Ohio University
Class Climate Survey System

Survey Evaluation Results

Dear TODD YOUNG,

In this report you will find course evaluations for the Spring Semester of the 2012-2013 academic year. 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.

Your Class Climate Administrator
Kelly Pero

Overall indicators

Global Index

av.=4.32
dev.=0.83

2. Instructor Evaluation

av.=4.28
dev.=0.87

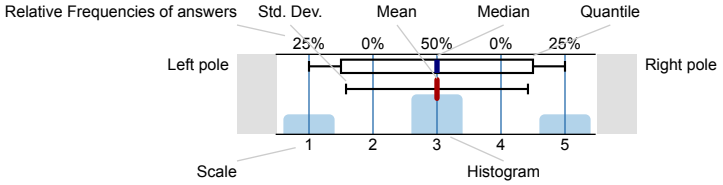
3. Course Evaluation

av.=4.37
dev.=0.8

Survey Results

Legend

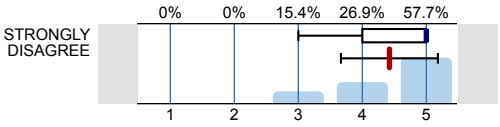
Question text



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

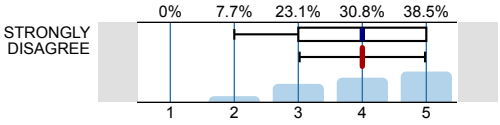
2. Instructor Evaluation

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



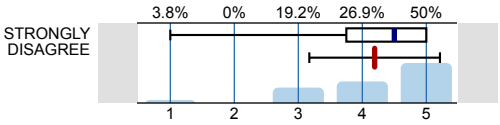
n=26
av.=4.42
md=5
dev.=0.76

2.2) Instructor gave clear explanations.



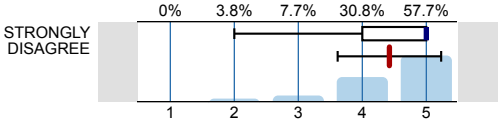
n=26
av.=4
md=4
dev.=0.98

2.3) Instructor used helpful examples and illustrations.



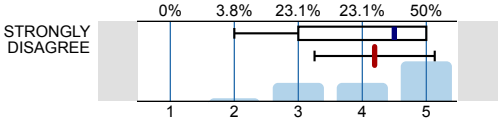
n=26
av.=4.19
md=4.5
dev.=1.02

2.4) Instructor consistently followed grading criteria.



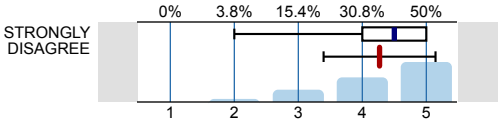
n=26
av.=4.42
md=5
dev.=0.81

2.5) Instructor provided useful feedback.



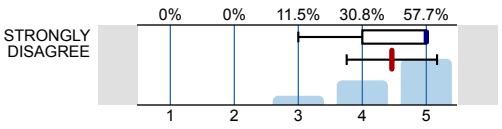
n=26
av.=4.19
md=4.5
dev.=0.94

2.6) Instructor provided timely feedback.



n=26
av.=4.27
md=4.5
dev.=0.87

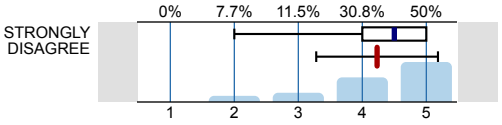
2.7) Instructor made herself or himself available for assistance outside of class.



n=26
av.=4.46
md=5
dev.=0.71

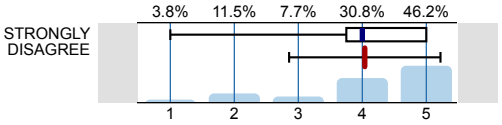
3. Course Evaluation

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



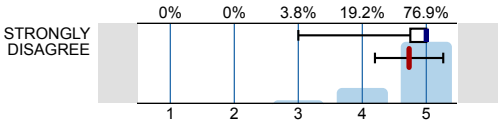
n=26
av.=4.23
md=4.5
dev.=0.95

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



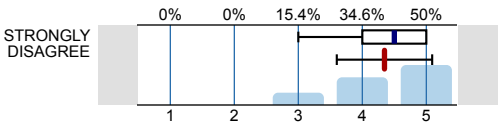
n=26
av.=4.04
md=4
dev.=1.18

3.3) This course challenged me intellectually.



n=26
av.=4.73
md=5
dev.=0.53

3.4) Course grading criteria were communicated clearly.



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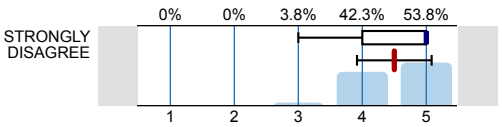
av.=4.35
md=4.5
dev.=0.75

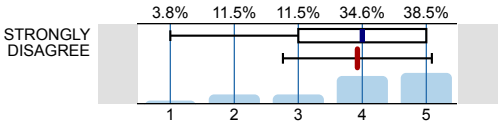
3.5) Course objectives were met.



n=26
av.=4.5
md=5
dev.=0.58

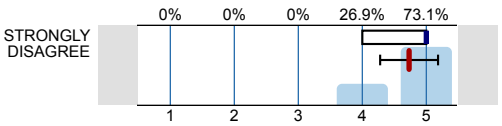
4. Additional Questions

4.1) Instructor encouraged participation.



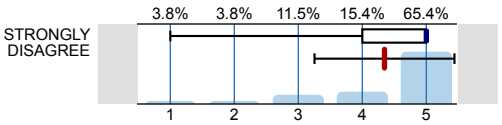
n=26
av.=3.92
md=4
dev.=1.16

4.2) Instructor was respectful to students.



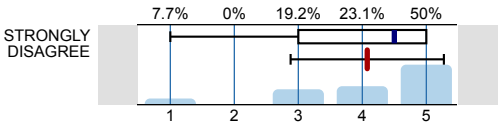
n=26
av.=4.73
md=5
dev.=0.45

4.3) Examinations were a good test of my knowledge.



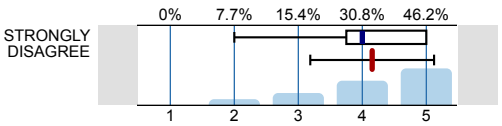
n=26
av.=4.35
md=5
dev.=1.09

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



n=26
av.=4.08
md=4.5
dev.=1.2

4.5) Instructor was an effective teacher.



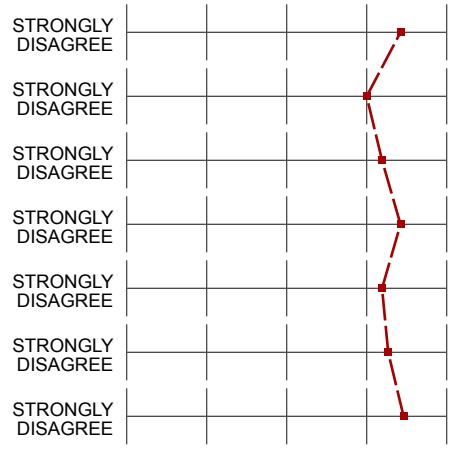
n=26
av.=4.15
md=4
dev.=0.97

Profile

Subunit: A&S-MATH
Name of the instructor: TODD YOUNG
Name of the course: (Name of the survey) Calculus II

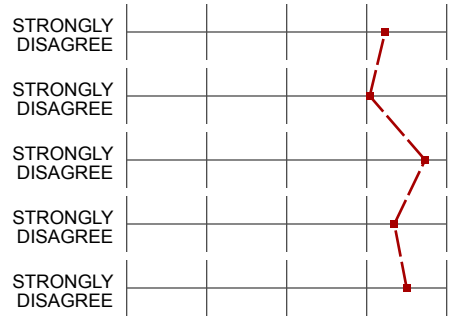
Values used in the profile line: Mean

2. Instructor Evaluation



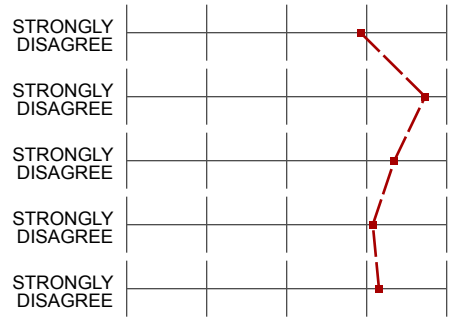
2.1)	Instructor created an environment that was conducive to learning.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.42	md=5.00 dev.=0.76
2.2)	Instructor gave clear explanations.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.00	md=4.00 dev.=0.98
2.3)	Instructor used helpful examples and illustrations.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.19	md=4.50 dev.=1.02
2.4)	Instructor consistently followed grading criteria.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.42	md=5.00 dev.=0.81
2.5)	Instructor provided useful feedback.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.19	md=4.50 dev.=0.94
2.6)	Instructor provided timely feedback.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.27	md=4.50 dev.=0.87
2.7)	Instructor made herself or himself available for assistance outside of class.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.46	md=5.00 dev.=0.71

3. Course Evaluation



3.1)	Outside class activities (readings, assignments, homework, problem sets, etc.) helped me to understand the subject.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.23	md=4.50 dev.=0.95
3.2)	In-class activities (lecture, discussion, handouts, group-work, etc.) contributed to my understanding of the subject.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.04	md=4.00 dev.=1.18
3.3)	This course challenged me intellectually.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.73	md=5.00 dev.=0.53
3.4)	Course grading criteria were communicated clearly.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.35	md=4.50 dev.=0.75
3.5)	Course objectives were met.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.50	md=5.00 dev.=0.58

4. Additional Questions



4.1)	Instructor encouraged participation.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=3.92	md=4.00 dev.=1.16
4.2)	Instructor was respectful to students.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.73	md=5.00 dev.=0.45
4.3)	Examinations were a good test of my knowledge.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.35	md=5.00 dev.=1.09
4.4)	Overall, considering its content, design and structure, this course was excellent.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.08	md=4.50 dev.=1.20
4.5)	Instructor was an effective teacher.	STRONGLY DISAGREE	STRONGLY AGREE	n=26	av.=4.15	md=4.00 dev.=0.97

Comments Report

5. Open Response

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

- Being able to explain the content and answer any questions.
- Dr. Young is one of the better calc professors I have, he explains things pretty clearly and manages to keep my attention for the class period.
- He is a very intelligent Professor, he gave useful examples during class, and he taught the information pretty well.
- He is very helpful. If you go to him for help during office hours, he will explain any problems you are confused on. Best of all, he doesn't make you feel bad if you don't understand the problem immediately, like some professors. He is also a very fair grader, and is an all around good professor.
- He seemed really intelligent and knew the material like the back of his hand
- He was always open to answer questions.
- He was very knowledgeable and very easy to understand. He taught quite well and showed all the steps rather than just skipping those which may seem simple to him but not so simple to the students.
- His explaination is very clearly
- His explanation of problems was clear and concise. He is a very approachable man and is easily understandable. The best calculus teacher I have had.
- His explanations of the material.
- His strength is that he is very strong in this course.
- Respectfulness towards the students
- Speaks English and cares about college students, unlike many math professors here at Ohio University.
- The instructor was very knowledgeable in the subject and could answer any questions that the students had. He would go over each test problem and work them out afterwards so that the students knew how to do them for next time and are able to use previous tests as a study guide for the final because of it.
- Understanding of the material
- Works through problems at a pace that is easy to follow, and clearly explains steps. If you are confused and ask a question, he is very good at explaining how the step you are confused about works into the problem.
- always asks if we have any questions, provides lots of examples to help us understand the topics, excited to teach us, always made sure we knew the material before moving on
- he is always in a good mood and is very approachable after class.
- knowing the material by heart

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

- Dr. Young spends way too much time working on irrelevant problems. He has on more than a few occasions spent 20 minutes or more on a problem just to give up on it, or say that it's a harder problem then we even need to know.
- Going slow and explaining the material and allowing the students to write down information before he proccedes to next steps.
- He doesn't finish problems all the way through half the time. He makes a lot of small errors that students have to point out. He writes on the opposite side of the board a lot which makes it hard for students on the opposite side of the classroom to read.
- He just seemed to assume everyone was much smarter than we actually were. He needs to dumb things down a bit for everyone. He also tends to make little mistakes here and there by mistake.
- I wish he used Blackboard or some other way we could see all our grades laid out. I may have missed the class where they were handed back, but I never saw either of my midterms after I took them, and it would be nice to know those grades.
- Making himself available outside of class.
- Not elaborating clearly the examples
- Occasionally the example problems he uses are a bit lengthier and more complicated than they need to be, and I think working them out ahead of time would help make sure that the numbers/functions he chose for demonstrating a concept don't end up creating more of a science project than necessary.
- Some of his explanations of the material were very hard to understand, which made understanding the material difficult.
- Sometimes he would work through problems too fast and I would have trouble following along while also trying to take notes
- The instructor always make some careless mistakes and cannot find those mistakes without telling him.
- When writing out example problems, he may skip steps that students aren't able to follow because they don't understand the material as well as he does. This can complicate the understanding of whole parts of the problem, which can make learning somewhat difficult at times.
- Write a little bigger on the board.
- chalk/body-blocking the board. easily worked around however, only a small weakness
- his weakness is that he did not explain each example to the extent that i would have liked.
- n/a

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

- 1. Dr. Young
  2. The content isn't 100% cumulative. Of course it is to some extent but if you get lost on one topic sometimes it's not difficult to catch up/ start over on the next one.
- Application in engineering
- It's a very helpful class for my future career.
- Lecture
- Promoting group work between individuals.
- The content was very challenging.
- The course is challenging and has taught me a lot about Calculus and math in general. I've been working a lot outside class and consistently surprise myself when I manage to complete problems that looked impossible. My math skills have definitely improved.
- The greatest strength is probably the opportunity to make up valuable points via MATLAB and recitation.
- The greatest strength of the course was that it did challenge you mentally. You had to study for a long time in order to do well.
- The strength of the course is that it was a lot of review from Calculus 1.
- The teacher. He was great! My best math teacher here yet.
- The tests.
- The textbook is the best one that I've used recently. It gives very good examples and explanations, and after the material in each section is gone over during lecture, it makes even more sense and is excellent study material.
- course work shows how the topics can be applied in the real world
- the tests are very similar to the homework and examples in class

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

- After taking this class twice, I still think that there has to be a simpler way to teach the series chapters. I think using both a conceptual approach and an on-paper-mathematical approach could help. It seems to me like a lot of definitions rather than "this is how they are useful". I think beginning with "this is how they are useful" could help students get a basic grasp on the general concept and you could refine that idea and add more definitions from there.
- Class material and sample questions are too easy. Those questions should be combined with more than one testing material.
- I hate the tests. I might be biased since I typically have trouble with them, however, I haven't felt good about any test I've taken since I started in the calc series. I've taken more calc tests than the average student, since I retook 263Â, 263B 2 times, and am on my second retake of 2302. Most of the times I've failed calc, it's been because I didn't put the work in, but there have also been times where I went into the test with a decent percentage and had the test demolish my grade.
- I think that Homework should be mandatory because I don't understand this class.
- Matlab, it is uncommon that anyone actually understands what is going on during them so I feel like were not really getting anything out of it.
- Series and sequences are the hardest things in the world to understand in just a couple weeks.
- The Matlabs did not increase my knowledge of the subject.
- The book could be better. A lot of times I wouldn't be able to figure out problems from the book, but would be able to just search a similar problem on Youtube and get a very clear explanation.
- The greatest weakness of the course is that it was a lot of topics to learn in such a short period of time.
- The greatest weakness was that the material was very difficult to grasp. The textbook didn't help much either. In order to improve, I would have the teachers spend more time on one section instead of just covering it in one day.
- The matlabs were very pointless and time consuming, and were assigned after they were already tested on.
- There is a lot of work that needs to be done for the course, and since homework isn't required, students may not feel the need to do all of the work. The only significant portion of the grade that tests your knowledge before an exam is the recitation group work, and that isn't enough to fully go over the material. It might be helpful to make homework required, though maybe every few weeks, and for completion. It is to test your knowledge, and some problems can be very challenging.
- matlab assignments are quite tedious.
- n/a