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Teaching Evaluations at the University of Notre Dame:**Summer Course 2004: Finite Mathematics**

Class size: 19 students (16 responses)

Question	Score
Well prepared for class	3.69
Responsive to student questions	3.8
Communicates effectively with students	3.38
Encourages questions and discussion	3.5
Common written response	"She is readily available to help all the time."

Questions rated on 1-4 scale, according to how much improvement is needed: 1=major improvements are called for, 2=a fair amount of improvement needed, 3=a little improvement is needed, 4=no improvement is needed.

Finite Mathematics Fall 2004

Class size: 65 students (43 responses)

Question/ component of evaluation	My rating	Mean in department	Mean in Coll. of Science
Overall perception of teaching*	3.37	3.21	3.30
Preparation, organization, and clarity	3.48	3.42	3.48
Stimulating, enthusiastic, cares for learning	3.75	3.54	3.58
Patience, satisfaction, helpfulness, evaluations, fairness/impartiality	3.72	3.57	3.60
Common written response	"knows her math, loves to teach, helpful & friendly."		

(*) "Overall perception of teaching" has different scale: 4.0=Excellent, 3.2=Good, 2.4=Satisfactory, 1.6=Poor, 0.8=Very Poor.

All other questions rated on 1-4 scale, according to how much improvement is needed: 1=major improvements are called for, 2=a fair amount of improvement needed, 3=a little improvement is needed, 4=no improvement is needed.

Principles of Finite Mathematics Spring 2005

Class size: 12 students (9 responses)

This is a special admissions course for students with weak background in mathematics.

Question/ component of evaluation	My rating	Mean in department	Mean in Coll. of Science
Overall perception of teaching*	3.64	3.28	3.31
Preparation, organization, and clarity	3.81	3.44	3.48
Stimulating, enthusiastic, cares for learning	3.89	3.62	3.60
Patience, satisfies student needs, makes help available, gives helpful evaluations, is fair	3.96	3.61	3.61
Common written response	"she was always helpful and fair," "most understanding teacher"		

(*) This class was evaluated using the same scales as for the Fall 2004 class.