



Dear Professor Krzysztof Kapulkin:

Student Opinion of Teaching Questionnaire Results

This form contains evaluation results for BUSINESS CALCULUS(MATH-0120)-1110.

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 4 or 5 (depending on the scale) 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 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)

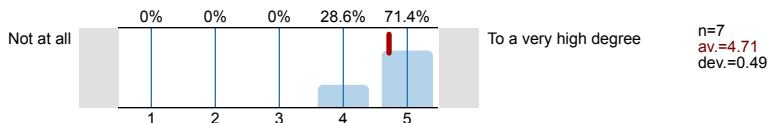
Professor Krzysztof Kapulkin

BUSINESS CALCULUS(MATH-0120)-11102147_UPITT_MATH_0120_SEC1110
 2147_6WK1
 7 RESPONDENTS = 35% OF NUMBER REGISTERED

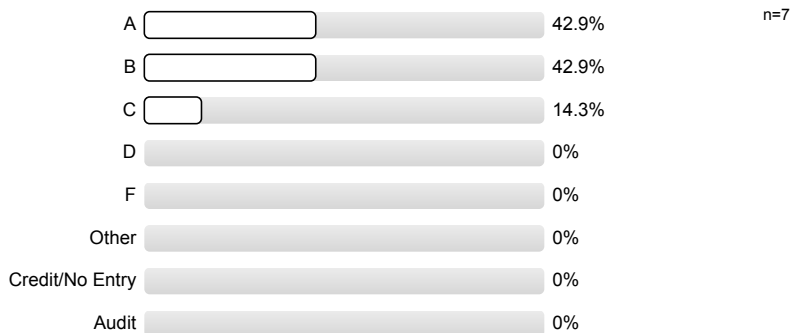


1. SELF RATINGS

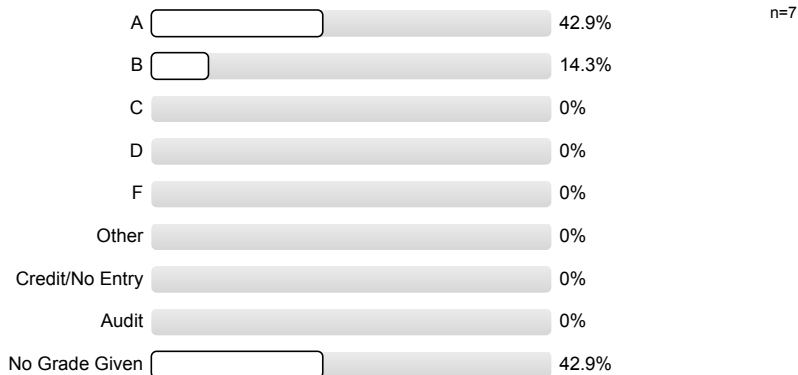
1.1) Did the recitations contribute to your learning in this course?



1.2) What grade do you expect in the course?



1.3) What grade do you expect in this recitation?

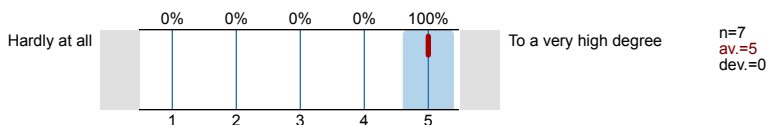


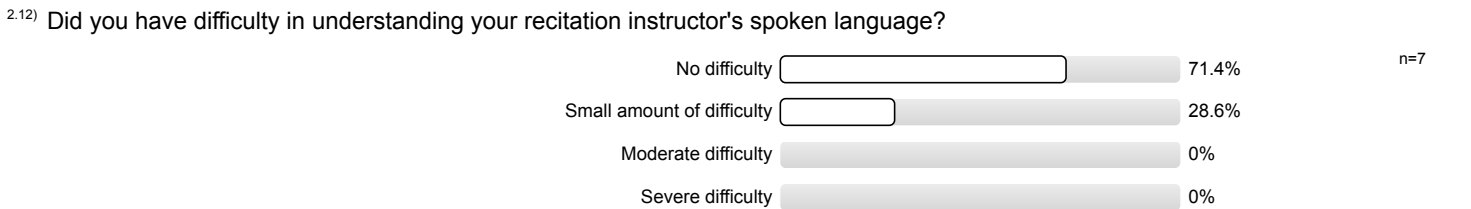
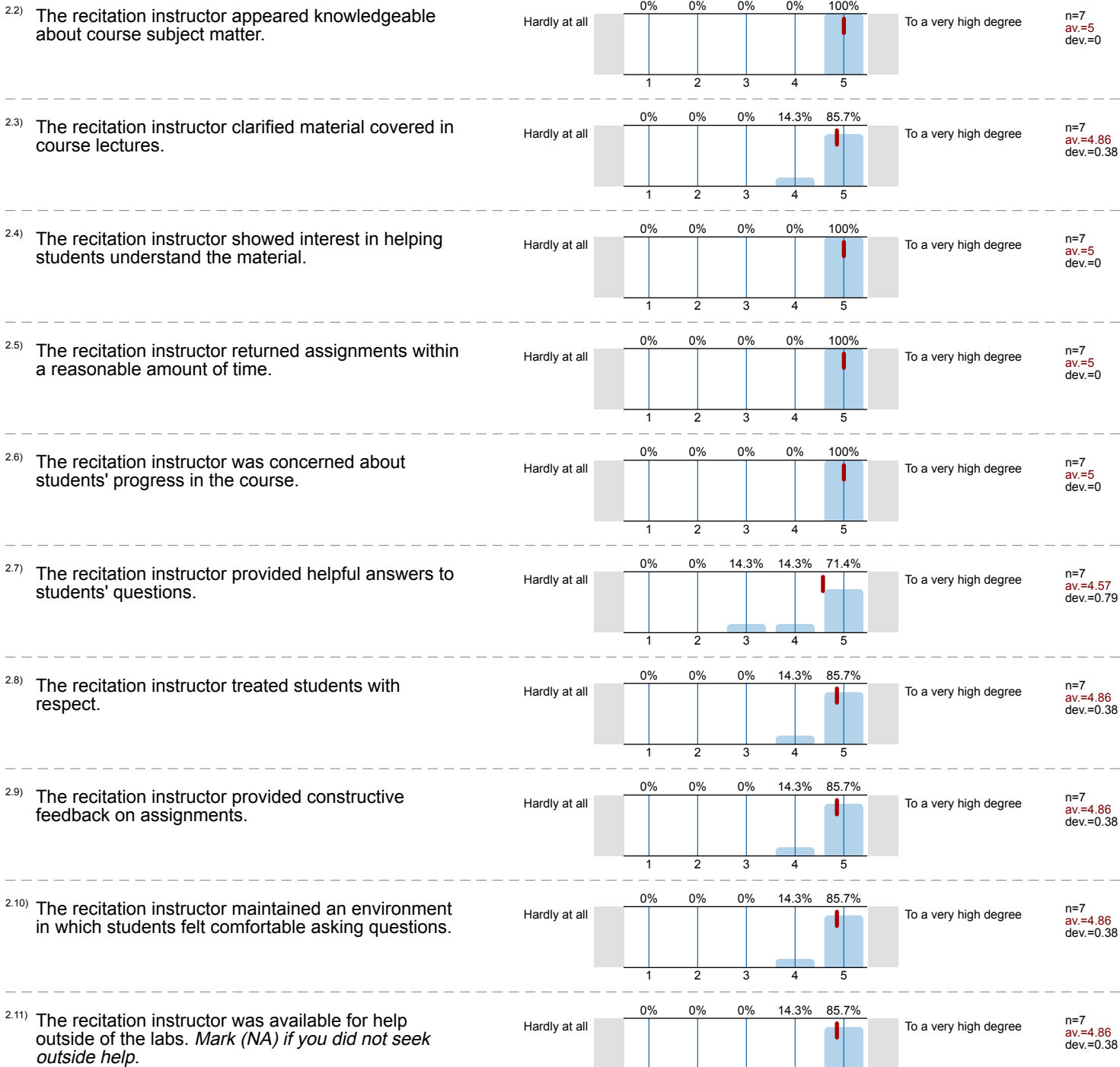
1.4) What percent of the recitations did you attend?



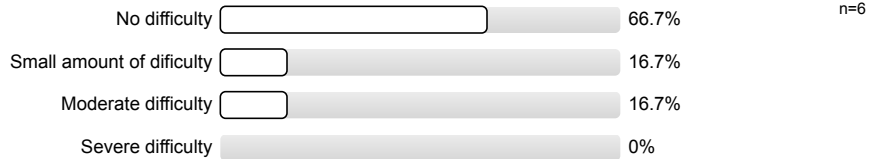
2. RECITATION INSTRUCTOR TEACHING EVALUATION

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



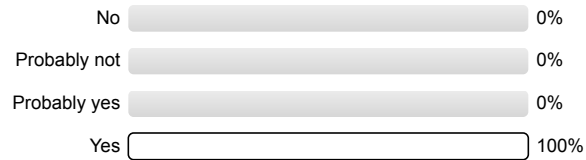


2.13) Did your recitation instructor have difficulty in understanding the questions that were asked by students in class?



n=6

2.14) Would you recommend this recitation instructor to other students who are going to take this course?



n=7

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.

- Chris made an 8 AM bearable, and I could even go as far as to say exciting. Math isn't all that fun, but Chris made class fun. He always came prepared, and tried to really get the class involved.
- Honestly, one of the best TAs I've had.
- just a great teacher
- love the format of your recitation, it was one of the very few recitations I have ever felt inclined to go to. the problems represented the topics very 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.

- Have the problems to do on a handout. Saves time. I had trouble going to the board to solve problems because I was still copying or had just finished copying the questions.
- N/A
- maybe assigning people to go to the board and solve instead of wasting time and waiting for people to volunteer so we can go through problems quicker.
- try to understand students do problems different ways than the "book way" and it's still correct

Profile












Subunit: **A&S-MATH LOWER LEVEL**
 Name of the instructor: **Professor Krzysztof Kapulkin,**
 Name of the course: **BUSINESS CALCULUS(MATH-0120)-1110**
 (Name of the survey)

Values used in the profile line: Mean

1. SELF RATINGS

1.1) Did the recitations contribute to your learning in this course? Not at all  To a very high degree n=7 av.=4.71 md=5.00 dev.=0.49

2. RECITATION INSTRUCTOR TEACHING EVALUATION

2.1) The recitation instructor was well-prepared for the recitations.	Hardly at all		To a very high degree	n=7 av.=5.00 md=5.00 dev.=0.00
2.2) The recitation instructor appeared knowledgeable about course subject matter.	Hardly at all		To a very high degree	n=7 av.=5.00 md=5.00 dev.=0.00
2.3) The recitation instructor clarified material covered in course lectures.	Hardly at all		To a very high degree	n=7 av.=4.86 md=5.00 dev.=0.38
2.4) The recitation instructor showed interest in helping students understand the material.	Hardly at all		To a very high degree	n=7 av.=5.00 md=5.00 dev.=0.00
2.5) The recitation instructor returned assignments within a reasonable amount of time.	Hardly at all		To a very high degree	n=7 av.=5.00 md=5.00 dev.=0.00
2.6) The recitation instructor was concerned about students' progress in the course.	Hardly at all		To a very high degree	n=7 av.=5.00 md=5.00 dev.=0.00
2.7) The recitation instructor provided helpful answers to students' questions.	Hardly at all		To a very high degree	n=7 av.=4.57 md=5.00 dev.=0.79
2.8) The recitation instructor treated students with respect.	Hardly at all		To a very high degree	n=7 av.=4.86 md=5.00 dev.=0.38
2.9) The recitation instructor provided constructive feedback on assignments.	Hardly at all		To a very high degree	n=7 av.=4.86 md=5.00 dev.=0.38
2.10) The recitation instructor maintained an environment in which students felt comfortable asking questions.	Hardly at all		To a very high degree	n=7 av.=4.86 md=5.00 dev.=0.38
2.11) The recitation instructor was available for help outside of the labs. <i>Mark (NA) if you did not seek outside help.</i>	Hardly at all		To a very high degree	n=7 av.=4.86 md=5.00 dev.=0.38