University of Pittsburgh
Office of Measurement and Evaluation of Teaching

Dear Professor Youngmin Park:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for ANALYTIC GEOMETRY & CALCULUS 1.

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.

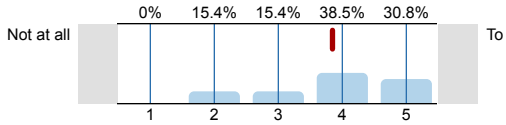
Office of Measurement and Evaluation of Teaching (OMET)

Professor Youngmin Park

ANALYTIC GEOMETRY & CALCULUS 12151_UPITT_MATH_0220_SEC1110
Fall 2014
13 RESPONDENTS = 52% OF NUMBER REGISTERED

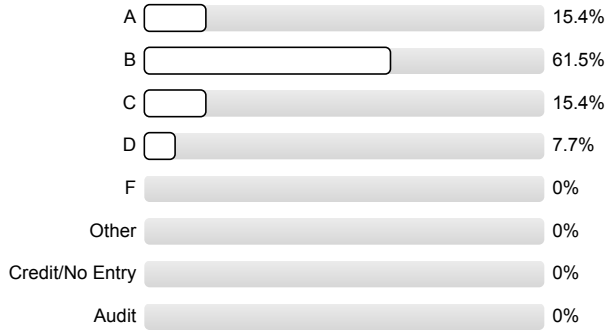
1. SELF RATINGS

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



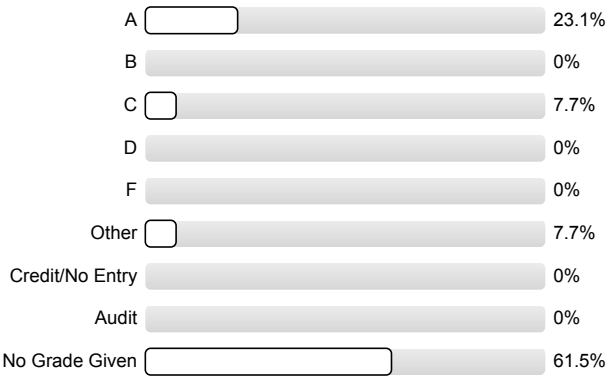
n=13
av.=3.85
dev.=1.07

1.2) What grade do you expect in the course?



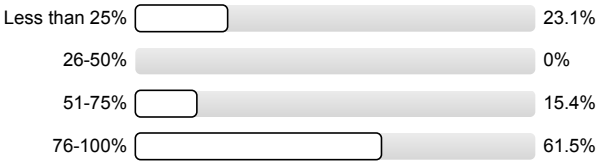
n=13

1.3) What grade do you expect in this recitation?



n=13

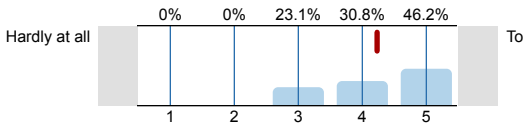
1.4) What percent of the recitations did you attend?



n=13

2. COURSE AND RECITATION

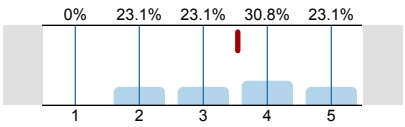
2.1) The material covered in recitation is well connected to the lectures.



n=13
av.=4.23
dev.=0.83

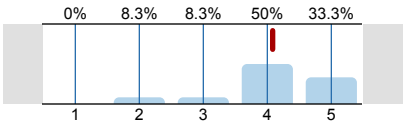
3. RECITATION INSTRUCTOR TEACHING EVALUATION

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

Hardly at all  To a very high degree

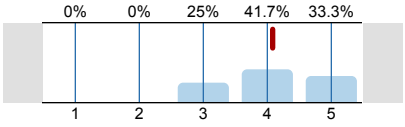
n=13
av.=3.54
dev.=1.13

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

Hardly at all  To a very high degree

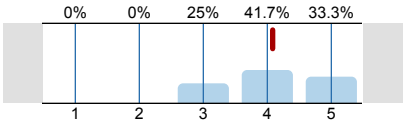
n=12
av.=4.08
dev.=0.9

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

Hardly at all  To a very high degree

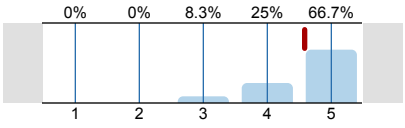
n=12
av.=4.08
dev.=0.79

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

Hardly at all  To a very high degree

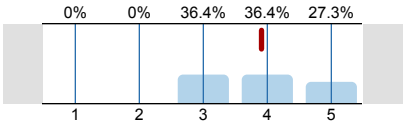
n=12
av.=4.08
dev.=0.79

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

Hardly at all  To a very high degree

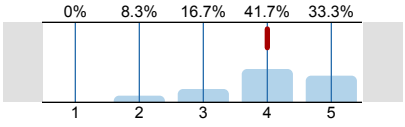
n=12
av.=4.58
dev.=0.67

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

Hardly at all  To a very high degree

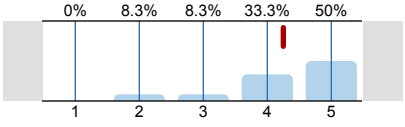
n=11
av.=3.91
dev.=0.83

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

Hardly at all  To a very high degree

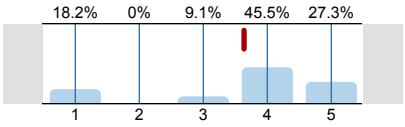
n=12
av.=4
dev.=0.95

3.8) The recitation instructor treated students with respect.

Hardly at all  To a very high degree

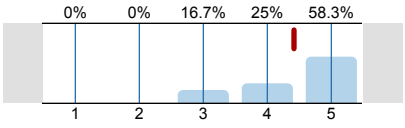
n=12
av.=4.25
dev.=0.97

3.9) The recitation instructor provided constructive feedback on assignments.

Hardly at all  To a very high degree

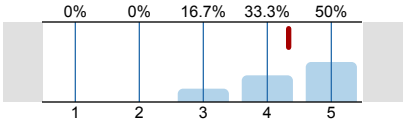
n=11
av.=3.64
dev.=1.43
ab.=1

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

Hardly at all  To a very high degree

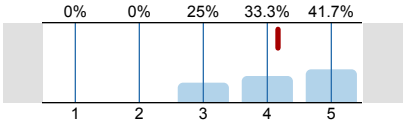
n=12
av.=4.42
dev.=0.79

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

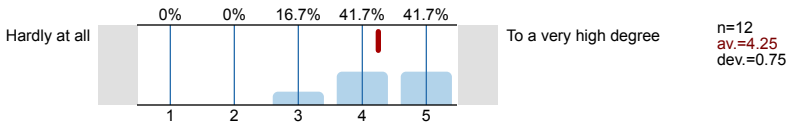
n=6
av.=4.33
dev.=0.82
ab.=6

3.12) The recitation instructor communicates effectively.

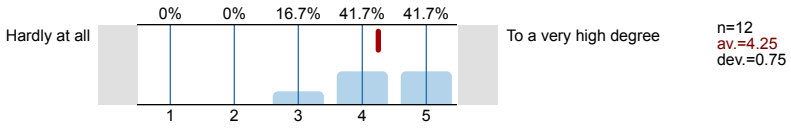
Hardly at all  To a very high degree

n=12
av.=4.17
dev.=0.83

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.

- Directly asking students for questions for homework is an effective way since most of the homework problems are similar to the test questions. Also very straight forward in the way of conducting recitation. Understands that sometimes it is possible to forget something, so can turn in homework later that day directly to his office.
- He is very good at making complex ideas seem more simple.
- He knows the material well, and is very flexible and communicative with students.
- I think my recitation instructor was a good teacher. He knew the majority of the problems we needed answered and always answered our questions when something wasn't clear.
- You do the best with what you're given. Of the recitations that i have attended, you answered the questions decently.
- did well in explaining step by step work for problems the class had trouble with

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 would recommend being sure that you know how to complete all of the homework problems of a given set before recitation.
- I think it would help if he was a little more prepared for class, however I know that is not his fault because he didn't receive the homework assignments from the professor.
- Maybe consider checking out some of the homework questions before hand especially the harder/complicated problems.
- None, he is great at what he does, and does not need to change anything.
- n/a
- nothing

Profile

Subunit: A&S-MATH LOWER LEVEL
Name of the instructor: Professor Youngmin Park,
Name of the course: (Name of the survey) ANALYTIC GEOMETRY & CALCULUS 1

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=13	av.=3.85 md=4.00 dev.=1.07	

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=13	av.=4.23 md=4.00 dev.=0.83	

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=13	av.=3.54 md=4.00 dev.=1.13	
3.2)	The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all	To a very high degree	n=12	av.=4.08 md=4.00 dev.=0.90	
3.3)	The recitation instructor clarified material covered in course lectures.	Hardly at all	To a very high degree	n=12	av.=4.08 md=4.00 dev.=0.79	
3.4)	The recitation instructor showed interest in helping students understand the material.	Hardly at all	To a very high degree	n=12	av.=4.08 md=4.00 dev.=0.79	
3.5)	The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all	To a very high degree	n=12	av.=4.58 md=5.00 dev.=0.67	
3.6)	The recitation instructor was concerned about students' progress in the course.	Hardly at all	To a very high degree	n=11	av.=3.91 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=12	av.=4.00 md=4.00 dev.=0.95	
3.8)	The recitation instructor treated students with respect.	Hardly at all	To a very high degree	n=12	av.=4.25 md=4.50 dev.=0.97	
3.9)	The recitation instructor provided constructive feedback on assignments.	Hardly at all	To a very high degree	n=11	av.=3.64 md=4.00 dev.=1.43	
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.=4.42 md=5.00 dev.=0.79	
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=6	av.=4.33 md=4.50 dev.=0.82	
3.12)	The recitation instructor communicates effectively.	Hardly at all	To a very high degree	n=12	av.=4.17 md=4.00 dev.=0.83	
3.13)	The recitation instructor comprehends students' communication.	Hardly at all	To a very high degree	n=12	av.=4.25 md=4.00 dev.=0.75	
3.14)	The recitation instructor led this recitation effectively.	Hardly at all	To a very high degree	n=12	av.=4.25 md=4.00 dev.=0.75	