UWYO: Arts & Sciences
Spring 2013 Arts and Sciences LECTURE Teaching Evaluation

Course: GEOL4444-01/GEOL5444-01 : Geohydrology

Instructor: Ye Li,Ye Zhang *

1 - Please comment on the Ye Zhang's teaching effectiveness, assignments, materials used in the course, methods (what was done best, as well as what can be improved) and anything else about this course.	
Return Rate	7/10 (70%)

- Very good prepared; interesting topics; good interaction with students; explain things very clearly;

- Professor Zhang tried her best to prepare each class. The teaching materials widen our visions and help us explore our research interest in future. Additionally, the invited talks provided us with more opportunities to understand the abstract theories better. Quiz, assignments and labs also effectively enhanced our learning in the class.

- She is a great professor. Her class slides are perfect. It can show the context of the class clearly.

- good

- Ye Zhang has mastered this material which makes it easy for her to explain well through the various materials we used throughout the semester. Lecture combined with lab, quizzes and assignments were very effective in trying to gain an understanding of the key concepts behind geohydrology. The only improvement I can suggest is for her to slow down during lecture sometimes.

- Overall, Ye Zhang's course was well organized and the students responsibilities were made clear. This course could be improved with a little bit more homework. The labs could be improved by including some actual lab work instead of filling out worksheets with previously collected data. For example, for the grain size distribution lab we could have actually measured some grain size distributions with a sample, some sieves, an some scales. Also, is it feasible to obtain (buy/build) an instrument for performing a Darcy Test?

- -Dedication:
I really like how the professor (Ye Zhang) reads EACH and EVERY step of our homework. Few professors devote this much time to grading everyday homework problems, and it is very refreshing. This careful grading makes me very happy and proud of my work when I receive full marks. The professor is among the most dedicated I have met, and deserves recognition for that.

-Mistakes:
The professor's method of deducting points for mistakes is different from any other method I have experienced. The professor deducts between ~70% and ~100% of the possible points on a problem for having the wrong sign(+/-) or value, and between ~30% and ~50% for a difficult to read number (or an equation that a student just didn't finish writing out) ON AN INTERMEDIATE STEP, regardless of reaching the right answer later on in the problem. The magnitude of these deductions is not proportional to the mistake they represent.

I am familiar with the everything-or-nothing method that entry-level math classes use. That method seems more fair than the professor's current method, because all points are clearly located in a single answer. Currently the number of points deducted for mistakes seems unsystematic and unpredictable. No homework, or quiz has the point-value of the question listed. This would be helpful to students because we do not know what the professor considers important, and thus where we should spend our time. (I do NOT recommend the professor switching methods -- the everything-or-nothing method is dangerous in the hands of a merciless grader.)

-Teaching:
The professor makes good power-points, and explains them in class, whereas other professors just read them to the students. The professor is evidently an expert, and excited about her research. This enthusiasm sets her above the common "garden variety" professor.

The professor is a very good mathematician. Unfortunately, this means she falls-back to a math-proof style of explaining ideas when a systemic/conceptual method is too difficult to explain.

The professor does not communicate in a way that respects the human condition. She does not make a clear distinction between when she is doing a proof for personal edification, and when she expects us to know something for the tests/homework. She says that these concepts are marked as "important" in the power point, but I rarely saw that "important" notice.

The class would be significantly improved if, at the start of the year, she issued a one-page "summary of equations" that we would be responsible for. There would only need to be the equations on this page, no explanations, and no obvious duplicates. Everyone can see that D=M/V is the same as V=M/D. I tired to make a sheet like this as we went, and it worked out rather well, but it was difficult to gauge what the professor felt to be important.

Possibly due to a closer working-relationship, or similar work-style, or cultural norms, students from her group seem to have a significantly easier time meeting the professor's expectations, than students from outside her group.

The professor should stop saying "Don't be confused!" When on a simple topic this is insulting, and when on a difficult topic it does nothing to help us become "unconfused".

-Summary:
This professor could easily be a great asset to the geology department. I am amazed by her enthusiasm, dedication, and expert knowledge. She falls short on explaining ideas as concepts rather than proofs. Also limiting the professor's quality are her computer-like parsing of answers (with no room for benevolent interpretation), and lack of human-friendly communication.

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2 - How would you evaluate the presentation of materials in this course?
Ye Zhang

Response Option	Weight	Frequency	Percentage
Excellent	(5)	4	44.44%
Good	(4)	4	44.44%
Satisfactory	(3)	0	0.00%
Poor	(2)	1	11.11%
Unsatisfactory	(1)	0	0.00%

Means: Question 4.22, College benchmark 4.25, Department benchmark 4.28

Return Rate	Mean	STD		College benchmark	Mean	STD	Department benchmark	Mean	STD
9/10 (90%)	4.22	0.97		14,356	4.25	0.93	624	4.28	0.90

3 - How clear was the basis for evaluating students in this class?
Ye Zhang

Response Option	Weight	Frequency	Percentage
Excellent	(5)	4	44.44%
Good	(4)	3	33.33%
Satisfactory	(3)	1	11.11%
Poor	(2)	0	0.00%
Unsatisfactory	(1)	1	11.11%

Means: Question 4.00, College benchmark 4.26, Department benchmark 4.24

Return Rate	Mean	STD		College benchmark	Mean	STD	Department benchmark	Mean	STD
9/10 (90%)	4.00	1.32		14,336	4.26	0.92	622	4.24	0.95

4 - How would you evaluate the instructor's interaction with students during this class?
Ye Zhang

Response Option	Weight	Frequency	Percentage
Excellent	(5)	5	55.56%
Good	(4)	3	33.33%
Satisfactory	(3)	0	0.00%
Poor	(2)	1	11.11%
Unsatisfactory	(1)	0	0.00%

Means: Question 4.33, College benchmark 4.37, Department benchmark 4.39

Return Rate	Mean	STD		College benchmark	Mean	STD	Department benchmark	Mean	STD
9/10 (90%)	4.33	1.00		14,331	4.37	0.93	621	4.39	0.91

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5 - Did you make arrangements for an office visit with Ye Zhang during this semester?

Response Option	Weight	Frequency	Percentage
Yes	(2)	7	77.78%
No	(1)	2	22.22%

Return Rate	Mean	STD		College benchmark	Mean	STD	Department benchmark	Mean	STD
9/10 (90%)	1.78	0.44		14,312	1.38	0.49	626	1.46	0.50

Means: Question 1.78, College benchmark 1.38, Department benchmark 1.46

6 - If, and only if, you answered yes to the previous question, how would you evaluate the Ye Zhang's interaction with you during office visit(s)?

Response Option	Weight	Frequency	Percentage
Excellent	(5)	4	57.14%
Good	(4)	2	28.57%
Satisfactory	(3)	0	0.00%
Poor	(2)	1	14.29%
Unsatisfactory	(1)	0	0.00%

Return Rate	Mean	STD		College benchmark	Mean	STD	Department benchmark	Mean	STD
7/10 (70%)	4.29	1.11		5,807	4.54	0.82	307	4.60	0.83

Means: Question 4.29, College benchmark 4.54, Department benchmark 4.60

7 - How would you rate the Ye Zhang in making the course intellectually challenging?

Response Option	Weight	Frequency	Percentage
Excellent	(5)	5	55.56%
Good	(4)	2	22.22%
Satisfactory	(3)	2	22.22%
Poor	(2)	0	0.00%
Unsatisfactory	(1)	0	0.00%

Return Rate	Mean	STD		College benchmark	Mean	STD	Department benchmark	Mean	STD
9/10 (90%)	4.33	0.87		14,326	4.34	0.86	620	4.31	0.87

Means: Question 4.33, College benchmark 4.34, Department benchmark 4.31

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8 - What is your overall assessment of the instruction in this course?
Ye Zhang

Response Option	Weight	Frequency	Percentage	Percent Responses	Means
Excellent	(5)	3	33.33%		
Good	(4)	5	55.56%		
Satisfactory	(3)	0	0.00%		
Poor	(2)	0	0.00%		
Unsatisfactory	(1)	1	11.11%		

Means: Question 4.00, College benchmark 4.23, Department benchmark 4.28

Return Rate	Mean	STD		College benchmark	Mean	STD	Department benchmark	Mean	STD
9/10 (90%)	4.00	1.22		14,332	4.23	0.98	619	4.28	0.94

9 - Would you recommend this instructor to others?
Ye Zhang

Response Option	Weight	Frequency	Percentage	Percent Responses	Means
Most definitely	(4)	4	44.44%		
Probably	(3)	4	44.44%		
Probably not	(2)	0	0.00%		
Definitely not	(1)	1	11.11%		

Means: Question 3.22, College benchmark 3.40, Department benchmark 3.45

Return Rate	Mean	STD		College benchmark	Mean	STD	Department benchmark	Mean	STD
9/10 (90%)	3.22	0.97		14,292	3.40	0.85	618	3.45	0.80

10 - What percentage of time have you attended this class?

Response Option	Weight	Frequency	Percentage	Percent Responses	Means
Over 90%	(5)	9	100.00%		
90%	(4)	0	0.00%		
75%	(3)	0	0.00%		
50%	(2)	0	0.00%		
25%	(1)	0	0.00%		

Means: Question 5.00, College benchmark 4.64, Department benchmark 4.70

Return Rate	Mean	STD		College benchmark	Mean	STD	Department benchmark	Mean	STD
9/10 (90%)	5.00	0.00		13,489	4.64	0.71	522	4.70	0.70

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11 - In comparison to other classes you have taken at UW, how interested are you in the subject matter covered in this class?

Response Option	Weight	Frequency	Percentage
Very interested	(3)	6	66.67%
Somewhat interested	(2)	3	33.33%
Not interested at all	(1)	0	0.00%

Means: Question 2.67, College benchmark 2.36, Department benchmark 2.51

Return Rate	Mean	STD		College benchmark	Mean	STD	Department benchmark	Mean	STD
9/10 (90%)	2.67	0.50		13,463	2.36	0.69	518	2.51	0.61

12 - As honestly as possible, rate the effort you have put into this class?

Response Option	Weight	Frequency	Percentage
A great deal	(5)	6	66.67%
A good deal	(4)	1	11.11%
Moderate	(3)	2	22.22%
A little	(2)	0	0.00%
Very little	(1)	0	0.00%

Means: Question 4.44, College benchmark 4.17, Department benchmark 4.06

Return Rate	Mean	STD		College benchmark	Mean	STD	Department benchmark	Mean	STD
9/10 (90%)	4.44	0.88		13,512	4.17	0.82	519	4.06	0.90

13 - What grade do you expect to receive in this course?

Response Option	Weight	Frequency	Percentage
A	(5)	4	44.44%
B	(4)	4	44.44%
C	(3)	1	11.11%
D	(2)	0	0.00%
F	(1)	0	0.00%

Means: Question 4.33, College benchmark 4.32, Department benchmark 4.38

Return Rate	Mean	STD		College benchmark	Mean	STD	Department benchmark	Mean	STD
9/10 (90%)	4.33	0.71		13,471	4.32	0.78	516	4.38	0.79

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14 - What is your class standing?

Response Option	Weight	Frequency	Percentage
Freshman	(1)	0	0.00%
Sophomore	(2)	0	0.00%
Junior	(3)	0	0.00%
Senior	(4)	3	33.33%
Graduate Student	(5)	6	66.67%
Other	(6)	0	0.00%

Return Rate	Mean	STD		College benchmark	Mean	STD	Department benchmark	Mean	STD
9/10 (90%)	4.67	0.50		13,491	2.73	1.37	523	2.87	1.44

Means: Question 4.67, College benchmark 2.73, Department benchmark 2.87