



Dear Professor Ryan Alvarado:

Student Opinion of Teaching Questionnaire Results

This form contains survey results for ORDINARY DIFFERENTIAL EQUATIONS 1 (MATH-1270)-1070.

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.

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)

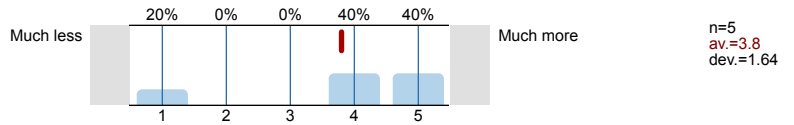
Professor Ryan Alvarado

ORDINARY DIFFERENTL EQUATNS 1(MATH-1270)-10702164_UPITT_MATH_1270_SEC1070
 Spring 2016
 5 RESPONDENTS = 22.73% OF NUMBER REGISTERED

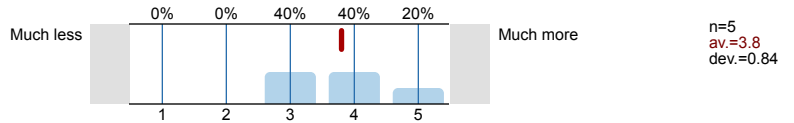


1. SELF RATINGS

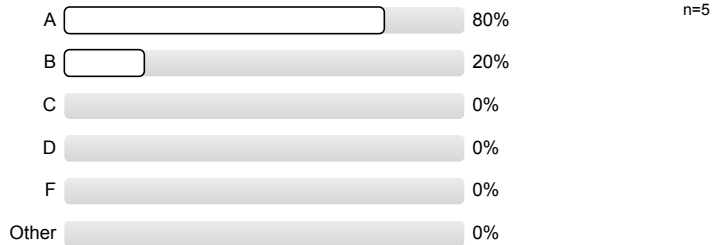
1.1) Compared to other courses at the same level, the amount of work I did was:



1.2) In this course I have learned:

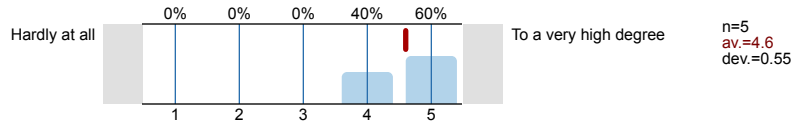


1.3) The grade I expect in this course is:

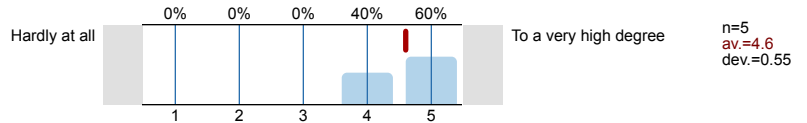


2. TEACHING EVALUATION

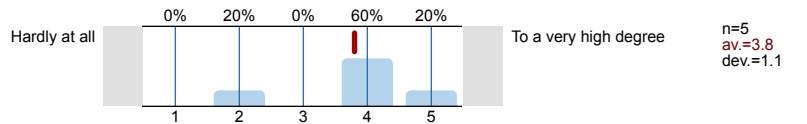
2.1) The instructor presented the course in an organized manner.



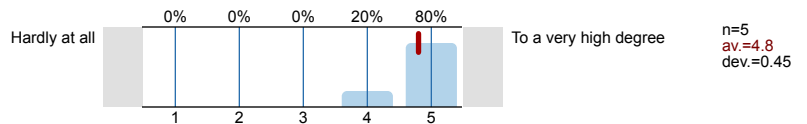
2.2) The instructor stimulated my thinking.



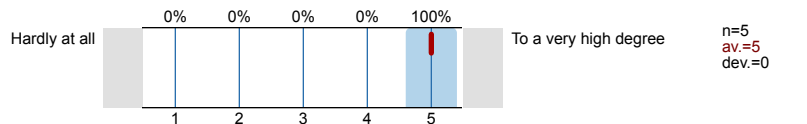
2.3) The instructor evaluated my work fairly.



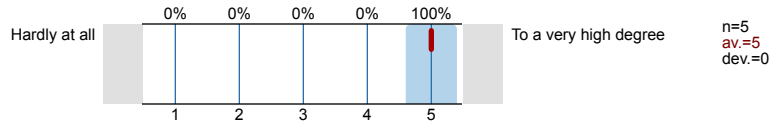
2.4) The instructor made good use of examples to clarify concepts.



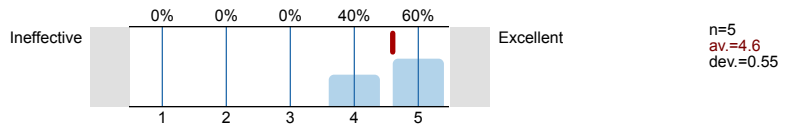
2.5) The instructor maintained a good learning environment.



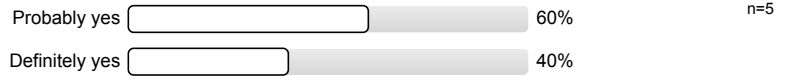
2.6) The instructor was accessible to students. (Do not answer if no basis to judge)



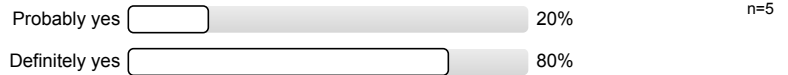
2.7) Express your judgment of the instructor's **overall teaching effectiveness**:



2.8) Would you recommend this course to other students?



2.9) Would you recommend this instructor to other students?



3. TEACHING COMMENTS

3.1) What were the instructor's major strengths?

- Effective at teaching by showing examples and answering questions thoroughly. He was also very personal and approachable, so that enabled him to know our facial reactions and thus teach slower or faster accordingly.
 - Organization, Clarity, Enthusiasm.
 - This was a night class, so being engaging is absolutely vital. Luckily, he was. He also was very helpful when answering questions, especially during office hours. He was passionate about the subject, and appeared to care about the students too. Definitely a very fair teacher, which I appreciated. Had enough energy to make a doing calculus at 8:30 at night not the absolute worst thing ever.
- Also, his helpfulness in office hours can't be overstated.
- energy
 - examples helped to demonstrate the theory presented

3.2) What were the instructor's major weaknesses?

- No so far
- None
- Sometimes put students on the spot is all I can really think of. But that's not a huge issue they just looked awkward and I felt bad for them. I was fine.
- Sometimes will rush through the theorems and definitions. It's hard to get understand the theorem the first time around in class. I wish we did more explanations and applications of the theorems as less examples of computational work. Only one or two computational work should suffice.
- assigned way too much work

4. COURSE COMMENTS

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

- All of it.
- Bifurcation diagrams, solution tendencies

- It's a class I need for my major, so basically learning the material was the beneficial part of this class. It would have been more beneficial if I took it before I took some physics classes but that's my bad.
 - completing the requirement
 - homework
-

4.2) What suggestions do you have to improve the course?

- I think it was a pretty solid course. Main issue was the time it was taught, but that's not really something that can just be changed.
- More examples
- None
- n/a

- offer it in the middle of the day instead of at night

Profile

Subunit: **A&S-MATH UPPER LEVEL**
 Name of the instructor: **Professor Ryan Alvarado,**
 Name of the course: **ORDINARY DIFFERENTL EQUATNS 1(MATH-1270)-1070**
 (Name of the survey)

Values used in the profile line: Mean

1. SELF RATINGS



2. TEACHING EVALUATION

