Dear Professor Cezar Lupu:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for ANALYTIC GEOMETRY & CALCULUS 1 (MATH-0220)-1507.

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?

<table>
<thead>
<tr>
<th>Degree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>23.1%</td>
</tr>
<tr>
<td>3</td>
<td>30.8%</td>
</tr>
<tr>
<td>4</td>
<td>46.2%</td>
</tr>
<tr>
<td>5</td>
<td>0%</td>
</tr>
</tbody>
</table>

n=13, av.=4.23, dev.=0.83

1.2) What grade do you expect in the course?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>38.5%</td>
</tr>
<tr>
<td>B</td>
<td>53.8%</td>
</tr>
<tr>
<td>C</td>
<td>7.7%</td>
</tr>
<tr>
<td>D</td>
<td>0%</td>
</tr>
<tr>
<td>F</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
</tr>
<tr>
<td>Credit/No Entry</td>
<td>0%</td>
</tr>
<tr>
<td>Audit</td>
<td>0%</td>
</tr>
</tbody>
</table>

n=13

1.3) What grade do you expect in this recitation?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>61.5%</td>
</tr>
<tr>
<td>B</td>
<td>30.8%</td>
</tr>
<tr>
<td>C</td>
<td>0%</td>
</tr>
<tr>
<td>D</td>
<td>0%</td>
</tr>
<tr>
<td>F</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
</tr>
<tr>
<td>Credit/No Entry</td>
<td>0%</td>
</tr>
<tr>
<td>Audit</td>
<td>0%</td>
</tr>
<tr>
<td>No Grade Given</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

n=13

1.4) What percent of the recitations did you attend?

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25%</td>
<td>0%</td>
</tr>
<tr>
<td>26-50%</td>
<td>0%</td>
</tr>
<tr>
<td>51-75%</td>
<td>0%</td>
</tr>
<tr>
<td>76-100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

n=11

2. RECITATION INSTRUCTOR TEACHING EVALUATION

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

<table>
<thead>
<tr>
<th>Degree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardly at all</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>23.1%</td>
</tr>
<tr>
<td>3</td>
<td>30.8%</td>
</tr>
<tr>
<td>4</td>
<td>46.2%</td>
</tr>
<tr>
<td>5</td>
<td>0%</td>
</tr>
</tbody>
</table>

n=13, av.=4.23, dev.=0.83
2.2) The recitation instructor appeared knowledgeable about course subject matter. 

Hardly at all 0% 0% 53.8% 46.2% To a very high degree

n=13 av.=4.46 dev.=0.52

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

Hardly at all 0% 7.7% 7.7% 15.4% 69.2% To a very high degree

n=13 av.=4.54 dev.=0.97

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

Hardly at all 0% 7.7% 7.7% 15.4% 69.2% To a very high degree

n=13 av.=4.46 dev.=0.97

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

Hardly at all 15.4% 0% 46.2% 38.5% To a very high degree

n=13 av.=4.08 dev.=1.04

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

Hardly at all 7.7% 0% 15.4% 69.2% To a very high degree

n=13 av.=4.38 dev.=1.19

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

Hardly at all 0% 0% 15.4% 53.8% To a very high degree

n=13 av.=4.38 dev.=0.77

2.8) The recitation instructor treated students with respect.

Hardly at all 0% 0% 46.2% 53.8% To a very high degree

n=13 av.=4.38 dev.=0.52

2.9) The recitation instructor provided constructive feedback on assignments.

Hardly at all 0% 8.3% 25% 41.7% 25% To a very high degree

n=12 av.=3.83 dev.=0.94 ab.=1

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

Hardly at all 0% 0% 15.4% 23.1% 61.5% To a very high degree

n=13 av.=4.46 dev.=0.78

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

Hardly at all 16.7% 0% 16.7% 16.7% 50% To a very high degree

n=6 av.=3.83 dev.=1.6 ab.=6

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

No difficulty 69.2%  
Small amount of difficulty 30.8%  
Moderate difficulty  
Severe difficulty 0%

n=13
Did your recitation instructor have difficulty in understanding the questions that were asked by students in class?

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No difficulty</td>
<td>92.3%</td>
</tr>
<tr>
<td>Small amount of difficulty</td>
<td>7.7%</td>
</tr>
<tr>
<td>Moderate difficulty</td>
<td>0%</td>
</tr>
<tr>
<td>Severe difficulty</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>0%</td>
</tr>
<tr>
<td>Probably not</td>
<td>15.4%</td>
</tr>
<tr>
<td>Probably yes</td>
<td>15.4%</td>
</tr>
<tr>
<td>Yes</td>
<td>69.2%</td>
</tr>
</tbody>
</table>

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.

- Cezar's unique understanding of the material and logic behind calculus. He was BY FAR the best calculus teacher I have ever had.
- Did a great job at preparing the class for quizzes and exams. Was also very available for review sessions.
- He is able to explain all the concepts in a way that anybody can grasp.
- He prepared us very well for the tests and quizzes.
- He was very straightforward about the information and he clearly knew what he was talking about.
- Showing relevant examples before the quizzes.
- The recitation instructor was my most helpful instructor. He was able to not only show how to do a problem but was able to explain the theory behind the answer to what he was explaining. If I was able to select him to be my calc to recitation instructor I would do it in a heartbeat. He was definitely the best recitation instructor I've had at pitt so far.
- You were very clear and showed good examples.
- Excellent job in teaching curriculum.

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

- Did not hand back work.
- He was almost always late, rushed through some examples, and was never available through email.
- Improved communication with the professor. (In recitation, we were asked if Jared had taught something yet)
- Just don't be 5 minutes late each class. Other than that nothing really.
- None
- More time to go over some aspects of quiz before hand
- n/a
### 1. SELF RATINGS

1. Did the recitations contribute to your learning in this course?

   - Not at all
   - To a very high degree

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

### 2. RECITATION INSTRUCTOR TEACHING EVALUATION

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

   - Hardly at all
   - To a very high degree

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

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

   - Hardly at all
   - To a very high degree

   **n=13**  
   **av.=4.46**  
   **md=4.00**  
   **dev.=0.52**

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

   - Hardly at all
   - To a very high degree

   **n=13**  
   **av.=4.54**  
   **md=5.00**  
   **dev.=0.52**

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

   - Hardly at all
   - To a very high degree

   **n=13**  
   **av.=4.46**  
   **md=5.00**  
   **dev.=0.97**

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

   - Hardly at all
   - To a very high degree

   **n=13**  
   **av.=4.08**  
   **md=4.00**  
   **dev.=1.04**

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

   - Hardly at all
   - To a very high degree

   **n=13**  
   **av.=4.38**  
   **md=5.00**  
   **dev.=1.19**

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

   - Hardly at all
   - To a very high degree

   **n=13**  
   **av.=4.38**  
   **md=5.00**  
   **dev.=0.77**

2.8) The recitation instructor treated students with respect.

   - Hardly at all
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   **n=13**  
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   - Hardly at all
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   **n=12**  
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   **md=5.00**  
   **dev.=0.78**

2.11) 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.=3.83**  
   **md=4.50**  
   **dev.=1.60**