



Dear Professor Krzysztof Kapulkin:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for ANALYTIC GEOMETRY & CALCULUS 1(MATH-220).

Attached is a report in PDF format containing your Student Opinion of Teaching Survey from last term. The report is best viewed and/or printed in color.

At the request of the Office of the Provost a few revisions have been made to the report since the fall term 2010 reports were sent.

The evaluation results are still 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 ($14 \times .50 = 7$). 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).

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 you would like help in understanding the statistics on your report, please call the OMET office 412-624-6440 to schedule an appointment with the research consultant. We will not give value judgments about your ratings.

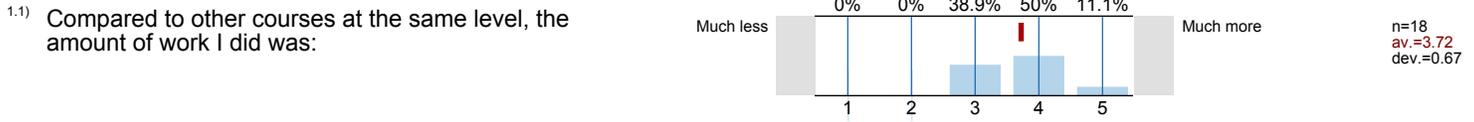
If the number of respondents for any of the scaled items is fewer than seven, please be cautious in interpreting the quantitative results.

Office of Measurement and Evaluation of Teaching (OMET)

Professor Krzysztof Kapulkin
 ANALYTIC GEOMETRY & CALCULUS 1(MATH-220)
 Summer 2011
 RESPONDENTS = 100% OF NUMBER REGISTERED



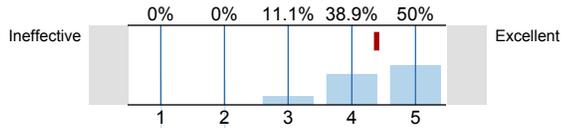
1. SELF RATINGS



2. TEACHING EVALUATION

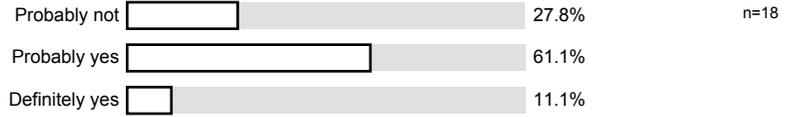


2.7) Express your judgment of the instructor's **overall teaching effectiveness**:



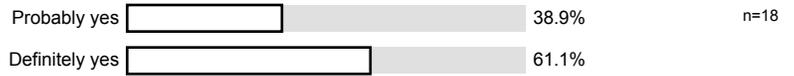
n=18
av.=4.39
dev.=0.7

2.8) Would you recommend this course to other students?



n=18

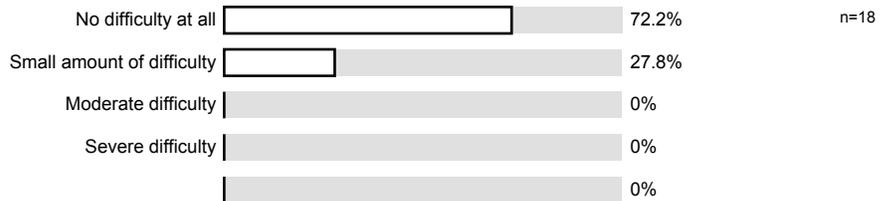
2.9) Would you recommend this instructor to other students?



n=18

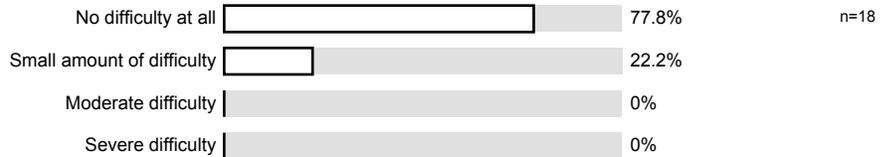
3. MATH TATF ADDITIONAL ITEMS

3.1) Did you experience difficulty in comprehending your lecture instructor's spoken language in class?



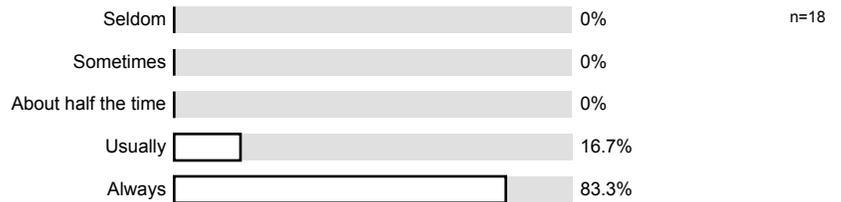
n=18

3.2) Did your lecture instructor experience difficulty in comprehending the questions that were asked by students in class?



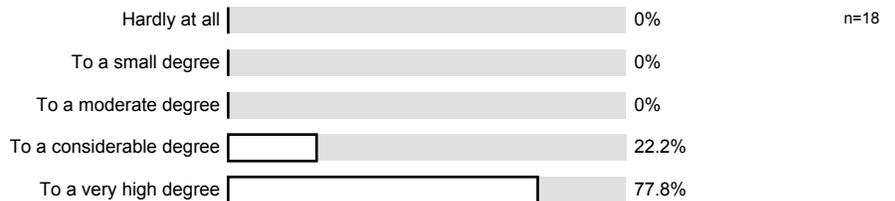
n=18

3.3) The lecture instructor's writing on the chalkboard was legible.



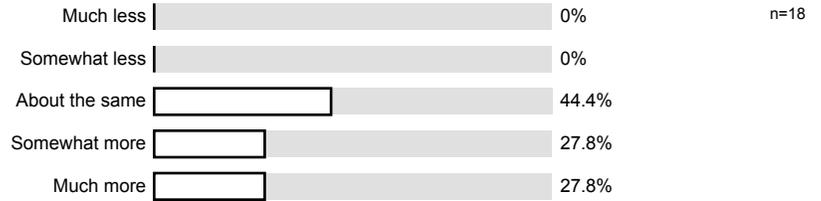
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3.4) The lecture instructor's attitude toward the subject was enthusiastic.

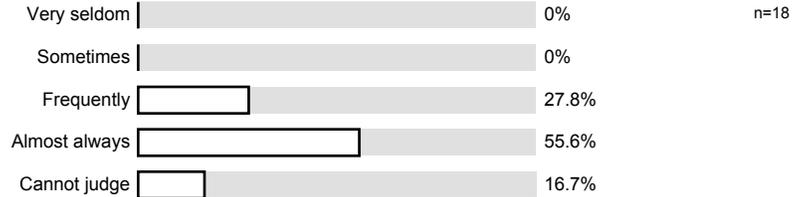


n=18

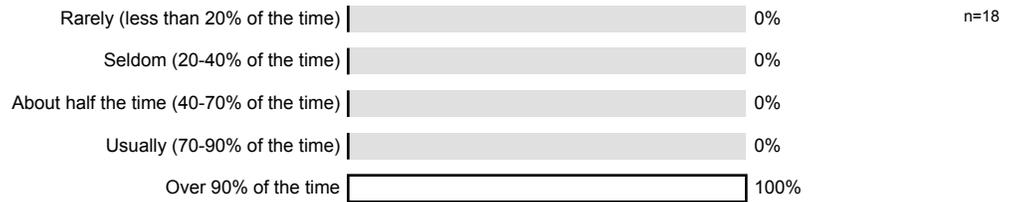
3.5) Compare to most courses I've taken, the lecture instructor treated students with respect.



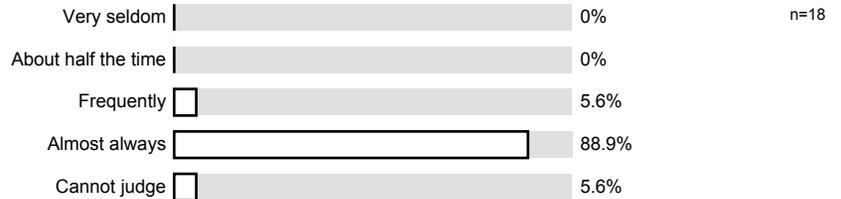
3.6) The lecture instructor was available for help during his/her office hours.



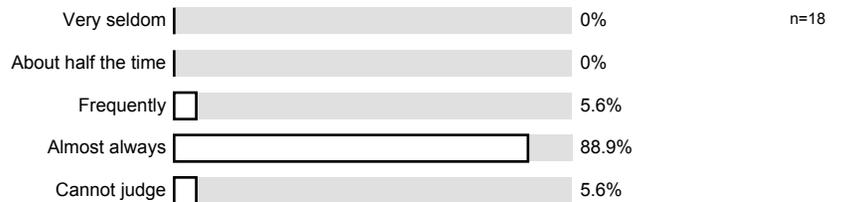
3.7) The lecture instructor arrived for class on time.



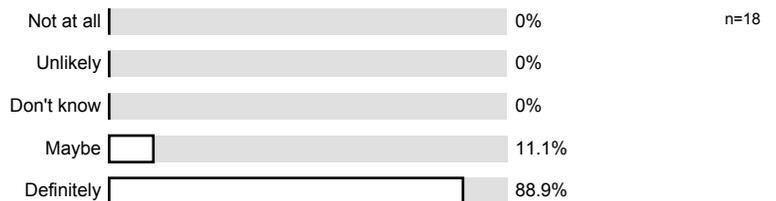
3.8) Lecture instructor provided the opportunity for questions.



3.9) Helpful answers were given to questions raised in class.



3.10) Would you recommend this lecture instructor to a friend taking this course?



4. TEACHING COMMENTS

4.1) What were the instructor's major strengths?

Funny, easy to understand, knew/taught material well

Very knowledgeable about math, kept students entertained during class, allowed questions

Maintained comfortable environment, good humor, showed very good understanding of the subject

Chris was organized, very knowledgeable, and able to answer all questions. He made me actually want to attend lecture

grades fair
good learning environment/enthusiastic

Kris made the topics interesting by frequently telling jokes. That kept the class awake and alert.

He made the material very easy to learn. I was able to understand things a lot better this time.

Very friendly and approachable

Funny

Very knowledgeable

Always eager to help and loves questions

The instructor always made class fun and interesting. Had good examples.

- very knowledgeable
- availability

thorough knowledge of math

- He explained every topic with considerable amount of depth and clarity (especially for a fast paced 6-week course)
- One of the few teachers a can follow logically w/ every word and phrase.

Keeping class involved + knowledge of material

Ability to recognize when the class was lost & to bring humor into math to encourage us. I learned a lot during lecture

He was very accessible to students and was extremely organized and willing to answer questions.

Chris was very accessible and extremely fair with grading, homework loads, and listened to any complaints we had.

Aims to make sure that everyone understands the material. Very helpful/open to questions.

4.2) What were the instructor's major weaknesses?

Always wanted questions + stopped class to frequently so people could ask them

Office hours were not very convenient
Sometimes class examples did not help with the homework

NONE

Sometimes it would be hard to ask a question and have him understand it right away but he would always eventually answer it.

More examples in class would be very helpful

- None

going through too fast

- Not much that I can think of!

no major, sometimes would have difficulty understanding what exactly someone did not understand

An oddball spelling error on words I'd sometimes also mess up. It did not prohibit class learning

Maybe just speed, but I understand during a 6 wk course this is hard

The instructor's only weakness during this course was his lack of a knowledgeable TA. Chances had to do far more explaining than should have fallen to him.

No major weaknesses, but could possibly make use of more examples.

5. COURSE COMMENTS

5.1) What aspects of this course were most beneficial to you?

Learning calc

going to the MAC

The instructor is always available for help.

The lectures.

Homework

- examples in class

office hours

- The HW assignment and con-capa problem created a great opportunity to practice the problems that will be ~~on~~ on quizzes and exams.

Math Center + availability of TA

The course is only 6 weeks

The office hours given by the lecturer
+ other TAs

Not having to simplify my equations. I was tested on
calc., not my algebra background. (This time around)

Physics Applications

^{5.2)} What suggestions do you have to improve the course?

No Lon Lapa

get a better TA.

A better TA

Organize and control recitation better.

Less Lon Capa

Lon Capa was terrible



- H.W should not be graded so harsh

- don't even bother showing proofs

- Lon Capa is annoying, assign more hw problems and no Lon Capa assignments

if its going to be done in six weeks, then it needs to be a little bit less material, because I didn't have a firm understanding of one section before moving on to the next and each one depends on previous ones.

- maybe more HW questions (more practice = higher grade)

- Grade HW problems only for completion, (losing unnecessary points on HW & tried hard to do.)

Made low Capa easier to use

N/A

Make low-capacity assignments ~~but~~
more spread out and for the TA
to give more clarity, direction + help

class should be allowed to personally select his

T.A.

N/A

Profile

Subunit: A&S-MATH
 Name of the instructor: Professor Krzysztof Kapulkin,
 Name of the course: ANALYTIC GEOMETRY & CALCULUS 1(MATH-220) (10243)
 (Name of the survey)

