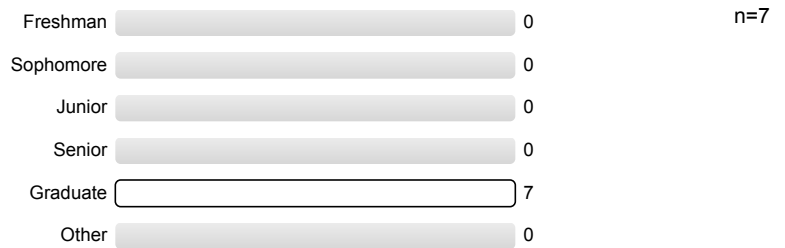# D.C. JEWITT
Evaluation of Instruction Program Report

17S: EPS SCI 264 SEM 1: ORDER OF MAGNITUDE
No. of responses = 7
Enrollment = 9
Response Rate = 77.78%
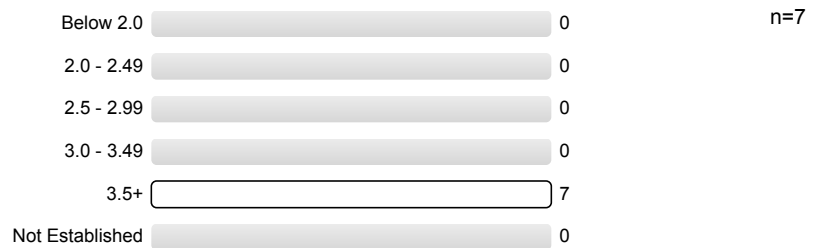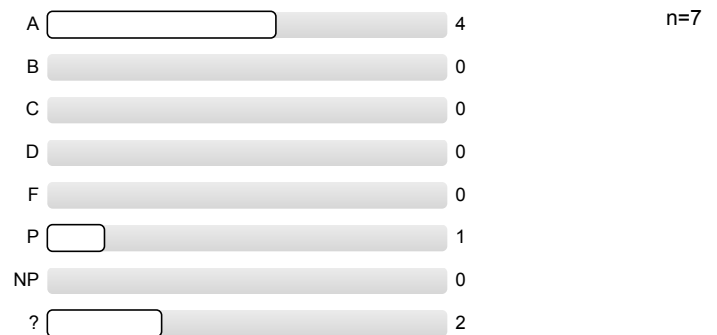

Survey Results

1. Background Information:

1.1) Year in School:

		n=7
Freshman		0
Sophomore		0
Junior		0
Senior		0
Graduate		7
Other		0

1.2) UCLA GPA:

		n=7
Below 2.0		0
2.0 - 2.49		0
2.5 - 2.99		0
3.0 - 3.49		0
3.5+		7
Not Established		0

1.3) Expected Grade:

		n=7
A		4
B		0
C		0
D		0
F		0
P		1
NP		0
?		2

1.4) What requirements does this course fulfill?

|		n=7
Major		3
Related Field		2
G.E.		1
None		1

2. To What Extent Do You Feel That:

2.1) Instructor Concern – The instructor was concerned about student learning.

Very Low or Never | 0 0 0 0 0 1 1 1 4 | Very High or Always

n=7
av.=8.14
md=9
dev.=1.21

2.2) Organization – Class presentations were well prepared and organized.

Very Low or Never | 0 0 0 0 0 2 1 2 2 | Very High or Always

n=7
av.=7.57
md=8
dev.=1.27

2.3) Interaction – Students felt welcome in seeking help in or outside of the class.

Very Low or Never | 0 0 0 0 2 0 0 1 3 | Very High or Always

n=6
av.=7.5
md=8.5
dev.=1.97
ab.=1

2.4) Communication Skills – The instructor had good communication skills.

Very Low or Never | 0 0 0 0 0 1 1 2 3 | Very High or Always

n=7
av.=8
md=8
dev.=1.15

2.5) Value – You have learned something you consider valuable.

Very Low or Never | 0 0 0 0 0 1 1 1 4 | Very High or Always

n=7
av.=8.14
md=9
dev.=1.21

2.6) Overall – Your overall rating of the instructor.

Very Low or Never | 0 0 0 0 0 1 1 2 3 | Very High or Always

n=7
av.=8
md=8
dev.=1.15

2.7) Overall – Your overall rating of the course.

Very Low or Never | 0 0 0 0 0 1 1 1 4 | Very High or Always

n=7
av.=8.14
md=9
dev.=1.21

3. Your View of Course Characteristics:

3.1) Subject interest before course

Low | 0 1 6 | High

n=7
av.=2.86
md=3
dev.=0.38

3.2) Subject interest after course

Low | 0 2 5 | High

n=7
av.=2.71
md=3
dev.=0.49

3.3) Mastery of course material

Low | 0 5 2 | High

n=7
av.=2.29
md=2
dev.=0.49

3.4) Difficulty (relative to other courses)

Low | 4 3 0 | High

n=7
av.=1.43
md=1
dev.=0.53

3.5) Workload/pace was

Too Slow | 1 6 0 | Too Much

n=7
av.=1.86
md=2
dev.=0.38

3.6) Texts, required readings

Poor | 1 3 1 | Excellent

n=5
av.=2
md=2
dev.=0.71
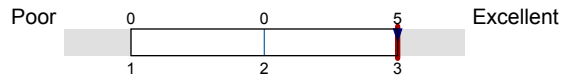ab.=2

3.7) Homework assignments

Poor ___ Excellent
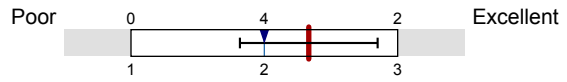
n=6
av.=2.33
md=2
dev.=0.52
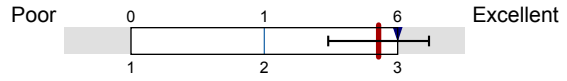ab.=1

3.8) Graded materials, examinations

Poor ___ Excellent
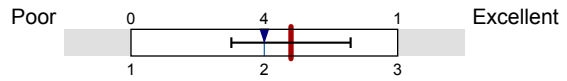
n=5
av.=2.2
md=2
dev.=0.45
ab.=2

3.9) Lecture presentations

Poor ___ Excellent

n=5
av.=3
md=3
dev.=0
ab.=2

3.10) Class discussions

Poor ___ Excellent

n=7
av.=2.86
md=3
dev.=0.38

Profile

2. To What Extent Do You Feel That:

2.1)	Instructor Concern – The instructor was concerned about student learning.	Very Low or Never → Very High or Always	n=7	av.=8.14
2.2)	Organization – Class presentations were well prepared and organized.	Very Low or Never → Very High or Always	n=7	av.=7.57
2.3)	Interaction – Students felt welcome in seeking help in or outside of the class.	Very Low or Never → Very High or Always	n=6	av.=7.50
2.4)	Communication Skills – The instructor had good communication skills.	Very Low or Never → Very High or Always	n=7	av.=8.00
2.5)	Value – You have learned something you consider valuable.	Very Low or Never → Very High or Always	n=7	av.=8.14
2.6)	Overall – Your overall rating of the instructor.	Very Low or Never → Very High or Always	n=7	av.=8.00
2.7)	Overall – Your overall rating of the course.	Very Low or Never → Very High or Always	n=7	av.=8.14

3. Your View of Course Characteristics:

3.1)	Subject interest before course	Low → High	n=7	av.=2.86
3.2)	Subject interest after course	Low → High	n=7	av.=2.71
3.3)	Mastery of course material	Low → High	n=7	av.=2.29
3.4)	Difficulty (relative to other courses)	Low → High	n=7	av.=1.43
3.5)	Workload/pace was	Too Slow → Too Much	n=7	av.=1.86
3.6)	Texts, required readings	Poor → Excellent	n=5	av.=2.00
3.7)	Homework assignments	Poor → Excellent	n=6	av.=2.33
3.8)	Graded materials, examinations	Poor → Excellent	n=5	av.=2.20
3.9)	Lecture presentations	Poor → Excellent	n=5	av.=3.00
3.10)	Class discussions	Poor → Excellent	n=7	av.=2.86

Comments Report

4. Comments:

4.1) Please identify what you perceive to be the real strengths and weaknesses of this instructor and course.

- Class was constantly engaging and addressed many "less-taught" skills in academia. Some might find his style a bit harsh (he doesn't shy from public criticism) but I thought it was extremely effective. Take this class if you want to improve your speaking, writing, and thinking skills.

- I liked that we were required to go to the Colloquiums and critique those speakers, I found the results and discussions about those to be interesting. You were right to break up the blackboard class with writing and speaking assignments, I think the class could get monotonous without that. But the writing/ talking stuff did make me think there should be a name change for the course to incorporate the additional material.

- I was interested in the class initially to strengthen my speaking and on-the-spot thinking skills. I feel that the structure of the course really did help with that. I also liked that the writing and presentation increased our communication skills to the general public. I do feel that a lot of class time was spent towards discussing talks and feedback, taking away from board work time a bit. The discussions were useful but I felt that I did not get a lot of board practice that I originally hoped. (Of course, that's partially because the class was bigger than desired)

- This class really brought me out of my comfort zone. I appreciated the casual nature of it and the unfiltered conversations. I wish we had more board problems; less time could be spent on the writing and the speaking. While they were good experiences, I learned the most from the OOM exercises that taught me how to better think on my feet.

  Dave comes off as intimidating in the beginning, but is incredibly supportive when doing board problems. Wish the class were longer than 10 weeks.

- This is, by far, the best class I have ever taken. This class should be obligatory to every first year graduate in UCLA - not only in our department. When I imagined graduate school, this is what I had in mind.

  I would suggest to add more reading material - criticizing paper could be a good addition to this class. Additionally, I think more order of magnitude estimations are definitely in order (through homework, maybe?).

- With this course, I would definitely say it was one of my favourites ever taken at UCLA. There's three components you need mastery in as a graduate student. 1) Public Speaking 2) Writing 3) Going up to the board to do problems in public settings. On 3), It was interesting to observe how each student went up to the board to do those problems and how their 'style' was of approaching them, mannerisms, and ultimately how they would go about handling them. Observation is critical. It felt like a CHiPs/'police academy' style setting where we'd group in the morning before going out "on the beat." Then, 'Sarge would give us the problems and you'd get 'blindsided' with something you may have limited knowledge about or you arrive at a crime scene then would have to think quickly and critically on your head, e.g. 'how would you solve this problem', 'what numbers or constants I can recall to help me attack the problem'. You NEED those skills as a scientist and obviously in preparation for your Departmental Exams and as a scientist. In terms of the public speaking, those were the best days of the class... it was great to go and explain science to the staff members. With conviction, I can say one of the most memorable parts of the course was the weekend where I got to further my own research, take better measurements and come up with new figures to put into my refined talk slides knowing we'd need that for the course and it ultimately merged the research+academics component, something UCLA excels at. This is the critical element. I feel most, if not all graduate level courses should be this way, rather than learning something only to forget it down the line or not even use it. This is a problem with some

courses and degree requirements, such as, the 'Fundamental Physics' thing. It also helped that Dr. Jewitt is a fantastic instructor, mentor, great person, has a fantastic sense of humour, and I wanted to take one of these 'Order of Magnitude' classes even as an undergrad. I'd highly recommend the course to anyone wanting to take it, and more-so if you're wondering where to go in regards to preparing for your Departmental Exams. The class was extremely interactive! Also, it was interesting to get the grading from the other students... essentially when you're writing proposals, your 'field' evaluates you so we got a little taste of what to expect in the future such as getting blasted on some of the reviews, while on other days, people would comment on your true strengths, you'd read and re-read the awesome reviews and it made for a great day giving a big smile at the end of the night. Overall course grade? A+++-+\m/!