a 16 week course.
Nothing.
Don't give as many worksheets. Also, don't worry about oversplainig everything.
I would spend way less time going over proofs of formulas, and a lot more time going over applications of the formulas since that's what we're tested on. Also the tests he distributed were really long, and being extremely rushed to finish them made me feel like I wasn't able to show that I had a great understanding of the topics

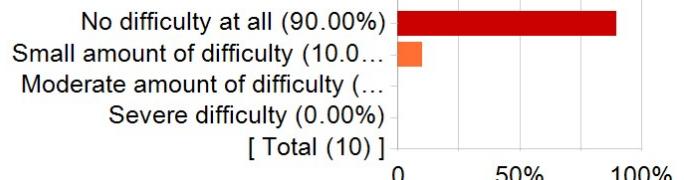
Math TA/TF Additional Items

Please answer the following questions about your instructor:

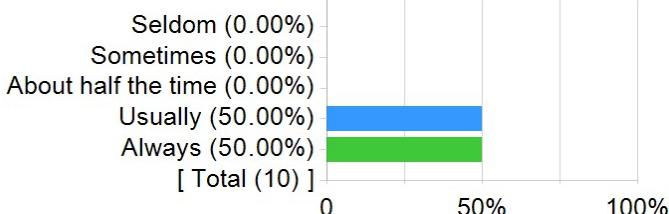
1. Did you experience difficulty in comprehending your lecture instructor's spoken language in class?



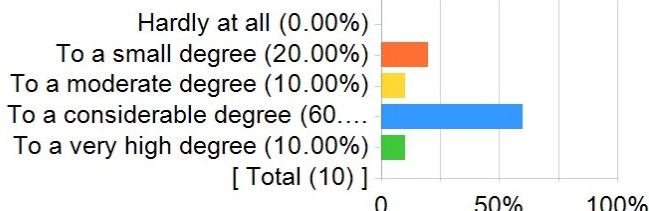
2. Did your lecture instructor experience difficulty in comprehending the questions that were asked by students in class?



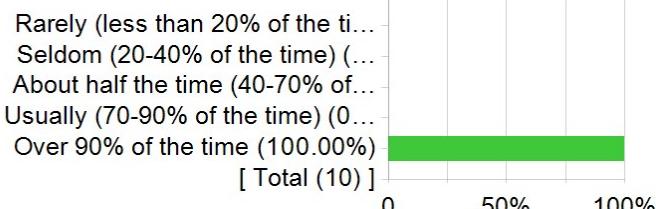
The lecture instructor's writing on the chalkboard was legible.



The lecture instructor's attitude toward the subject was enthusiastic.

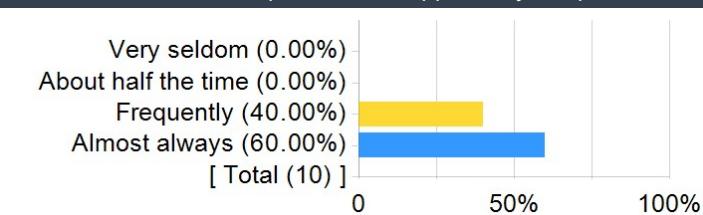


The lecture instructor arrived for class on time.

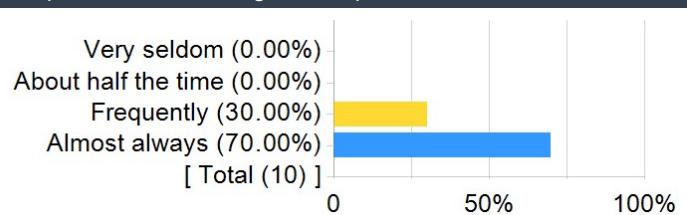


Please answer the following questions about your instructor:

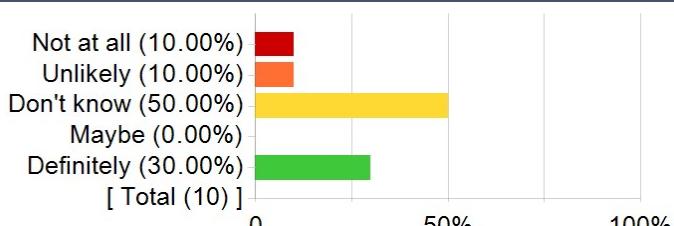
1. The lecture instructor provided the opportunity for questions.



2. Helpful answers were given to questions raised in class.

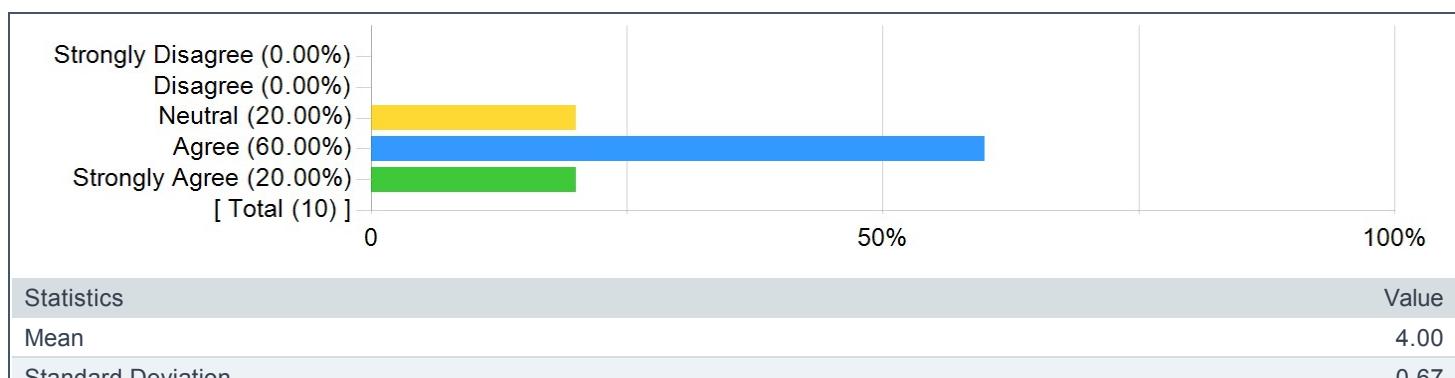


Would you recommend this lecture instructor to a friend taking this course?

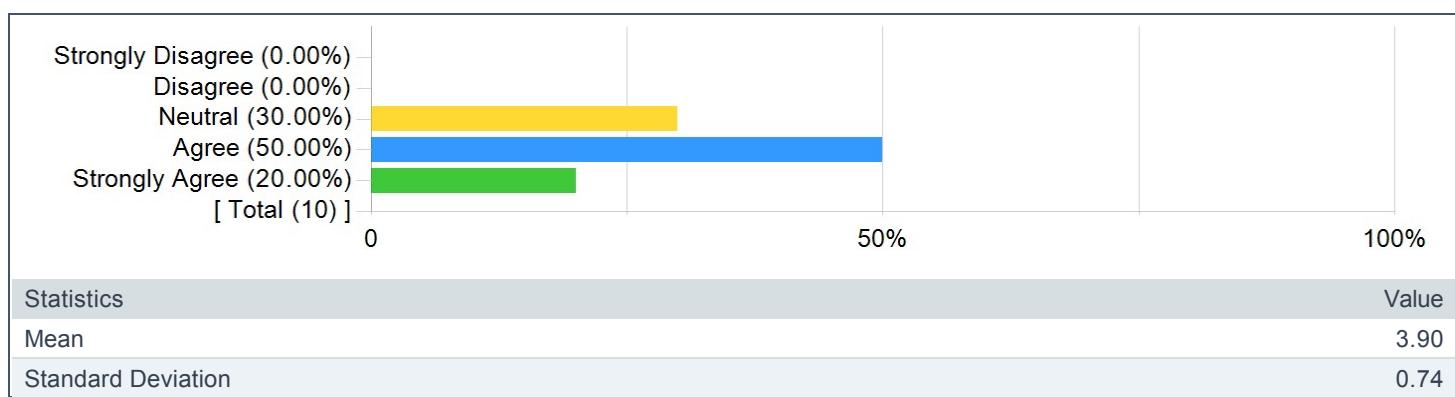


Personalized Questions

Team teaching made a valuable contribution to my learning.



The material distributed by the instructor helped me prepare for the exam.





Summer 2017 - Teaching Survey Report for Ivan Ramirez Zuniga

MATH 0230 - ANALYTC GEOMETRY & CALCULUS 2 - 1100 - Lecture

2177 - Teaching Survey Summer 1

Total Enrollment 28

Responses Received 14

Response Rate 50.0%

Subject Details

Name	MATH 0230 - ANALYTC GEOMETRY & CALCULUS 2 - 1100 - Lecture
DEPARTMENT_CD	MATH
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	10207
COURSE_NUMBER	230
SECTION_NUMBER	1100
TERM_NUMBER	2177
COURSE_TYPE	Lecture
CLASS_ATTRIBUTE	
ENROLLED_STUDENTS	31
First Name	Ivan
Last Name	Ramirez Zuniga
RANK_DESCR	Teaching Assistant
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Survey Results:

- Numerical
- Comments
- Additional School or Department Questions (if applicable)
- Additional QP Questions (if applicable)

Creation Date Thu, Sep 28, 2017

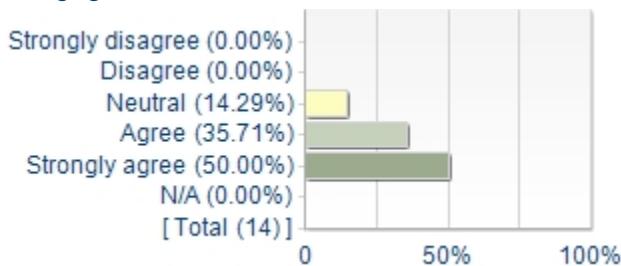
Arts and Sciences Questions

Summary: 5-point scale - Strongly Disagree to Strongly Agree

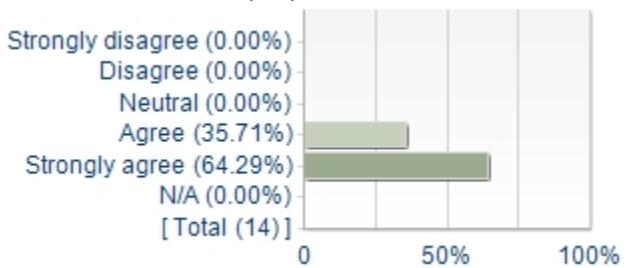
Question	Results		
	Mean	Response Count	Standard Deviation
The instructor created an atmosphere that kept me engaged in course content.	4.36	14	0.74
The instructor was prepared for class.	4.64	14	0.50
The instructor treated students with respect.	4.93	14	0.27
The instructor was available to me (in-person, electronically, or both).	4.86	14	0.36
The instructor evaluated my work fairly.	4.50	14	0.76
The instructor provided feedback that was helpful to me.	4.36	14	0.63
I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.	4.15	14	0.90
Overall	4.54	-	0.66

Detailed Responses

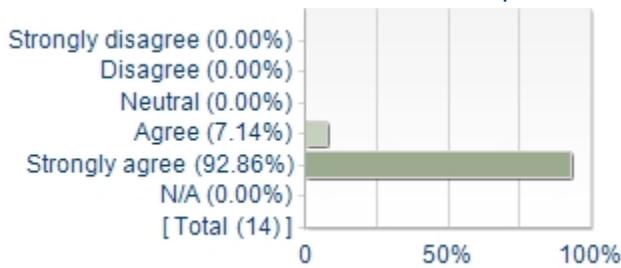
1. The instructor created an atmosphere that kept me engaged in course content.



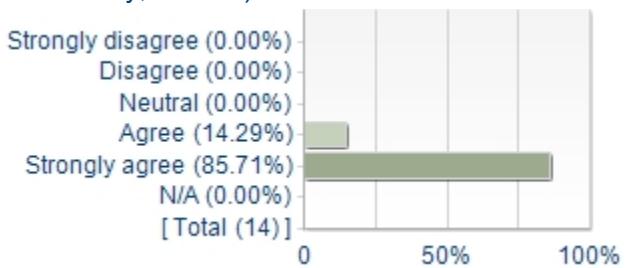
2. The instructor was prepared for class.



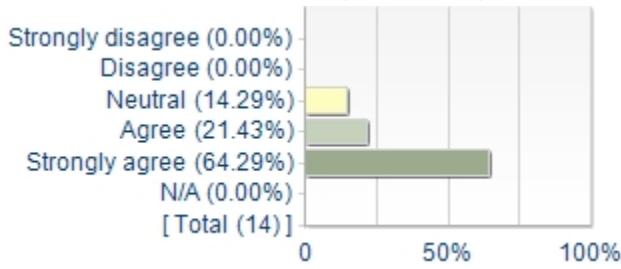
3. The instructor treated students with respect.



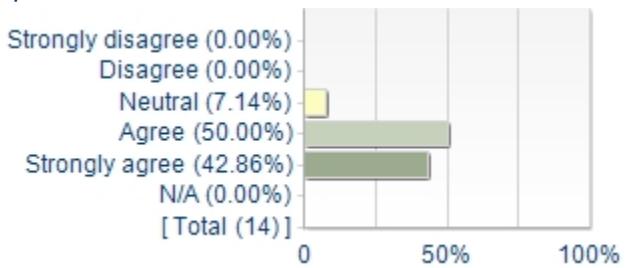
4. The instructor was available to me (in-person, electronically, or both).



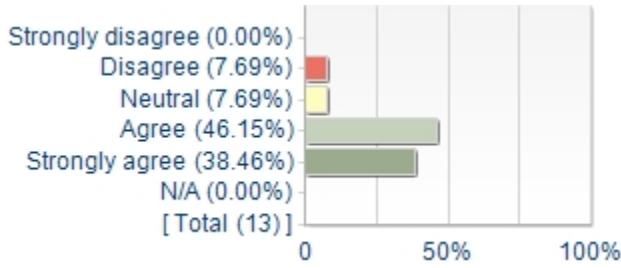
5. The instructor evaluated my work fairly.



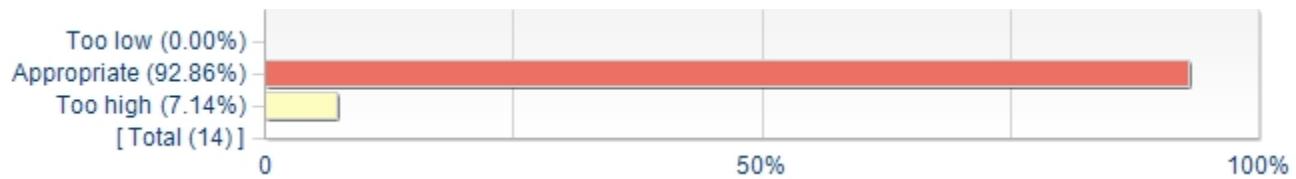
6. The instructor provided feedback that was helpful to me.



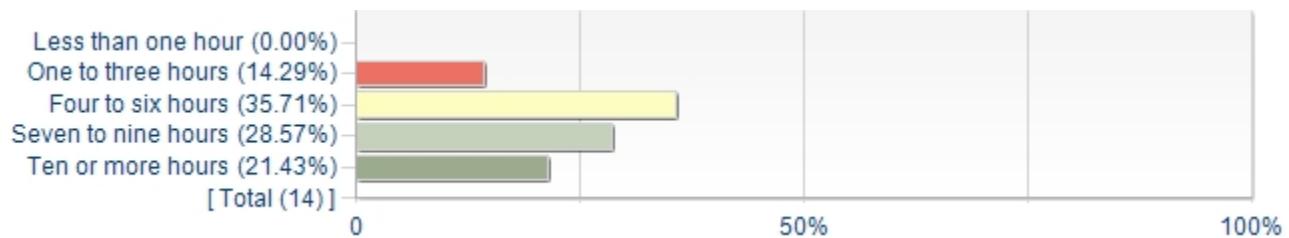
7. I learned a lot from this course. If there is no basis to judge or not applicable, answer N/A.



The standards the instructor set for me were:



How many hours per week did you usually spend working on this course outside of classroom time?



Comments

What did you like best about how the course was taught?

Comments

Reasonable for how fast-paced the course has to be. I took calculus II in high-school therefore a lot of the material was a review for me. I'm sure if I was learning the material for the first time I would feel as if it was too fast paced. I do not like Lon Capa and feel as if it is hurting me more than it is helping me. Ivan was great however and I believe that the class is very well prepared and fair.

I could actually understand what he was saying unlike my past calc professors here.

Ivan went over the basics, and then did multiple examples which built upon the basics. That was my favorite part of his teaching style.

The examples were very thorough and reflected what the exams and quizzes would be like.

short time frame so there is not really time to forget the material and also there is no final which is awesome because the one letter grade rule in normal math classes is awful

For only 6 weeks we went through a lot and did it where some of it was easy to understand but some I didn't understand. Plus he was willing to help you understand something if you didn't.

There was plenty of time during the summer course to do a bunch of practice and then to go to office hours. Ivan was very helpful in answering questions in class and during office hours. The class was also taught very practically. Not too abstract or heavy, like other calc classes can often be.

If you were teaching this course, what would you do differently?

Comments

Take the quiz in recitation not in the lab. Usually can't get much lon capa completed because I'm worried about the quiz.
fire your ta and just teach the recitation yourself

One thing I dislike is that we have to rush because we were behind schedule. I did not want to ask questions because I knew we had to get farther ahead so it often left me wondering, in certain parts of the class. Overall, Ivan did the best he could and I can not ask for more than that.

only present crucial information and spend more time practicing different types of problems in class, also have a variety of office hour times because some of us have prior obligations at the same time every day (i.e. work from 11-4)

I thought it was taught pretty well. It's hard to say for only 6 weeks of the course.

Nothing.



Spring 2017 - Comment Report for Ivan Ramirez Zuniga

MATH 0220 - ANALYTIC GEOMETRY & CALCULUS 1 - 1440 - Recitation

2174 - Teaching Survey

Total Enrollment 24

Responses Received 14

Response Rate 58.33%

Subject Details

DEPARTMENT_CD MATH

CAMPUS_CD PIT

SCHOOL_CD ARTSC

CLASS_NBR 10054

COURSE_NUMBER 220

SECTION_NUMBER 1440

Report Comments

Responses to open-ended questions

Creation Date Wed, May 17, 2017

Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

Comments

I really thought that trigonometric functions were cleared up well in recitation. In lecture, examples were more streamlined, but recitation showed us how to tackle any problem in general.

He picked very good examples from the textbook that helped with the learning and explained them very well.
great explanations!

Clarifying questions that students may have got wrong on a previous quiz.

Ivan did a really good job at explaining the material to our class. As someone who doesn't really have a background in calculus he made the material very easy to understand. He also did a really good job at clarifying anything that I was confused on.

Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

Comments

Nothing I can think of.

I felt as if you were too harsh of a grader.

Be more prepared

It would have been nice if he had show us all the trig identities we needed to know before the class had begun.

Try and limit mistakes when going over questions from the book in class

The only thing that he could do to improve would be to give feedback on quizzes about where the student messed up



Spring 2017 - Comment Report for Ivan Ramirez Zuniga

MATH 0220 - ANALYTIC GEOMETRY & CALCULUS 1 - 1509 - Recitation

2174 - Teaching Survey

Total Enrollment 30

Responses Received 14

Response Rate 46.67%

Subject Details

DEPARTMENT_CD MATH

CAMPUS_CD PIT

SCHOOL_CD ARTSC

CLASS_NBR 29040

COURSE_NUMBER 220

SECTION_NUMBER 1509

Report Comments

Responses to open-ended questions

Creation Date Wed, May 17, 2017

Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

Comments

very good examples and explanations

He was very good at explaining the logic behind each solution

a bit long winded at times but, would explain everything about the problem clearly and made sure that students completely understood the core concepts.

Walked through every step of the process, which clarified a lot of missing steps.

This recitation is a major factor in me passing the class

Very knowledgeable on the material, also easy to reach out to on homework/questions in recitation

Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

Comments

more communication with jiang but other than that not much, good job thank you

I thought he did a great job, I wouldn't change anything.

none come to mind



Spring 2017 - Comment Report for Ivan Ramirez Zuniga

MATH 0220 - ANALYTIC GEOMETRY & CALCULUS 1 - 1520 - Recitation

2174 - Teaching Survey

Total Enrollment 33

Responses Received 11

Response Rate 33.33%

Subject Details

DEPARTMENT_CD MATH

CAMPUS_CD PIT

SCHOOL_CD ARTSC

CLASS_NBR 29008

COURSE_NUMBER 220

SECTION_NUMBER 1520

Report Comments

Responses to open-ended questions

Creation Date Wed, May 17, 2017

Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

Comments

Very knowledgeable about course material and covers everything covered in lecture.

he was very accessible outside of class

Identified good practice problems to explain

During Quiz Days he gave great examples that were related to what we were about to get on the quiz (so it stimulated our minds and prepared us a little more with those questions)

well prepared

You made sure people were following along and explained everything you were doing well

Ivan knows calculus very well, and made sure to explain every step as best he could.

Good at communicating efficiently how to solve a problem. Goes through a logical process and communicates that process efficiently using the board and voice.

Approached problems in a slightly different way than Jeremiah which was helpful for understanding some concepts

Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

Comments

Give more time for quizzes.

n'

go over quizzes more thoroughly

NONE

take more time to go over missed test/quiz questions

Maybe more interaction with students

Ivan does factoring, oiling very differently than how most students in the class had learned it.

Nothing comes to mind

Don't expect us all to know everything automatically. We all felt extremely uncomfortable asking questions because we felt that we would be berated if we answered wrong. We aren't taking this class for an easy A, we're taking it because we don't know calc and need to learn.



Spring 2017 - Numerical Report for Ivan Ramirez Zuniga

MATH 0220 - ANALYTC GEOMETRY & CALCULUS 1 - 1440 - Recitation

2174 - Teaching Survey

Total Enrollment 24

Responses Received 14

Response Rate 58.33%

Subject Details

Name	MATH 0220 - ANALYTC GEOMETRY & CALCULUS 1 - 1440 - Recitation
DEPARTMENT_CD	MATH
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	10054
COURSE_NUMBER	220
SECTION_NUMBER	1440
TERM_NUMBER	2174
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
ENROLLED_STUDENTS	25
First Name	Ivan
Last Name	Ramirez Zuniga
RANK_DESCR	Teaching Assistant
FIRST_GRAD_TERM_START_DATE	25-AUG-2014 00:00:00
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Evaluation

- Overall Summary of Results
- Detailed Results

Student Self Report (if applicable)

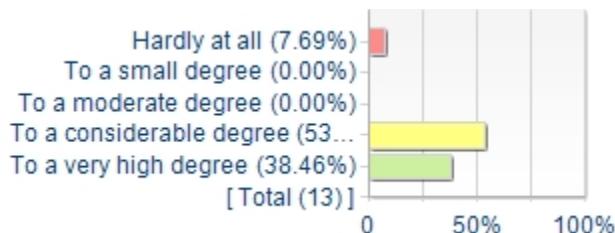
Creation Date Thu, May 18, 2017

Instructor Summary of Results

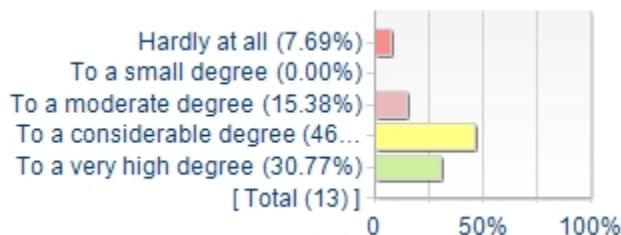
Question	Results		
	Mean	Response Count	Standard Deviation
The recitation instructor was well-prepared for the recitations.	4.15	13	1.07
The recitation instructor appeared knowledgeable about course subject matter.	4.23	13	1.09
The recitation instructor clarified material covered in course lectures.	3.92	13	1.12
The recitation instructor showed interest in helping students understand the material.	4.00	13	1.08
The recitation instructor returned assignments within a reasonable amount of time.	4.38	13	0.65
The recitation instructor was concerned about students' progress in the course.	3.83	12	1.19
The recitation instructor provided helpful answers to students' questions.	4.00	13	1.00
The recitation instructor treated students with respect.	4.38	13	0.65
The recitation instructor provided constructive feedback on assignments.	3.67	12	1.07
The recitation instructor maintained an environment in which students felt comfortable asking questions.	4.15	13	0.55
The recitation instructor was available for help outside of the labs. <i>Mark (NA) if you did not seek outside help.</i>	4.22	9	0.67
The recitation instructor communicates effectively.	4.31	13	0.63
The recitation instructor comprehends students' communication.	4.08	13	0.76
The recitation instructor led this recitation effectively.	4.00	13	1.15

Instructor Evaluation: Detailed Results

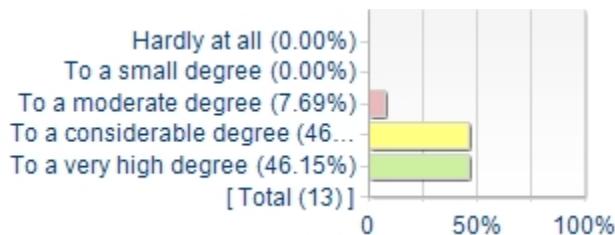
1. The recitation instructor was well-prepared for the recitations.



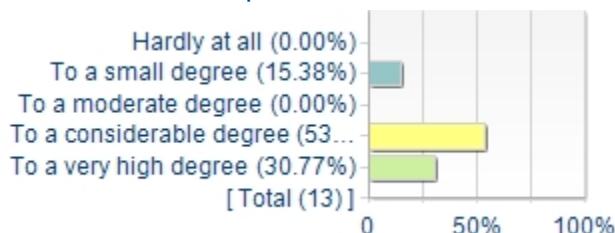
3. The recitation instructor clarified material covered in course lectures.



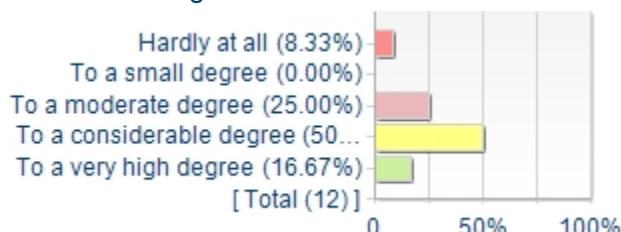
5. The recitation instructor returned assignments within a reasonable amount of time.



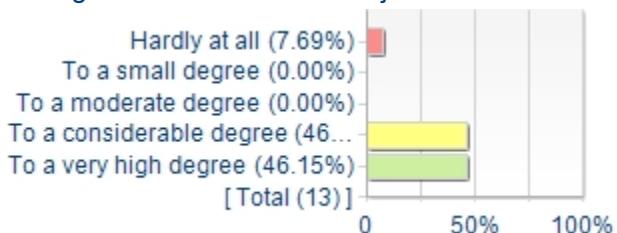
7. The recitation instructor provided helpful answers to students' questions.



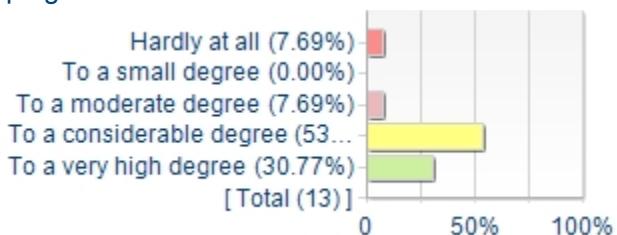
9. The recitation instructor provided constructive feedback on assignments.



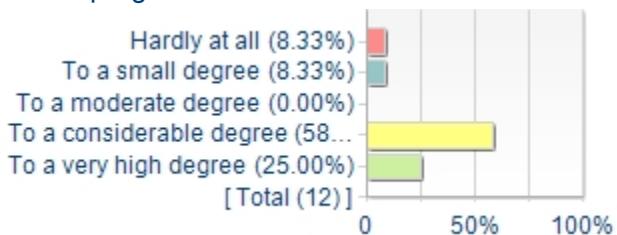
2. The recitation instructor appeared knowledgeable about course subject matter.



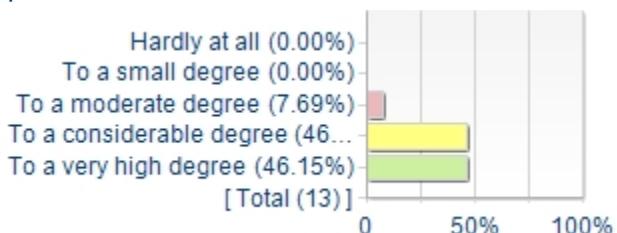
4. The recitation instructor showed interest in helping students understand the material.



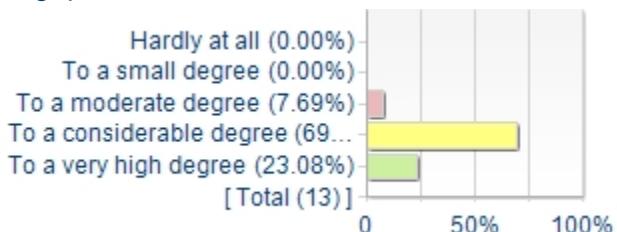
6. The recitation instructor was concerned about students' progress in the course.



8. The recitation instructor treated students with respect.

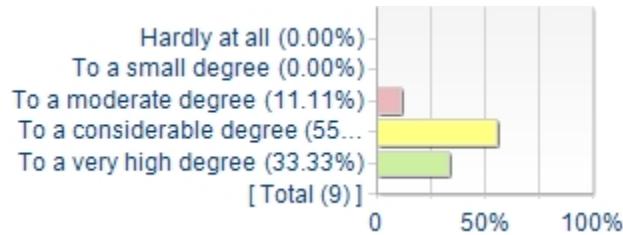


10. The recitation instructor maintained an environment in which students felt comfortable asking questions.

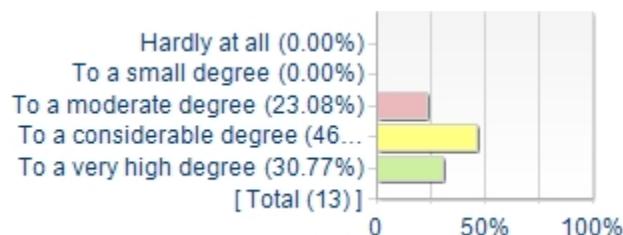


Instructor Evaluation: Detailed Results (continued)

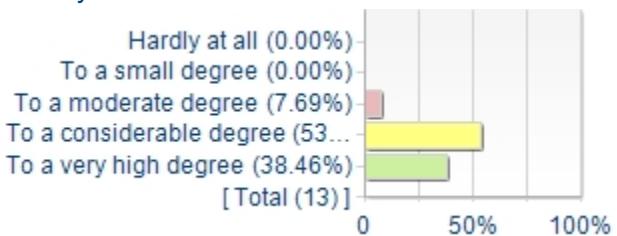
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



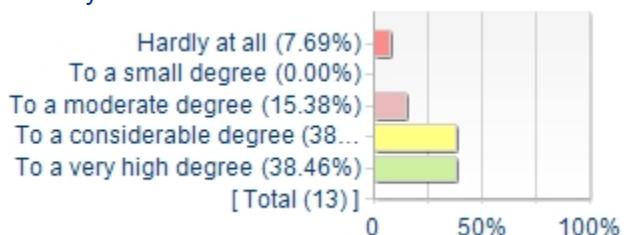
13. The recitation instructor comprehends students' communication.



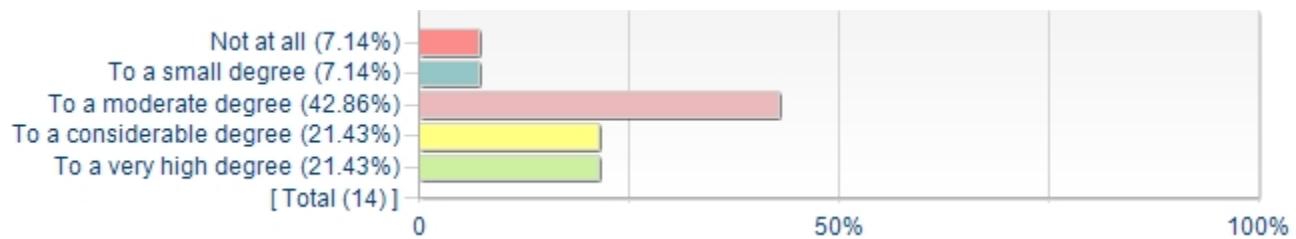
12. The recitation instructor communicates effectively.



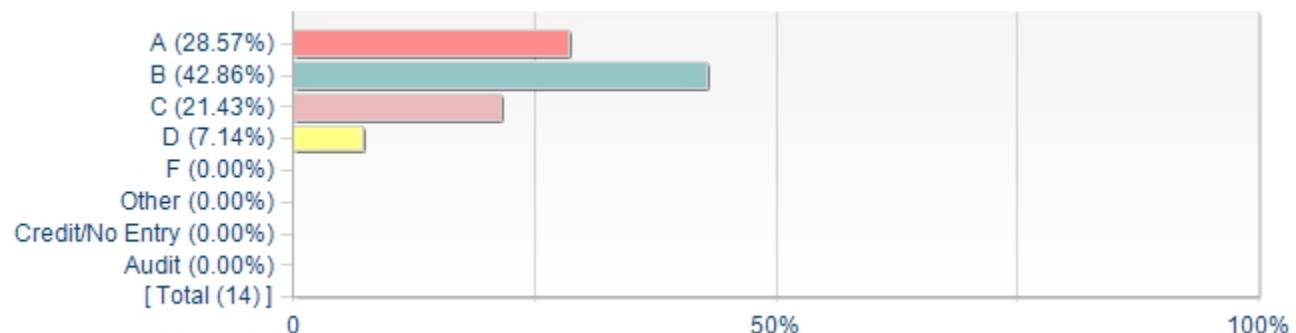
14. The recitation instructor led this recitation effectively.



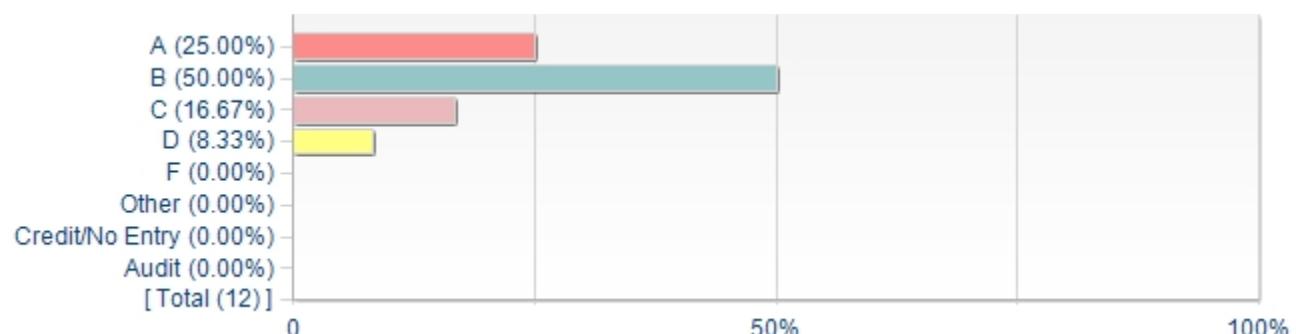
Did the recitations contribute to your learning in this course?



What grade do you expect in the course?



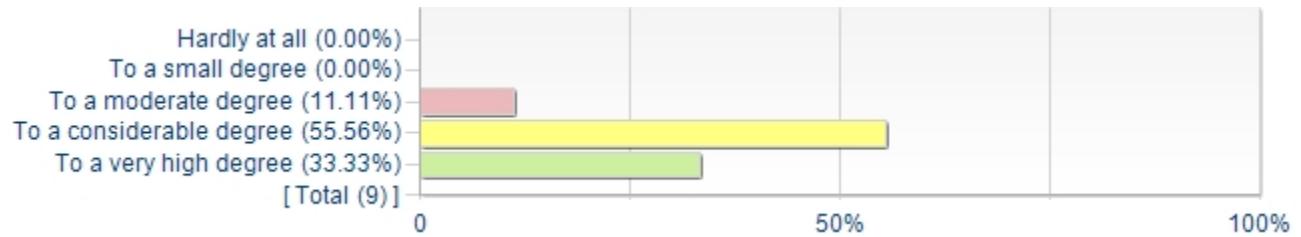
What grade do you expect in this recitation?



What percent of the recitations did you attend?



The material covered in recitation is well connected to the lectures.



Would you recommend this recitation instructor to other students who are going to take this course?





Spring 2017 - Numerical Report for Ivan Ramirez Zuniga

MATH 0220 - ANALYTC GEOMETRY & CALCULUS 1 - 1509 - Recitation

2174 - Teaching Survey

Total Enrollment 30

Responses Received 14

Response Rate 46.67%

Subject Details

Name	MATH 0220 - ANALYTC GEOMETRY & CALCULUS 1 - 1509 - Recitation
DEPARTMENT_CD	MATH
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	29040
COURSE_NUMBER	220
SECTION_NUMBER	1509
TERM_NUMBER	2174
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
ENROLLED_STUDENTS	30
First Name	Ivan
Last Name	Ramirez Zuniga
RANK_DESCR	Teaching Assistant
FIRST_GRAD_TERM_START_DATE	25-AUG-2014 00:00:00
TENURE	NT

Report Comments

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- Detailed Results

Student Self Report (if applicable)

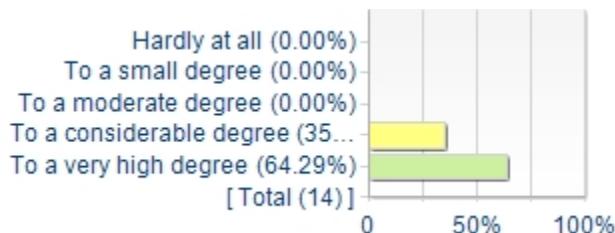
Creation Date Thu, May 18, 2017

Instructor Summary of Results

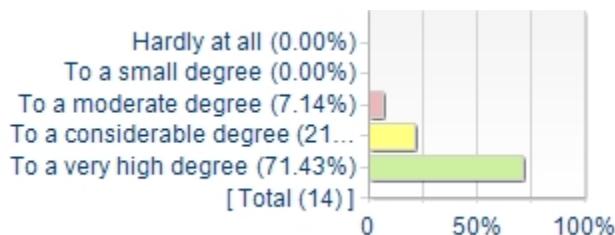
Question	Results		
	Mean	Response Count	Standard Deviation
The recitation instructor was well-prepared for the recitations.	4.64	14	0.50
The recitation instructor appeared knowledgeable about course subject matter.	4.64	14	0.50
The recitation instructor clarified material covered in course lectures.	4.64	14	0.63
The recitation instructor showed interest in helping students understand the material.	4.64	14	0.50
The recitation instructor returned assignments within a reasonable amount of time.	4.64	14	0.63
The recitation instructor was concerned about students' progress in the course.	4.36	14	0.84
The recitation instructor provided helpful answers to students' questions.	4.57	14	0.65
The recitation instructor treated students with respect.	4.79	14	0.43
The recitation instructor provided constructive feedback on assignments.	4.29	14	0.91
The recitation instructor maintained an environment in which students felt comfortable asking questions.	4.43	14	0.76
The recitation instructor was available for help outside of the labs. <i>Mark (NA) if you did not seek outside help.</i>	4.71	7	0.49
The recitation instructor communicates effectively.	4.57	14	0.65
The recitation instructor comprehends students' communication.	4.71	14	0.47
The recitation instructor led this recitation effectively.	4.71	14	0.47

Instructor Evaluation: Detailed Results

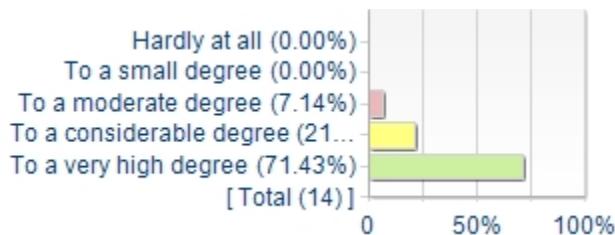
1. The recitation instructor was well-prepared for the recitations.



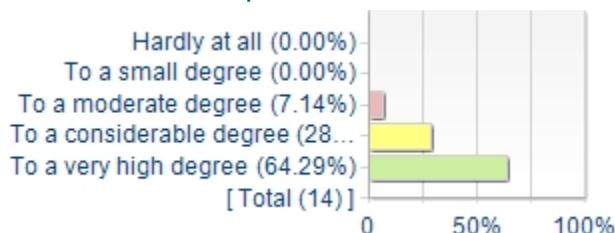
3. The recitation instructor clarified material covered in course lectures.



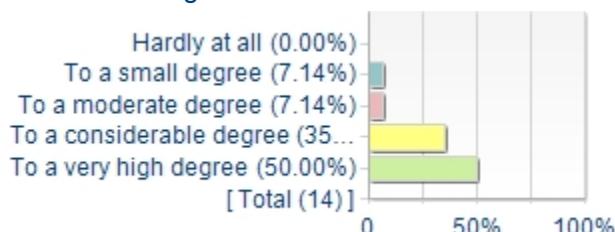
5. The recitation instructor returned assignments within a reasonable amount of time.



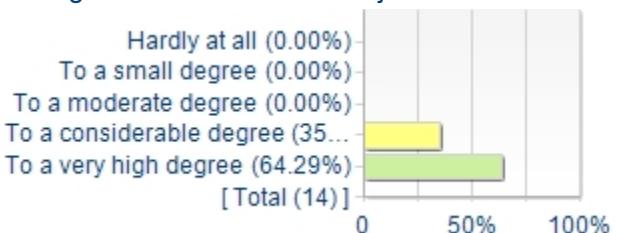
7. The recitation instructor provided helpful answers to students' questions.



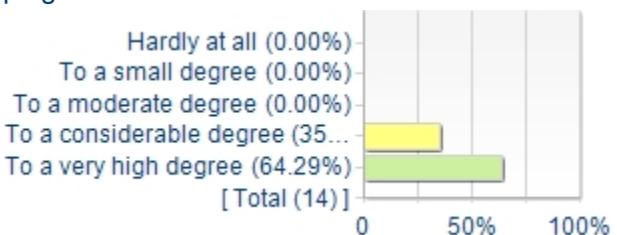
9. The recitation instructor provided constructive feedback on assignments.



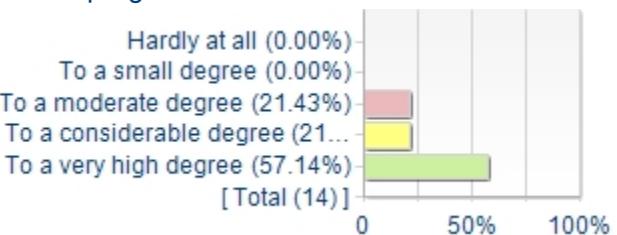
2. The recitation instructor appeared knowledgeable about course subject matter.



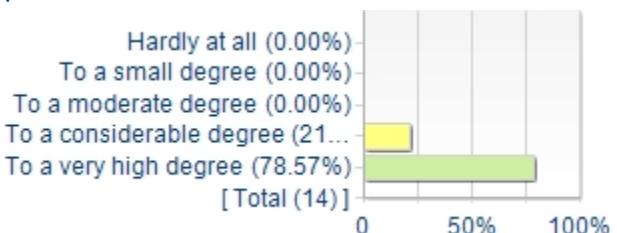
4. The recitation instructor showed interest in helping students understand the material.



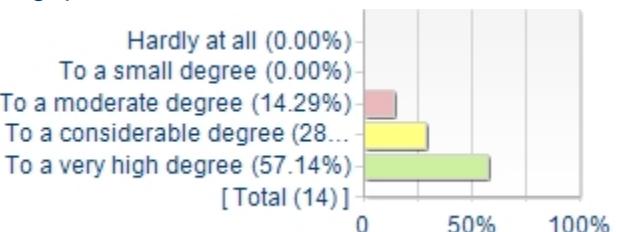
6. The recitation instructor was concerned about students' progress in the course.



8. The recitation instructor treated students with respect.

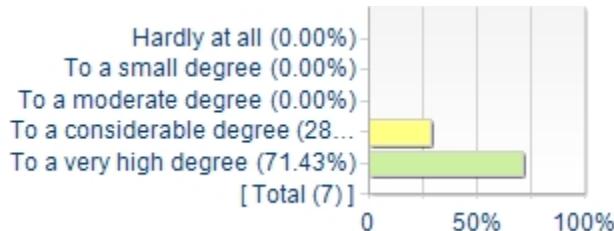


10. The recitation instructor maintained an environment in which students felt comfortable asking questions.

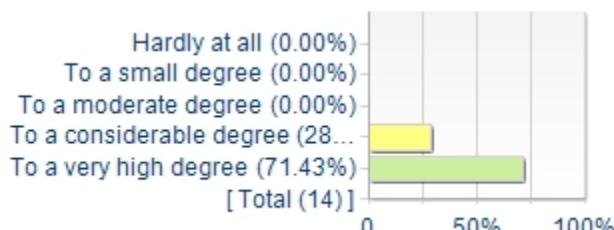


Instructor Evaluation: Detailed Results (continued)

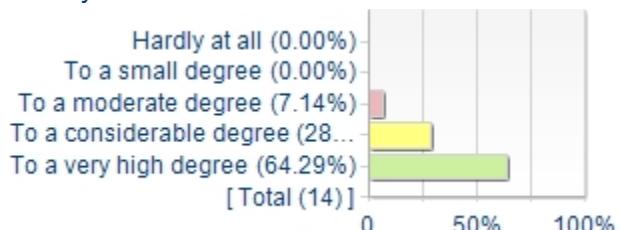
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



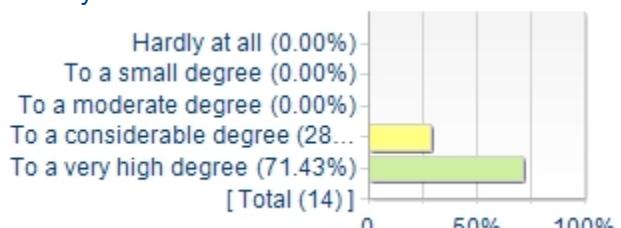
13. The recitation instructor comprehends students' communication.



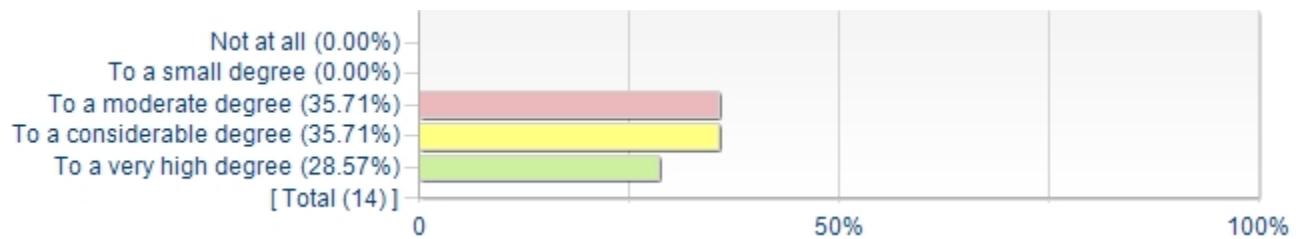
12. The recitation instructor communicates effectively.



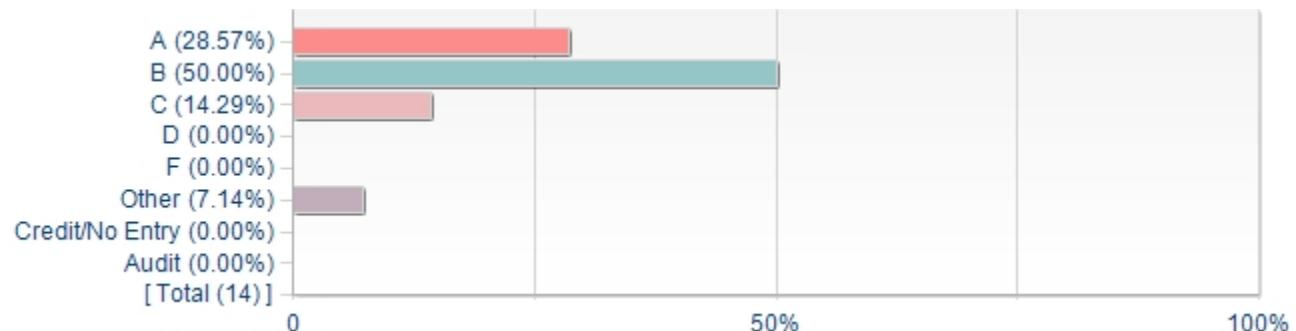
14. The recitation instructor led this recitation effectively.



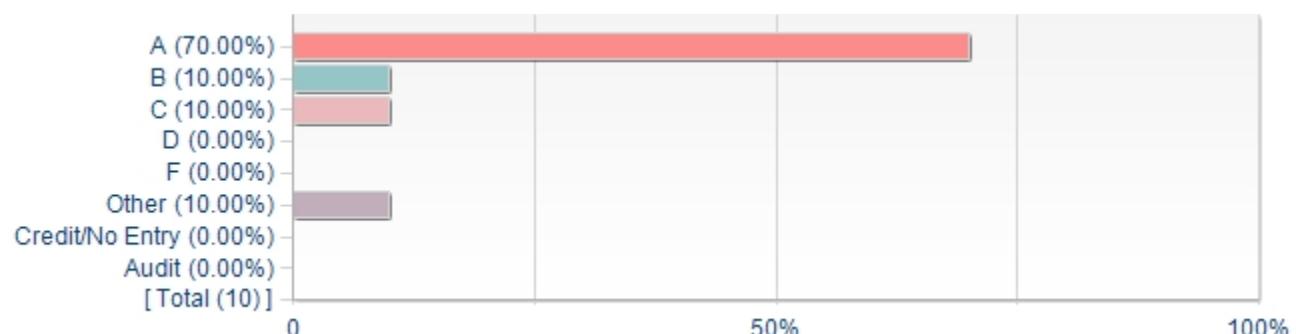
Did the recitations contribute to your learning in this course?



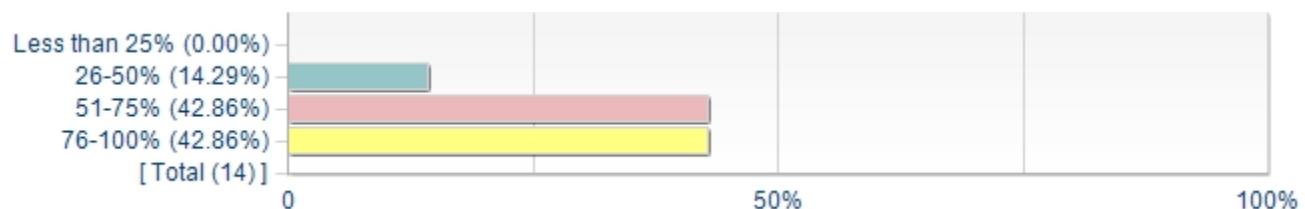
What grade do you expect in the course?



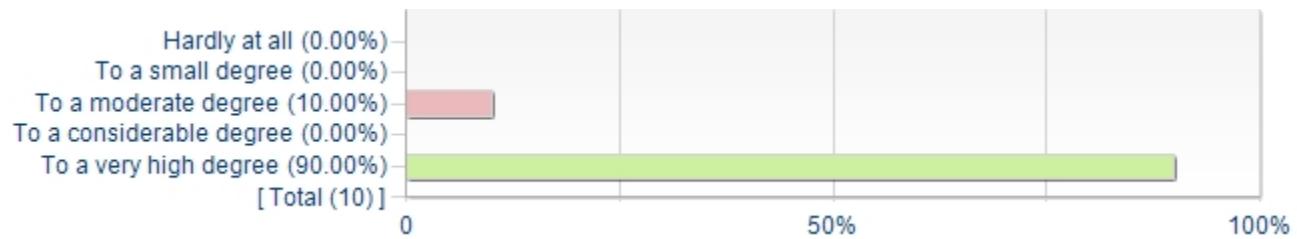
What grade do you expect in this recitation?



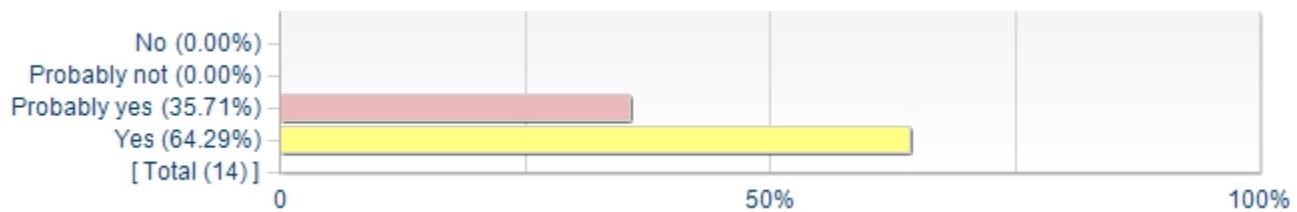
What percent of the recitations did you attend?



The material covered in recitation is well connected to the lectures.



Would you recommend this recitation instructor to other students who are going to take this course?





Spring 2017 - Numerical Report for Ivan Ramirez Zuniga

MATH 0220 - ANALYTC GEOMETRY & CALCULUS 1 - 1520 - Recitation

2174 - Teaching Survey

Total Enrollment 33

Responses Received 11

Response Rate 33.33%

Subject Details

Name	MATH 0220 - ANALYTC GEOMETRY & CALCULUS 1 - 1520 - Recitation
DEPARTMENT_CD	MATH
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
CLASS_NBR	29008
COURSE_NUMBER	220
SECTION_NUMBER	1520
TERM_NUMBER	2174
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
ENROLLED_STUDENTS	35
First Name	Ivan
Last Name	Ramirez Zuniga
RANK_DESCR	Teaching Assistant
FIRST_GRAD_TERM_START_DATE	25-AUG-2014 00:00:00
TENURE	NT

Report Comments

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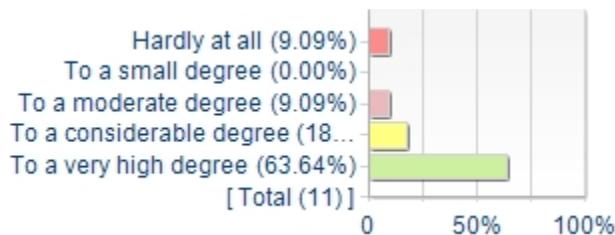
Creation Date Thu, May 18, 2017

Instructor Summary of Results

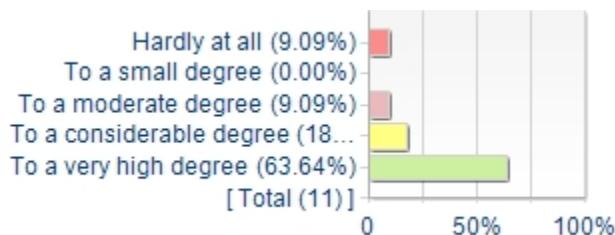
Question	Results		
	Mean	Response Count	Standard Deviation
The recitation instructor was well-prepared for the recitations.	4.27	11	1.27
The recitation instructor appeared knowledgeable about course subject matter.	4.36	11	1.21
The recitation instructor clarified material covered in course lectures.	4.27	11	1.27
The recitation instructor showed interest in helping students understand the material.	4.00	11	1.26
The recitation instructor returned assignments within a reasonable amount of time.	4.36	11	1.21
The recitation instructor was concerned about students' progress in the course.	4.00	11	1.26
The recitation instructor provided helpful answers to students' questions.	3.91	11	1.22
The recitation instructor treated students with respect.	4.18	11	1.17
The recitation instructor provided constructive feedback on assignments.	3.73	11	1.27
The recitation instructor maintained an environment in which students felt comfortable asking questions.	4.09	11	1.30
The recitation instructor was available for help outside of the labs. <i>Mark (NA) if you did not seek outside help.</i>	4.33	3	0.58
The recitation instructor communicates effectively.	3.82	11	1.33
The recitation instructor comprehends students' communication.	4.09	11	1.22
The recitation instructor led this recitation effectively.	4.00	11	1.26

Instructor Evaluation: Detailed Results

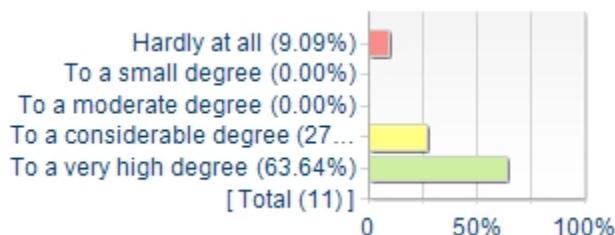
1. The recitation instructor was well-prepared for the recitations.



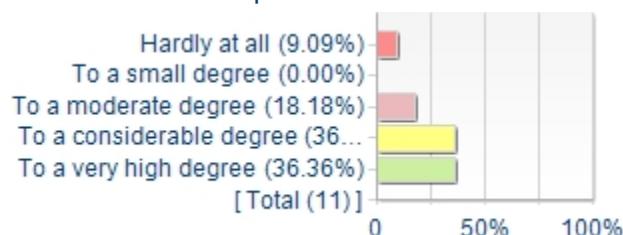
3. The recitation instructor clarified material covered in course lectures.



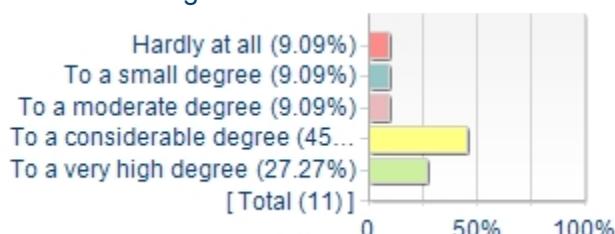
5. The recitation instructor returned assignments within a reasonable amount of time.



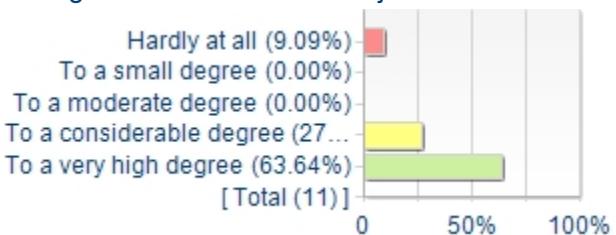
7. The recitation instructor provided helpful answers to students' questions.



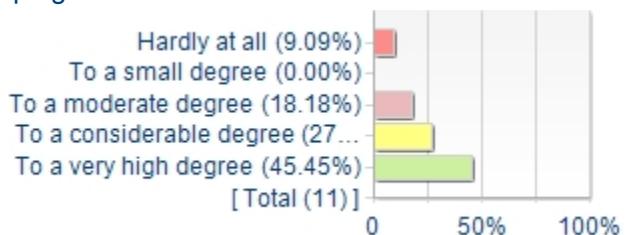
9. The recitation instructor provided constructive feedback on assignments.



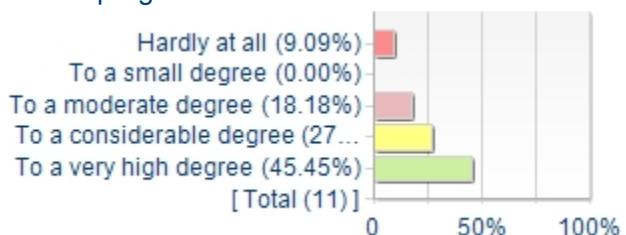
2. The recitation instructor appeared knowledgeable about course subject matter.



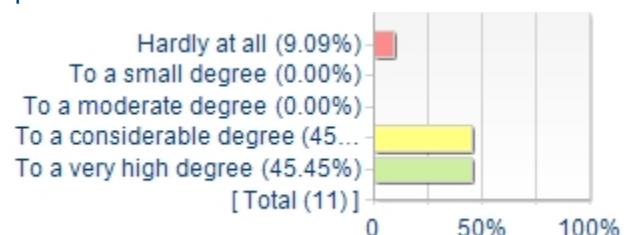
4. The recitation instructor showed interest in helping students understand the material.



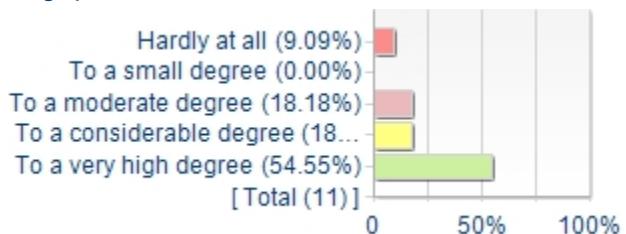
6. The recitation instructor was concerned about students' progress in the course.



8. The recitation instructor treated students with respect.

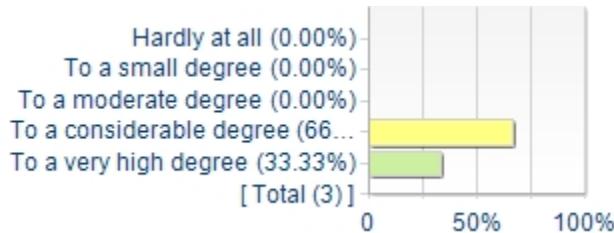


10. The recitation instructor maintained an environment in which students felt comfortable asking questions.

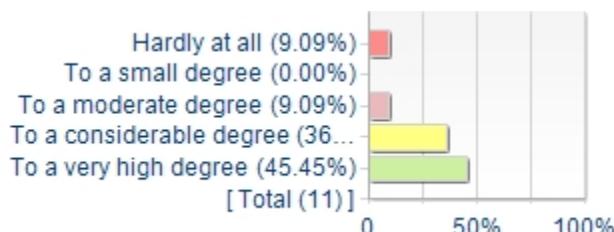


Instructor Evaluation: Detailed Results (continued)

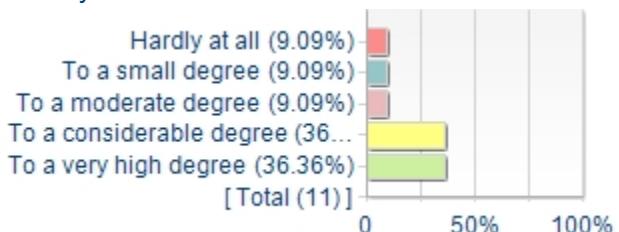
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



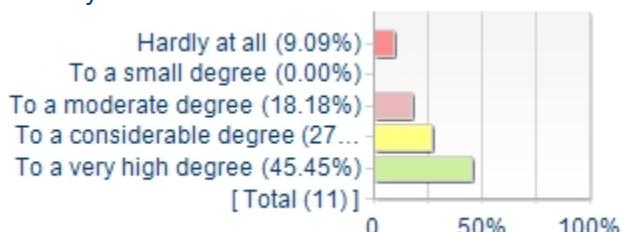
13. The recitation instructor comprehends students' communication.



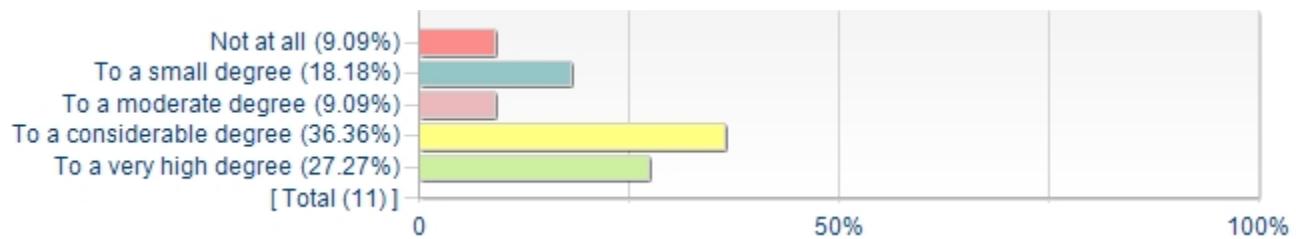
12. The recitation instructor communicates effectively.



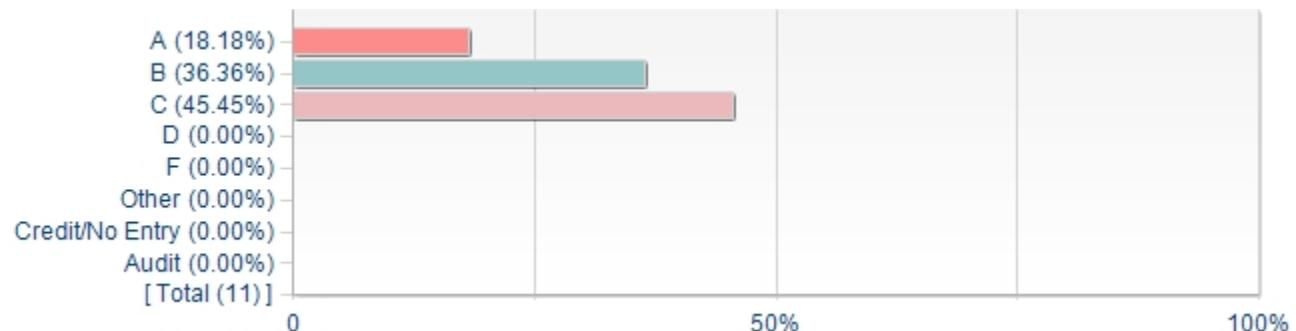
14. The recitation instructor led this recitation effectively.



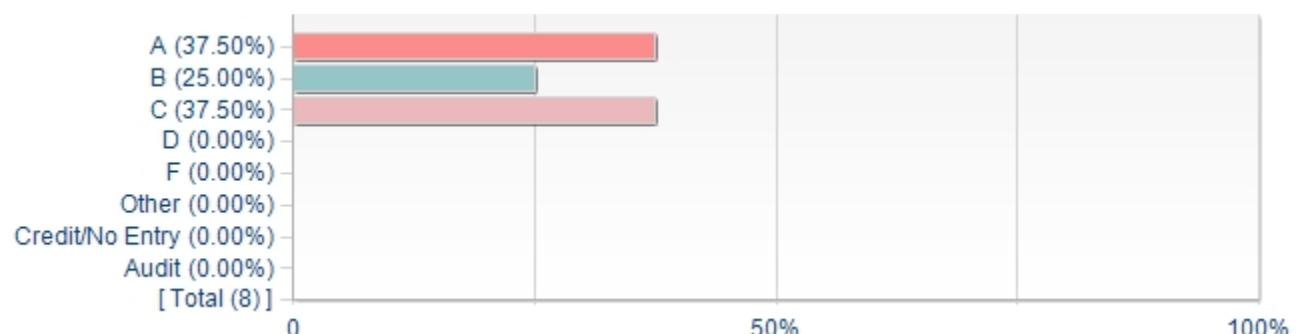
Did the recitations contribute to your learning in this course?



What grade do you expect in the course?



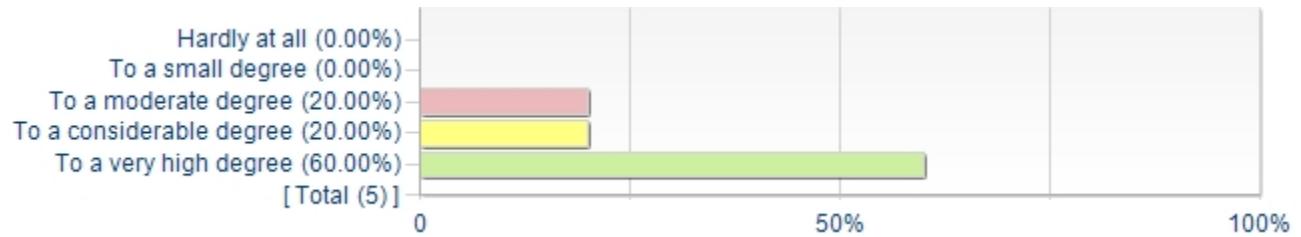
What grade do you expect in this recitation?



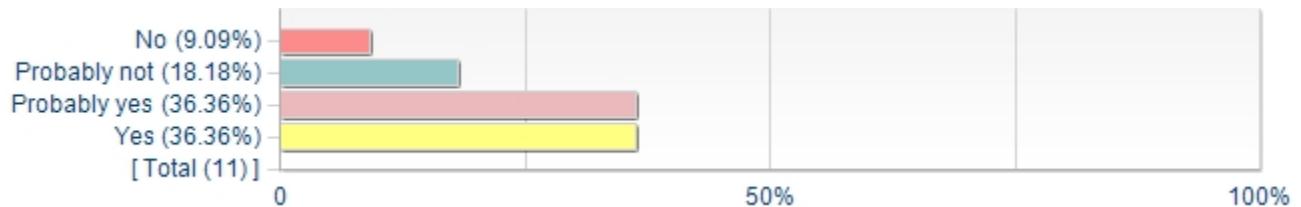
What percent of the recitations did you attend?



The material covered in recitation is well connected to the lectures.



Would you recommend this recitation instructor to other students who are going to take this course?





Fall 2016 - Individual Comment Report for Ivan Ramirez Zuniga

MATH 0230 - ANALYTIC GEOMETRY & CALCULUS 2 - 1043 - Recitation

2171 - Teaching Survey

Total Enrollment 23

Responses Received 11

Response Rate 47.83%

Subject Details

CAMPUS_CD PIT
SCHOOL_CD ARTSC
DEPARTMENT_CD MATH
CLASS_NBR 19619
COURSE_NUMBER 230
SECTION_NUMBER 1043

Report Comments

Responses to open-ended questions

Creation Date Wed, Jan 25, 2017

Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

Comments

Clear organization on the board, good explanations, good class interaction.

Great example problems, easy to understand and follow.

He came prepared with examples and always answered everyone's questions.

His explanation of problems is great.

He really understands the material at a fundamental level and is able to effectively communicate it to the students

Be a little bit more clear on the harder examples

Always had good examples that went well with quizzes.

Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

Comments

Um, the only thing I can think of would be to make sure the set of problems he wanted to get through was achievable in the time allotted; sometimes there were problems that he wanted to do that would've been beneficial bc they incorporated multiple concepts but he left them until last and we didn't have time to get to them. But that's really it, overall very helpful and a super cool guy.

Be more comfortable at the head of the class.

He didn't always go over the complex problems that we would be quizzed on during the recitation. Also he spent a considerable amount of time on one problem and then ran out of time before he could go over the next one. Sometimes it felt as though the explanations were not connected.

I think that he should explain the concepts more.

I hope he can review the basic knowledge first.

Focus less on showing all the work and more on making sure we understand the concepts. He could skip some of the calculation steps, and parts we understand, and get to the new material.



Fall 2016 - Individual Comment Report for Ivan Ramirez Zuniga

MATH 0230 - ANALYTIC GEOMETRY & CALCULUS 2 - 1070 - Recitation

2171 - Teaching Survey

Total Enrollment 22

Responses Received 7

Response Rate 31.82%

Subject Details

CAMPUS_CD PIT
SCHOOL_CD ARTSC
DEPARTMENT_CD MATH
CLASS_NBR 10022
COURSE_NUMBER 230
SECTION_NUMBER 1070

Report Comments

Responses to open-ended questions

Creation Date Wed, Jan 25, 2017

Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

Comments

Good examples used in recitation.

gave good feedback on quizzes

Thank you for keeping the review simple and providing beneficial examples along with a little humor.

He picked great examples to cover and he encouraged us to use the Math Assistance Center often. He was just really concerned for each and every one of the students.

He explained the material well and helped me do better on the quizzes than I would have done without the recitation. He was also good at giving small tricks to help us understand problems better.

He reviewed topics taught in lecture pretty well

He often went to fast and did not explain things well. He was also hard to understand due to his accent

Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

Comments

Prepare answers for the examples so each example takes less time.

give a bit more time to take quizzes

There seemed to be a little disconnect between communication of TAs and Professors, this should be taken note of.

Teach on what is actually going to be quizzed on in THAT recitation.

I don't like how quizzes were based on material covered in recitation from the week before. I think it would be more beneficial to review the material in recitation then take a quiz on the material that was just covered. I think it will help students learn better because that is what my recitation TA did for Calc 1 and it was very helpful.

Could be a little clearer on a couple topics



Instructor Report for Ivan Ramirez Zuniga

MATH 0230 - ANALYTC GEOMETRY & CALCULUS 2 - 1043 - Recitation

2171 - Teaching Survey

Total Enrollment 23

Responses Received 11

Response Rate 47.83%

Subject Details

Name	MATH 0230 - ANALYTC GEOMETRY & CALCULUS 2 - 1043 - Recitation
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
DEPARTMENT_CD	MATH
CLASS_NBR	19619
COURSE_NUMBER	230
SECTION_NUMBER	1043
TERM_NUMBER	2171
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
ENROLLED_STUDENTS	25
First Name	Ivan
Last Name	Ramirez Zuniga
RANK_DESCR	Teaching Assistant
FIRST_GRAD_TERM_START_DATE	
DEPARTMENT	
TENURE	NT

Report Comments

Table of Contents:

Instructor and Course Evaluation

- Overall Summary of Results
- Detailed Results

Student Self Report (if applicable)

Creation Date Thu, Sep 28, 2017

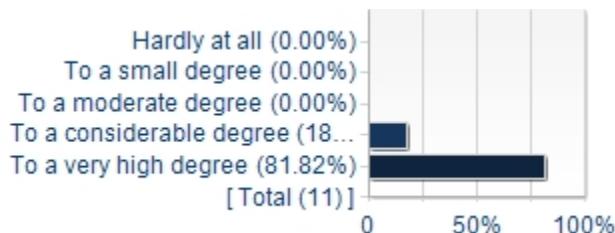
University Questions

Instructor Summary of Results

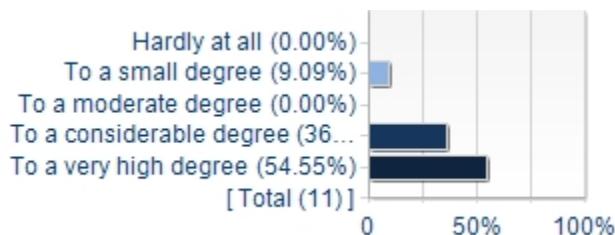
Question	Results		
	Mean	Response Count	Standard Deviation
The recitation instructor was well-prepared for the recitations.	4.82	11	0.40
The recitation instructor appeared knowledgeable about course subject matter.	4.73	11	0.47
The recitation instructor clarified material covered in course lectures.	4.36	11	0.92
The recitation instructor showed interest in helping students understand the material.	4.73	11	0.47
The recitation instructor returned assignments within a reasonable amount of time.	4.91	11	0.30
The recitation instructor was concerned about students' progress in the course.	4.50	10	0.53
The recitation instructor provided helpful answers to students' questions.	4.64	11	0.50
The recitation instructor treated students with respect.	4.91	11	0.30
The recitation instructor provided constructive feedback on assignments.	4.45	11	0.82
The recitation instructor maintained an environment in which students felt comfortable asking questions.	4.73	11	0.47
The recitation instructor was available for help outside of the labs. <i>Mark (NA) if you did not seek outside help.</i>	5.00	2	0.00
The recitation instructor communicates effectively.	4.45	11	0.82
The recitation instructor comprehends students' communication.	4.45	11	0.93
The recitation instructor led this recitation effectively.	4.64	11	0.67
The material covered in recitation is well connected to the lectures.	4.78	9	0.67

Instructor Evaluation: Detailed Results

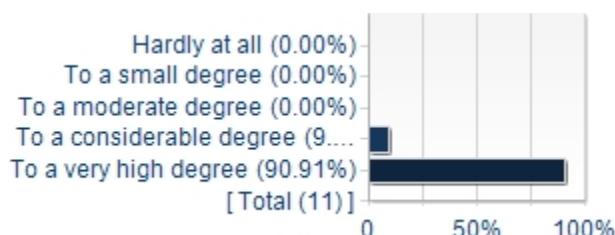
1. The recitation instructor was well-prepared for the recitations.



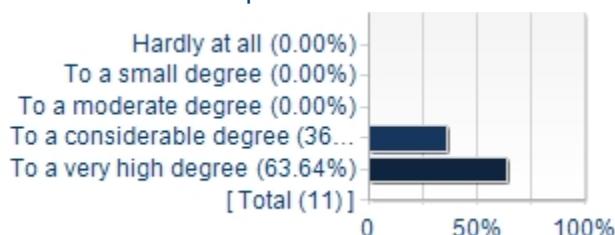
3. The recitation instructor clarified material covered in course lectures.



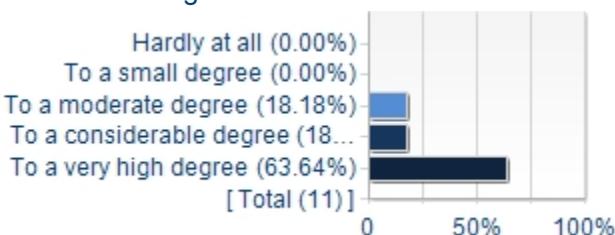
5. The recitation instructor returned assignments within a reasonable amount of time.



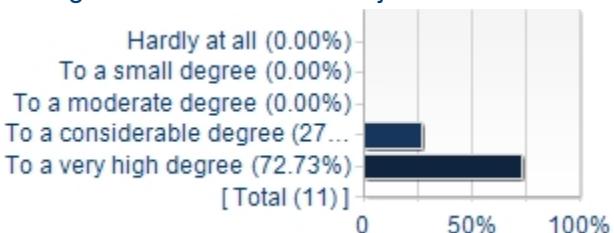
7. The recitation instructor provided helpful answers to students' questions.



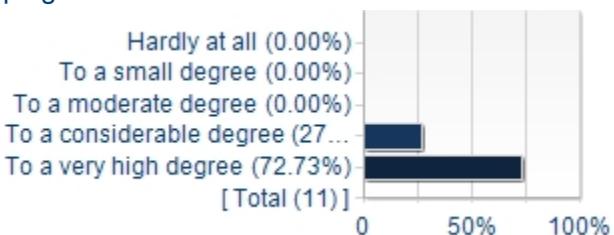
9. The recitation instructor provided constructive feedback on assignments.



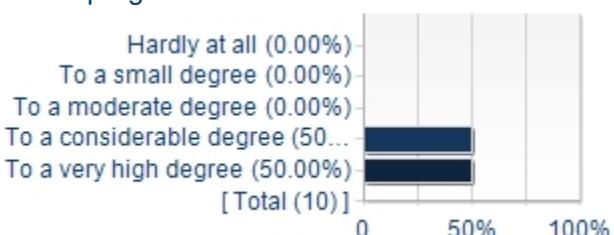
2. The recitation instructor appeared knowledgeable about course subject matter.



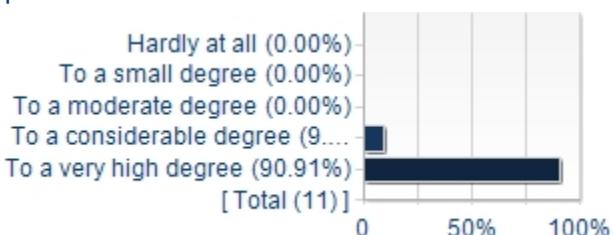
4. The recitation instructor showed interest in helping students understand the material.



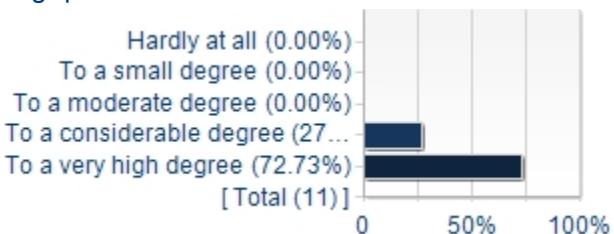
6. The recitation instructor was concerned about students' progress in the course.



8. The recitation instructor treated students with respect.

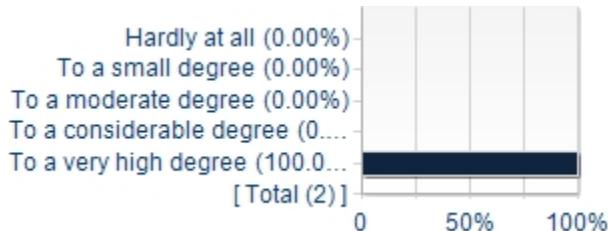


10. The recitation instructor maintained an environment in which students felt comfortable asking questions.

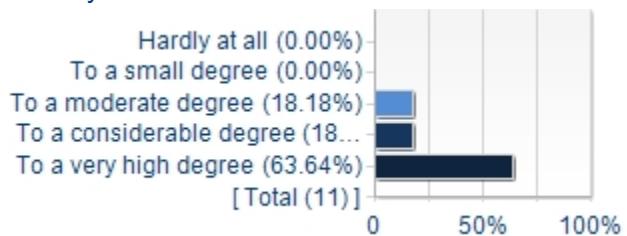


Instructor Evaluation: Detailed Results (continued)

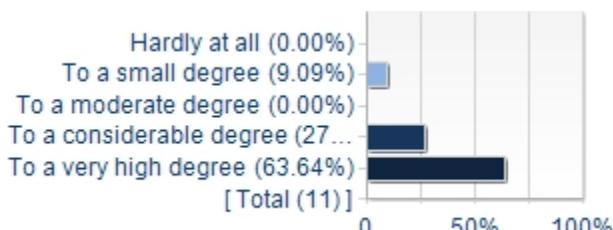
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



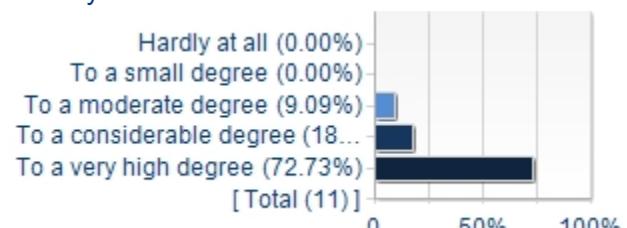
12. The recitation instructor communicates effectively.



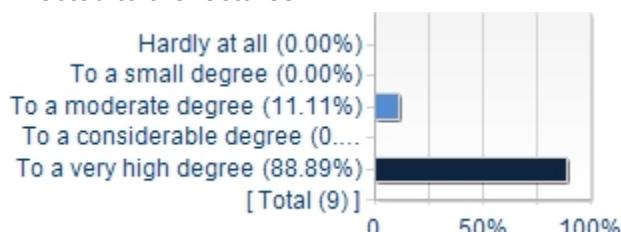
13. The recitation instructor comprehends students' communication.



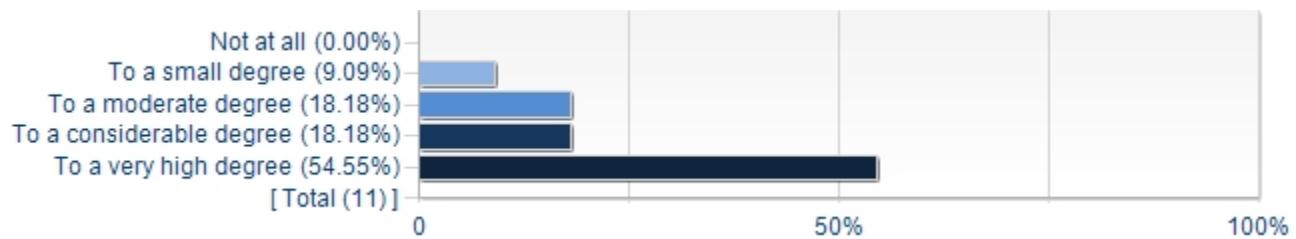
14. The recitation instructor led this recitation effectively.



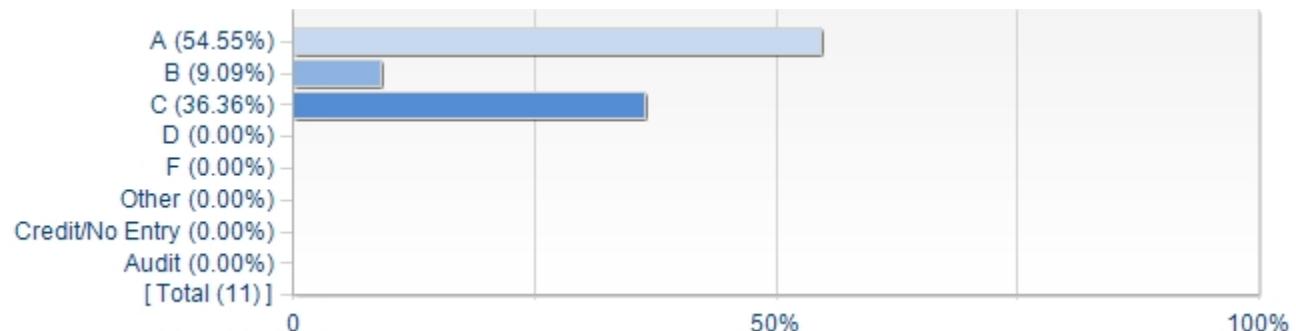
15. The material covered in recitation is well connected to the lectures.



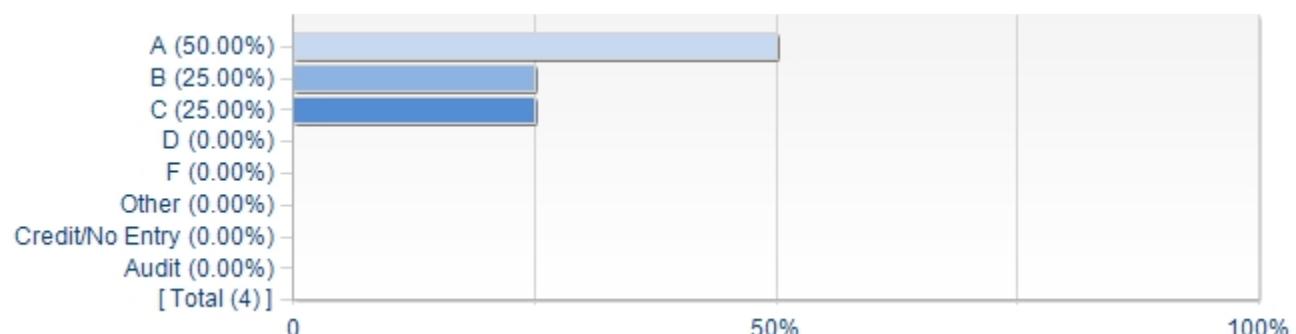
Did the recitations contribute to your learning in this course?



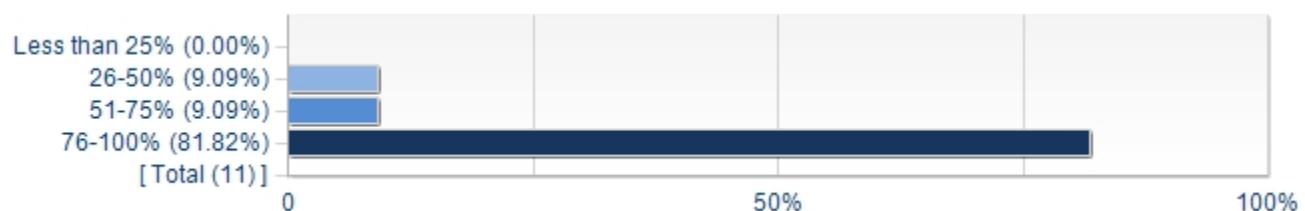
What grade do you expect in the course?



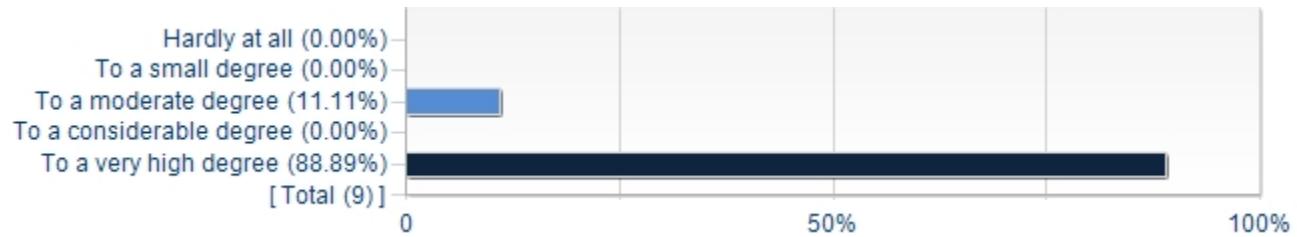
What grade do you expect in this recitation?



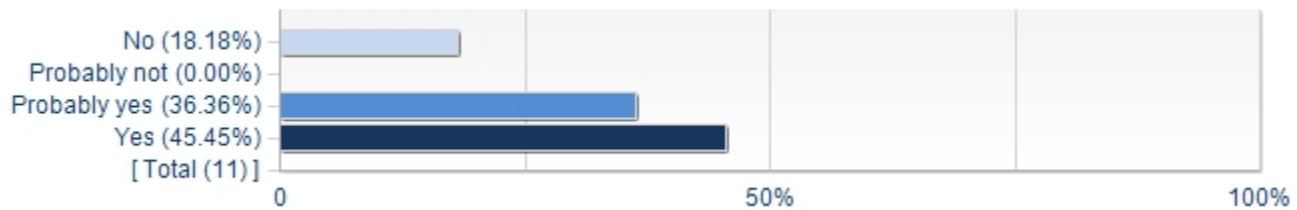
What percent of the recitations did you attend?



The material covered in recitation is well connected to the lectures.



Would you recommend this recitation instructor to other students who are going to take this course?





Instructor Report for Ivan Ramirez Zuniga

MATH 0230 - ANALYTC GEOMETRY & CALCULUS 2 - 1070 - Recitation

2171 - Teaching Survey

Total Enrollment 22

Responses Received 7

Response Rate 31.82%

Subject Details

Name	MATH 0230 - ANALYTC GEOMETRY & CALCULUS 2 - 1070 - Recitation
CAMPUS_CD	PIT
SCHOOL_CD	ARTSC
DEPARTMENT_CD	MATH
CLASS_NBR	10022
COURSE_NUMBER	230
SECTION_NUMBER	1070
TERM_NUMBER	2171
COURSE_TYPE	Recitation
CLASS_ATTRIBUTE	
ENROLLED_STUDENTS	23
First Name	Ivan
Last Name	Ramirez Zuniga
RANK_DESCR	Teaching Assistant
FIRST_GRAD_TERM_START_DATE	
DEPARTMENT	
TENURE	NT

Report Comments

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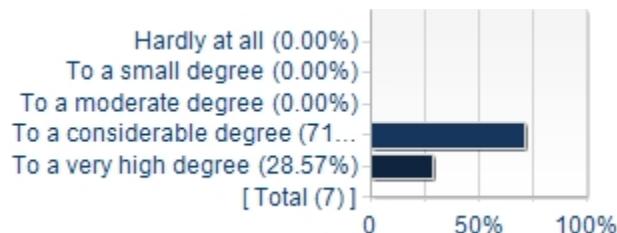
University Questions

Instructor Summary of Results

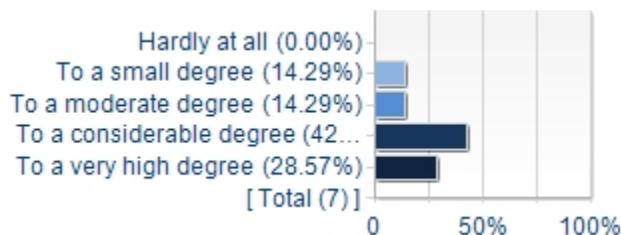
Question	Results		
	Mean	Response Count	Standard Deviation
The recitation instructor was well-prepared for the recitations.	4.29	7	0.49
The recitation instructor appeared knowledgeable about course subject matter.	4.14	7	0.90
The recitation instructor clarified material covered in course lectures.	3.86	7	1.07
The recitation instructor showed interest in helping students understand the material.	4.14	7	1.07
The recitation instructor returned assignments within a reasonable amount of time.	4.86	7	0.38
The recitation instructor was concerned about students' progress in the course.	4.29	7	1.11
The recitation instructor provided helpful answers to students' questions.	4.14	7	0.90
The recitation instructor treated students with respect.	4.86	7	0.38
The recitation instructor provided constructive feedback on assignments.	4.14	7	1.46
The recitation instructor maintained an environment in which students felt comfortable asking questions.	3.86	7	0.90
The recitation instructor was available for help outside of the labs. <i>Mark (NA) if you did not seek outside help.</i>	4.50	4	0.58
The recitation instructor communicates effectively.	3.86	7	1.46
The recitation instructor comprehends students' communication.	3.86	7	0.90
The recitation instructor led this recitation effectively.	4.00	7	1.00
The material covered in recitation is well connected to the lectures.	4.80	5	0.45

Instructor Evaluation: Detailed Results

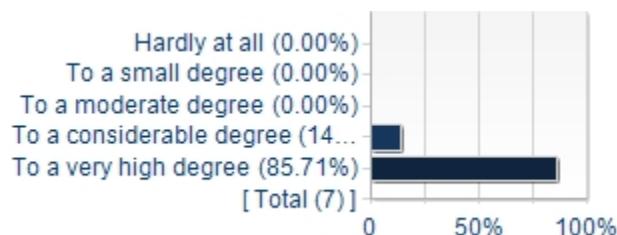
1. The recitation instructor was well-prepared for the recitations.



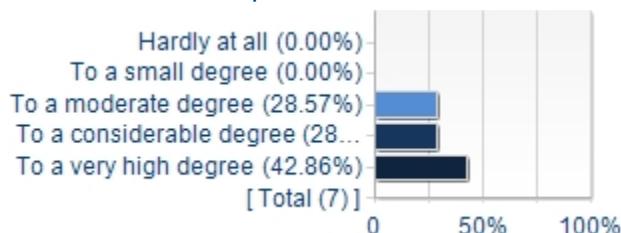
3. The recitation instructor clarified material covered in course lectures.



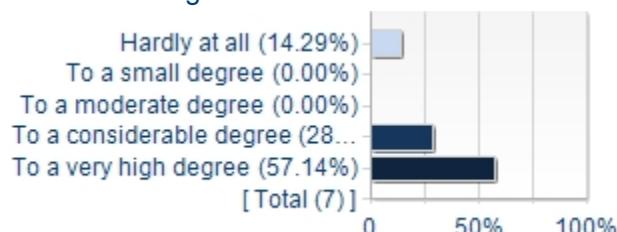
5. The recitation instructor returned assignments within a reasonable amount of time.



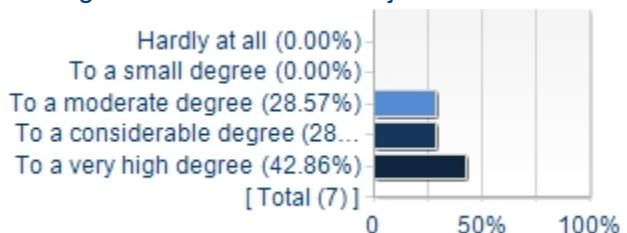
7. The recitation instructor provided helpful answers to students' questions.



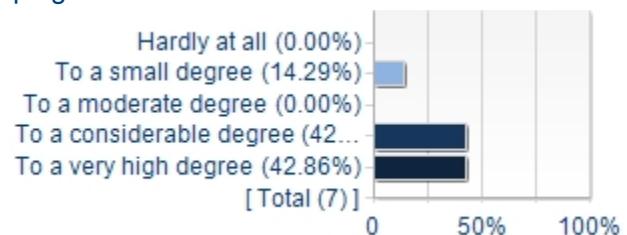
9. The recitation instructor provided constructive feedback on assignments.



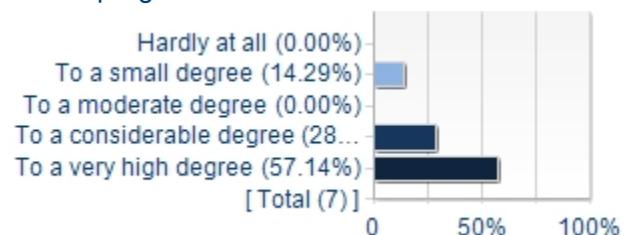
2. The recitation instructor appeared knowledgeable about course subject matter.



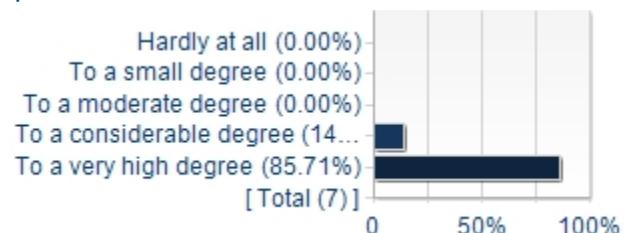
4. The recitation instructor showed interest in helping students understand the material.



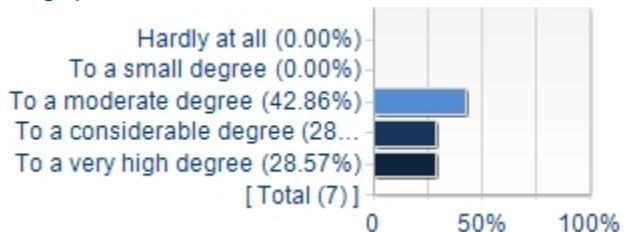
6. The recitation instructor was concerned about students' progress in the course.



8. The recitation instructor treated students with respect.

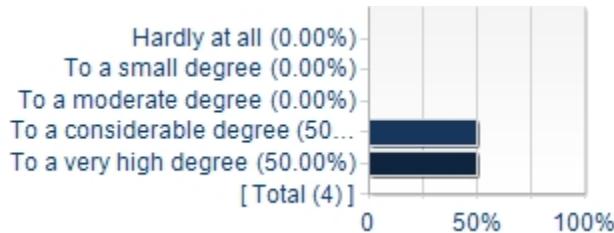


10. The recitation instructor maintained an environment in which students felt comfortable asking questions.

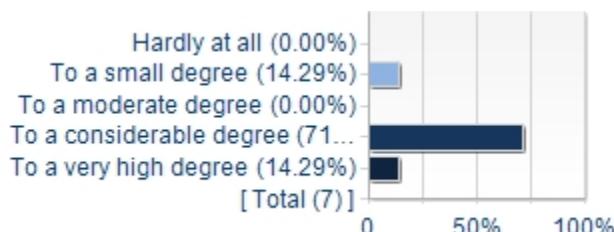


Instructor Evaluation: Detailed Results (continued)

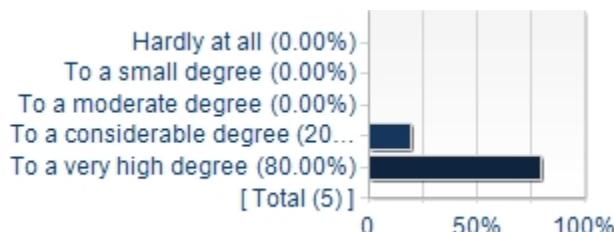
11. The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



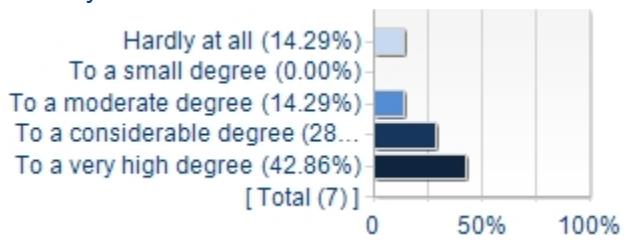
13. The recitation instructor comprehends students' communication.



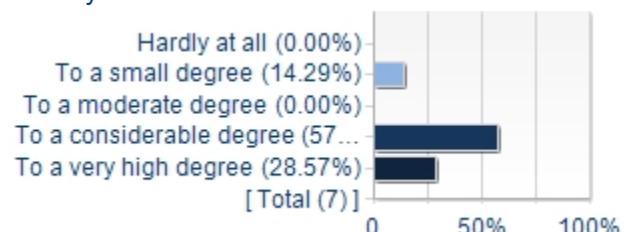
15. The material covered in recitation is well connected to the lectures.



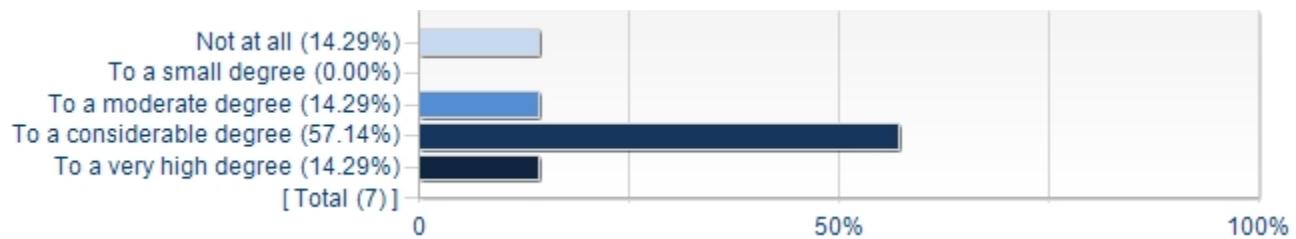
12. The recitation instructor communicates effectively.



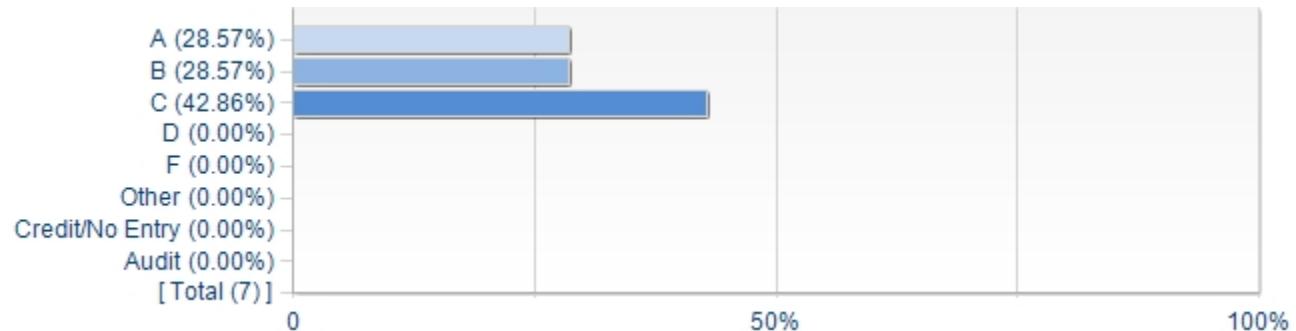
14. The recitation instructor led this recitation effectively.



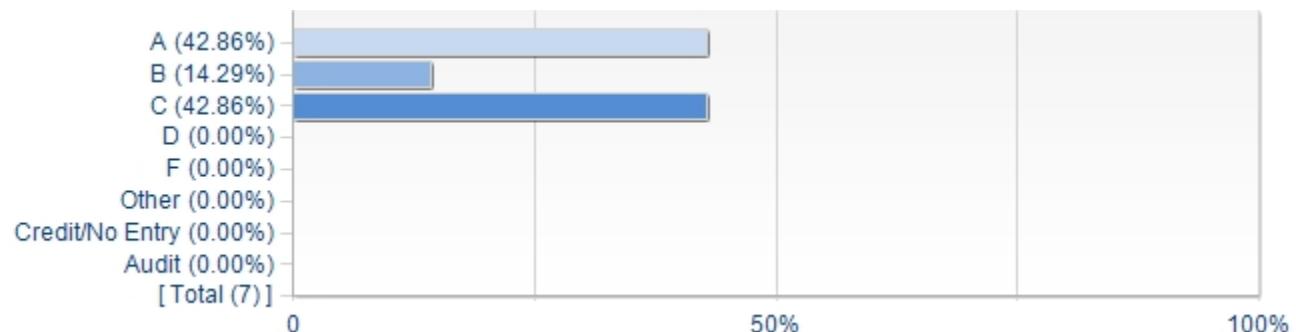
Did the recitations contribute to your learning in this course?



What grade do you expect in the course?



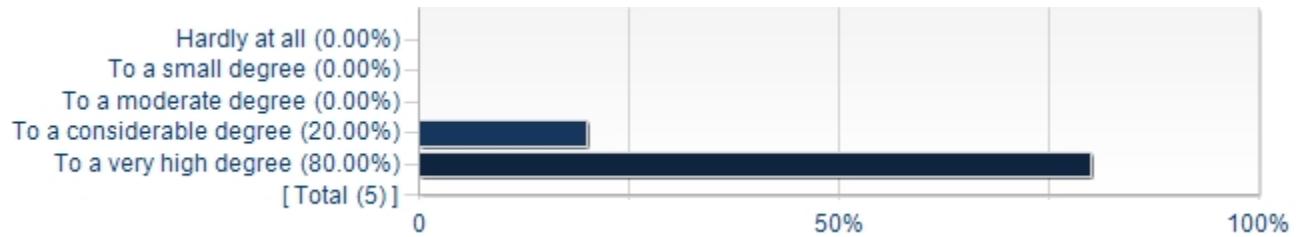
What grade do you expect in this recitation?



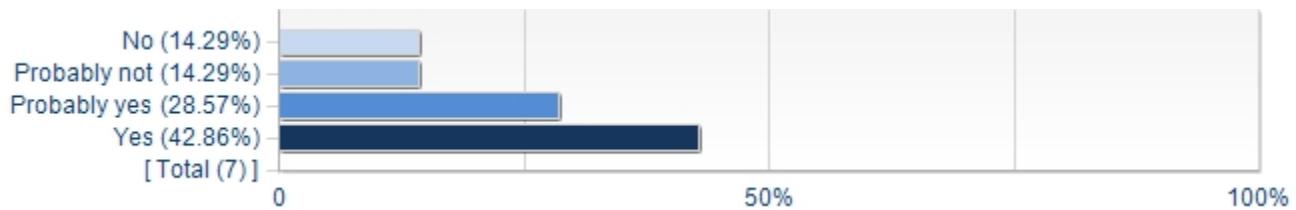
What percent of the recitations did you attend?



The material covered in recitation is well connected to the lectures.



Would you recommend this recitation instructor to other students who are going to take this course?





Dear Professor Ivan Ramirez Zuniga:

Student Opinion of Teaching Questionnaire Results

This form contains survey results for ANALYTC GEOMETRY & CALCULUS 3(MATH-0240)-1140.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

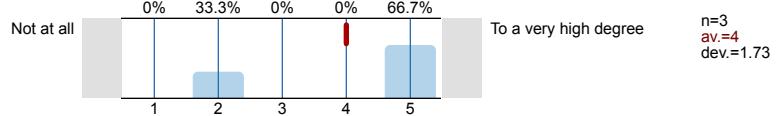
Office of Measurement and Evaluation of Teaching (OMET)

Professor Ivan Ramirez Zuniga
ANALYTIC GEOMETRY & CALCULUS 3(MATH-0240)-11402167_UPITT_MATH_0240_SEC1140
2167_6WK1
3 RESPONDENTS = 14.29% OF NUMBER REGISTERED

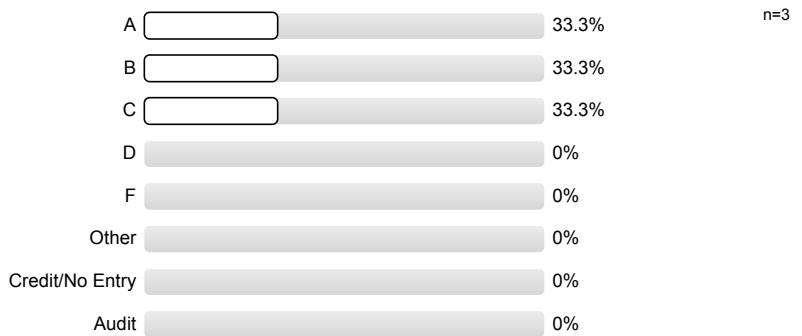


1. SELF RATINGS

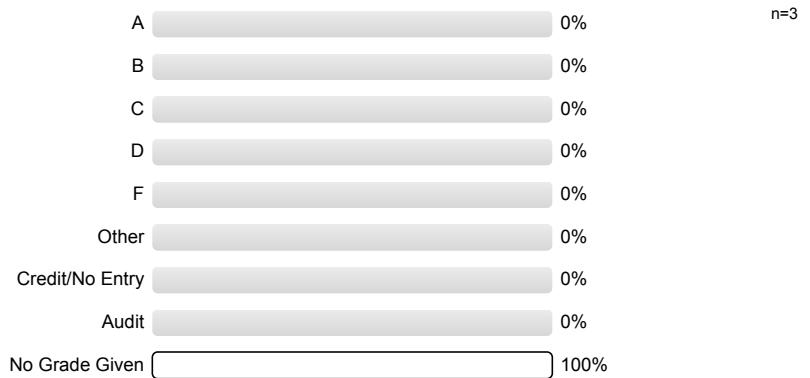
- 1.1) Did the recitations contribute to your learning in this course?



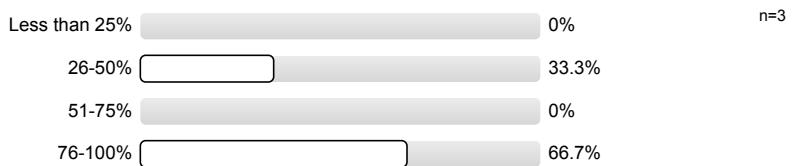
- 1.2) What grade do you expect in the course?



- 1.3) What grade do you expect in this recitation?

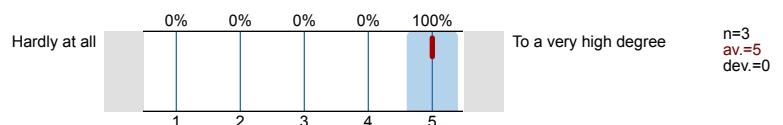


- 1.4) What percent of the recitations did you attend?



2. COURSE AND RECITATION

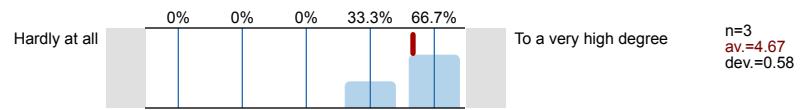
- 2.1) The material covered in recitation is well connected to the lectures.



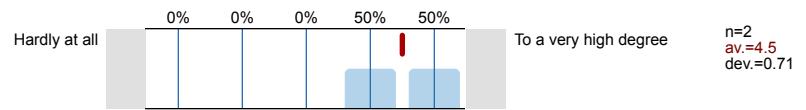
3. RECITATION INSTRUCTOR TEACHING EVALUATION

- 3.1) The recitation instructor was well-prepared for the recitations.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 0% |
| 5 | 100% |
- n=3
av.=5
dev.=0
-
- 3.2) The recitation instructor appeared knowledgeable about course subject matter.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 0% |
| 5 | 100% |
- n=3
av.=5
dev.=0
-
- 3.3) The recitation instructor clarified material covered in course lectures.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 0% |
| 5 | 100% |
- n=3
av.=5
dev.=0
-
- 3.4) The recitation instructor showed interest in helping students understand the material.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 0% |
| 5 | 100% |
- n=3
av.=5
dev.=0
-
- 3.5) The recitation instructor returned assignments within a reasonable amount of time.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 33.3% |
| 5 | 66.7% |
- n=3
av.=4.67
dev.=0.58
-
- 3.6) The recitation instructor was concerned about students' progress in the course.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 33.3% |
| 5 | 66.7% |
- n=3
av.=4.67
dev.=0.58
-
- 3.7) The recitation instructor provided helpful answers to students' questions.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 0% |
| 5 | 100% |
- n=3
av.=5
dev.=0
-
- 3.8) The recitation instructor treated students with respect.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 33.3% |
| 5 | 66.7% |
- n=3
av.=4.67
dev.=0.58
-
- 3.9) The recitation instructor provided constructive feedback on assignments.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 0% |
| 5 | 100% |
- n=3
av.=5
dev.=0
-
- 3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 33.3% |
| 5 | 66.7% |
- n=3
av.=4.67
dev.=0.58
-
- 3.11) The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 0% |
| 5 | 100% |
- n=1
av.=5
dev.=0
ab.=2
-
- 3.12) The recitation instructor communicates effectively.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 33.3% |
| 5 | 66.7% |
- n=3
av.=4.67
dev.=0.58

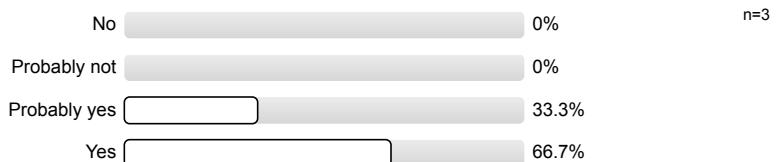
- 3.13) The recitation instructor comprehends students' communication.



- 3.14) The recitation instructor led this recitation effectively.



- 3.15) Would you recommend this recitation instructor to other students who are going to take this course?



4. RECITATION COMMENTS

- 4.1) Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

- Explanations were always very in depth and similar to how we learned the concept in class.
- Ivan was great at clarifying things that probably should have gotten a bit more attention in lecture. I feel like he definitely gave his best effort to make sure everyone felt comfortable with the material.

- 4.2) Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

- N/A, recitation ran very well, not much input to how he could improve.
- None.

Profile

Subunit: **A&S-MATH LOWER LEVEL**
 Name of the instructor: Professor Ivan Ramirez Zuniga,
 Name of the course: ANALYTC GEOMETRY & CALCULUS 3(MATH-0240)-1140
 (Name of the survey)

Values used in the profile line: Mean

1. SELF RATINGS

- 1.1) Did the recitations contribute to your learning in this course? Not at all | To a very high degree n=3 av.=4.00 md=5.00 dev.=1.73

2. COURSE AND RECITATION

- 2.1) The material covered in recitation is well connected to the lectures. Hardly at all | To a very high degree n=3 av.=5.00 md=5.00 dev.=0.00

3. RECITATION INSTRUCTOR TEACHING EVALUATION

- | | | | | | | | | |
|--|---------------|--|--|--|--|-----------------------|-----|----------------------------|
| 3.1) The recitation instructor was well-prepared for the recitations. | Hardly at all | | | | | To a very high degree | n=3 | av.=5.00 md=5.00 dev.=0.00 |
| 3.2) The recitation instructor appeared knowledgeable about course subject matter. | Hardly at all | | | | | To a very high degree | n=3 | av.=5.00 md=5.00 dev.=0.00 |
| 3.3) The recitation instructor clarified material covered in course lectures. | Hardly at all | | | | | To a very high degree | n=3 | av.=5.00 md=5.00 dev.=0.00 |
| 3.4) The recitation instructor showed interest in helping students understand the material. | Hardly at all | | | | | To a very high degree | n=3 | av.=5.00 md=5.00 dev.=0.00 |
| 3.5) The recitation instructor returned assignments within a reasonable amount of time. | Hardly at all | | | | | To a very high degree | n=3 | av.=4.67 md=5.00 dev.=0.58 |
| 3.6) The recitation instructor was concerned about students' progress in the course. | Hardly at all | | | | | To a very high degree | n=3 | av.=4.67 md=5.00 dev.=0.58 |
| 3.7) The recitation instructor provided helpful answers to students' questions. | Hardly at all | | | | | To a very high degree | n=3 | av.=5.00 md=5.00 dev.=0.00 |
| 3.8) The recitation instructor treated students with respect. | Hardly at all | | | | | To a very high degree | n=3 | av.=4.67 md=5.00 dev.=0.58 |
| 3.9) The recitation instructor provided constructive feedback on assignments. | Hardly at all | | | | | To a very high degree | n=3 | av.=5.00 md=5.00 dev.=0.00 |
| 3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions. | Hardly at all | | | | | To a very high degree | n=3 | av.=4.67 md=5.00 dev.=0.58 |
| 3.11) The recitation instructor was available for help outside of the labs. <i>Mark (NA) if you did not seek outside help.</i> | Hardly at all | | | | | To a very high degree | n=1 | av.=5.00 md=5.00 dev.=0.00 |
| 3.12) The recitation instructor communicates effectively. | Hardly at all | | | | | To a very high degree | n=3 | av.=4.67 md=5.00 dev.=0.58 |
| 3.13) The recitation instructor comprehends students' communication. | Hardly at all | | | | | To a very high degree | n=3 | av.=4.67 md=5.00 dev.=0.58 |
| 3.14) The recitation instructor led this recitation effectively. | Hardly at all | | | | | To a very high degree | n=2 | av.=4.50 md=4.50 dev.=0.71 |



Dear Professor Ivan Ramirez Zuniga:

Student Opinion of Teaching Questionnaire Results

This form contains survey results for ANALYTC GEOMETRY & CALCULUS 1(MATH-0220)-1118.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

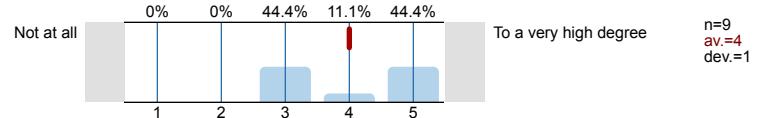
Office of Measurement and Evaluation of Teaching (OMET)

Professor Ivan Ramirez Zuniga
ANALYTIC GEOMETRY & CALCULUS 1(MATH-0220)-11182161_UPITT_MATH_0220_SEC1118
Fall 2015
10 RESPONDENTS = 40% OF NUMBER REGISTERED

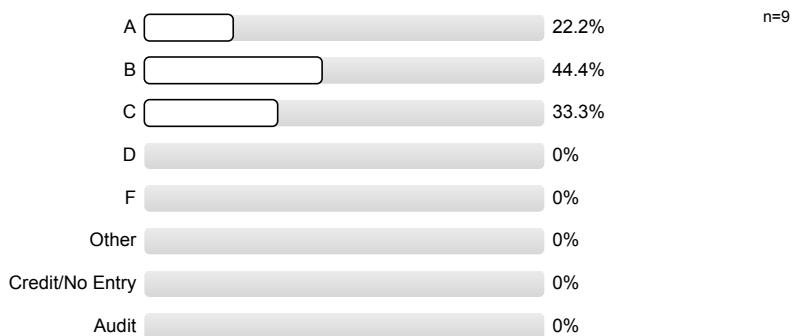


1. SELF RATINGS

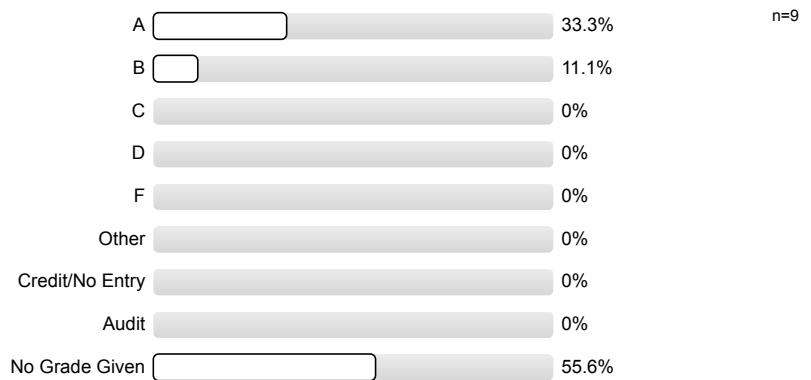
- 1.1) Did the recitations contribute to your learning in this course?



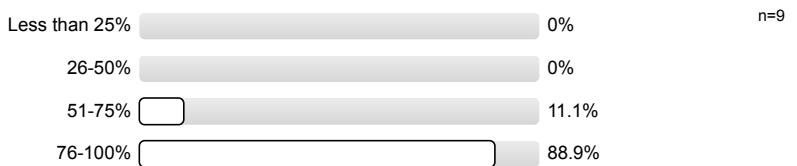
- 1.2) What grade do you expect in the course?



- 1.3) What grade do you expect in this recitation?

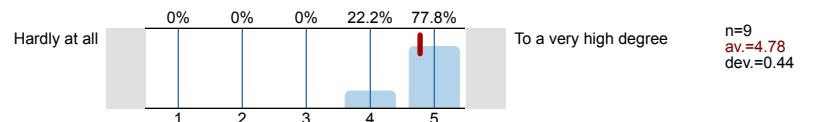


- 1.4) What percent of the recitations did you attend?



2. COURSE AND RECITATION

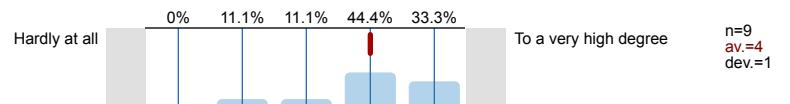
- 2.1) The material covered in recitation is well connected to the lectures.



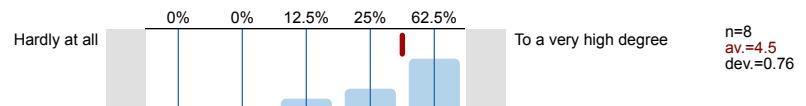
3. RECITATION INSTRUCTOR TEACHING EVALUATION

- 3.1) The recitation instructor was well-prepared for the recitations.
-
- | Response | Percentage |
|---------------------------|------------|
| 1 (Hardly at all) | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 44.4% |
| 5 (To a very high degree) | 55.6% |
- n=9
av.=4.56
dev.=0.53
-
- 3.2) The recitation instructor appeared knowledgeable about course subject matter.
-
- | Response | Percentage |
|---------------------------|------------|
| 1 (Hardly at all) | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 33.3% |
| 5 (To a very high degree) | 66.7% |
- n=9
av.=4.67
dev.=0.5
-
- 3.3) The recitation instructor clarified material covered in course lectures.
-
- | Response | Percentage |
|---------------------------|------------|
| 1 (Hardly at all) | 0% |
| 2 | 0% |
| 3 | 11.1% |
| 4 | 44.4% |
| 5 (To a very high degree) | 44.4% |
- n=9
av.=4.33
dev.=0.71
-
- 3.4) The recitation instructor showed interest in helping students understand the material.
-
- | Response | Percentage |
|---------------------------|------------|
| 1 (Hardly at all) | 0% |
| 2 | 0% |
| 3 | 22.2% |
| 4 | 22.2% |
| 5 (To a very high degree) | 55.6% |
- n=9
av.=4.33
dev.=0.87
-
- 3.5) The recitation instructor returned assignments within a reasonable amount of time.
-
- | Response | Percentage |
|---------------------------|------------|
| 1 (Hardly at all) | 11.1% |
| 2 | 0% |
| 3 | 0% |
| 4 | 22.2% |
| 5 (To a very high degree) | 66.7% |
- n=9
av.=4.33
dev.=1.32
-
- 3.6) The recitation instructor was concerned about students' progress in the course.
-
- | Response | Percentage |
|---------------------------|------------|
| 1 (Hardly at all) | 0% |
| 2 | 11.1% |
| 3 | 11.1% |
| 4 | 33.3% |
| 5 (To a very high degree) | 44.4% |
- n=9
av.=4.11
dev.=1.05
-
- 3.7) The recitation instructor provided helpful answers to students' questions.
-
- | Response | Percentage |
|---------------------------|------------|
| 1 (Hardly at all) | 0% |
| 2 | 11.1% |
| 3 | 0% |
| 4 | 33.3% |
| 5 (To a very high degree) | 55.6% |
- n=9
av.=4.33
dev.=1
-
- 3.8) The recitation instructor treated students with respect.
-
- | Response | Percentage |
|---------------------------|------------|
| 1 (Hardly at all) | 0% |
| 2 | 11.1% |
| 3 | 0% |
| 4 | 33.3% |
| 5 (To a very high degree) | 55.6% |
- n=9
av.=4.33
dev.=1
-
- 3.9) The recitation instructor provided constructive feedback on assignments.
-
- | Response | Percentage |
|---------------------------|------------|
| 1 (Hardly at all) | 0% |
| 2 | 0% |
| 3 | 12.5% |
| 4 | 37.5% |
| 5 (To a very high degree) | 50% |
- n=8
av.=4.38
dev.=0.74
ab.=1
-
- 3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.
-
- | Response | Percentage |
|---------------------------|------------|
| 1 (Hardly at all) | 11.1% |
| 2 | 0% |
| 3 | 11.1% |
| 4 | 22.2% |
| 5 (To a very high degree) | 55.6% |
- n=9
av.=4.11
dev.=1.36
-
- 3.11) The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*
-
- | Response | Percentage |
|---------------------------|------------|
| 1 (Hardly at all) | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 25% |
| 5 (To a very high degree) | 75% |
- n=4
av.=4.75
dev.=0.5
ab.=4
-
- 3.12) The recitation instructor communicates effectively.
-
- | Response | Percentage |
|---------------------------|------------|
| 1 (Hardly at all) | 0% |
| 2 | 11.1% |
| 3 | 0% |
| 4 | 55.6% |
| 5 (To a very high degree) | 33.3% |
- n=9
av.=4.11
dev.=0.93

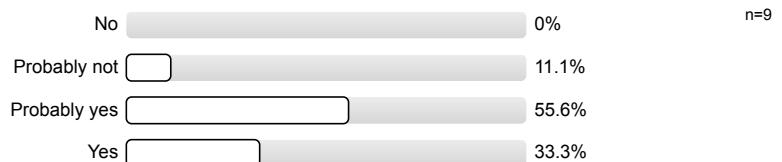
- 3.13) The recitation instructor comprehends students' communication.



- 3.14) The recitation instructor led this recitation effectively.



- 3.15) Would you recommend this recitation instructor to other students who are going to take this course?



4. RECITATION COMMENTS

- 4.1) Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

- Good at connecting problems to the course lectures and including harder versions of the problems done in lecture.
- I thought he was very good at giving us good examples of what could be on quizzes/tests. I really liked that he always pushed going to the math center for help because he really cared about how students do in the class.
- N/A.
- Providing examples similar to those that would be on the quizzes.
- giving examples and attempting to make sure that the students understood the material and were prepared to take the recitation quizzes

- 4.2) Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

- Come more prepared with set questions and their solutions before the recitation begins.
- Don't tell the students "What I teach in recitation isn't necessarily on the quiz". What is taught in recitation SHOULD be what is on the quiz/test.
- I think doing more of a variety of problems rather than just one or two from each section. Also, it might be beneficial to have review sessions before the tests because some of my friends's TAs hold them and it seems helpful.
- Try to not go off topic while doing an example problem in class. Finish the problem before expanding on the topic.
- nothing.

Profile

Subunit: **A&S-MATH LOWER LEVEL**
 Name of the instructor: Professor Ivan Ramirez Zuniga,
 Name of the course: ANALYTC GEOMETRY & CALCULUS 1(MATH-0220)-1118
 (Name of the survey)

Values used in the profile line: Mean

1. SELF RATINGS

- 1.1) Did the recitations contribute to your learning in this course? Not at all | To a very high degree n=9 av.=4.00 md=4.00 dev.=1.00

2. COURSE AND RECITATION

- 2.1) The material covered in recitation is well connected to the lectures. Hardly at all | To a very high degree n=9 av.=4.78 md=5.00 dev.=0.44

3. RECITATION INSTRUCTOR TEACHING EVALUATION

- | | | | | | | | | |
|--|---------------|--|--|--|--|-----------------------|-----|----------------------------|
| 3.1) The recitation instructor was well-prepared for the recitations. | Hardly at all | | | | | To a very high degree | n=9 | av.=4.56 md=5.00 dev.=0.53 |
| 3.2) The recitation instructor appeared knowledgeable about course subject matter. | Hardly at all | | | | | To a very high degree | n=9 | av.=4.67 md=5.00 dev.=0.50 |
| 3.3) The recitation instructor clarified material covered in course lectures. | Hardly at all | | | | | To a very high degree | n=9 | av.=4.33 md=4.00 dev.=0.71 |
| 3.4) The recitation instructor showed interest in helping students understand the material. | Hardly at all | | | | | To a very high degree | n=9 | av.=4.33 md=5.00 dev.=0.87 |
| 3.5) The recitation instructor returned assignments within a reasonable amount of time. | Hardly at all | | | | | To a very high degree | n=9 | av.=4.33 md=5.00 dev.=1.32 |
| 3.6) The recitation instructor was concerned about students' progress in the course. | Hardly at all | | | | | To a very high degree | n=9 | av.=4.11 md=4.00 dev.=1.05 |
| 3.7) The recitation instructor provided helpful answers to students' questions. | Hardly at all | | | | | To a very high degree | n=9 | av.=4.33 md=5.00 dev.=1.00 |
| 3.8) The recitation instructor treated students with respect. | Hardly at all | | | | | To a very high degree | n=9 | av.=4.33 md=5.00 dev.=1.00 |
| 3.9) The recitation instructor provided constructive feedback on assignments. | Hardly at all | | | | | To a very high degree | n=8 | av.=4.38 md=4.50 dev.=0.74 |
| 3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions. | Hardly at all | | | | | To a very high degree | n=9 | av.=4.11 md=5.00 dev.=1.36 |
| 3.11) The recitation instructor was available for help outside of the labs. <i>Mark (NA) if you did not seek outside help.</i> | Hardly at all | | | | | To a very high degree | n=4 | av.=4.75 md=5.00 dev.=0.50 |
| 3.12) The recitation instructor communicates effectively. | Hardly at all | | | | | To a very high degree | n=9 | av.=4.11 md=4.00 dev.=0.93 |
| 3.13) The recitation instructor comprehends students' communication. | Hardly at all | | | | | To a very high degree | n=9 | av.=4.00 md=4.00 dev.=1.00 |
| 3.14) The recitation instructor led this recitation effectively. | Hardly at all | | | | | To a very high degree | n=8 | av.=4.50 md=5.00 dev.=0.76 |



Dear Professor Ivan Ramirez Zuniga:

Student Opinion of Teaching Questionnaire Results

This form contains survey results for ANALYTC GEOMETRY & CALCULUS 2(MATH-0230)-1042.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

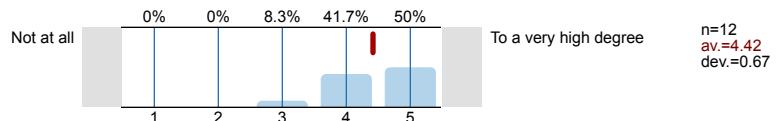
Office of Measurement and Evaluation of Teaching (OMET)

Professor Ivan Ramirez Zuniga
ANALYTIC GEOMETRY & CALCULUS 2(MATH-0230)-10422161_UPITT_MATH_0230_SEC1042
Fall 2015
12 RESPONDENTS = 46.15% OF NUMBER REGISTERED

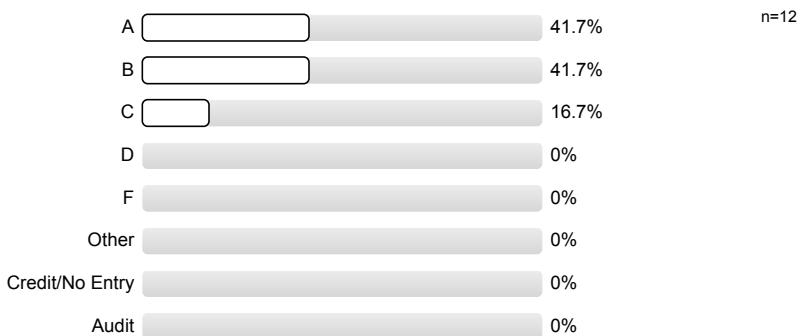


1. SELF RATINGS

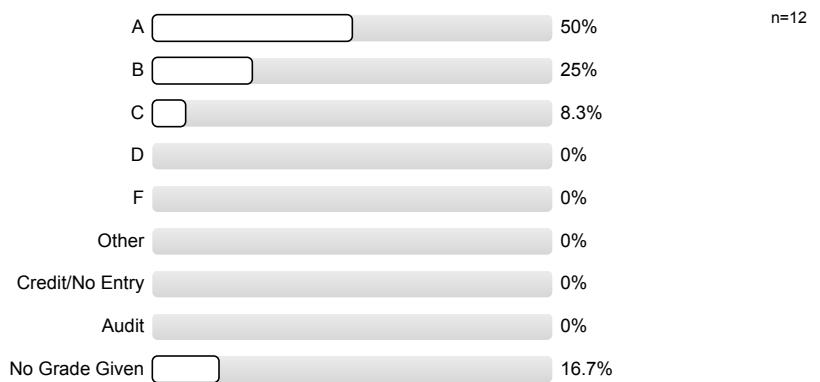
- 1.1) Did the recitations contribute to your learning in this course?



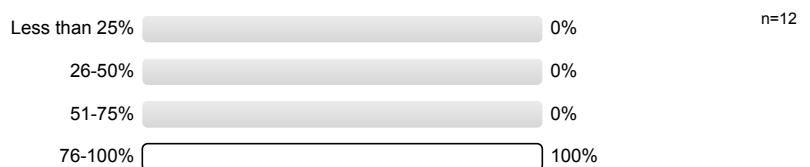
- 1.2) What grade do you expect in the course?



- 1.3) What grade do you expect in this recitation?

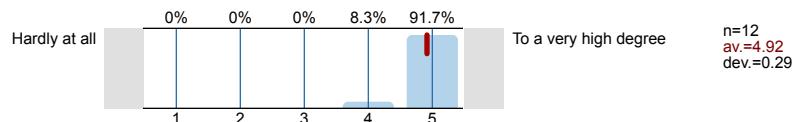


- 1.4) What percent of the recitations did you attend?



2. COURSE AND RECITATION

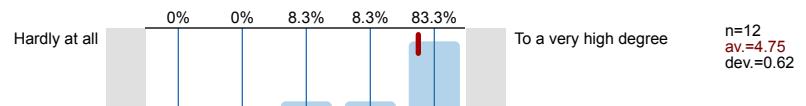
- 2.1) The material covered in recitation is well connected to the lectures.



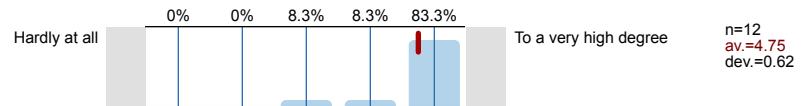
3. RECITATION INSTRUCTOR TEACHING EVALUATION

- 3.1) The recitation instructor was well-prepared for the recitations.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 41.7% |
| 5 | 58.3% |
- n=12
av.=4.58
dev.=0.51
-
- 3.2) The recitation instructor appeared knowledgeable about course subject matter.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 33.3% |
| 5 | 66.7% |
- n=12
av.=4.67
dev.=0.49
-
- 3.3) The recitation instructor clarified material covered in course lectures.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 33.3% |
| 5 | 66.7% |
- n=12
av.=4.67
dev.=0.49
-
- 3.4) The recitation instructor showed interest in helping students understand the material.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 8.3% |
| 4 | 8.3% |
| 5 | 83.3% |
- n=12
av.=4.75
dev.=0.62
-
- 3.5) The recitation instructor returned assignments within a reasonable amount of time.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 8.3% |
| 4 | 0% |
| 5 | 91.7% |
- n=12
av.=4.83
dev.=0.58
-
- 3.6) The recitation instructor was concerned about students' progress in the course.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 9.1% |
| 3 | 0% |
| 4 | 36.4% |
| 5 | 54.5% |
- n=11
av.=4.36
dev.=0.92
ab.=1
-
- 3.7) The recitation instructor provided helpful answers to students' questions.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 8.3% |
| 4 | 25% |
| 5 | 66.7% |
- n=12
av.=4.58
dev.=0.67
-
- 3.8) The recitation instructor treated students with respect.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 8.3% |
| 5 | 91.7% |
- n=12
av.=4.92
dev.=0.29
-
- 3.9) The recitation instructor provided constructive feedback on assignments.
-
- | Response | Percentage |
|----------|------------|
| 1 | 8.3% |
| 2 | 0% |
| 3 | 0% |
| 4 | 50% |
| 5 | 41.7% |
- n=12
av.=4.17
dev.=1.11
-
- 3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 8.3% |
| 4 | 25% |
| 5 | 66.7% |
- n=12
av.=4.58
dev.=0.67
-
- 3.11) The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 16.7% |
| 5 | 83.3% |
- n=6
av.=4.83
dev.=0.41
ab.=6
-
- 3.12) The recitation instructor communicates effectively.
-
- | Response | Percentage |
|----------|------------|
| 1 | 0% |
| 2 | 8.3% |
| 3 | 0% |
| 4 | 16.7% |
| 5 | 75% |
- n=12
av.=4.58
dev.=0.9

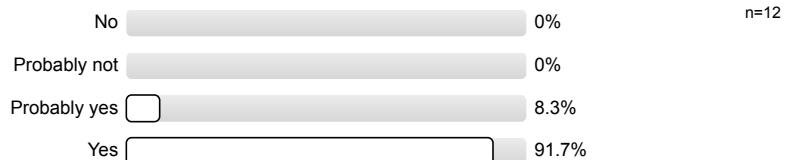
- 3.13) The recitation instructor comprehends students' communication.



- 3.14) The recitation instructor led this recitation effectively.



- 3.15) Would you recommend this recitation instructor to other students who are going to take this course?



4. RECITATION COMMENTS

- 4.1) Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

- Best recitation ever, very helpful
- Everything
- Great with helping kidd understand the material and very amicable.
- He is very good at going over and explaining the major components of each topic in a way that is easy to understand.
- Very approachable, always makes sure the examples and material are helpful and relevant to the class and the quizzes
- Very efficient and clear instruction of material. Always accessible for help, and is very well educated in the course matter.
- the recitation was very beneficial to me

- 4.2) Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

- I don't know
- Nothing
- it would be beneficial to hold review sessions
- n/a

Profile

Subunit: **A&S-MATH LOWER LEVEL**
 Name of the instructor: Professor Ivan Ramirez Zuniga,
 Name of the course: ANALYTIC GEOMETRY & CALCULUS 2(MATH-0230)-1042
 (Name of the survey)

Values used in the profile line: Mean

1. SELF RATINGS

- 1.1) Did the recitations contribute to your learning in this course? Not at all | | | | To a very high degree n=12 av.=4.42 md=4.50 dev.=0.67

2. COURSE AND RECITATION

- 2.1) The material covered in recitation is well connected to the lectures. Hardly at all | | | | To a very high degree n=12 av.=4.92 md=5.00 dev.=0.29

3. RECITATION INSTRUCTOR TEACHING EVALUATION

- | | | |
|--|---|---------------------------------|
| 3.1) The recitation instructor was well-prepared for the recitations. | Hardly at all To a very high degree | n=12 av.=4.58 md=5.00 dev.=0.51 |
| 3.2) The recitation instructor appeared knowledgeable about course subject matter. | Hardly at all To a very high degree | n=12 av.=4.67 md=5.00 dev.=0.49 |
| 3.3) The recitation instructor clarified material covered in course lectures. | Hardly at all To a very high degree | n=12 av.=4.67 md=5.00 dev.=0.49 |
| 3.4) The recitation instructor showed interest in helping students understand the material. | Hardly at all To a very high degree | n=12 av.=4.75 md=5.00 dev.=0.62 |
| 3.5) The recitation instructor returned assignments within a reasonable amount of time. | Hardly at all To a very high degree | n=12 av.=4.83 md=5.00 dev.=0.58 |
| 3.6) The recitation instructor was concerned about students' progress in the course. | Hardly at all To a very high degree | n=11 av.=4.36 md=5.00 dev.=0.92 |
| 3.7) The recitation instructor provided helpful answers to students' questions. | Hardly at all To a very high degree | n=12 av.=4.58 md=5.00 dev.=0.67 |
| 3.8) The recitation instructor treated students with respect. | Hardly at all To a very high degree | n=12 av.=4.92 md=5.00 dev.=0.29 |
| 3.9) The recitation instructor provided constructive feedback on assignments. | Hardly at all To a very high degree | n=12 av.=4.17 md=4.00 dev.=1.11 |
| 3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions. | Hardly at all To a very high degree | n=12 av.=4.58 md=5.00 dev.=0.67 |
| 3.11) The recitation instructor was available for help outside of the labs. <i>Mark (NA) if you did not seek outside help.</i> | Hardly at all To a very high degree | n=6 av.=4.83 md=5.00 dev.=0.41 |
| 3.12) The recitation instructor communicates effectively. | Hardly at all To a very high degree | n=12 av.=4.58 md=5.00 dev.=0.90 |
| 3.13) The recitation instructor comprehends students' communication. | Hardly at all To a very high degree | n=12 av.=4.75 md=5.00 dev.=0.62 |
| 3.14) The recitation instructor led this recitation effectively. | Hardly at all To a very high degree | n=12 av.=4.75 md=5.00 dev.=0.62 |



Dear Professor Ivan Ramirez Zuniga:

Student Opinion of Teaching Questionnaire Results

This form contains survey results for ANALYTC GEOMETRY & CALCULUS 2(MATH-0230)-1065.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

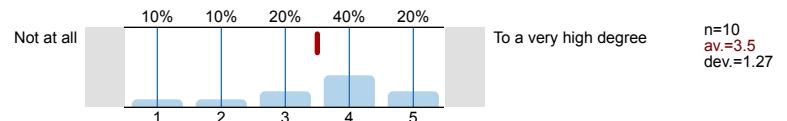
Office of Measurement and Evaluation of Teaching (OMET)

Professor Ivan Ramirez Zuniga
ANALYTIC GEOMETRY & CALCULUS 2(MATH-0230)-10652161_UPITT_MATH_0230_SEC1065
Fall 2015
10 RESPONDENTS = 40% OF NUMBER REGISTERED

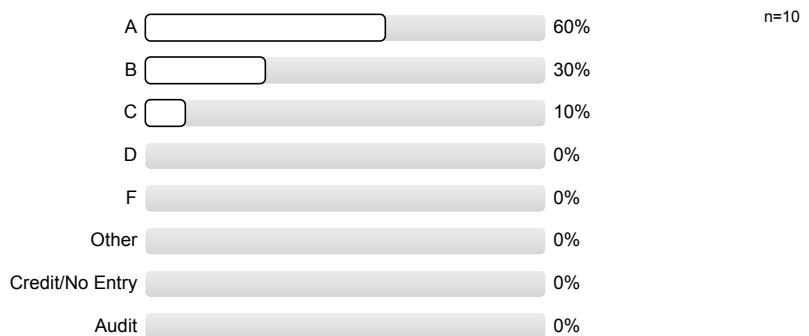


1. SELF RATINGS

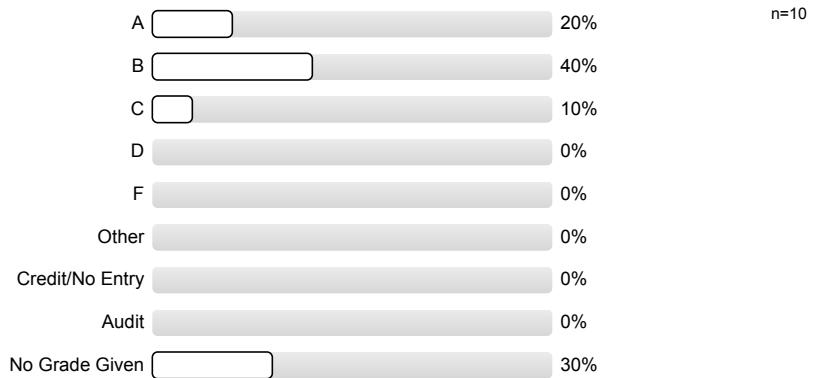
- 1.1) Did the recitations contribute to your learning in this course?



- 1.2) What grade do you expect in the course?



- 1.3) What grade do you expect in this recitation?

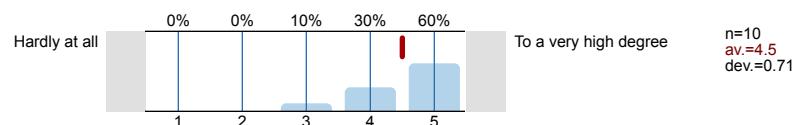


- 1.4) What percent of the recitations did you attend?



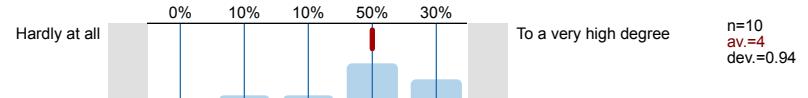
2. COURSE AND RECITATION

- 2.1) The material covered in recitation is well connected to the lectures.

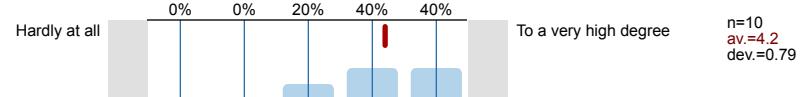


3. RECITATION INSTRUCTOR TEACHING EVALUATION

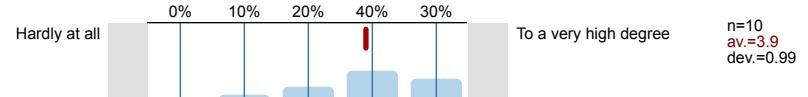
- 3.1) The recitation instructor was well-prepared for the recitations.



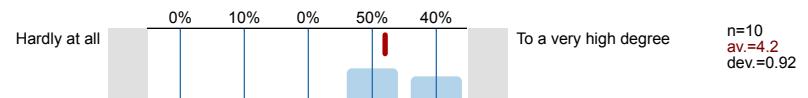
- 3.2) The recitation instructor appeared knowledgeable about course subject matter.



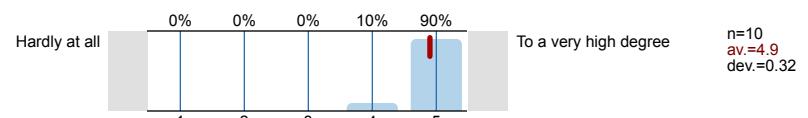
- 3.3) The recitation instructor clarified material covered in course lectures.



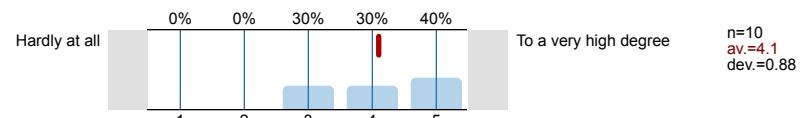
- 3.4) The recitation instructor showed interest in helping students understand the material.



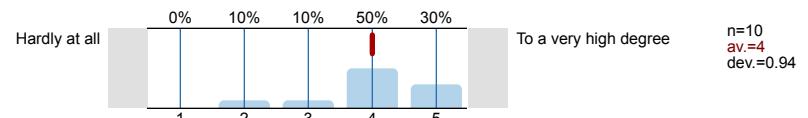
- 3.5) The recitation instructor returned assignments within a reasonable amount of time.



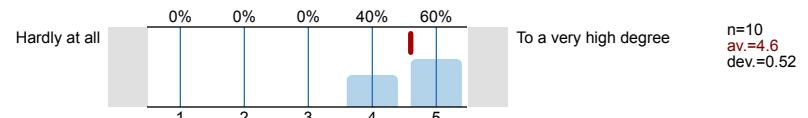
- 3.6) The recitation instructor was concerned about students' progress in the course.



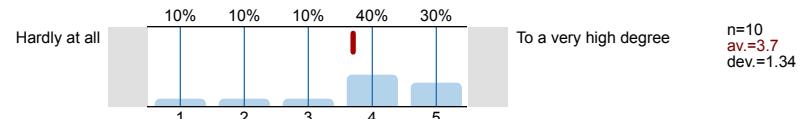
- 3.7) The recitation instructor provided helpful answers to students' questions.



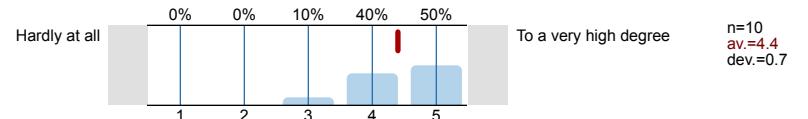
- 3.8) The recitation instructor treated students with respect.



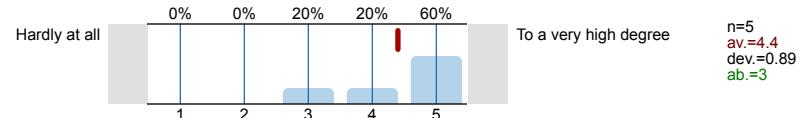
- 3.9) The recitation instructor provided constructive feedback on assignments.



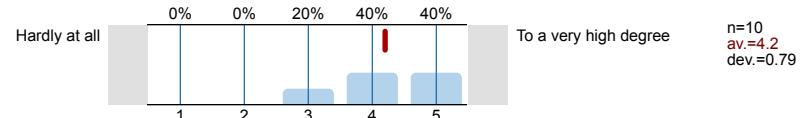
- 3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.



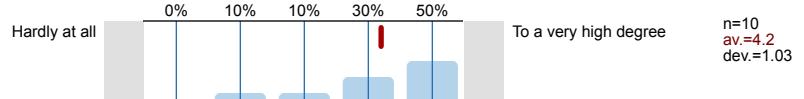
- 3.11) The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*



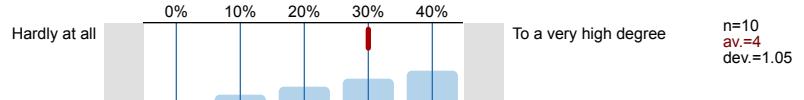
- 3.12) The recitation instructor communicates effectively.



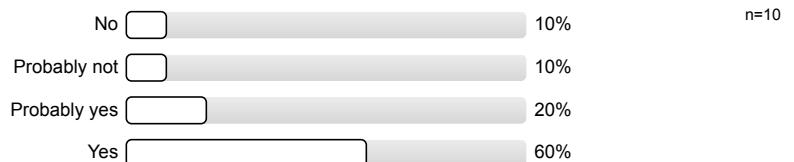
- 3.13) The recitation instructor comprehends students' communication.



- 3.14) The recitation instructor led this recitation effectively.



- 3.15) Would you recommend this recitation instructor to other students who are going to take this course?



4. RECITATION COMMENTS

- 4.1) Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

- Covered review material really well.
- Going over the types of problems that would appear on the quizzes.
- Good job of going over quizzes and new material in the given amount of time. In some of my other recitations, the instructors are not good at managing the short time we have.
- He does a lot of examples, which is very helpful in understanding the topics.
- Very good at explaining concepts and clarifying stuff. Concise, explicit and direct method of teaching (really appreciate this).

- 4.2) Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

- Be a little more prepared for the recitations. Often, time the instructor spent too much time figuring out how to do example problems.
- Communicate better with the professor to make the class more useful and beneficial to the students
- Sometimes spent a little too long on certain aspects which took time away from quizzes
- The material is very difficult to begin with. Try not to make mistakes transferring problems from your notes to the board. It may confuse students further.
- not much. overall Ivan was very solid.

Profile

Subunit: **A&S-MATH LOWER LEVEL**
 Name of the instructor: Professor Ivan Ramirez Zuniga,
 Name of the course: ANALYTIC GEOMETRY & CALCULUS 2(MATH-0230)-1065
 (Name of the survey)

Values used in the profile line: Mean

1. SELF RATINGS

- 1.1) Did the recitations contribute to your learning in this course? Not at all | | | | To a very high degree n=10 av.=3.50 md=4.00 dev.=1.27

2. COURSE AND RECITATION

- 2.1) The material covered in recitation is well connected to the lectures. Hardly at all | | | | To a very high degree n=10 av.=4.50 md=5.00 dev.=0.71

3. RECITATION INSTRUCTOR TEACHING EVALUATION

- | | | |
|--|---|---------------------------------|
| 3.1) The recitation instructor was well-prepared for the recitations. | Hardly at all To a very high degree | n=10 av.=4.00 md=4.00 dev.=0.94 |
| 3.2) The recitation instructor appeared knowledgeable about course subject matter. | Hardly at all To a very high degree | n=10 av.=4.20 md=4.00 dev.=0.79 |
| 3.3) The recitation instructor clarified material covered in course lectures. | Hardly at all To a very high degree | n=10 av.=3.90 md=4.00 dev.=0.99 |
| 3.4) The recitation instructor showed interest in helping students understand the material. | Hardly at all To a very high degree | n=10 av.=4.20 md=4.00 dev.=0.92 |
| 3.5) The recitation instructor returned assignments within a reasonable amount of time. | Hardly at all To a very high degree | n=10 av.=4.90 md=5.00 dev.=0.32 |
| 3.6) The recitation instructor was concerned about students' progress in the course. | Hardly at all To a very high degree | n=10 av.=4.10 md=4.00 dev.=0.88 |
| 3.7) The recitation instructor provided helpful answers to students' questions. | Hardly at all To a very high degree | n=10 av.=4.00 md=4.00 dev.=0.94 |
| 3.8) The recitation instructor treated students with respect. | Hardly at all To a very high degree | n=10 av.=4.60 md=5.00 dev.=0.52 |
| 3.9) The recitation instructor provided constructive feedback on assignments. | Hardly at all To a very high degree | n=10 av.=3.70 md=4.00 dev.=1.34 |
| 3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions. | Hardly at all To a very high degree | n=10 av.=4.40 md=4.50 dev.=0.70 |
| 3.11) The recitation instructor was available for help outside of the labs. <i>Mark (NA) if you did not seek outside help.</i> | Hardly at all To a very high degree | n=5 av.=4.40 md=5.00 dev.=0.89 |
| 3.12) The recitation instructor communicates effectively. | Hardly at all To a very high degree | n=10 av.=4.20 md=4.00 dev.=0.79 |
| 3.13) The recitation instructor comprehends students' communication. | Hardly at all To a very high degree | n=10 av.=4.20 md=4.50 dev.=1.03 |
| 3.14) The recitation instructor led this recitation effectively. | Hardly at all To a very high degree | n=10 av.=4.00 md=4.00 dev.=1.05 |



Dear Professor Ivan Ramirez Zuniga:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for DIFFERENTIAL EQUATIONS(MATH-0290)-1040.

Attached is a report in PDF format containing your Student Opinion of Teaching Survey results from last term. The report is best viewed and/or printed in color.

The evaluation results are broken down into three distinct categories. The first part of the report shows a breakdown of student responses to the quantitative questions. For each item, the number of students (n) who responded, the average or mean (av.) and standard deviation (dev.) are displayed next to a chart or histogram that shows the percentage of the class who responded to each option for that question. The percentages are above the number on the rating scale which increases from left to right, i.e. the number 1 equals the least favorable rating and the number 4 or 5 (depending on the scale) equals the most favorable rating. The sum of percentages will equal 100%. A red mark is displayed on the chart where the average or mean is located. To calculate how many students responded to each option, multiply the number of students who answered the question by the percentage for that option. For example, if 14 students answered the question and 50% responded to option 3 then 7 students marked option 3 for that item ($14 \times .50 = 7$). The standard deviation is a common measure of dispersion around the mean that may be useful in interpreting the results.

If your school had previously calculated norms, they will be on OMET's website (omet.pitt.edu).

The second part displays individual comments to each question in the open-ended section of the evaluation. All the responses to the first question will be listed together after the first question and then the responses to the next question will be listed together after the next question, and so on.

The final part gives you a profile of the student responses to the quantitative section of the evaluation. This is a chart listing all of the means for the scaled items with a dashed red line connecting the means.

If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

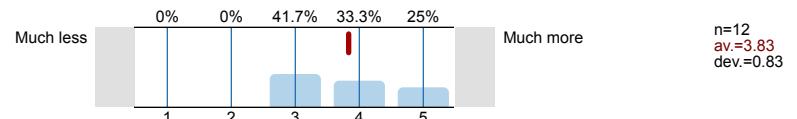


Professor Ivan Ramirez Zuniga

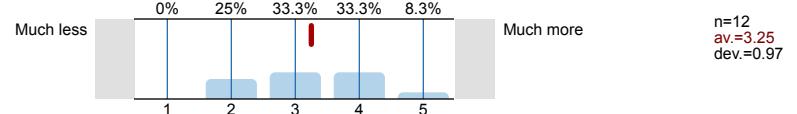
DIFFERENTIAL EQUATIONS(MATH-0290)-10402157_UPITT_MATH_0290_SEC1040
2157_12WK
12 RESPONDENTS = 70.59% OF NUMBER REGISTERED

1. SELF RATINGS

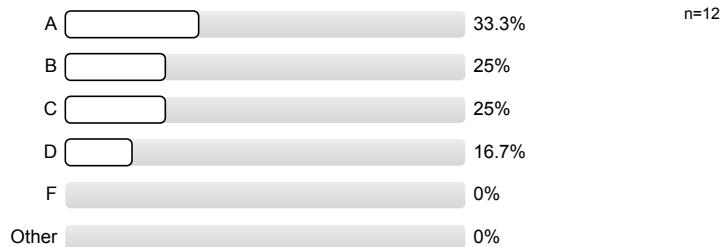
- 1.1) Compared to other courses at the same level, the amount of work I did was:



- 1.2) In this course I have learned:

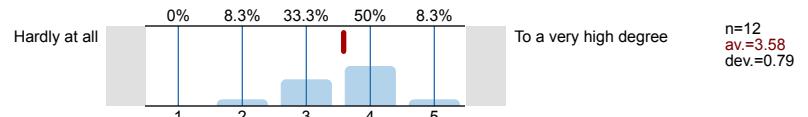


- 1.3) The grade I expect in this course is:

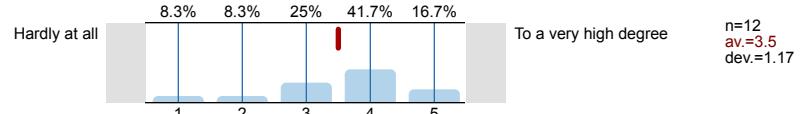


2. TEACHING EVALUATION

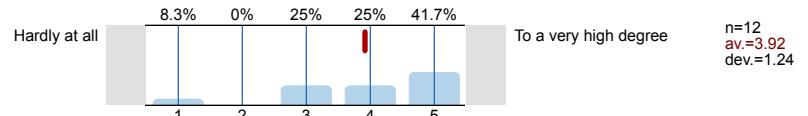
- 2.1) The instructor presented the course in an organized manner.



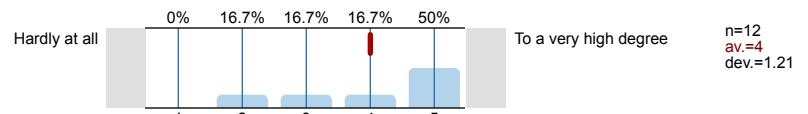
- 2.2) The instructor stimulated my thinking.



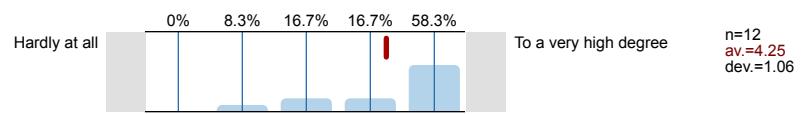
- 2.3) The instructor evaluated my work fairly.



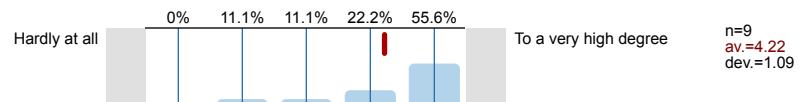
- 2.4) The instructor made good use of examples to clarify concepts.



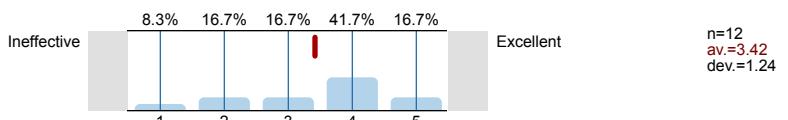
- 2.5) The instructor maintained a good learning environment.



- 2.6) The instructor was accessible to students. (Do not answer if no basis to judge)



- 2.7) Express your judgment of the instructor's **overall teaching effectiveness**:



- 2.8) Would you recommend this course to other students?



- 2.9) Would you recommend this instructor to other students?



3. TEACHING COMMENTS

- 3.1) What were the instructor's major strengths?

- - Good explanations of complex topics
- Lots of feedback (graded HW and quizzes)
- Went beyond textbook material (Laplace transform rules, Abel's formula, additional forms of non-separable ODEs)
- Very available on e-mail and in person
- No difficulty understanding accent or handwriting
- Accessible to students, tried to help his students as much as possible
- Excellent at explaining and conveying topics and information - able to make somewhat abstract concepts very understandable
- Generally prompt, other than that, no "major" strengths were evident.
- I really enjoyed Ivan's class because he was extremely personable and cared about the learning and success of his students. He taught effectively and clearly and showed the distinct relationships between the various mathematical concepts throughout the class. Ivan's teaching ability uniquely gave me the opportunity to see the reoccurring patterns throughout the chapters, which was extremely effective. He handled questions promptly and politely and was always approachable for students who needed additional help. After every class, he offered to stay after if anyone had questions and reminded the students of his office hours, which shows that he makes teaching a priority. When writing on the chalkboard, he often used different colors if he needed to emphasize or change part of his notes. As a student who needed to learn this difficult material in a fast-paced class, I was grateful for Ivan's attention to detail. The notes were written in an organized and logical manner so they were easy to follow. Difficult concepts were clearly explained and graphed to provide a visual and real-world application for differential equations. Although there were a wide range of grades and relatively low averages on exams, I'm sure that this is because of the student's personal motivation to learn. Ivan honestly provided an extremely reasonable pace for the class that should not have left students falling behind. Although I received a low exam score for the second exam, I still think that Ivan grades fairly -- especially because he used previous quiz and homework questions on the exams. He provided the opportunity for all of his students to succeed so I really enjoyed this class.
- If we did proofs in class it helped me with my understanding of the concept, unlike most proofs given in other classes. He was available and willing to help whenever I needed it.
- Ivan genuinely cared about his students' success and was always available for help. He made sure we deeply understood the theory behind the class rather than make us know how to only solve math problems. In addition, he was very clear about what he expected for quizzes and exams.
- Providing guided solutions
- Seemed to know and understand the content well.

- Very clear and concise when getting across new concepts. He connected the examples in the book and the ones completed in class very well.
 - Wanted us to understand the background of the problems rather than just memorize a method
-

3.2) What were the instructor's major weaknesses?

- - Did not fully complete syllabus material (Fourier transform, PDEs)
 - Did not post grades to CourseWeb (but returned all graded materials)
- Big disconnect between the level the material was taught at and the level we were tested at. Also did not present the material in an effective manner.
- Graded rather harshly sometimes
- Homework problems given from topics not out of the book did not help my understanding for the most part. Often they were more complicated than what we did in class and I could not complete them by myself.
- Not always available for help, he is very busy but only 2 office hours and everyone needed help so hard to get the attention I needed as a struggling student
- Not having enough time to finish classes
- Some of the material was left out at the end as the overall pace was a little slow.
- Sometimes I felt like he graded a bit tough, but he really didn't show any significant flaws.
- Sometimes the class fell a little behind- perhaps because of the weekly quizzes or our substitute teacher. Grades on quizzes and homework were a little tough, but not unreasonable. Maybe Ivan could leave more comments on questions marked incorrect?
- Sometimes unintentionally uses up time to solve a problem instead of coming back to that particular example during another class.
- There were not enough office hours during the week
- Very harsh grading, even when answers were correct if the work was not presented in the vaguely defined way that instructor wanted it to be presented then points were taken off. This, combined with the general difficulty (generally unrelated to the actual subject of Differential Equations, artificially inflated with "knowledge tests" of past subjects) of the questions deflated my grades even though I had a decent understanding of the /actual/ class material.

Frankly when I take a class I expect to be tested on the material presented, not material from a year ago. Obviously one would need to know certain techniques from past subjects, that is just how Math works as a subject, however the central difficulty in answering a question should be found in showing that you know the /current/ subject.

Make your questions as difficult as you'd like but only if you're making them difficult Differential Equations questions and not simply fair Differential Equations with difficult Calculus 2 components or unrealistically challenging algebra transformations, especially when you take off massive amounts of points for math mistakes unrelated to the subject actually being tested.

I would make the comparison to asking an algebra question such as $x^2+6x+9=0$ and solving for x, which would be testing whether you can do the transformation to $(x+3)^2=0$. The way that some of your questions were presented made it feel like I was trying to answer $x^2+354*x+9353=0$, where even if you understand the concept of the transformation (ie. the subject material) you're getting bogged down by the numbers which prevents you from demonstrating your knowledge and showing that you actually learned what was /important/ from the subject.

Another point is that there seems to be a disconnect in what I as a student find important when showing my work and what the grader seems to find important. The purpose of showing work, to me, is to display my thought process to the grader to make it understood that I am not simply pulling the answer from nowhere, or, more alarmingly, my neighbor's sheet.

As long as it is obvious what sort of process I am using to answer a question, and the process is valid, there should be /no reason/, none, to take off points for a correct (both numerically and in format) answer. To take off points because something in the work was not perfectly formatted (despite being obvious what is meant) is petty and unprofessional.

As opposed to grading homeworks individually on a question by question basis (highly subjective and very time consuming, the latter of which was noted multiple times by the instructor) I would suggest implementing a system such as LON-CAPA, used in many other Math subjects, which would grade each question individually and allow a student /immediate/ results, and multiple tries at a question. This is / immensely helpful/ and allows the student to practice multiple times until they get a question correct, as opposed to thinking they did a question correctly and finding out two weeks later they didn't. It also eliminates the frustration found when you get a question correct only to find that you didn't present the work in a (very subjectively defined) "clear enough" manner and get points taken off. I cannot think of a good reason not to use this system over a pencil and paper method, which uses questions directly out of the book which could be seen in the quickly Google-searched solution guide pdf making the argument "but this way I can see them display their work" null. If the instructor / must/ have some extra bit of homework that allows them to see the work of the student then they should implement the "challenge questions" found in many of the homeworks as a separate take home assignment, which (if there were 3 questions a week) could handily replace in class quizzes and free up class time so that we are not rushing the last couple of chapters between the last midterm (only two weeks before the final) and the final itself.

This is, of course, in addition to improving the way the instructor constructs and grades their questions, which was a problem already bitten into on the previous page.

I apologize if any part of my criticism is taken as a personal attack (I bear no ill will personally to the instructor, I just feel like there are some improvements that are /necessary/), or in any way "too harsh" but this is months of frustration let out in the only way I can really

allow myself to do, as in person I find that I can be a bit harsher than I intend to be and I did not want to make the instructor feel bad.

I simply hope that he can take some of this to heart and look at the way he keeps his class, remember what it was like to be a student, and try to use that perspective to improve himself for future classes.

4. COURSE COMMENTS

4.1) What aspects of this course were most beneficial to you?

- - Good introduction to solving ODEs and systems of ODEs
 - Convenient evening scheduling
- Final math course left me familiar with proofs and abstract ideas
- I think understanding differential equations has numerous benefits, so I am thankful for the effective lectures. I also appreciated how Ivan asked open questions to the class to make us understand and think about the material, rather than just memorize the equations.
- Logistic population growth was sort of cool
- Matlab
- Solving mathematical formulas for engineering problems
- The constant practice and fair evaluation of my work. It allowed me to enjoy learning the material.
- The homework and quizzes
- The homeworks and the in class examples

4.2) What suggestions do you have to improve the course?

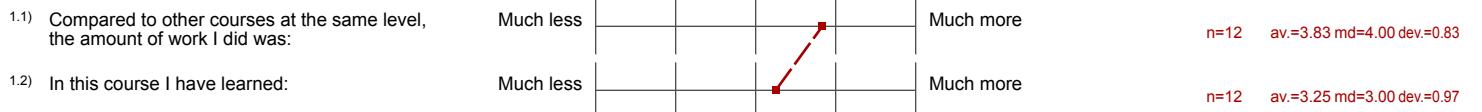
- - Adjust syllabus to better fit shortened summer session
 - The amount of stuff on the syllabus seems impossible to cover (at a reasonable pace, we ended up 2 weeks behind)
- Explain the practicality of some concepts (such as imaginary equations)
- Having quizzes every-other week perhaps?
- Make sure we do Euler's method. All my other friends who have taken this class did this section and said it was important. I wasn't sure why we skipped it.
- Make very important concepts more clear. I.e. Highlight the the takeaways from each section.
- Maybe a study guide or packet would help. This class covered a lot of equations that could easily be mixed-up or forgotten. I was glad Ivan provided us with a note packet with formulas and pictures for our last chapter on systems and phase planes.
- No matlab, it's just tedious work pulling away from my studies, and work on sticking to a set schedule
- No quizzes, shorter hw assignments, more detailed in class examples, lecture notes available to students. Possibly making it a flip class
- Not so many tricky integral on exams

Profile

Subunit: **A&S-MATH LOWER LEVEL**
 Name of the instructor: Professor Ivan Ramirez Zuniga,
 Name of the course: DIFFERENTIAL EQUATIONS(MATH-0290)-1040
 (Name of the survey)

Values used in the profile line: Mean

1. SELF RATINGS



2. TEACHING EVALUATION

