Dear Professor Cezar Lupu:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for BUSINESS CALCULUS (MATH-0120).

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 5 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)
1. SELF RATINGS

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

- Not at all: 8.3%
- To a small degree: 0%
- To a moderate degree: 25%
- To a considerable degree: 33.3%
- To a very high degree: 33.3%

1.2) What grade do you expect in this course?

- A: 50%
- B: 33.3%
- C: 0%
- D: 8.3%
- F: 0%
- Other: 8.3%
- Credit/No Entry: 0%
- Audit: 0%
- Other: 0%

1.3) What percent of the recitations did you attend?

- Less than 25%: 0%
- 26-50%: 0%
- 51-75%: 33.3%
- 76-100%: 66.7%

2. RECITATION INSTRUCTOR TEACHING EVALUATION

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

- Hardly at all: 0%
- To a small degree: 0%
- To a moderate degree: 8.3%
- To a considerable degree: 58.3%
- To a very high degree: 33.3%

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

- Hardly at all: 0%
- To a small degree: 0%
- To a moderate degree: 8.3%
- To a considerable degree: 25%
- To a very high degree: 66.7%

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

- Hardly at all: 0%
- To a small degree: 0%
- To a moderate degree: 25%
- To a considerable degree: 16.7%
- To a very high degree: 58.3%
### 2.4) The recitation instructor showed interest in helping students understand the material.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0.7%</td>
<td>16.7%</td>
<td>83.3%</td>
<td></td>
</tr>
</tbody>
</table>

To a very high degree, n=12, av.=4.83, dev.=0.39

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

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

To a very high degree, n=11, av.=5, dev.=0, ab.=1

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

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>16.7%</td>
<td>83.3%</td>
<td></td>
</tr>
</tbody>
</table>

To a very high degree, n=12, av.=4.83, dev.=0.39

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

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>54.5%</td>
<td>45.5%</td>
</tr>
</tbody>
</table>

To a very high degree, n=11, av.=4.45, dev.=0.52, ab.=1

### 2.8) The recitation instructor treated students with respect.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>8.3%</td>
<td>91.7%</td>
<td></td>
</tr>
</tbody>
</table>

To a very high degree, n=12, av.=4.92, dev.=0.29

### 2.9) The recitation instructor provided constructive feedback on assignments.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>16.7%</td>
<td>25%</td>
<td>58.3%</td>
</tr>
</tbody>
</table>

To a very high degree, n=12, av.=4.42, dev.=0.79

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

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<td>0%</td>
<td>0%</td>
<td>8.3%</td>
<td>91.7%</td>
<td></td>
</tr>
</tbody>
</table>

To a very high degree, n=12, av.=4.92, dev.=0.29

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

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td></td>
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</table>

To a very high degree, n=7, av.=5, dev.=0, ab.=5

### 2.12) Did you have difficulty in understanding your recitation instructor's spoken language?

- No difficulty: 83.3%
- Small amount of difficulty: 16.7%
- Moderate difficulty: 0%
- Severe difficulty: 0%

n=12

### 2.13) Did your recitation instructor have difficulty in understanding the questions that were asked by students in class?

- No difficulty: 83.3%
- Small amount of difficulty: 16.7%
- Moderate difficulty: 0%
- Severe difficulty: 0%

n=12
Would you recommend this recitation instructor to other students who are going to take this course?

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>Probably not</th>
<th>Probably yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td></td>
<td></td>
<td>33.3%</td>
<td>66.7%</td>
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3. RECITATION COMMENTS

Your recitation instructor would like to know if there is something you believe he/she has done especially well in teaching this recitation section.

- much math, so numbers, very quizzes, wow

- very good at responding to students questions and clarifying material... I liked that even if one person did not understand the material he would go over it again
  - could explain material multiple ways so every student knew how to solve the problem

- Cezar explained the problems well in class and provided additional help to what was taught in class.

- Cezar is extremely intelligent and went beyond explaining simply the problems that helped us realized why the problems were done a certain way.

- Explains concepts very well and is very accommodating to the class if someone doesn't understand a certain topic.

- He was always available for help outside the recitation. He always went over the material we needed to know before we took a quiz which was extremely helpful.

- The way he went over the material before quizzes really helped me prepare for them.

- Very good teaching style, explained concepts well and was always willing to offer extra help and assistance need be.

- Very instructive examples in-class, and a fun learning environment. I was always comfortable in class and i felt like he really cared about our progress.

- You are helpful in your recitations, you do not want anyone to do poorly and try your best to help them through any material they do not comprehend which makes you a good instructor. Keep doing what you are doing.

Your recitation instructor would also like to know what specific things you believe might be done to improve the teaching of this recitation section.

- perhaps better communication with the professor to avoid repeating examples during recitation that have already been done in lecture

- Communicate better with our course instructor on terminology and symbols used in teaching new concepts because it is confusing when the two are different.

- Have a set list of problems to go over in class rather than random ones out of the book. Sometimes we went over problems we had already gone over in class.

- Overall, perhaps more of a focus on certain more difficult concepts would have been good, but an overall good job

- more outside time
### Profile

**Subunit:** A&S-MATH  
**Name of the instructor:** Professor Cezar Lupu,  
**Name of the course:** BUSINESS CALCULUS (MATH-0120) (2141_UPITT_MATH_0120_SEC1270)

Values used in the profile line: Mean

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#### 2. RECITATION INSTRUCTOR TEACHING EVALUATION

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<th>2.1) The recitation instructor was well-prepared for the recitations.</th>
<th>Hardly at all</th>
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<th>n=12</th>
<th>av.=4.25 md=4.00 dev.=0.62</th>
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<td>2.2) The recitation instructor appeared knowledgeable about course subject matter.</td>
<td>Hardly at all</td>
<td>To a very high degree</td>
<td>n=12</td>
<td>av.=4.58 md=5.00 dev.=0.67</td>
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<td>Hardly at all</td>
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<td>av.=4.33 md=5.00 dev.=0.89</td>
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