



Dear Professor Youngmin Park:

Student Opinion of Teaching Questionnaire Results

This form contains survey 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.

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)

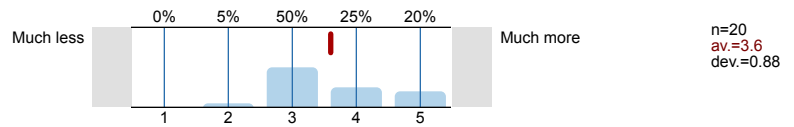
Professor Youngmin Park

DIFFERENTIAL EQUATIONS(MATH-0290)-10402167_UPITT_MATH_0290_SEC1040
2167_12WK
20 RESPONDENTS = 86.96% OF NUMBER REGISTERED

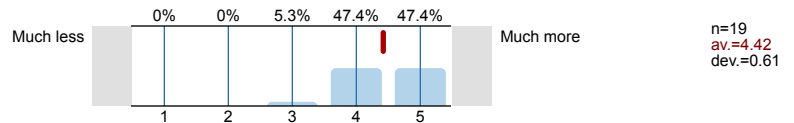


1. SELF RATINGS

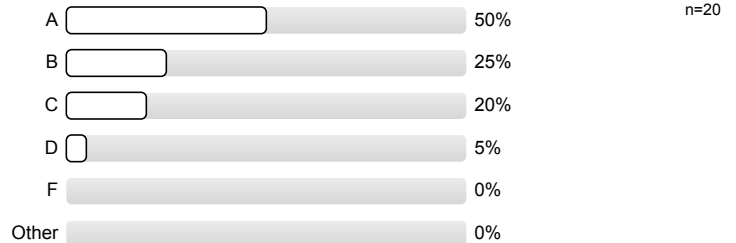
- 1.1) Compared to other courses at the same level, the amount of work I did was:



- 1.2) In this course I have learned:

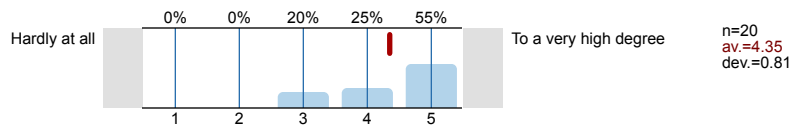


- 1.3) The grade I expect in this course is:

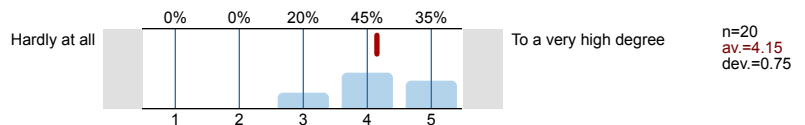


2. TEACHING EVALUATION

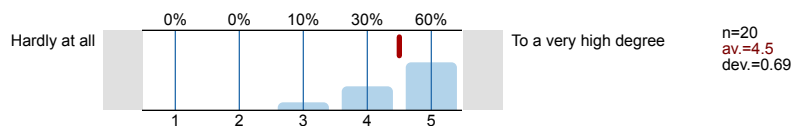
- 2.1) The instructor presented the course in an organized manner.



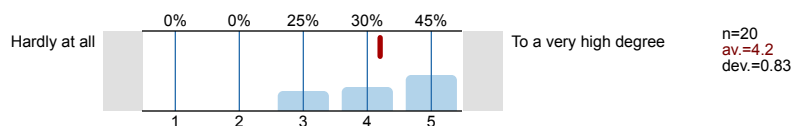
- 2.2) The instructor stimulated my thinking.



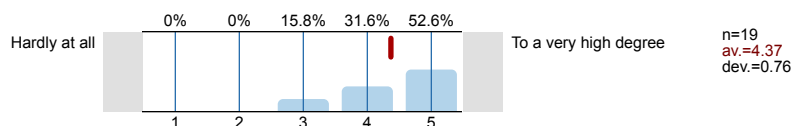
- 2.3) The instructor evaluated my work fairly.



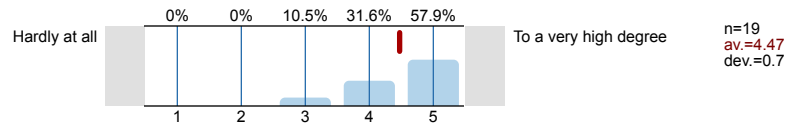
- 2.4) The instructor made good use of examples to clarify concepts.



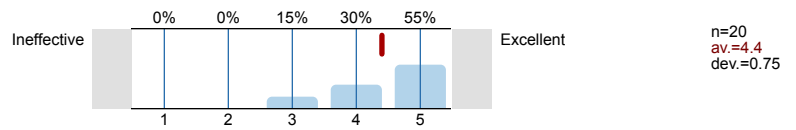
- 2.5) The instructor maintained a good learning environment.



- 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?

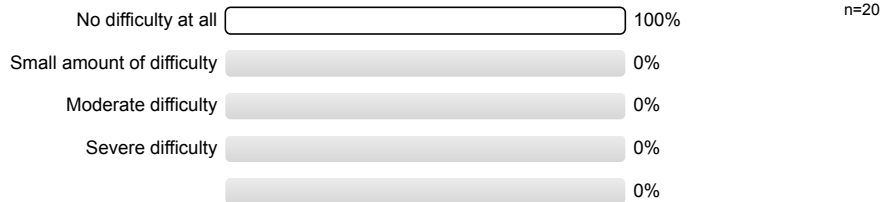


- 2.9) Would you recommend this instructor to other students?

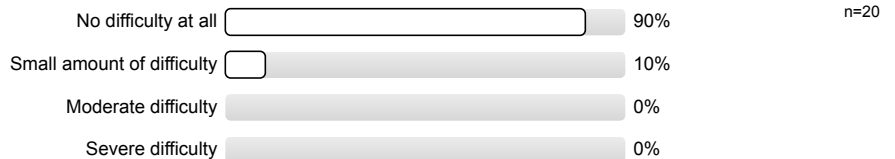


3. MATH TA/TF ADDITIONAL ITEMS

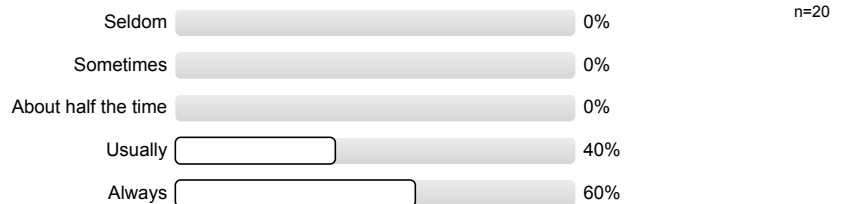
- 3.1) Did you experience difficulty in comprehending your lecture instructor's spoken language in class?



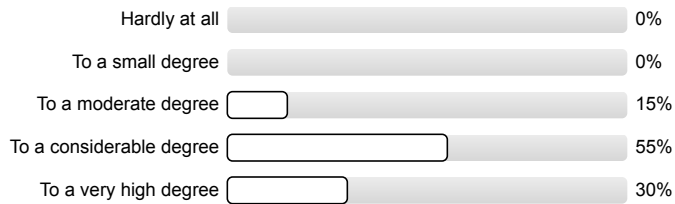
- 3.2) Did your lecture instructor experience difficulty in comprehending the questions that were asked by students in class?



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

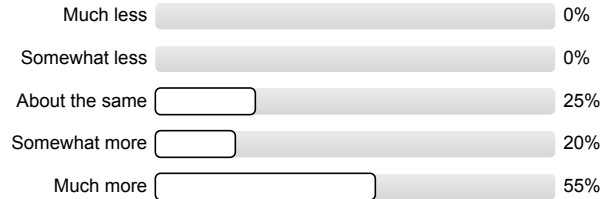


3.4) The lecture instructor's attitude toward the subject was enthusiastic.



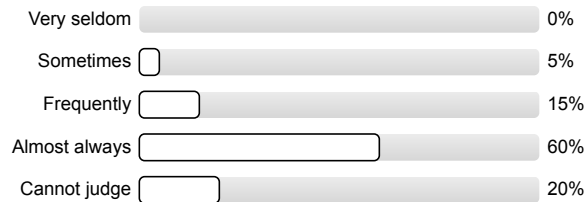
n=20

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



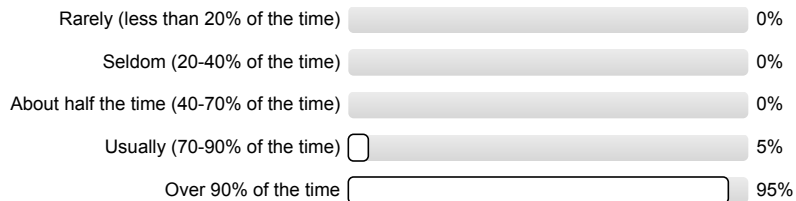
n=20

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



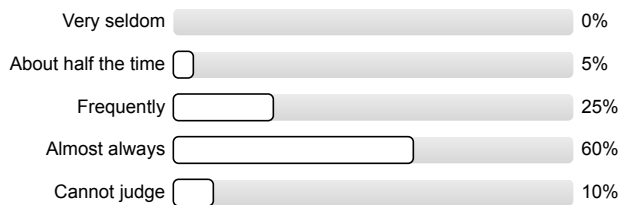
n=20

3.7) The lecture instructor arrived for class on time.



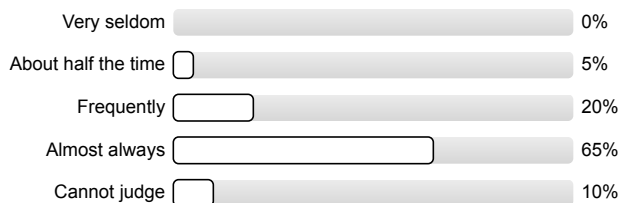
n=20

3.8) Lecture instructor provided the opportunity for questions.



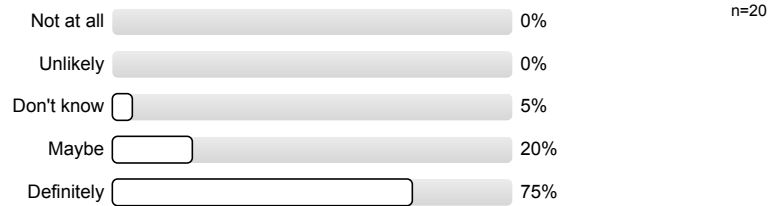
n=20

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



n=20

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?

- Always prepared notes ahead of time and was able to cover the course material effectively. Additionally, he was able to answer any questions raised about the subject.
- Clear, effective explanations
 - Respectful and helpful
 - Worked with students who had previously planned events
 - Provides an opportunity for bonus points by putting together a presentation on a related topic, which gave insight into mathematical applications related to the information taught in class
- Explain
- He is very smart, kind and we'll spoken.
- He was able to explain complicated concepts in very easy to understand terms.
- He was really easy to understand, he conveyed the material to us really well, and was always welcoming at office hours and if you couldn't make it to office hours he was very accommodating. He definitely cares about his students and wants us all to succeed. This is my third time taking this course and this is the first time I ever felt like I could actually understand the material and that it wasn't out of reach of my comprehension.
- He was super chill.
- He was very knowledgeable of the topics. If you try, it is also easy to do well in the class.
- He was very well organized and his examples helped me understand the subject matter.
- He was very willing to help and you can tell he cares about the success of his class. He wants to ensure students learn and have the opportunity to do well. He answers any and all questions and makes himself available if help is needed. He gives opportunity for extra credit and a chance to improve.
- His accessibility and flexibility to meet with and help students
- Instructors lectures were easy to comprehend and understand because he is good at speaking clearly and loudly.
- Know about the materials
- Problem solving, answering questions, helping students raise grades
- Thorough explanations
- Very clear handwriting and examples. He also focused on material that would be on the tests, thus cutting down on useless information.
- Very concise, taught the material thoroughly, and graded fairly. Thanks for a good summer course.
- Very high knowledge of the subject. He also presented very valuable example that coincided with the section of the course we were learning. He seemed to care about whether his students were learning the subjects and truly cared to answer their questions in a clear and concise way.
- Youngmin had a good understanding of the students' perspective as graduate student. Many instructors seem to lose that understanding as they get farther from their college years
- class was organized well. Most of the examples applied to HW without making it too easy. Very willing to answer questions. Very accomodating.

4.2) What were the instructor's major weaknesses?

- Arithmetic errors
- At times it was too fast paced as I sometimes need more time to comprehend a subject
- At times, he worked a bit faster than I would have liked and could have slowed down.
- Didn't notice any
- He did not get the full class attention all the time.
- He did tend to move fairly fast through class, though that might have been because of the amount of material that needed to be covered.
- He would occasionally move at a pace that became hard to follow, but he left notes on the board long enough for students to ask questions or understand the example presented.
- He would sometimes move too quickly for me to take good notes.
- I can't really think of any, I mean the class as a whole has been really fair!
- Most of the material covered in the reviews were not on the exams.
- N/A
- None
- None.
- Nothing
- Sometimes moved a little fast, but was always able to clarify if needed. Writing was occasionally a little small and hard to see from the back of the class, but still legible most of the time.
- The class could be more engaging. He simply goes through lecture and examples without pausing. It is sometimes difficult to follow lecture since he flies through the concepts and examples. It makes it hard to understand the subject if he does that. Sometimes he lets us try an example before he goes through the answers and I wish he would do that more. I found that effective to my learning.
- explain
- n/a
- sometimes notation was inconsistent

5. COURSE COMMENTS

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

- All of it, he presented the class in a very practical matter.
- Being able to have one on one time with my instructor to go over questions and being able to email him questions and receiving beneficial answers in return and his willingness to help.
- He was able to cover the material much more clearly than my previous professor so I feel like I learned much more this time around.
- I need it for engineering
- I think I learned more than I thought I would. The homework problems helped and the exams were doable.
- I think taking written problems to turn in was highly beneficial.
- Knowledge
- Learning about how differential equations bridges different math concepts and classes.
- None.
- The examples that went along with the course were very beneficial helped to learn the content presented. I feel they were the best problems to assist with the main concepts
- The examples.

- The lectures and homeworks really helped me understand the concepts.
- The math covered that is needed for engineers.
- The teacher was very well spoken and did a great job explaining.
- Very beneficial to my major and has helped prepare me for higher level engineering classes.
- Youngmin was very approachable and made it much easier to ask questions or for help
- almost everything
- n/a
- the in class examples

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

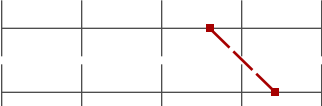
- Do more in-class interactive examples
- Every single Differential Equations course should be taught with Youngmin's guidance. He's relatable to students and real, he tells you when you do and don't need to know things without straight up telling you what is on the exam. And he makes the dumb things fun, we had a class of presentations for extra credit and we won pottery for presumably teaching the students the most about our topic. It just made it fun, funny, and different. It wasn't overbearing and you weren't screwed if you never did the homework because it didn't need to be turned in and then at the end of the semester you didn't know anything. Homework was always done and in on time and he was accommodating to student with vacations/excuses.
- I stated them already. I think it would be good to make the class more engaging. Otherwise I thought the class overall was good and the professor made an effort to make sure students were learning and doing well by offering help and any extra credit.
- I would suggest possibly providing practice test from other times this class was taught. Some uncertainty on what exactly to expect from the test.
- Less focus on physics concepts early on.
- Make sure you aren't moving too quickly.
- More time on exams.
- More young instructors that understand the student perspective. I have had friends really struggle with other instructors for this subject
- No
- None
- None really, I believe the material was covered effectively and therefore the course doesn't require much improvement.
- Not sure.
- Nothing. It was perfect.
- Possible offer this course over a longer period of time though this is probably limited to the university's constraints.
- Possibly homework solutions being made available after each homework was turned in.
- Provide tons of practice exams with solutions please.
- Talk a little louder.
- in general (not this section): get rid of the departmental final. Don't recommend getting the matlab supplement when it is not relevant. revise calc 2 material so that it mimics the notation used in this course to remove unnecessary confusion
- more in class examples time allowed

Profile

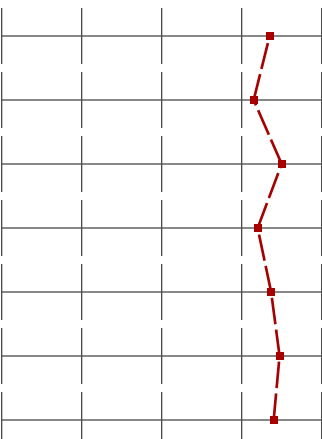
Subunit: A&S-MATH LOWER LEVEL
 Name of the instructor: Professor Youngmin Park,
 Name of the course: DIFFERENTIAL EQUATIONS(MATH-0290)-1040
 (Name of the survey)

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=20	av.=3.60 md=3.00 dev.=0.88
1.2) In this course I have learned:	Much less		Much more	n=19	av.=4.42 md=4.00 dev.=0.61

2. TEACHING EVALUATION

2.1) The instructor presented the course in an organized manner.	Hardly at all		To a very high degree	n=20	av.=4.35 md=5.00 dev.=0.81
2.2) The instructor stimulated my thinking.	Hardly at all		To a very high degree	n=20	av.=4.15 md=4.00 dev.=0.75
2.3) The instructor evaluated my work fairly.	Hardly at all		To a very high degree	n=20	av.=4.50 md=5.00 dev.=0.69
2.4) The instructor made good use of examples to clarify concepts.	Hardly at all		To a very high degree	n=20	av.=4.20 md=4.00 dev.=0.83
2.5) The instructor maintained a good learning environment.	Hardly at all		To a very high degree	n=19	av.=4.37 md=5.00 dev.=0.76
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=19	av.=4.47 md=5.00 dev.=0.70
2.7) Express your judgment of the instructor's overall teaching effectiveness:	Ineffective		Excellent	n=20	av.=4.40 md=5.00 dev.=0.75