



Ohio University
Class Climate Survey System

2020 Summer Session I Course Evaluation Results

Reference: Survey Evaluation Results

Dear [FIRST NAME] YOUNG,

In this report, you will find Applied Numerical Methods results for Fall 20-21.

The overall indicator is listed first. It consists of the following scales:

- Instructor Evaluation
- Course Evaluation

The overall indicator is followed by the individual average values of the scales mentioned above. In the second part of the analysis, the average values of all individual questions are listed.

Please note that courses identified by the Registrar's Office as independent studies, tutorials, and other courses of this type are NOT evaluated.

Sincerely,
Kara Dunfee, dunfeek@ohio.edu
College of Arts & Sciences, Academics
Class Climate Administrator

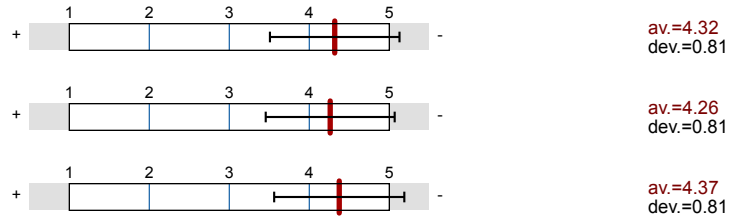


Overall indicators

Global Index

2. Instructor Evaluation

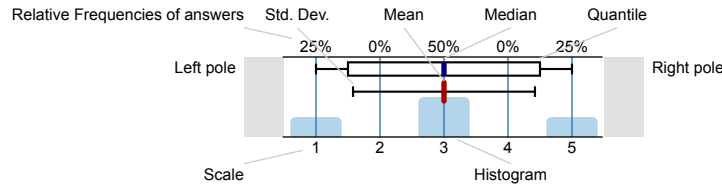
3. Course Evaluation



Survey Results

Legend

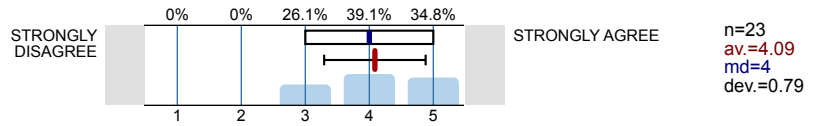
Question text



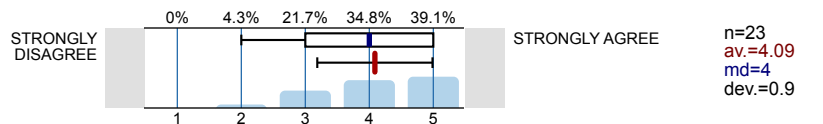
n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

2. Instructor Evaluation

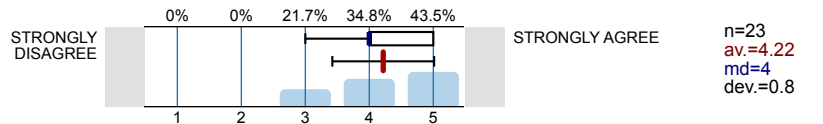
2.1) Instructor created an environment that was conducive to learning.



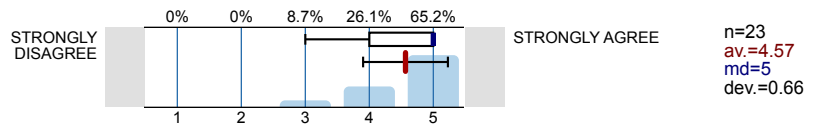
2.2) Instructor gave clear explanations.



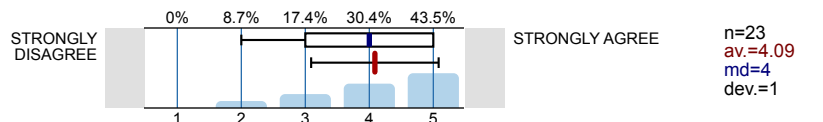
2.3) Instructor used helpful examples and illustrations.



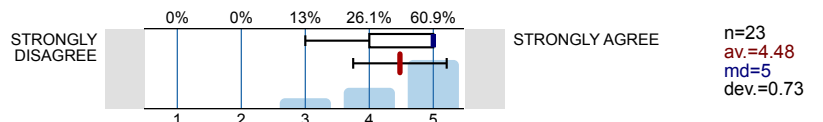
2.4) Instructor consistently followed grading criteria.



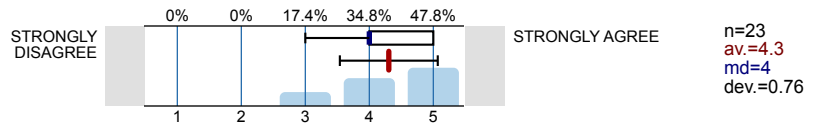
2.5) Instructor provided useful feedback.



2.6) Instructor provided timely feedback.

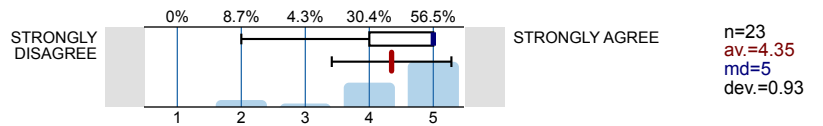


2.7) Instructor made herself or himself available for assistance outside of class.

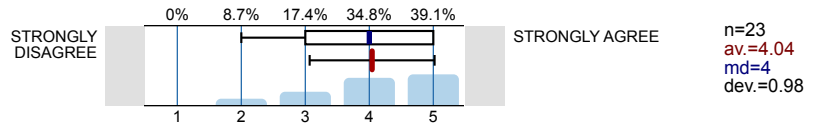


3. Course Evaluation

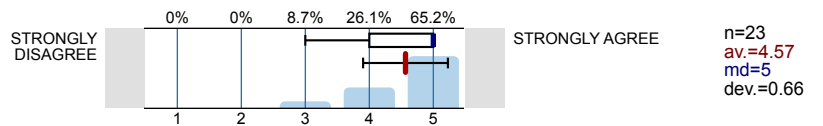
3.1) Outside class activities (readings, assignments, homework, problem sets, etc.) helped me to understand the subject.



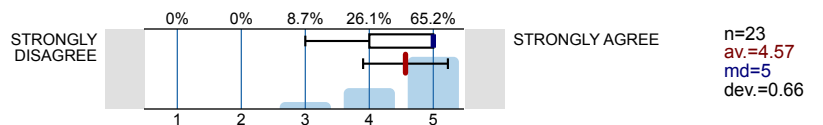
3.2) In-class activities (lecture, discussion, handouts, group-work, etc.) contributed to my understanding of the subject.



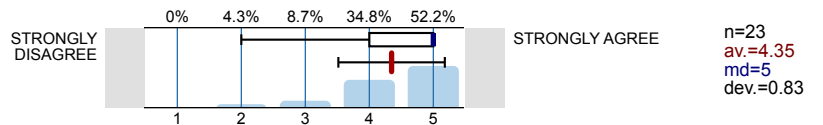
3.3) This course challenged me intellectually.



3.4) Course grading criteria were communicated clearly.

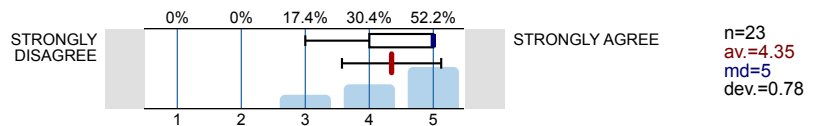


3.5) Course objectives were met.

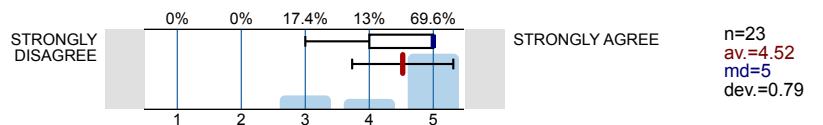


4. Additional Questions

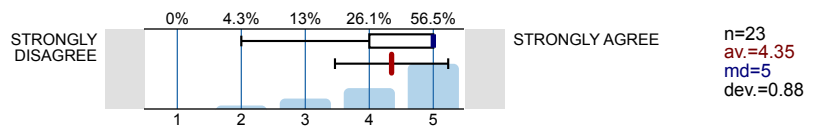
4.1) Instructor encouraged participation.



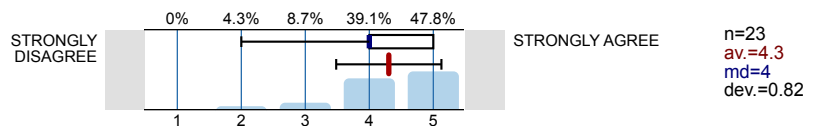
4.2) Instructor was respectful to students.



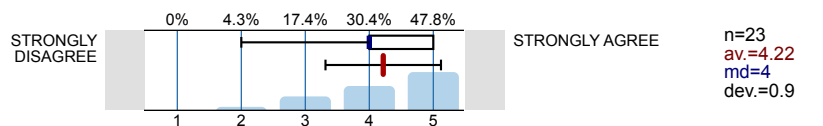
4.3) Examinations were a good test of my knowledge.



4.4) Overall, considering its content, design and structure, this course was excellent.



4.5) Instructor was an effective teacher.



Profile

Subunit: **A&S-MATH**
 Name of the instructor: **TODD YOUNG**
 Name of the course: **Applied Numerical Methods (MATH3600100_2211_Regular)**
 (Name of the survey)

Values used in the profile line: Mean

2. Instructor Evaluation

Item	Scale	Mean	SD	Min	Max	n	av.	md	dev.
2.1) Instructor created an environment that was conducive to learning.	STRONGLY DISAGREE to STRONGLY AGREE	4.09	0.79	4.00	4.00	23	4.09	4.00	0.79
2.2) Instructor gave clear explanations.	STRONGLY DISAGREE to STRONGLY AGREE	4.09	0.90	4.00	4.00	23	4.09	4.00	0.90
2.3) Instructor used helpful examples and illustrations.	STRONGLY DISAGREE to STRONGLY AGREE	4.22	0.80	4.00	4.00	23	4.22	4.00	0.80
2.4) Instructor consistently followed grading criteria.	STRONGLY DISAGREE to STRONGLY AGREE	4.57	0.66	5.00	5.00	23	4.57	5.00	0.66
2.5) Instructor provided useful feedback.	STRONGLY DISAGREE to STRONGLY AGREE	4.09	1.00	4.00	4.00	23	4.09	4.00	1.00
2.6) Instructor provided timely feedback.	STRONGLY DISAGREE to STRONGLY AGREE	4.48	0.73	5.00	5.00	23	4.48	5.00	0.73
2.7) Instructor made herself or himself available for assistance outside of class.	STRONGLY DISAGREE to STRONGLY AGREE	4.30	0.76	4.00	4.00	23	4.30	4.00	0.76

3. Course Evaluation

Item	Scale	Mean	SD	Min	Max	n	av.	md	dev.
3.1) Outside class activities (readings, assignments, homework, problem sets, etc.) helped me to understand the subject.	STRONGLY DISAGREE to STRONGLY AGREE	4.35	0.93	5.00	5.00	23	4.35	5.00	0.93
3.2) In-class activities (lecture, discussion, handouts, group-work, etc.) contributed to my understanding of the subject.	STRONGLY DISAGREE to STRONGLY AGREE	4.04	0.98	4.00	4.00	23	4.04	4.00	0.98
3.3) This course challenged me intellectually.	STRONGLY DISAGREE to STRONGLY AGREE	4.57	0.66	5.00	5.00	23	4.57	5.00	0.66
3.4) Course grading criteria were communicated clearly.	STRONGLY DISAGREE to STRONGLY AGREE	4.57	0.66	5.00	5.00	23	4.57	5.00	0.66
3.5) Course objectives were met.	STRONGLY DISAGREE to STRONGLY AGREE	4.35	0.83	5.00	5.00	23	4.35	5.00	0.83

4. Additional Questions

Item	Scale	Mean	SD	Min	Max	n	av.	md	dev.
4.1) Instructor encouraged participation.	STRONGLY DISAGREE to STRONGLY AGREE	4.35	0.78	5.00	5.00	23	4.35	5.00	0.78
4.2) Instructor was respectful to students.	STRONGLY DISAGREE to STRONGLY AGREE	4.52	0.79	5.00	5.00	23	4.52	5.00	0.79
4.3) Examinations were a good test of my knowledge.	STRONGLY DISAGREE to STRONGLY AGREE	4.35	0.88	5.00	5.00	23	4.35	5.00	0.88
4.4) Overall, considering its content, design and structure, this course was excellent.	STRONGLY DISAGREE to STRONGLY AGREE	4.30	0.82	4.00	4.00	23	4.30	4.00	0.82
4.5) Instructor was an effective teacher.	STRONGLY DISAGREE to STRONGLY AGREE	4.22	0.90	4.00	4.00	23	4.22	4.00	0.90

Comments Report

5. Open Response

5.1) What do you consider to be the greatest **STRENGTH** of the **INSTRUCTOR**?

- Ability to provide real-world examples
- Does a very good job at explaining the material.
- Dr Young has a way of explaining simply that makes sense to the whole. He doesn't over complicate and gives students the resources that they need to be successful.
- Dr Young was very helpful and timely with his responses to any material or examinations that were submitted, as well as being available for questions outside of class time.
- Dr. Young was an excellent instructor for this class. His assignments and lectures were straightforward while also making us think critically about the problems.
- Friendly, easy to engage with.
- Good communication, very timely feedback and turn around time of grades.
- He is very knowledgeable in the subject and is able to answer and explain any question on it.
- His approach and realistic view of the resources available to solve a problem. Many classes rely on memorization, but this class was more true to the experience of trying to solve a real problem- you can get anyone's help, but you must give them credit. He was also immediate with grading and question responses, an all too uncommon trait among professors.
- His timeliness and direct responses to any and all questions about the course.
- The instructor made himself available whenever needed. When homework or exam were graded feedback was clear and easy to understand.
- The instructor was very clear with his explanation and feedback and very timely with grading and responding to emails
- The instructors greatest strength is his experience with the subject.
- Very engaging and kind. Answered questions and helped us when needed
- very intelligent

5.2) What do you consider to be the greatest **WEAKNESS** of the **INSTRUCTOR**? Suggestions for improvement?

- Blackboard could have been used a lot more. There was very little useful/constructive feedback on homework, (feedback was given but it was not constructive, it was more of "this is wrong"; instead of "this is wrong, here is how to fix it"). Overall, I would take another class with Dr. Young, and would recommend my friends to take classes with him.
- His assumption of how excellent his students are when preparing exams.
- I have nothing to input on this.
- None (2 Counts)
- Patience with student questions and mistakes
- Seemed not to always have a lesson plan for the day, or seemed to not know the material that was going to be covered that day.
- Sometimes the lectures seemed like a straight read through of the textbook, providing no new information that we couldn't just read off the section of text.
- none, I'm sure the class would be a bit more enjoyable in person as always
- thinks the students understand

5.3) What do you consider to be the greatest **STRENGTH** of the **COURSE**? (texts, content, etc.)?

- Connecting principals from past classes into MATLAB and providing a new way to confront those problems. The online textbook for this class was very helpful in explanations and examples.
- Learning Matlab
- Lessons built off of each other to build understanding
- Practice exams and practice problems for exams
- The Lecture materials and homework provided.
- The course is a great way to become proficient in MatLab while also refining a lot of math skills from previous courses.
- The courses greatest strength is its applicability to reality
- The lectures were informative and the homework helped me understand the course content further
- The text provided gives a clear explanation of all topics that are in the course and assigns homework's to practice the learned material
- This course challenged me but with the examples provided and the homework given, it was easy to learn.
- This course is very effective at meshing the practical and the theoretical into a useful mixture that is applicable in the real world. It makes the mathematical theories learned in previous classes usable on real world problems via simulations.
- This is a good course to learn about Matlab and how to use numerical methods with it.
- learning Matlab

5.4) What do you consider to be the greatest **WEAKNESS** of the **COURSE**? Suggestions for improvement?

- A few lessons did not provide enough information or examples to allow us to complete homework to full potential
- No specific recommendations for improvement, but I am not a particular fan of matlab for various reasons. An alternative language variant could be beneficial. Another reason matlab is a poor choice is the reliance on the OU desktop and remote license for access.
- None
- None, maybe homework groups being the same for an entire semester, but I had a great group so it didn't bother me at all.
- None.
- The course requires knowledge from a variety of previous courses, so some information is difficult to remember, however, this is simply solved by studying past courses.
- The course textbook is a good reference for exams but not always real world, more examples
- The limited time allowed for exams.
- This course covers a wide variety of topics and the transition between is not always smooth
- This course is better taught in person. It was recommended that we worked in Matlab during lectures, but it's impossible for me. The virtual desktop cannot allow you to switch back and forth quick enough to do both. I spent the entire semester watching the professor do everything, and then using Matlab on my own. If I ran into problems I would have to solve it myself, something that wouldn't happen in person.
- very difficult late homework