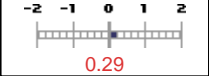
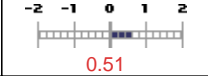


CS 2501-001 Spec Topic: Computer Science - Spring 2016

ENGR (21343)

INSTRUCTORS: Tychonievich, Luther (lat7h)

Respondents: 23 / Enrollment: 61

Summary: CS 2501-001 Spec Topic: Computer Science - Spring 2016 (21343)			
Overall Course Rating		Overall Instructor Rating	
CS-2501-001 Mean 4.34 CS-2501-001 Std Dev 0.70 CS-2501-001 Response Count 115		INSTRUCTOR: Tychonievich, Luther Mean 4.70 Std Dev 0.47 Response Count 161	
Difference from Category Mean, Expressed in Category Standard Deviations		Difference from Category Mean, Expressed in Category Standard Deviations	
SEAS, 2000-level courses Mean 4.05 SEAS, 2000-level courses Std Dev 1.00 SEAS, 2000-level courses Response Count 16344		SEAS, 2000-level courses Mean 4.24 SEAS, 2000-level courses Std Dev 0.89 SEAS, 2000-level courses Response Count 23150	

~ QUESTIONS AND DETAILS ~ ~ ANSWER MATRICES ~

<p>1. Which topic/lecture in this course was your favorite and why?</p> <p style="text-align: center;">~ Question Type: Short Answer ~</p> <p style="text-align: center;"><i>contributed by Tychonievich, Luther (lat7h)</i></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2" style="background-color: #000080; color: white;">Results for CS-2501-001, Tychonievich, Luther</th> </tr> <tr> <th style="width: 20%;">Total</th> <th>Individual Answers</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">21</td> <td style="text-align: center;"><i>See below for Individual Results</i></td> </tr> </tbody> </table> <p>I found the required sessions to be my favorite sessions as they addressed actual issue that I was facing as a TA.</p> <p>Structuring a Lecture -> was interesting to follow the brainstorming process up to the big picture, + the discussion about what to do if your lecture is a total flop.</p> <p>Ethics of TAing was definitely the most interesting lecture. It covered a lot of topics that I had not thought about, nor would think about on my own. Also any time he talked about the psychology of learning I found it fascinating, but that could be personal interest.</p> <p>The lecture on stereotypes because it made me aware of things about stereotypes that I didn't know and found very interesting.</p> <p>I thought stereotype bias was the most interesting thing we covered just because I was amazed at how big of an effect it has on learning.</p> <p>I really enjoyed learning about the ethics of grading and the experimental processes teachers go through. This really opened my eyes on how hard it truly is in deciding that rubric as a teacher.</p> <p>My favorite was the lecture on the theory of grading, why we have it and why we do it. It's a very interesting subject, and the professor clearly knew a lot on the subject matter.</p> <p>CS education research provided perspective on why we do the things the way we do and what kinds of things the field is moving towards</p> <p>I loved hearing from experienced TAs about their experiences.</p> <p>The ethics lecture was my favorite. It was very helpful to hear about this topic, as it is very important to follow ethical guidelines while TAing a class.</p> <p>ethnics</p> <p>I thought the one about learning theory was interesting because it went into the subtleties involved in teaching different people.</p> <p>The so you want to be a teacher optional session because I came into college thinking I might want to become a teacher</p> <p>CS Educational Research because it is one of the topics I am interested in studying further along.</p> <p>Learning about how to handle trouble students, because it was the most immediately applicable</p> <p>I liked learning about dealing with the problem students. I come across problem students every now and then and this really helps me interact with difficult cases. This also makes me a better person in general, as these types of students are also people that I will encounter in the real world and the techniques that I learned can be extended to that as well.</p> <p>I liked talking about how we learn. It let me be a better TA and helped me study more effectively. Why don't people teach these kind of things sooner?</p>	Results for CS-2501-001, Tychonievich, Luther		Total	Individual Answers	21	<i>See below for Individual Results</i>
Results for CS-2501-001, Tychonievich, Luther							
Total	Individual Answers						
21	<i>See below for Individual Results</i>						

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

I thought the topic of grading was particularly interesting because I had never discussed it with a professor before.

I liked the topic on diversity. Being a double minority (ethnically and gender) in the E-School/CS department made it interesting to hear what other people had to say and how they go about treating diversity in the classroom.

How to teach/tutor. I really liked the Fish story.

Dealing with Unusual Students had some of the most practical applications to TA-ing. I saw a lot of these trends crop up as the semester progressed, so it was good to have a brief level of preparation for working with them.

2. Which topic/lecture in this class do you think you will find the most useful in the future?

~
Question Type: Short Answer

~
contributed by Tychonievich, Luther (lat7h)

Results for CS-2501-001, Tychonievich, Luther	
Total	Individual Answers
22	See below for Individual Results

I think the most useful lecture was one of the required one's on learning. I've found it very applicable understanding how students learn and how to help them learn in my TA experiences.

As above, the ethics lecture was the most useful. We covered this topic early in the semester and I realized how much these played into our every day interactions with students.

CS educational Research.

grading

Session 2: Learning

The lecture on dealing with difficult students.

The topics on ethics and teaching/tutoring/mentoring will probably be the most useful in my time as a TA and also as a professional.

Also the ethics lecture. It is very important to follow ethical guidelines and know what is right and wrong in the world of TAing.

so you want to be a teacher... covered a lot of background in the education field that I wasn't aware about. If I do decide to go into education, I'll do more research on exactly how the system all works together. It was good to get a gauge on where it stands now.

Dealing with trouble students, as mentioned previously.

Teaching, tutoring, mentoring, and learning because I plan to keep TAing

I would say that the problem student one was also the most helpful for the reasons given above.

So you want to be a teacher...in case I decide I want to be a teacher.

As a Ta, the problem Students lecture was really helpful.

Probably the one about dealing with "problem students".

Dealing with unusual students and/or research

For me, the first lecture on TA ethics was probably the most useful since it was the most directly related to the TAing that I do.

Favorite was also the most useful, see above.

Teaching, tutoring, mentoring, and learning

The lecture on stereotypes

I will definitely find the techniques we learned in class when avoiding giving away an answer very useful in the future. Words have a way of persuading and creating a different mindset.

Teaching, tutoring, mentoring, and learning taught me a good deal about how people learn and understand things. I think this will help me to be a better teacher in the future and will also allow me to learn more effectively.

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

3. What lecture/topic(s) in this class "did not work" or were not seen as useful in the long run?

Question Type: Short Answer

contributed by Tychonievich, Luther (lat7h)

Results for CS-2501-001, Tychonievich, Luther	
Total	Individual Answers
19	See below for Individual Results

Grading was better than the "How to use TPEGS" version it used to be, but I felt like we got off topic.

Worked very well, I think.

All the topics seemed pretty useful.

N/A

I thought they were all interesting or useful

n/a

I don't think any of the lectures I attended "did not work".

I think there could have been better optional topics; I get that we voted on them but it would maybe have been better for TAs to suggest them. I don't think I would have learned anything from the ones I didn't go to.

I was happy with all lectures were interesting, and took something away from each one.

The Grading, theory and practice lecture wasn't the best lecture in the series. It certainly touched on plenty of interesting topics, but it felt a bit disjointed towards the end. This talk warrants more time, but needs to be structured better than it was.

The lecture on doing research in CS

I didn't think any "did not work".

none

"So you want to be a teacher"

None they were all relevant.

I wasn't a huge fan of the lecture about becoming a professor. I was expecting it to cover more about how to go about this process, but it was actually a lot about personal experiences and rules and regulations.

TA panel

I didn't feel like anything "did not work", however, I attended the optional lecture "so you want to be a teacher", which was pretty irrelevant since I don't want to be a teacher. It was my choice to go to that though...

they were all useful

4. This course taught me things I did not previously know

Question Type: Likert

contributed by Tychonievich, Luther (lat7h)

Results for CS-2501-001, Tychonievich, Luther							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.52	0.67	14 (60.87%)	7 (30.43%)	2 (8.70%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.52	0.67	14 (60.87%)	7 (30.43%)	2 (8.70%)	0 (0.00%)	0 (0.00%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

5. This course taught me things that have been and/or likely will be useful to me

Question Type: Likert

contributed by Tychonievich, Luther (lat7h)

Results for CS-2501-001, Tychonievich, Luther							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.61	0.58	15 (65.22%)	7 (30.43%)	1 (4.35%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.61	0.58	15 (65.22%)	7 (30.43%)	1 (4.35%)	0 (0.00%)	0 (0.00%)

6. What would you suggest we change about this course in the future?

Question Type: Short Answer

contributed by Tychonievich, Luther (lat7h)

Results for CS-2501-001, Tychonievich, Luther	
Total	Individual Answers
18	See below for Individual Results

I liked it as it is, honestly.

I think the TAs should be able to suggest optional sessions but otherwise nothing really.

Have more activities where students can engage.

DON'T CHANGE TYCHONIEVICH, HE'S GREAT

meeting time, if possible (but I know this is pretty hard)

I think this class is done very well as is. As long as it is required, and has TAs from all different classes, it will be impossible to make it more specific to certain TAs' classes, so I think it is fine as is.

I like it as it is, but I feel it would be nice to have some more details about the optional lectures before we vote on them. Perhaps we could even have one topic that we all vote on what it would be and you formulate a lecture based on that. (a lot of work, but just a thought)

Bring food to class

Would it be possible to talk more about the usage of Piazza in CS courses and how to optimize the use of it

I thought it was exceptionally well structured.

Maybe have less sessions for the optional ones, because the class sizes were kind of small

Longer class times? It felt like a majority of the topics warranted more speaking time but were cut short by the time allotted.

Maybe instead of an end of term paper, a weekly TA write-up (< 1 page) where you talk about what happened that week, lessons learned, applying what we learned in class, etc.

Maybe different meeting times, but I know that can be difficult to organize. I was not a huge fan of a 4pm class on a friday.

Having more students in each individual lecture would make for better discussion.

do a TA panel at the beginning of the course. Since students taking this are mostly new TAs, getting advice from experienced TAs in the beginning would be helpful.

Overall it was a great course. I would like to have maybe more time/more classes so we could learn more, since we were often pressed for time, but since time commitment is often an issue, perhaps it was fine just where it was.

I can't think of anything.

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

7. The course addressed technically rigorous subject matter consistent with the course objectives.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.25	0.79	8 (34.78%)	10 (43.48%)	1 (4.35%)	1 (4.35%)	0 (0.00%)	3 (13.04%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3272	4.38	0.72	1590 (48.59%)	1389 (42.45%)	213 (6.51%)	38 (1.16%)	23 (0.70%)	19 (0.58%)

8. The instructor used methods other than/in addition to traditional lectures (for example, active learning, in-class problems, collaborative learning, in-class discussion) effectively in this course.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.52	0.59	13 (56.52%)	9 (39.13%)	1 (4.35%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3312	4.06	1.01	1289 (38.92%)	1237 (37.35%)	411 (12.41%)	213 (6.43%)	83 (2.51%)	79 (2.39%)

9. There was a reasonable level of effort expected for the credit hours received.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.39	0.72	12 (52.17%)	8 (34.78%)	3 (13.04%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3267	4.09	1.00	1294 (39.61%)	1392 (42.61%)	265 (8.11%)	204 (6.24%)	104 (3.18%)	8 (0.24%)

10. The homework assignments helped me learn the subject matter.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.17	0.75	2 (8.70%)	3 (13.04%)	1 (4.35%)	0 (0.00%)	0 (0.00%)	17 (73.91%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3265	4.17	0.91	1286 (39.39%)	1278 (39.14%)	318 (9.74%)	136 (4.17%)	54 (1.65%)	193 (5.91%)

11. The textbook increased my understanding of the material.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.00	0.00	0 (0.00%)	2 (8.70%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	21 (91.30%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3268	3.55	1.15	487 (14.90%)	718 (21.97%)	548 (16.77%)	245 (7.50%)	138 (4.22%)	1132 (34.64%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

12. The course material was well organized and developed.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.57	0.51	13 (56.52%)	10 (43.48%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3310	4.03	1.01	1205 (36.40%)	1358 (41.03%)	379 (11.45%)	231 (6.98%)	89 (2.69%)	48 (1.45%)

13. The instructor was knowledgeable about the subject matter.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.83	0.39	19 (82.61%)	4 (17.39%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3310	4.55	0.68	2032 (61.39%)	1025 (30.97%)	133 (4.02%)	30 (0.91%)	21 (0.63%)	69 (2.08%)

14. The instructor was well prepared for class.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.83	0.39	19 (82.61%)	4 (17.39%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3305	4.35	0.83	1673 (50.62%)	1190 (36.01%)	257 (7.78%)	84 (2.54%)	41 (1.24%)	60 (1.82%)

15. I received adequate preparation from the prior courses in the curriculum to be successful in this course.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.55	0.52	6 (26.09%)	5 (21.74%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	12 (52.17%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3272	3.85	1.05	854 (26.10%)	1198 (36.61%)	490 (14.98%)	235 (7.18%)	104 (3.18%)	391 (11.95%)

16. The grading policy was fair.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.74	0.45	17 (73.91%)	6 (26.09%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3311	4.12	0.90	1224 (36.97%)	1466 (44.28%)	377 (11.39%)	158 (4.77%)	49 (1.48%)	37 (1.12%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

17. The instructor responded adequately to in-class questions.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.83	0.39	19 (82.61%)	4 (17.39%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3303	4.36	0.78	1597 (48.35%)	1328 (40.21%)	199 (6.02%)	75 (2.27%)	29 (0.88%)	75 (2.27%)

18. The instructor effectively used technology in support of the learning goals for this course.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for CS-2501-001, Tychonievich, Luther								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.57	0.51	12 (52.17%)	9 (39.13%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (8.70%)

Results for SEAS, 2000-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3299	4.23	0.87	1417 (42.95%)	1290 (39.10%)	334 (10.12%)	119 (3.61%)	40 (1.21%)	99 (3.00%)

19. The average number of hours per week I spent outside of class preparing for this course was:

Question Type: Multiple Choice

contributed by Office of the Provost

Results for CS-2501-001					
Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
23	14 (60.87%)	8 (34.78%)	1 (4.35%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses					
Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
3272	237 (7.24%)	1150 (35.15%)	1191 (36.40%)	413 (12.62%)	281 (8.59%)

20. I learned a great deal in this course.

Question Type: Likert

contributed by Office of the Provost

Results for CS-2501-001							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.52	0.51	12 (52.17%)	11 (47.83%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3261	4.19	0.89	1379 (42.29%)	1349 (41.37%)	352 (10.79%)	134 (4.11%)	47 (1.44%)

21. Overall, this was a worthwhile course.

Question Type: Likert

contributed by Office of the Provost

Results for CS-2501-001							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.57	0.59	14 (60.87%)	8 (34.78%)	1 (4.35%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3257	4.12	0.97	1341 (41.17%)	1271 (39.02%)	403 (12.37%)	169 (5.19%)	73 (2.24%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

22. The course's goals and requirements were defined and adhered to by the instructor.

Question Type: Likert

contributed by Office of the Provost

Results for CS-2501-001, Tychonievich, Luther							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.70	0.47	16 (69.57%)	7 (30.43%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3300	4.29	0.78	1444 (43.76%)	1504 (45.58%)	248 (7.52%)	73 (2.21%)	31 (0.94%)

23. The instructor was approachable and made himself/herself available to students outside the classroom.

Question Type: Likert

contributed by Office of the Provost

Results for CS-2501-001, Tychonievich, Luther							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.61	0.72	16 (69.57%)	6 (26.09%)	0 (0.00%)	1 (4.35%)	0 (0.00%)

Results for SEAS, 2000-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3303	4.28	0.81	1512 (45.78%)	1345 (40.72%)	336 (10.17%)	84 (2.54%)	26 (0.79%)

24. Overall, the instructor was an effective teacher.

Question Type: Likert

contributed by Office of the Provost

Results for CS-2501-001, Tychonievich, Luther							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.70	0.47	16 (69.57%)	7 (30.43%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3317	4.18	0.96	1481 (44.65%)	1257 (37.90%)	348 (10.49%)	148 (4.46%)	83 (2.50%)

25. Please make any overall comments or observations about this course:

Question Type: Short Answer

contributed by Office of the Provost

Results for CS-2501-001	
Total	Individual Answers
11	See below for Individual Results

I wish other professors/teachers would be as passionate about education as Luther is. The world would be an exponentially better place.

I like that the optional lectures are now scheduled each week at the same times

I actually found this course to be interesting to learn about techniques and ways of dealing with students. I would love to do this all over again if I could because I would even like to go back and attend some of the optional lectures that I missed.

Pay Luther more he is everything a teacher should be.

I thoroughly enjoyed being able to pick Luther's brain and ask all kinds of questions. The course material was useful, but not where I found most of the value in this course. He is a brilliant guy that has had pretty wide experiences.

I think this was exceptionally well designed and worthwhile course. Professor Tychonievich is fantastic!!!

Neat course that is important for all incoming TA's to take.

This was a really fun course, and very helpful accompanying my first semester as a TA. Tychonievich is a wonderful teacher in the small classroom setting.

none

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

Very low-key but still informative class.

I don't really think this course taught me many things I didn't know (especially having been a tutor and gone through psych courses) but Tychonievich does a great job of offering advice for strange cases & promoting discussion between students. It was also a good way to meet other new TAs, share stories, and make suggestions towards each other about what to do in certain situations.