



Dear Professor Youngmin Park:

## Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for ANALYTIC GEOMETRY & CALCULUS 1(MATH-0220)-1234.

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](http://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 &amp; CALCULUS 1(MATH-0220)-12342151\_UPITT\_MATH\_0220\_SEC1234

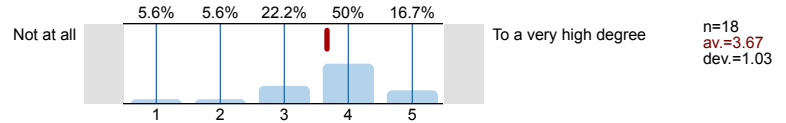
Fall 2014

18 RESPONDENTS = 72% OF NUMBER REGISTERED

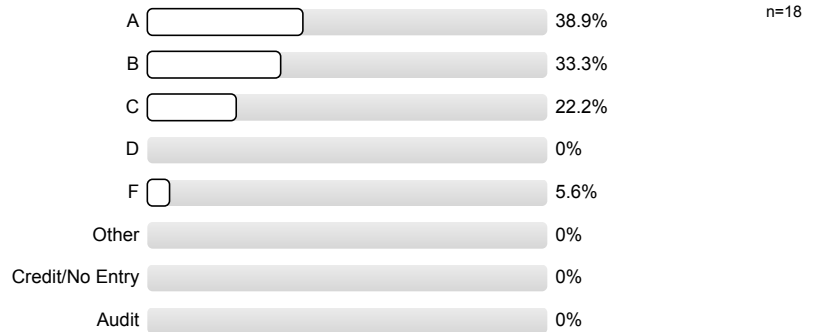


## 1. SELF RATINGS

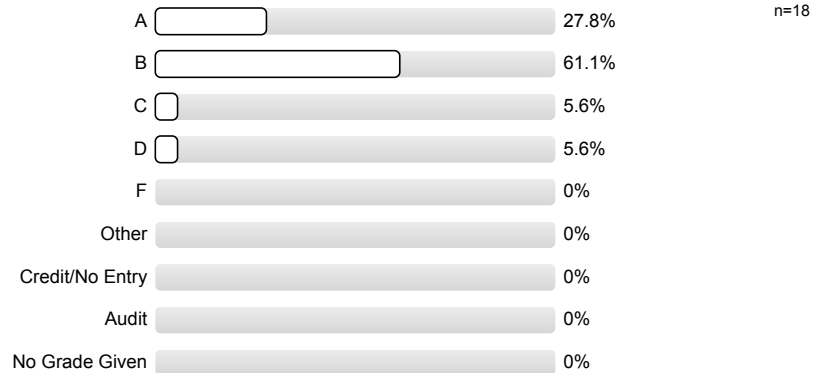
- 1.1) Did the recitations contribute to your learning in this course?



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



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

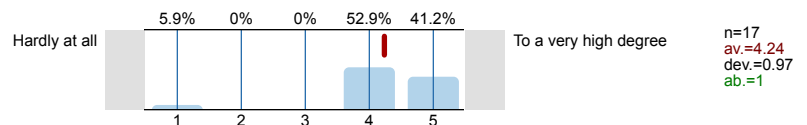


- 1.4) What percent of the recitations did you attend?

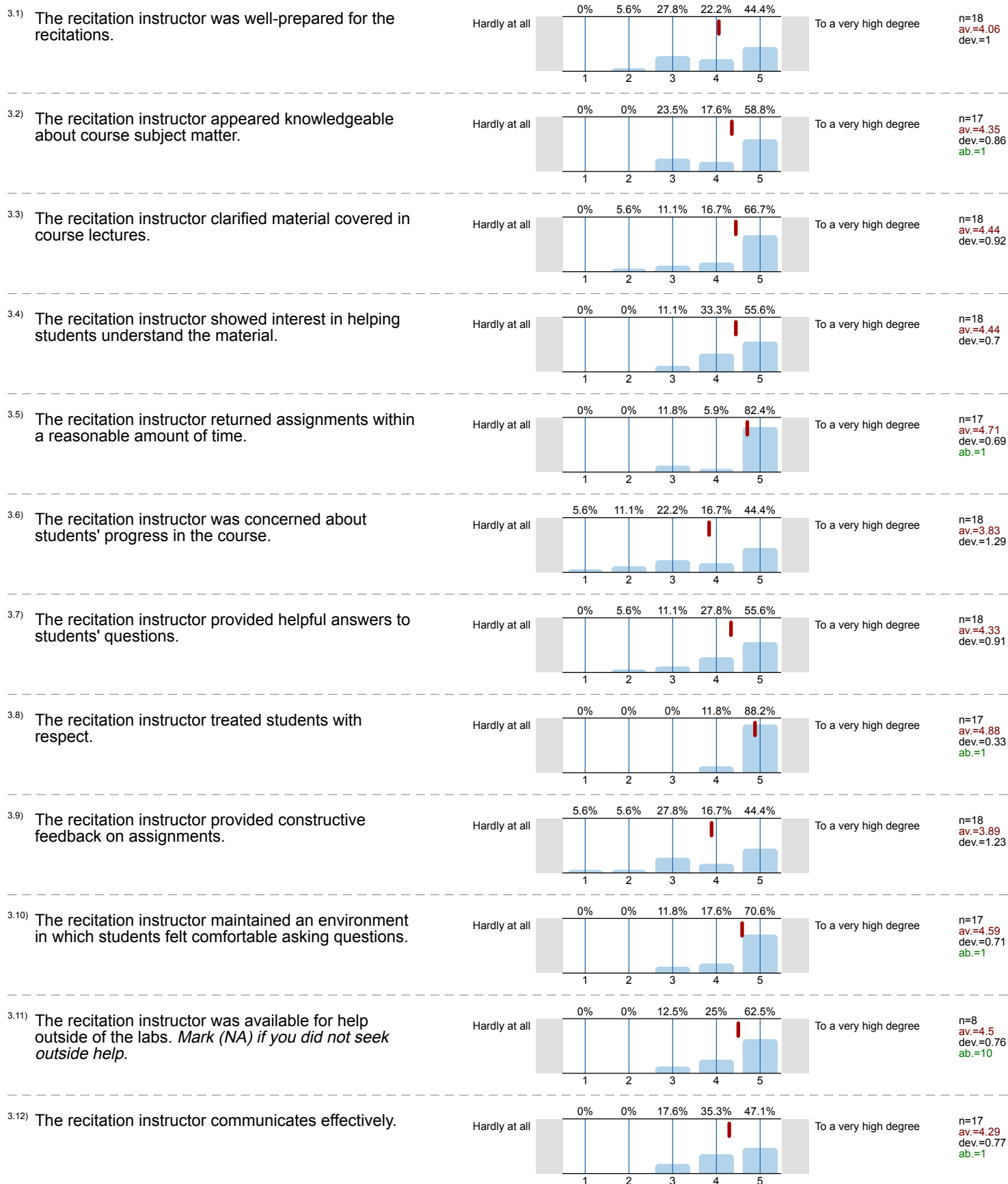


## 2. COURSE AND RECITATION

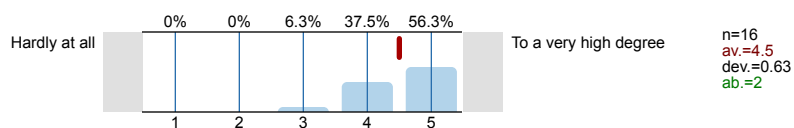
- 2.1) The material covered in recitation is well connected to the lectures.



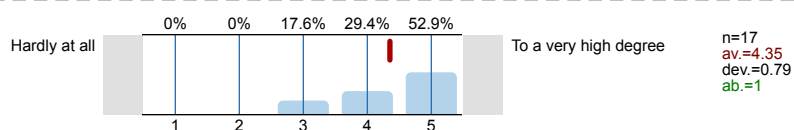
### 3. RECITATION INSTRUCTOR TEACHING EVALUATION



3.13) 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.

- Clarified topics well and was patient with student questions and inquiries.
- He goes over material in a way that if we were confused on the topic we would then understand better after recitation. Quizzes were always fair.
- He went over problems that were very similar to the problems from lecture.
- Works very slowly, which is awesome. Material is covered at a much slower rate than in lecture, which makes it easier to understand.
- You did an excellent job making some concepts seem easier than Chadam did, I enjoyed your teaching style and I think you graded things fairly
- You review the material before the quiz. I like this because the teacher taught the material in a very confusing manner, and you clarify it in a way that I understand.
- Youngmin has been helpful, fair, and concise with his recitations and 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.

- He just deducted points without showing why, or what we did wrong. It would be beneficial to understand why we missed a question or where we messed up. It would also be nice to do harder problems in recitation too because we usually did really easy problems.
- Just going over harder problems would have been better.
- More practice problems.
- N/A
- Nothing in particular.
- The grading was way to strict. almost no partial credit which led to terrible test averages.
- Try to be more comfortable in from of the entire class  
Can seem a bit intimidated at times
- n/a
- sometimes he wouldnt know how to do problems, like he would do them and then realize he did it all wrong

# Profile

Subunit:

A&amp;S-MATH LOWER LEVEL

Name of the instructor:

Professor Youngmin Park,

Name of the course:  
(Name of the survey)

ANALYTC GEOMETRY &amp; CALCULUS 1(MATH-0220)-1234

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=18 av.=3.67 md=4.00 dev.=1.03

## 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=17 av.=4.24 md=4.00 dev.=0.97

## 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=18	av.=4.06	md=4.00	dev.=1.00
3.2) The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all		To a very high degree	n=17	av.=4.35	md=5.00	dev.=0.86
3.3) The recitation instructor clarified material covered in course lectures.	Hardly at all		To a very high degree	n=18	av.=4.44	md=5.00	dev.=0.92
3.4) The recitation instructor showed interest in helping students understand the material.	Hardly at all		To a very high degree	n=18	av.=4.44	md=5.00	dev.=0.70
3.5) The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all		To a very high degree	n=17	av.=4.71	md=5.00	dev.=0.69
3.6) The recitation instructor was concerned about students' progress in the course.	Hardly at all		To a very high degree	n=18	av.=3.83	md=4.00	dev.=1.29
3.7) The recitation instructor provided helpful answers to students' questions.	Hardly at all		To a very high degree	n=18	av.=4.33	md=5.00	dev.=0.91
3.8) The recitation instructor treated students with respect.	Hardly at all		To a very high degree	n=17	av.=4.88	md=5.00	dev.=0.33
3.9) The recitation instructor provided constructive feedback on assignments.	Hardly at all		To a very high degree	n=18	av.=3.89	md=4.00	dev.=1.23
3.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all		To a very high degree	n=17	av.=4.59	md=5.00	dev.=0.71
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=8	av.=4.50	md=5.00	dev.=0.76
3.12) The recitation instructor communicates effectively.	Hardly at all		To a very high degree	n=17	av.=4.29	md=4.00	dev.=0.77
3.13) The recitation instructor comprehends students' communication.	Hardly at all		To a very high degree	n=16	av.=4.50	md=5.00	dev.=0.63
3.14) The recitation instructor led this recitation effectively.	Hardly at all		To a very high degree	n=17	av.=4.35	md=5.00	dev.=0.79