University of Pittsburgh
Office of Measurement and Evaluation of Teaching

Dear Professor Youngmin Park:

Student Opinion of Teaching Questionnaire Results

This form contains survey results for ANALYTC GEOMETRY & CALCULUS 2(MATH-0230)-1014.

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 x .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.

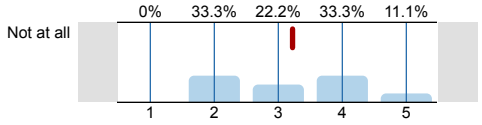
Office of Measurement and Evaluation of Teaching (OMET)

Professor Youngmin Park

ANALYTC GEOMETRY & CALCULUS 2(MATH-0230)-10142161_UPITT_MATH_0230_SEC1014
Fall 2015
9 RESPONDENTS = 36% OF NUMBER REGISTERED

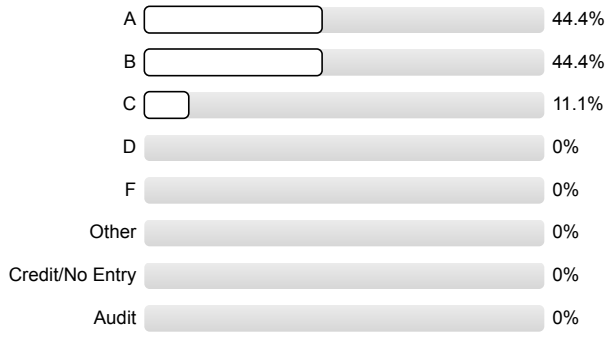
1. SELF RATINGS

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



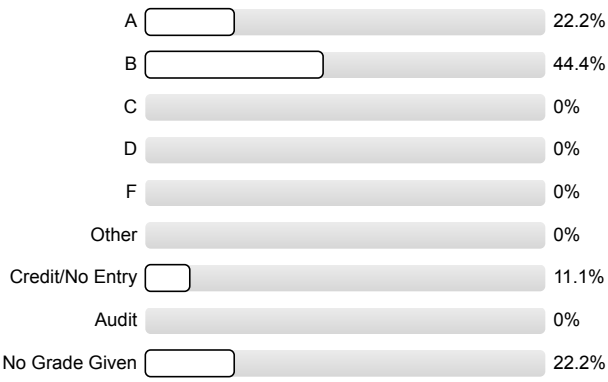
n=9
av.=3.22
dev.=1.09

1.2) What grade do you expect in the course?



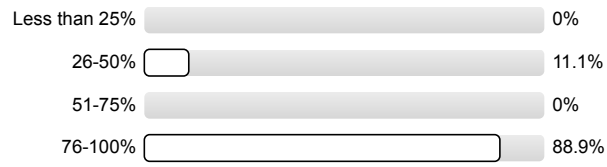
n=9

1.3) What grade do you expect in this recitation?



n=9

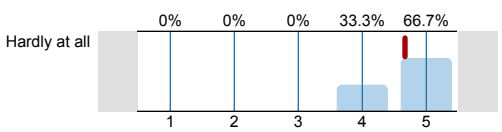
1.4) What percent of the recitations did you attend?



n=9

2. COURSE AND RECITATION

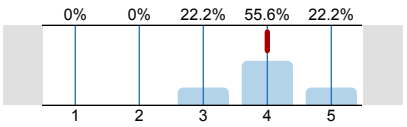
2.1) The material covered in recitation is well connected to the lectures.



n=9
av.=4.67
dev.=0.5

3. RECITATION INSTRUCTOR TEACHING EVALUATION

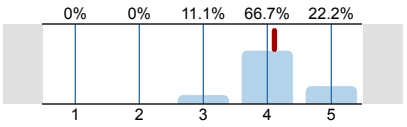
3.1) The recitation instructor was well-prepared for the recitations.

Hardly at all 

To a very high degree

n=9
av.=4
dev.=0.71

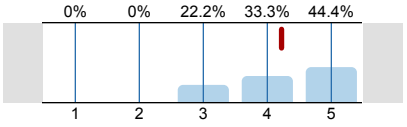
3.2) The recitation instructor appeared knowledgeable about course subject matter.

Hardly at all 

To a very high degree

n=9
av.=4.11
dev.=0.6

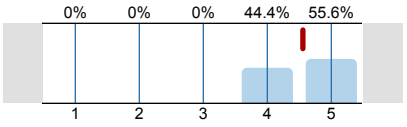
3.3) The recitation instructor clarified material covered in course lectures.

Hardly at all 

To a very high degree

n=9
av.=4.22
dev.=0.83

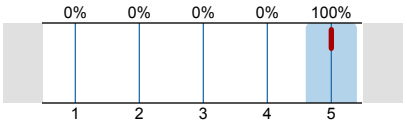
3.4) The recitation instructor showed interest in helping students understand the material.

Hardly at all 

To a very high degree

n=9
av.=4.56
dev.=0.53

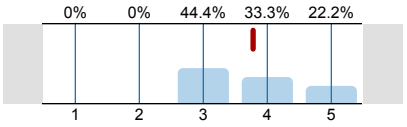
3.5) The recitation instructor returned assignments within a reasonable amount of time.

Hardly at all 

To a very high degree

n=8
av.=5
dev.=0
ab.=1

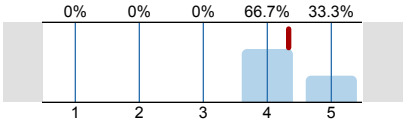
3.6) The recitation instructor was concerned about students' progress in the course.

Hardly at all 

To a very high degree

n=9
av.=3.78
dev.=0.83

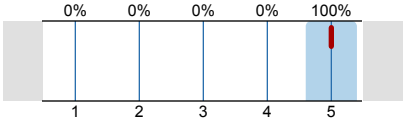
3.7) The recitation instructor provided helpful answers to students' questions.

Hardly at all 

To a very high degree

n=9
av.=4.33
dev.=0.5

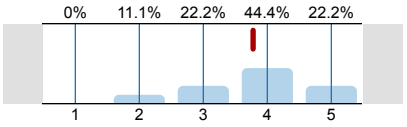
3.8) The recitation instructor treated students with respect.

Hardly at all 

To a very high degree

n=7
av.=5
dev.=0
ab.=1

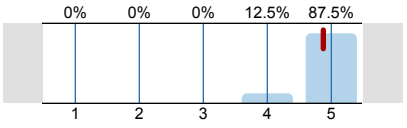
3.9) The recitation instructor provided constructive feedback on assignments.

Hardly at all 

To a very high degree

n=9
av.=3.78
dev.=0.97

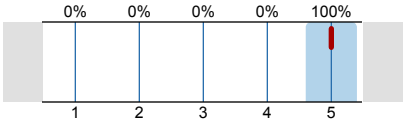
3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.

Hardly at all 

To a very high degree

n=8
av.=4.88
dev.=0.35
ab.=1

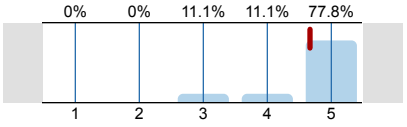
3.11) The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*

Hardly at all 

To a very high degree

n=2
av.=5
dev.=0
ab.=7

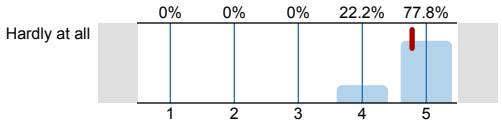
3.12) The recitation instructor communicates effectively.

Hardly at all 

To a very high degree

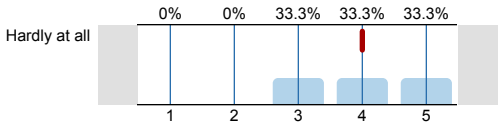
n=9
av.=4.67
dev.=0.71

3.13) The recitation instructor comprehends students' communication.



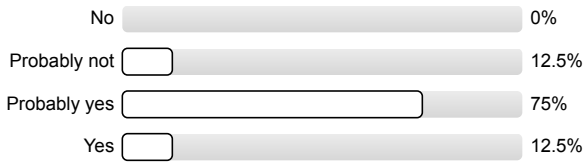
n=9
av.=4.78
dev.=0.44

3.14) The recitation instructor led this recitation effectively.



n=9
av.=4
dev.=0.87

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



n=8

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.

- Examples
- He was a boss ass bitch
- I appreciate that Youngmin would completely finish problems rather than leaving it for us to finish. That helped me a lot.
- I like how he gives almost all the recitation time to answering questions that we have, rather than having a lecture planned out.
- I like how we do a bunch of practice questions and go over past quizzes. Made it easy to understand.
- There were recitations in which the material that would appear on the quiz at the end of class was gone over during the recitations. These days were highly effective at teaching concepts to students and then reinforcing them with a chance for students to practice them in a quiz setting.
- Youngmin was effective at covering topics in recitation relating to the quiz as a good review before assessment.

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.

- Better knowledge of material
- It might have been a good addition to this recitation for the instructor to sit in on the lectures to have a firm grasp of what exactly went on in the lectures and what specifically was emphasized. Also, the instructor was often led astray by problems of a much higher caliber than that of which should have been covered in the course, and thus did not provide clarity in doing the problem. Often times, I personally felt that it was better to divert my attention away from the instructor during such problems so as not to confuse myself on the topic.
- Learn more of the identities in trig
- Perhaps brush up on the current course material so that questions asked in class don't catch you off guard
- Perhaps go over the material a little bit more thoroughly.
- Try to be a little more enthusiastic rather than just going through the motions of running the recitation. Otherwise, great job.
- When providing examples, it would help if they were worked out beforehand so conventional errors are not as prevalent as they were in this recitation.

Profile

Subunit: A&S-MATH LOWER LEVEL
Name of the instructor: Professor Youngmin Park,
Name of the course: (Name of the survey) ANALYTC GEOMETRY & CALCULUS 2(MATH-0230)-1014

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.=3.22 md=3.00 dev.=1.09

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.=4.67 md=5.00 dev.=0.50

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.=4.00 md=4.00 dev.=0.71
3.2)	The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all	To a very high degree	n=9	av.=4.11 md=4.00 dev.=0.60
3.3)	The recitation instructor clarified material covered in course lectures.	Hardly at all	To a very high degree	n=9	av.=4.22 md=4.00 dev.=0.83
3.4)	The recitation instructor showed interest in helping students understand the material.	Hardly at all	To a very high degree	n=9	av.=4.56 md=5.00 dev.=0.53
3.5)	The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all	To a very high degree	n=8	av.=5.00 md=5.00 dev.=0.00
3.6)	The recitation instructor was concerned about students' progress in the course.	Hardly at all	To a very high degree	n=9	av.=3.78 md=4.00 dev.=0.83
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=4.00 dev.=0.50
3.8)	The recitation instructor treated students with respect.	Hardly at all	To a very high degree	n=7	av.=5.00 md=5.00 dev.=0.00
3.9)	The recitation instructor provided constructive feedback on assignments.	Hardly at all	To a very high degree	n=9	av.=3.78 md=4.00 dev.=0.97
3.10)	The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all	To a very high degree	n=8	av.=4.88 md=5.00 dev.=0.35
3.11)	The recitation instructor was available for help outside of the labs. *Mark (NA) if you did not seek outside help.*	Hardly at all	To a very high degree	n=2	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=9	av.=4.67 md=5.00 dev.=0.71
3.13)	The recitation instructor comprehends students' communication.	Hardly at all	To a very high degree	n=9	av.=4.78 md=5.00 dev.=0.44
3.14)	The recitation instructor led this recitation effectively.	Hardly at all	To a very high degree	n=9	av.=4.00 md=4.00 dev.=0.87