



Dear Professor Youngmin Park:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for DISCRET MATHEMATICAL STRUCTURES(MATH-0400)-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 Youngmin Park

DISCRET MATHEMATCL STRUCTURES(MATH-0400)-10402154_UPITT_MATH_0400_SEC1040

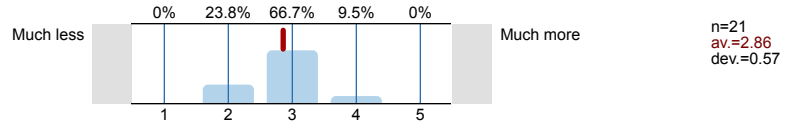
Spring 2015

22 RESPONDENTS = 66.67% OF NUMBER REGISTERED

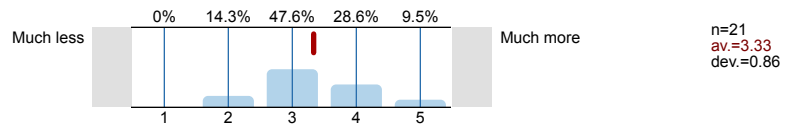


1. SELF RATINGS

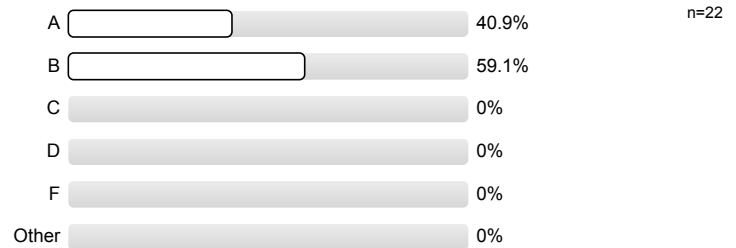
- 1.1) Compared to other courses at the same level, the amount of work I did was:



- 1.2) In this course I have learned:

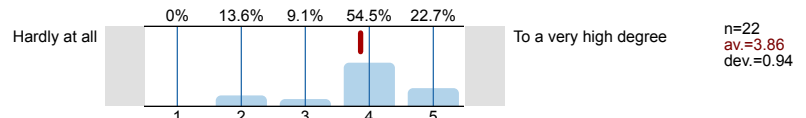


- 1.3) The grade I expect in this course is:

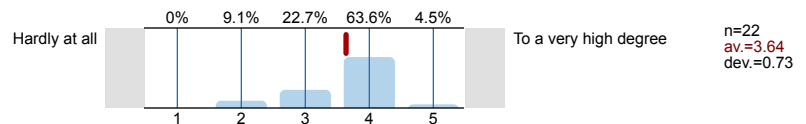


2. TEACHING EVALUATION

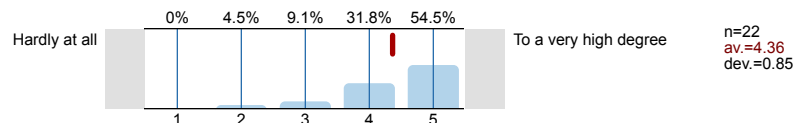
- 2.1) The instructor presented the course in an organized manner.



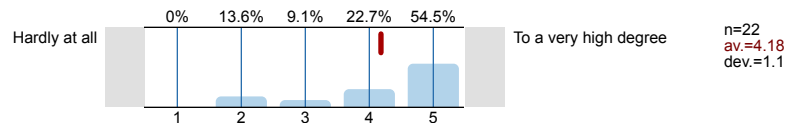
- 2.2) The instructor stimulated my thinking.



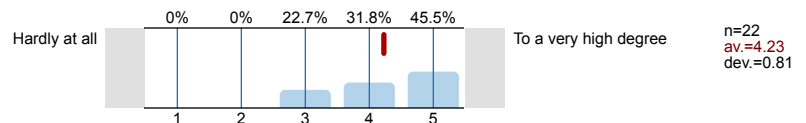
- 2.3) The instructor evaluated my work fairly.



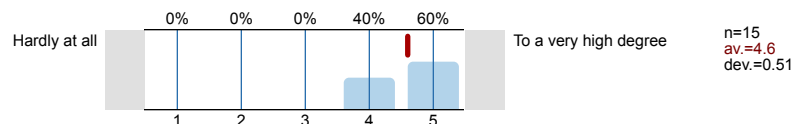
- 2.4) The instructor made good use of examples to clarify concepts.



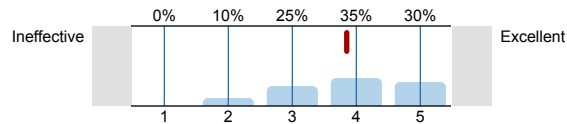
- 2.5) The instructor maintained a good learning environment.



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

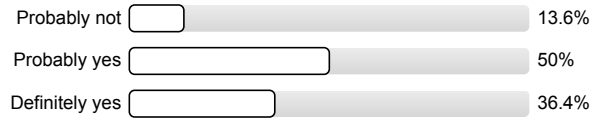


2.7) Express your judgment of the instructor's **overall teaching effectiveness**:



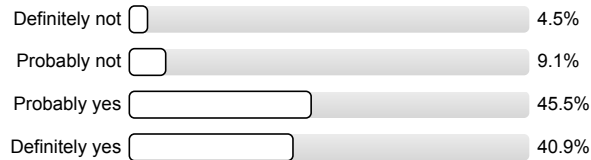
n=20
av.=3.85
dev.=0.99

2.8) Would you recommend this course to other students?



n=22

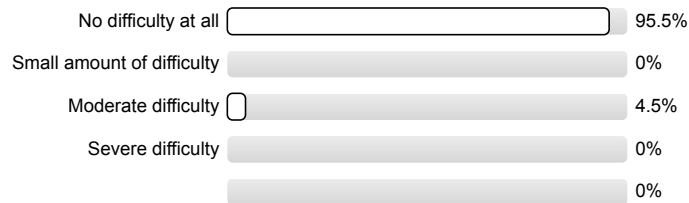
2.9) Would you recommend this instructor to other students?



n=22

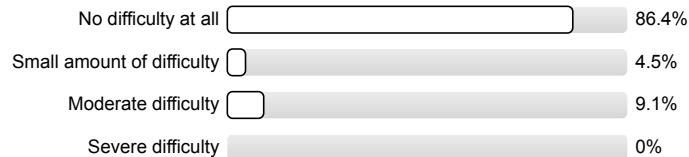
3. MATH TATF ADDITIONAL ITEMS

3.1) Did you experience difficulty in comprehending your lecture instructor's spoken language in class?



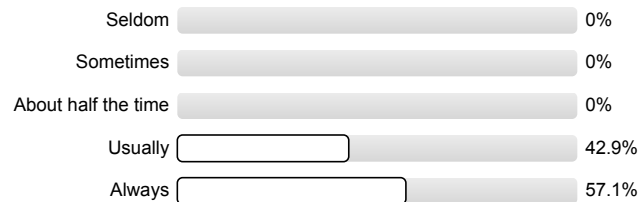
n=22

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



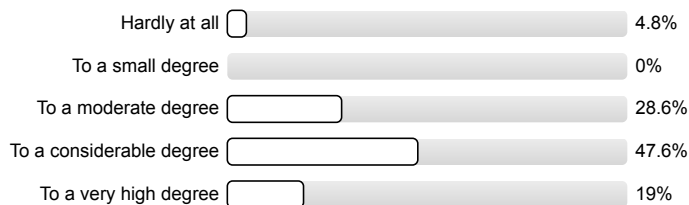
n=22

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



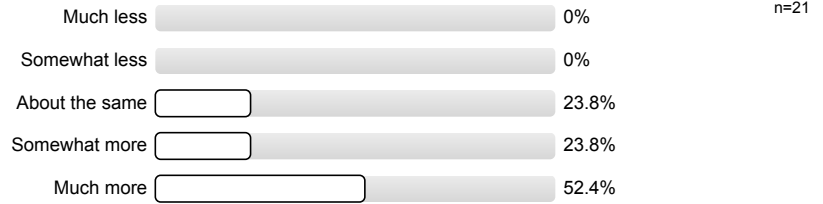
n=21

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

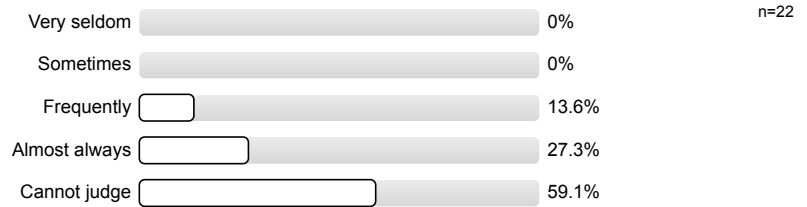


n=21

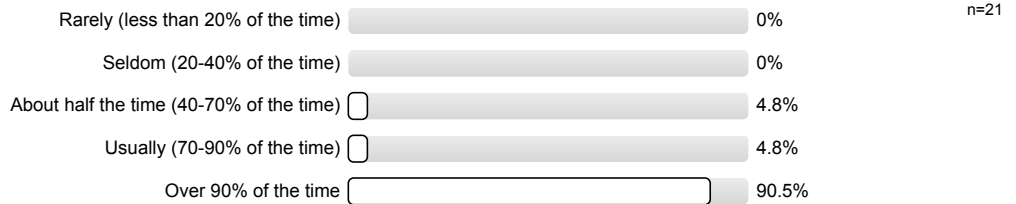
3.5) Compare to most courses I've taken, the lecture instructor treated students with respect.



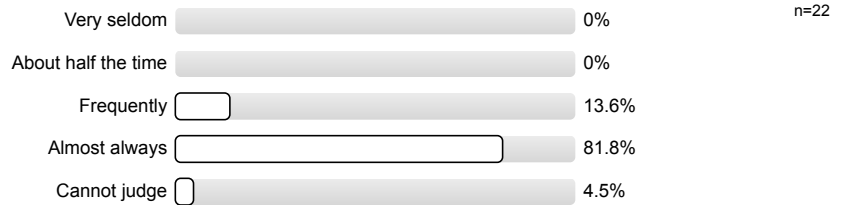
3.6) The lecture instructor was available for help during his/her office hours.



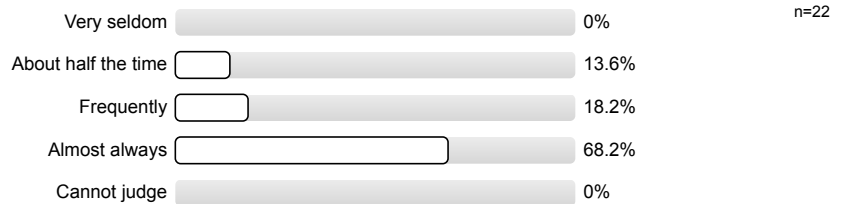
3.7) The lecture instructor arrived for class on time.



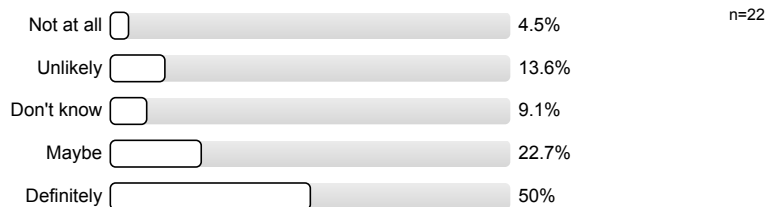
3.8) Lecture instructor provided the opportunity for questions.



3.9) Helpful answers were given to questions raised in class.



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



4. TEACHING COMMENTS

4.1) What were the instructor's major strengths?

- -Easy to talk to
-Approachable
-Understanding
- Examples
- Friendly, thorough with examples
- He cared about his students and always seemed to meet his students where they were at. If we had trouble with the homework problems he would make sure we were clear on that material before moving on to new material.
- He is very knowledgeable about the topics discussed in class. He was very fair in grading exams and made sure everyone was well prepared for the exams. He made sure to answer any questions and go over any sections people were having trouble with.
- He made it clear what was expected of us on the exams and in the class overall.
- He was very easy to understand and he taught very well. Very approachable and you can tell he is really interested in the topic.
- He worked hard at teaching.
- He would go over the homework questions if someone in the class asked specific questions in attempts to clarify the issue for the whole class.
- His knowledge of the material made the class interesting. Teaching a subject like math is pretty dry, but he gave very helpful hints and notes not in the book that made the material easy to understand.
- His passion for helping understand the reason why the things worked the way they do. He always made it clear that if we needed help we could just come and talk to him.
- I thought Youngmin did a very good job with this class. Although the material is pretty basic, he made sure to go through everything in such a way to make sure that everyone understood him. He was clear and concise and gave good examples.
- Knowing the material.
- PATIENCE.
- Really accessible to students, approachable, willing to help, understanding of students having trouble in the course
- The instructor was very knowledgeable
- Very knowledgeable, and explained all the steps in problems and the theory behind the steps in detail
- You make the tests fair. I respect a teacher that does not want all of their students to fail.
- maintained a good learning environment, was clear that he cares about the students

4.2) What were the instructor's major weaknesses?

- -Would write and explain concepts too quickly
-Didn't always know what he was talking about
-Would explain everything in class and didn't give students an opportunity to try and figure out problems on their own
-Definitions of vocabulary words were hard to understand
- A bit disorganized it would have been better if maybe you weren't writing on the board the whole time but rather had some kind of slides to project definitions and examples with long questions. I would also recommend getting homework posted at the beginning of the week rather than just two days before it's due, or maybe including homework questions in the syllabus. I would also suggest short quizzes in addition to exams and homework.
- Being able to effectively teach that material.
- Confused more than taught at times.
- Given a pretty simple topic to teach so he wasn't always super enthusiastic about teaching it, then again I wasn't super enthusiastic about learning it.

- He didn't always know how to finish the problems, which made it harder for me to understand how to finish the problems when it came time for homework assignments and exams.
- He obviously wasn't overly enthusiastic about teaching this class.
- N/A
- NO.
- Not a weakness, but a few examples that weren't in the book would be helpful.
- Often disorganized.
Had no real previous concept of how an exam should be structured.
Was not punctual when it came to posting the homeworks.
- Often made mistakes when writing out problems, often paused as if he wasn't sure where the problem was going
- Sometimes it seemed like he randomly chose homework problems. He would give us questions that we didn't go over in class how to approach. He sometimes assumed we knew more than we actually did.
- The only flaw to his teaching is that the homework would often be posted only a few days before it was due. It was somewhat of an inconvenience to have to do my homework last minute as a result.
- Went a little fast
- You were kind of boring and went straight from the textbook.

5. COURSE COMMENTS

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

- As a psychology major, the review of statistics and how it related to probability was very helpful. It kind of gave meaning to numbers.
- Before taking this course, I had not considered how applicable it could be to my field of interest, however now that I have I can certainly see it.
- Examples from the book, homework covered a good spread
- I do not find math beneficial.
- KNOW MORE.
- N/A
- Regular homework/review
- The additional notes and hints that were given. These were not found in the book, but tied the material together in a manor that was easy to understand and learn
- The amount of homework forced me to understand which was great
- The fact that you were so approachable and willing to help made it easy to get help in the course if i needed it. I also really liked how you used so man examples while teaching the class
- The overall mathematical applications that we will use in real life. Ex. Interest rates
- There were always so many examples of the concepts that we did in class that I never felt completely lost on the homework.
(Lotsa examples were fantastic!!)
- This class was a good review of a lot of material I had already learned. I took this class as the last class I had to have to get a math minor, so a lot of the concepts I already knew, but it was good to have a review of them.
- This course allowed me to review math topics that I've not practiced since high school and statistics a few semesters ago which will be beneficial for me when taking the GRE

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

- -If a graduate student is teaching this class and isn't trained in the topic matter, then they shouldn't be teaching class or they should be co-teaching it with a professor who has studied this material

- A few additional examples not found in the book
- Beside having the homework posted earlier, I have no other suggestions.
- Better spacing of midterms
- Force more people to answer questions/interact during class
- I think it was a very well paced class, just any more application to real world examples would be helpful as a non-math major!
- I would suggest using examples that are somewhat different from the examples given in the book to give a wider variety of examples to go back and look at when doing homework and preparing for the exams.
- Make the class more interesting.
- NO.
- Post the homework on the same night every week.
Have some students do the types of problems that you want to put on the exams and ask how long it took.
Have a set way of turning in homework from the get go.
- Review packets of problems for exams would be extremely helpful
- The homework grader seemed unfair.
- This class should not have a course number of calculus. I've taken many math classes at Pitt to get my math minor, and this was by far the easiest. I took the easy A, but I really didn't gain any new knowledge from this class, and it was mostly a waste of my time.
- maybe focus on the basic skills a little more before going over all the examples. i went back to the textbook a lot for formulas and basic steps
- see 4.2.

Profile

Subunit:

A&S-MATH LOWER LEVEL

Name of the instructor:

Professor Youngmin Park,

Name of the course:
(Name of the survey)

DISCRET MATHEMATCL STRUCTURES(MATH-0400)-1040

Values used in the profile line: Mean

1. SELF RATINGS

1.1) Compared to other courses at the same level, the amount of work I did was:	Much less		Much more	n=21	av.=2.86	md=3.00	dev.=0.57
1.2) In this course I have learned:	Much less		Much more	n=21	av.=3.33	md=3.00	dev.=0.86

2. TEACHING EVALUATION

2.1) The instructor presented the course in an organized manner.	Hardly at all		To a very high degree	n=22	av.=3.86	md=4.00	dev.=0.94
2.2) The instructor stimulated my thinking.	Hardly at all		To a very high degree	n=22	av.=3.64	md=4.00	dev.=0.73
2.3) The instructor evaluated my work fairly.	Hardly at all		To a very high degree	n=22	av.=4.36	md=5.00	dev.=0.85
2.4) The instructor made good use of examples to clarify concepts.	Hardly at all		To a very high degree	n=22	av.=4.18	md=5.00	dev.=1.10
2.5) The instructor maintained a good learning environment.	Hardly at all		To a very high degree	n=22	av.=4.23	md=4.00	dev.=0.81
2.6) The instructor was accessible to students. (Do not answer if no basis to judge)	Hardly at all		To a very high degree	n=15	av.=4.60	md=5.00	dev.=0.51
2.7) Express your judgment of the instructor's overall teaching effectiveness:	Ineffective		Excellent	n=20	av.=3.85	md=4.00	dev.=0.99