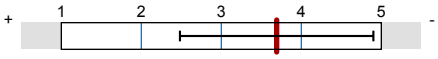
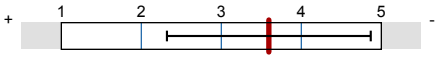
Overall indicators

Global Index



av.=3.69
dev.=1.21

2. Instructor Evaluation



av.=3.59
dev.=1.27

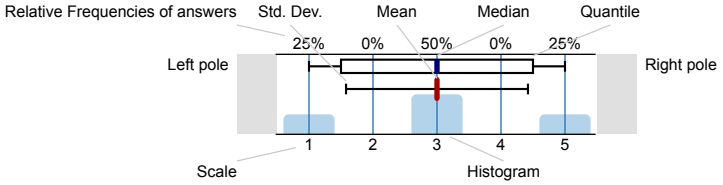
3. Course Evaluation

av.=3.79
dev.=1.14

Survey Results

Legend

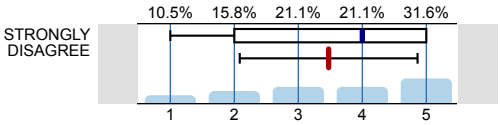
Question text



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

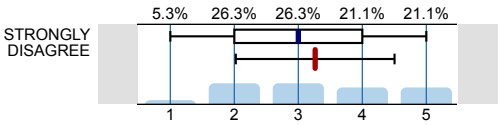
2. Instructor Evaluation

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



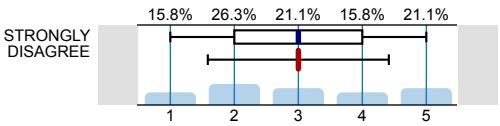
n=19
av.=3.47
md=4
dev.=1.39

2.2) Instructor gave clear explanations.



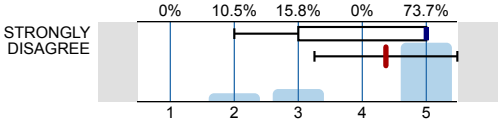
n=19
av.=3.26
md=3
dev.=1.24

2.3) Instructor used helpful examples and illustrations.



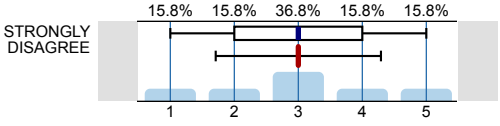
n=19
av.=3
md=3
dev.=1.41

2.4) Instructor consistently followed grading criteria.



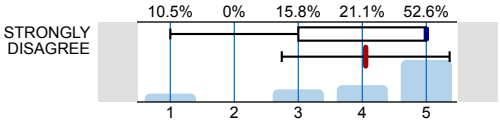
n=19
av.=4.37
md=5
dev.=1.12

2.5) Instructor provided useful feedback.



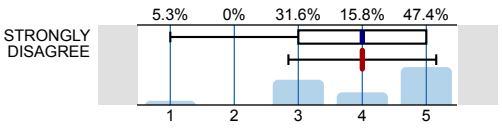
n=19
av.=3
md=3
dev.=1.29

2.6) Instructor provided timely feedback.



n=19
av.=4.05
md=5
dev.=1.31

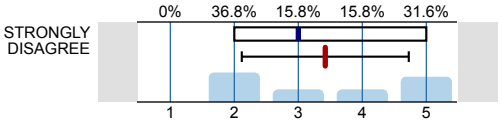
2.7) Instructor made herself or himself available for assistance outside of class.



n=19
av.=4
md=4
dev.=1.15

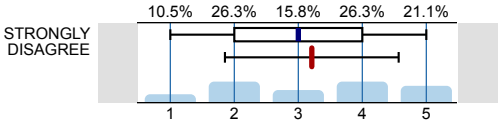
3. Course Evaluation

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



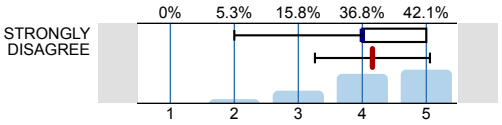
n=19
av.=3.42
md=3
dev.=1.3

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



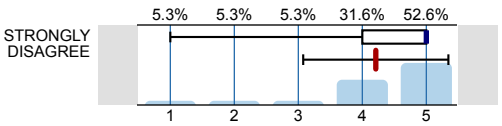
n=19
av.=3.21
md=3
dev.=1.36

3.3) This course challenged me intellectually.



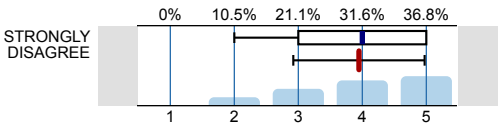
n=19
av.=4.16
md=4
dev.=0.9

3.4) Course grading criteria were communicated clearly.



n=19
av.=4.21
md=5
dev.=1.13

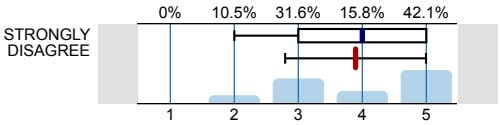
3.5) Course objectives were met.



n=19
av.=3.95
md=4
dev.=1.03

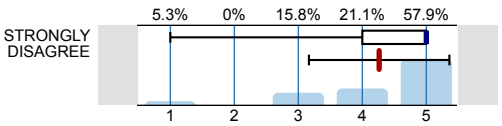
4. Additional Questions

4.1) Instructor encouraged participation.



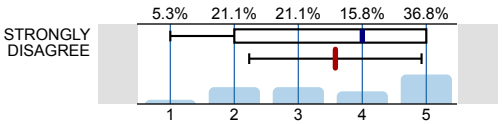
n=19
av.=3.89
md=4
dev.=1.1

4.2) Instructor was respectful to students.



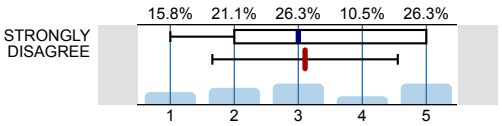
n=19
av.=4.26
md=5
dev.=1.1

4.3) Examinations were a good test of my knowledge.



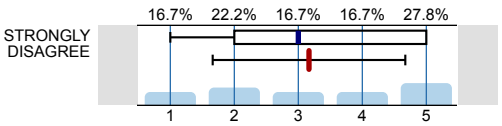
n=19
av.=3.58
md=4
dev.=1.35

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



n=19
av.=3.11
md=3
dev.=1.45

4.5) Instructor was an effective teacher.



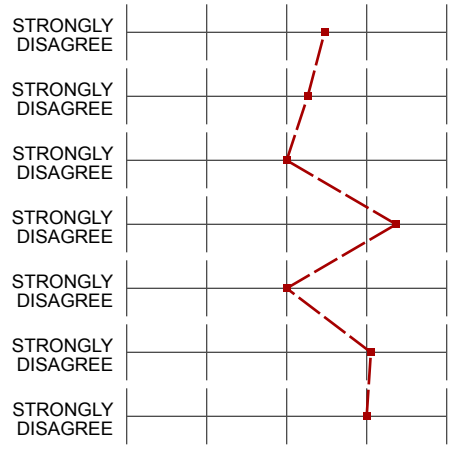
n=18
av.=3.17
md=3
dev.=1.5

Profile

Subunit: A&S-MATH
Name of the instructor: MARTIN MOHLENKAMP
Name of the course: (Name of the survey) Applied Linear Algebra

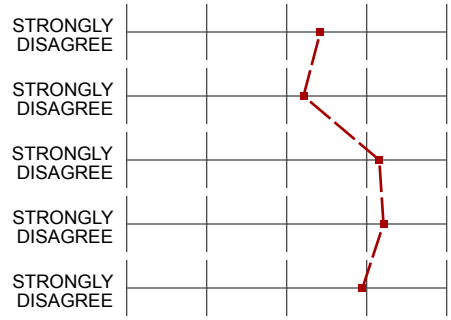
Values used in the profile line: Mean

2. Instructor Evaluation



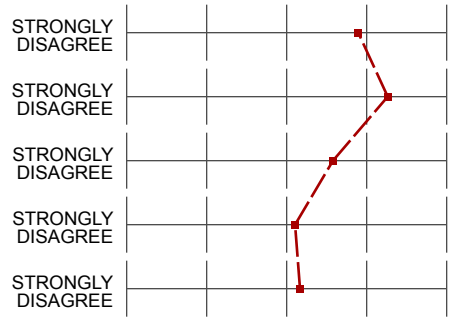
2.1)	Instructor created an environment that was conducive to learning.	n=19	av.=3.47 md=4.00 dev.=1.39
2.2)	Instructor gave clear explanations.	n=19	av.=3.26 md=3.00 dev.=1.24
2.3)	Instructor used helpful examples and illustrations.	n=19	av.=3.00 md=3.00 dev.=1.41
2.4)	Instructor consistently followed grading criteria.	n=19	av.=4.37 md=5.00 dev.=1.12
2.5)	Instructor provided useful feedback.	n=19	av.=3.00 md=3.00 dev.=1.29
2.6)	Instructor provided timely feedback.	n=19	av.=4.05 md=5.00 dev.=1.31
2.7)	Instructor made herself or himself available for assistance outside of class.	n=19	av.=4.00 md=4.00 dev.=1.15

3. Course Evaluation



3.1)	Outside class activities (readings, assignments, homework, problem sets, etc.) helped me to understand the subject.	n=19	av.=3.42 md=3.00 dev.=1.30
3.2)	In-class activities (lecture, discussion, handouts, group-work, etc.) contributed to my understanding of the subject.	n=19	av.=3.21 md=3.00 dev.=1.36
3.3)	This course challenged me intellectually.	n=19	av.=4.16 md=4.00 dev.=0.90
3.4)	Course grading criteria were communicated clearly.	n=19	av.=4.21 md=5.00 dev.=1.13
3.5)	Course objectives were met.	n=19	av.=3.95 md=4.00 dev.=1.03

4. Additional Questions



4.1)	Instructor encouraged participation.	n=19	av.=3.89 md=4.00 dev.=1.10
4.2)	Instructor was respectful to students.	n=19	av.=4.26 md=5.00 dev.=1.10
4.3)	Examinations were a good test of my knowledge.	n=19	av.=3.58 md=4.00 dev.=1.35
4.4)	Overall, considering its content, design and structure, this course was excellent.	n=19	av.=3.11 md=3.00 dev.=1.45
4.5)	Instructor was an effective teacher.	n=18	av.=3.17 md=3.00 dev.=1.50

Comments Report

5. Open Response

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

- Consistency and transparency
- Example is good
- He always provides examples that are clear and relate to the homework and exams. He is very patient.
- His knowledge of the subject is evident and challenging the class to stretch its mental limits to achieve higher understanding of the subject is a strength.
- It is obvious that Dr. Mohlenkamp loves mathematics and the subject of the course. His passion shows throughout his teaching and is passed on to his students.
- Martin Mohlenkamp is, by far, the worst professor I have had during my time at Ohio University. Halfway through the semester, I began teaching myself the material because his lectures were so worthless to my understanding. It is downright sad that students are expected to learn from a professor like this.
- Martin is extremely knowledgeable and makes clear what he expects of us as students. He also grades assignments in two days which is useful for assessing oneself.
- Martin took the time to learn students names and to relate to us. He made the environment less threatening.
- Martin was very quick in grading exams and homeworks, were given back to the student the very next day of class.
- The strength of this professor is to explain proofs and where all concepts come from
- Very Kind and Seems to be passionate about teaching. He clearly tells you what will be on exams.
- Very nice, and well spoken.

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

- A weakness of the instructor is that he does not explain the material in real world examples and show where our lessons could be applied to the real world
- Control of the talking in class.
- He is very good at describing the material, but i struggle to take notes. A little unorganized on the board.
- Information he thought was simple is complex to a student.
- Martin Mohlenkamp's greatest weakness was that he wanted so badly to BE the textbook. He taught word-for-word from the textbook, presented examples in technical terms just like a textbook, and provided examples from the textbook. He was not a professor. He was a book on tape.
- Martin is not good at explaining course material in a way the student can understand, I learned more from this class outside of the class on my own time than I did through his "teaching". Attending class on a weekly basis was a waste of my time because of this reason.
- Notes were very scattered when it came down to it. They got confusing very quickly.
- Providing helpful examples that used real numbers.
- The SAT-style true or false section of each examination should not be worth almost one third of every exam. Any property or theorem covered in a section could be incorporated into a true or false question, making it almost impossible to know every single one. Not to mention the class is called Applied Linear Algebra; the most point heavy section of the exam should not be based on theory.
- The material of the class is too fast
- soft spoken

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

- A great strength of this course would be that it covers a large amount of material quickly
- Course will help in future classes
- Cumulative testing.
- In my opinion, the greatest strength of the course is that it is not limited by the text. Dr. Mohlenkamp added supplemental material to the textbook that we had so that we could have a fuller overview of applied linear algebra.
- Nothing.
- The book has concise chapters and relevant exercises that allows one to quickly
- The use of Lin. Alg. with computers.
- The variety of topics it covers
- This course could be great with an actual professor.
- well organized

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

- A weakness of this course it that it doesn't go into very much practice on the problems
- I paid a lot of money to be enrolled in this course and to be tested over material that made no sense when I could have not spent a dime and learned it all through math websites and youtube videos. Huge waste of time and money just to satisfy graduation criteria.
- In relation to my previous statement, I think that the greatest weakness of the class is that there is not a great book for it. The one that we used was too easy for a 3000 level class, but the other option for a textbook was way too complex and much too difficult for the purposes of the class.
- Inconsistencies in expectation appear to me as a weakness. We are encouraged to have better knowledge of word problems. Only one homework problem in the book during the entire course was a word problem leaving me to believe it was less important than other topics, but highly regarded during some tests.
- None
- The inefficiency of performing the math. It was mundane.
- There are many engineering students in the class and i often time struggle to relate the material we are learning to engineering.
- There is very little application involved for a class called Applied Linear Algebra. A majority of the class was spent going over the theorems, properties, and proofs for each section, but there was hardly any explanation as to how what we learned could be applied to any type of engineering situation.
- There wasn't a lot of real life application of the skills we were taught.
- unnecessarily difficult exams, specifically true false questions & no adjusting of grades based on results(besides dropping one).

  If we could have one condensed (2-3 page)document on what to include in good problems it would make it so much easier to follow all of the guidelines. Hunting for each one to check that I am following it is a significant hassle.