Dear Professor Cezar Lupu:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for ANALYTIC GEOMETRY & CALCULUS 3 (MATH-0240).

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 [ ] 10%
- To a small degree [ ] 50%
- To a moderate degree [ ] 20%
- To a considerable degree [ ] 20%
- To a very high degree [ ] 0%

n=10

1.2) What grade do you expect in this course?

- A [ ] 30%
- B [ ] 60%
- C [ ] 0%
- D [ ] 0%
- F [ ] 0%
- Other [ ] 0%
- Credit/No Entry [ ] 0%
- Audit [ ] 10%
- Other [ ] 0%

n=10

1.3) What percent of the recitations did you attend?

- Less than 25% [ ] 20%
- 26-50% [ ] 20%
- 51-75% [ ] 30%
- 76-100% [ ] 30%

n=10

2. RECITATION INSTRUCTOR TEACHING EVALUATION

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

Hardly at all 0% 50% 40% 10% 0% To a very high degree

n=10
av.=2.6
dev.=0.7

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

Hardly at all 0% 30% 50% 20% 0% To a very high degree

n=10
av.=2.9
dev.=0.74

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

Hardly at all 0% 22.2% 55.6% 11.1% 11.1% To a very high degree

n=9
av.=3.11
dev.=0.93
2.4) The recitation instructor showed interest in helping students understand the material.

Hardly at all 0% 0% 20% 20% 60% To a very high degree

n=10 av.=4.4 dev.=0.84

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

Hardly at all 0% 0% 100% 0% 0% To a very high degree

n=2 av.=3 dev.=0 ab.=8

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

Hardly at all 0% 0% 30% 20% 50% To a very high degree

n=10 av.=4.2 dev.=0.92

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

Hardly at all 10% 20% 30% 30% 10% To a very high degree

n=10 av.=3.1 dev.=1.2

2.8) The recitation instructor treated students with respect.

Hardly at all 0% 0% 20% 20% 60% To a very high degree

n=10 av.=4.4 dev.=0.84

2.9) The recitation instructor provided constructive feedback on assignments.

Hardly at all 0% 0% 80% 20% 0% To a very high degree

n=5 av.=3.2 dev.=0.45 ab.=5

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

Hardly at all 0% 0% 40% 20% 40% To a very high degree

n=10 av.=4 dev.=0.94

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 0% 0% 40% 40% 20% To a very high degree

n=5 av.=3.8 dev.=0.84 ab.=5

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

No difficulty 80%
Small amount of difficulty 20%
Moderate difficulty 0%
Severe difficulty 0%
n=10

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

No difficulty 33.3%
Small amount of difficulty 55.6%
Moderate difficulty 11.1%
Severe difficulty 0%
n=9
Would you recommend this recitation instructor to other students who are going to take this course?

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<td>No</td>
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<td>Probably not</td>
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<td>Yes</td>
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3. RECITATION COMMENTS

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

- He was always willing to try to help every student and schedule out of recitation meetings before exams to go over the review sheet more.
- He was concerned everyone knew the concepts that he did go over, and seemed enthusiastic about the material
- Willing to answer any questions that students had and to take his time going through problems instead of just rushing through concepts.
- Explains stuff well

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

- Be more prepared and knowledgeable about the material
- He should have been more prepared for the recitation, he sometimes didn't know when the exams were and would read the book during recitation to try to figure out the problems. If he was more prepared then he wouldn't spend a half hour basically on one problem. I ended up not attending a good amount of recitations because they did not help me.
- Often he taught material that was not covered in class yet, spent too much time going over easy examples and the easier concepts even after everyone said they understood the material, whenever a specific question was asked to be put on the board he brushed it off and continued doing the examples he wanted to do. I think he should spend the entire recitation going over the homework problems instead of teaching because that's the main reason everyone goes to recitation.
- Prepare for a wider range of practice problems to be asked about in class and communicate with the professor about tests.
- Sometimes doesn't understand question being asked
## 2. RECITATION INSTRUCTOR TEACHING EVALUATION

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**Rating Scale:**
- Hardly at all
- To a very high degree

**Number of Respondents:**
- Hardly at all: 10
- To a very high degree: 9

**Average Rating:**
- Hardly at all: 2.6
- To a very high degree: 3.11