Ohio University
Class Climate Survey System

Survey Evaluation Results

Dear TODD YOUNG,

This report contains course evaluations for the Fall semester 2016-2017 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.

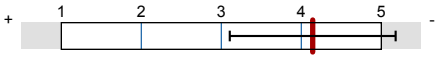
The second portion of the analysis contains the average values of all individual questions listed.

If you have any questions, please feel free to contact me directly.

Thank you,
Molly deLaval
Department Administrator, Mathematics
740.593.1253

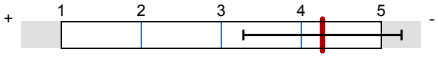
Overall indicators

Global Index



av.=4.14
dev.=1.04

2. Instructor Evaluation



av.=4.26
dev.=0.99

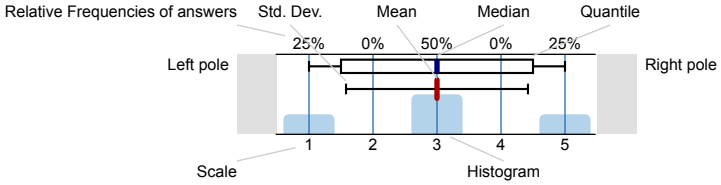
3. Course Evaluation

av.=4.02
dev.=1.08

Survey Results

Legend

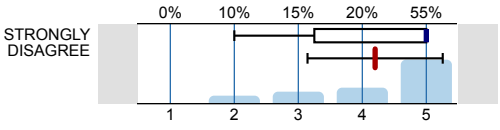
Question text



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

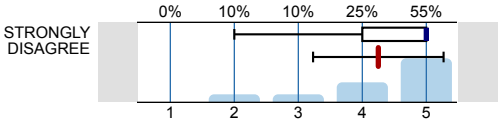
2. Instructor Evaluation

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



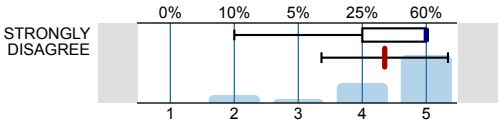
n=20
av.=4.2
md=5
dev.=1.06

2.2) Instructor gave clear explanations.



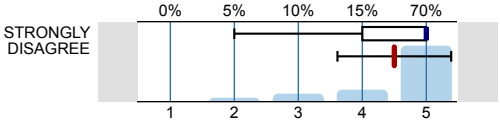
n=20
av.=4.25
md=5
dev.=1.02

2.3) Instructor used helpful examples and illustrations.



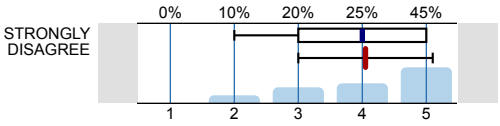
n=20
av.=4.35
md=5
dev.=0.99

2.4) Instructor consistently followed grading criteria.



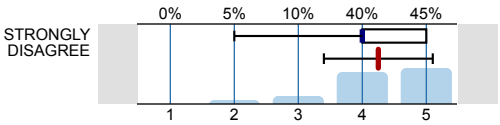
n=20
av.=4.5
md=5
dev.=0.89

2.5) Instructor provided useful feedback.



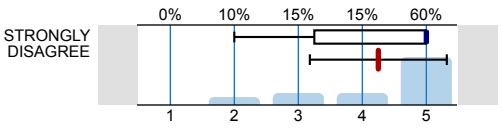
n=20
av.=4.05
md=4
dev.=1.05

2.6) Instructor provided timely feedback.



n=20
av.=4.25
md=4
dev.=0.85

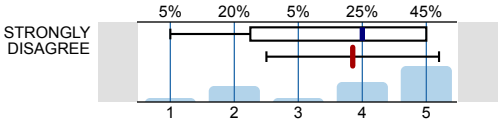
2.7) Instructor made herself or himself available for assistance outside of class.



n=20
av.=4.25
md=5
dev.=1.07

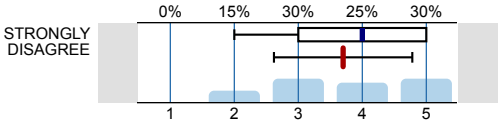
3. Course Evaluation

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



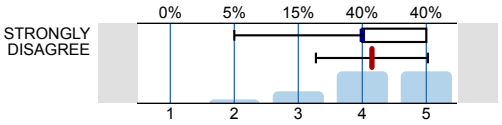
n=20
av.=3.85
md=4
dev.=1.35

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



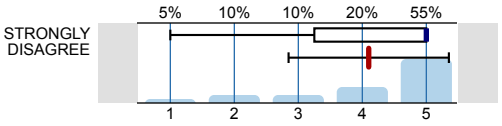
n=20
av.=3.7
md=4
dev.=1.08

3.3) This course challenged me intellectually.



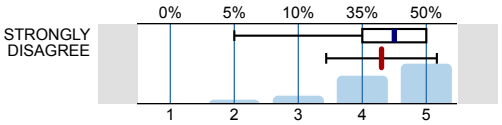
n=20
av.=4.15
md=4
dev.=0.88

3.4) Course grading criteria were communicated clearly.



n=20
av.=4.1
md=5
dev.=1.25

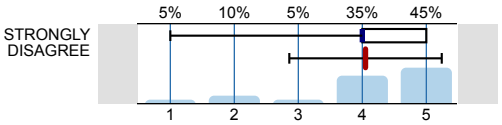
3.5) Course objectives were met.



n=20
av.=4.3
md=4.5
dev.=0.86

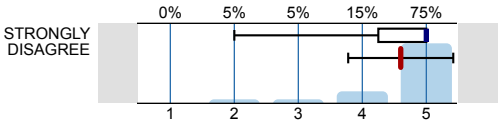
4. Additional Questions

4.1) Instructor encouraged participation.



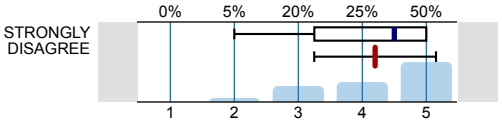
n=20
av.=4.05
md=4
dev.=1.19

4.2) Instructor was respectful to students.



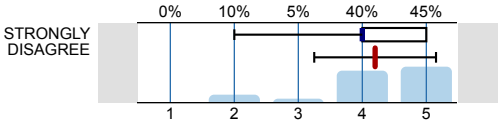
n=20
av.=4.6
md=5
dev.=0.82

4.3) Examinations were a good test of my knowledge.



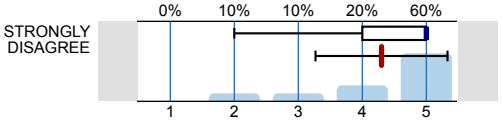
n=20
av.=4.2
md=4.5
dev.=0.95

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



n=20
av.=4.2
md=4
dev.=0.95

4.5) Instructor was an effective teacher.



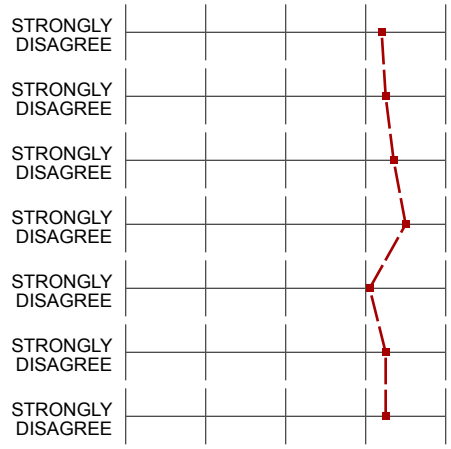
n=20
av.=4.3
md=5
dev.=1.03

Profile

Subunit: A&S-MATH
Name of the instructor: TODD YOUNG
Name of the course: (Name of the survey) Applied Numerical Methods (MATH3600101_2171_Regular)

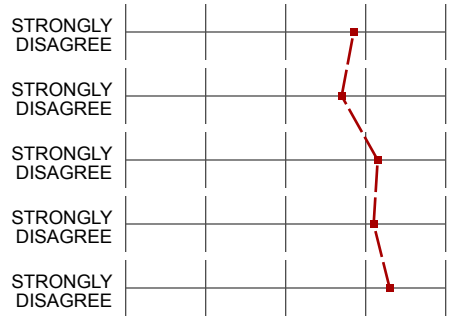
Values used in the profile line: Mean

2. Instructor Evaluation



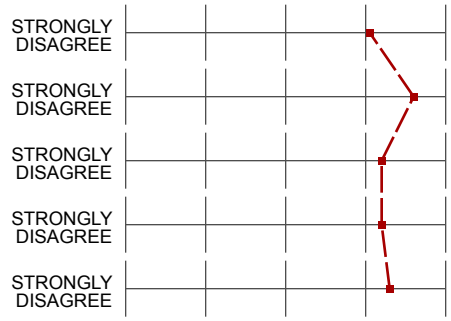
2.1)	Instructor created an environment that was conducive to learning.	n=20	av.=4.20 md=5.00 dev.=1.06
2.2)	Instructor gave clear explanations.	n=20	av.=4.25 md=5.00 dev.=1.02
2.3)	Instructor used helpful examples and illustrations.	n=20	av.=4.35 md=5.00 dev.=0.99
2.4)	Instructor consistently followed grading criteria.	n=20	av.=4.50 md=5.00 dev.=0.89
2.5)	Instructor provided useful feedback.	n=20	av.=4.05 md=4.00 dev.=1.05
2.6)	Instructor provided timely feedback.	n=20	av.=4.25 md=4.00 dev.=0.85
2.7)	Instructor made herself or himself available for assistance outside of class.	n=20	av.=4.25 md=5.00 dev.=1.07

3. Course Evaluation



3.1)	Outside class activities (readings, assignments, homework, problem sets, etc.) helped me to understand the subject.	n=20	av.=3.85 md=4.00 dev.=1.35
3.2)	In-class activities (lecture, discussion, handouts, group-work, etc.) contributed to my understanding of the subject.	n=20	av.=3.70 md=4.00 dev.=1.08
3.3)	This course challenged me intellectually.	n=20	av.=4.15 md=4.00 dev.=0.88
3.4)	Course grading criteria were communicated clearly.	n=20	av.=4.10 md=5.00 dev.=1.25
3.5)	Course objectives were met.	n=20	av.=4.30 md=4.50 dev.=0.86

4. Additional Questions



4.1)	Instructor encouraged participation.	n=20	av.=4.05 md=4.00 dev.=1.19
4.2)	Instructor was respectful to students.	n=20	av.=4.60 md=5.00 dev.=0.82
4.3)	Examinations were a good test of my knowledge.	n=20	av.=4.20 md=4.50 dev.=0.95
4.4)	Overall, considering its content, design and structure, this course was excellent.	n=20	av.=4.20 md=4.00 dev.=0.95
4.5)	Instructor was an effective teacher.	n=20	av.=4.30 md=5.00 dev.=1.03

Comments Report

5. Open Response

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

- Dr. Young always made himself available to give assistance with homework problems or when studying for exams.
- Easy to understand and fun to have.
- Good at answering questions during/after lecture, grades quickly and provides helpful feedback.
- Good at explaining material
- He uses the chalk board thoroughly
- He was very efficient with matlab and board explanations.
- His greatest strength is his experience. Obviously he's been doing this for a long time and seems to really enjoy his job. He answers questions in a professional and timely manner and is always enthusiastic about the material.
- His short concise explanations without giving away the answer to a question
- His teaching style of following along with what is on the board was effective.
- I hope the exam can be on the computer about using Matlab solve problem. Hard to mesmerized code.
- Making time to work with students and explain things not understood during lecture
- The ability to relate the course content to real world applications.
- Willingness to help out. Alwas available to answer questions, truely wants us to succeed.

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

- -
- Did not explain syllabus well
- Exams. Making students write out code by hand without any sort of compiler is BRUTAL. Not realistic at all and adds unnecessary levels of stress to an already stressful semester.
- He didn't correct any exams so you had to do that on your own.
- N/A (2 Counts)
- None that I can think of.
- Not providing enough detail on the specifics of MatLab and the code itself.
- Possibly the speed of the instructions.
- Some lecture are a little dry, material dependent really. no complaints.
- Some new material Dr. Young would cover a little to quickly which in return made it harder to understand how to perform the homework or the exams.
- There are a lot of word problems that are confusing at times.

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

- Allows group work on homework, which helps everyone to understand the concepts together and finish the assignments in a timely manner.
- Great for introduction to matlab
- Having certain files of programs in the text so we don' have to recreate them.
- Helps with familiarity of MATLAB, however I had to use MATLAB in many other classes and knew how to efficiently use the program before taking this class.
- It's a good start for learning how to use MATLAB.
- Learning the program of MATLAB serves as a big help when participating in other classes that require the use of the program.
- Teaching operations of matlab, used several codes in other class
- The amount of content per class was manageable.
- The homework was good practice for the exams so working in groups helped understand the material and prepare.
- turning every math course hoverer taken into sort of a CAD like class. using a computer instead of pen and paper we are used to for the past 20 years

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

- Again some people just don't understand matlab and that is a difficult bump to get over
- Boring material. If I have to take Differential Equations then why learn about approximation methods of Diff Eqs? Contradicts other class material and seems extremely pointless. Sorry.
- Lots of random code, i can complete it and due it satisfactory but the applications of it are super specific. itd like to use what i learn in this class and expand it. If the students could more or less "create the class" itd be a lot more and wed take more from it.
- Much of the class can be done outside of class
- Some concepts are hard to understand since they are completely new math topics introduced through MATLAB rather than having some theory to back up the new topic.
- Some exams were a bit difficult, trying to remember functions/scripts we typed in Matlab.
- The amount of homework due per week considering you have to use special software to complete it.
- The course has a lot of "here's the easiest way to do this, but let's teach you even more difficult unnecessary ways to do it." You also need to know a LOT of information to model the things you're modeling, so there's almost no point in learning it. I think time could be spent better teaching us more features of MATLAB rather than building programs that many of us will likely never use. There can definitely be improvement to make this more of an engineering class.
- The exams seemed kind of dumb. I know it's easier to cheat on computers but writing matlab programs by hand is pretty difficult.
- The lectures are sometimes vague on the content that would be beneficial to complete the homework.
- There are a lot of word problems that are confusing at times.
- Work done in class can be done more efficiently using existing commands, I wish we were taught how to use those commands more in depth as opposed to creating alternative methods to solving problems.