

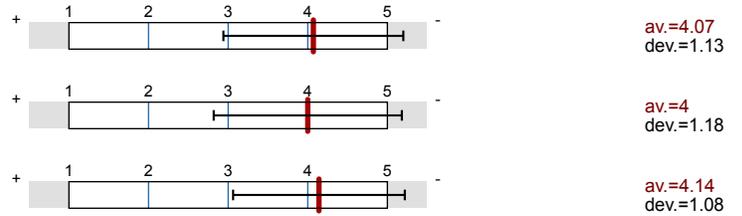


Overall indicators

Global Index

2. Instructor Evaluation

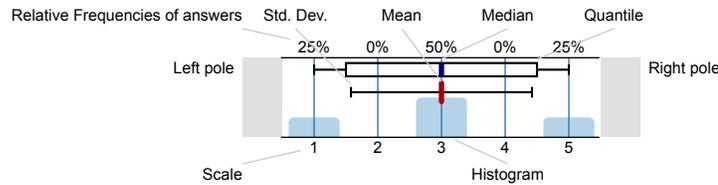
3. Course Evaluation



Survey Results

Legend

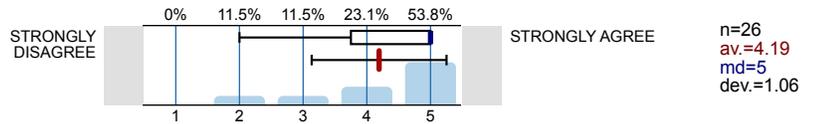
Question text



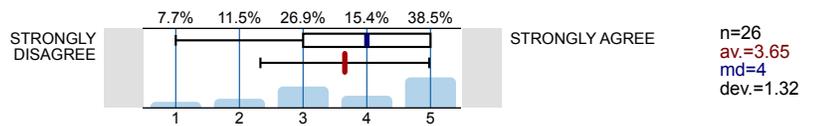
n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

2. Instructor Evaluation

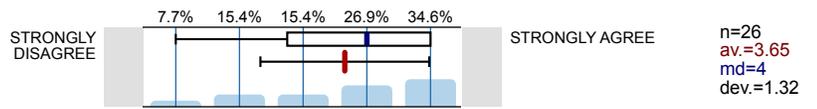
2.1) Instructor created an environment that was conducive to learning.



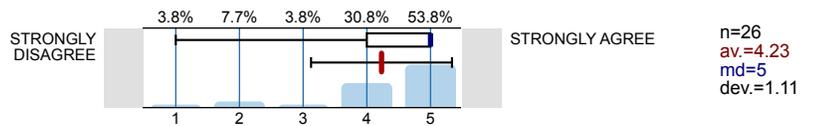
2.2) Instructor gave clear explanations.



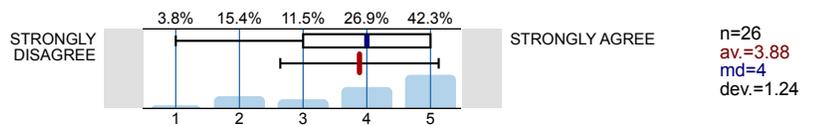
2.3) Instructor used helpful examples and illustrations.



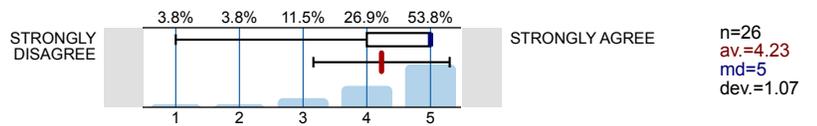
2.4) Instructor consistently followed grading criteria.



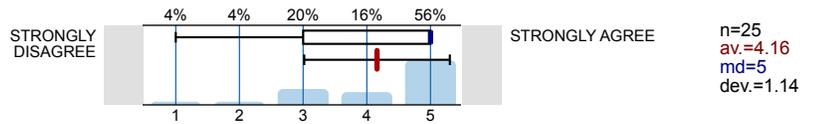
2.5) Instructor provided useful feedback.



2.6) Instructor provided timely feedback.

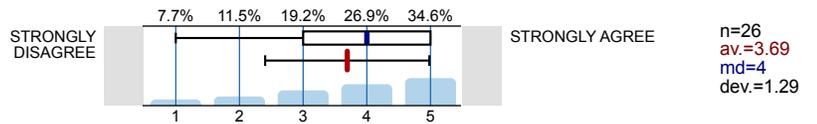


2.7) Instructor made herself or himself available for assistance outside of class.

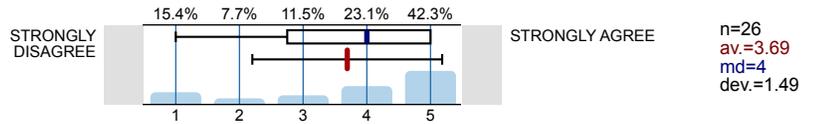


3. Course Evaluation

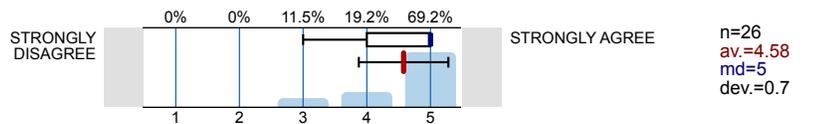
3.1) Outside class activities (readings, assignments, homework, problem sets, etc.) helped me to understand the subject.



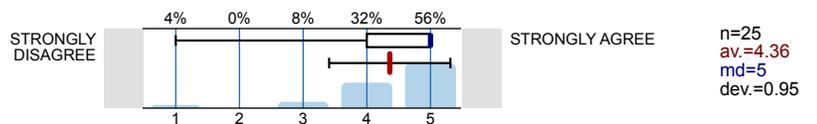
3.2) In-class activities (lecture, discussion, handouts, group-work, etc.) contributed to my understanding of the subject.



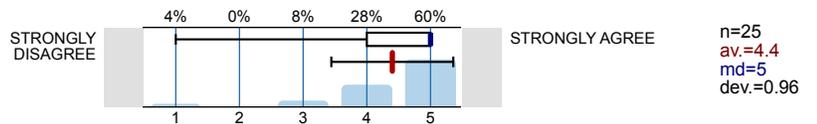
3.3) This course challenged me intellectually.



3.4) Course grading criteria were communicated clearly.

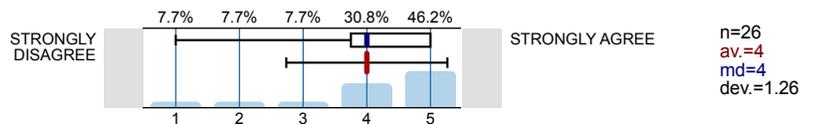


3.5) Course objectives were met.

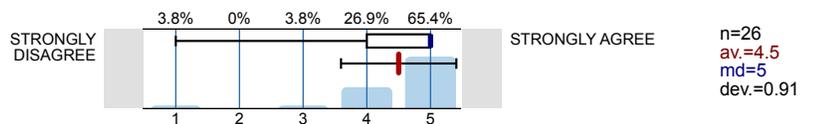


4. Additional Questions

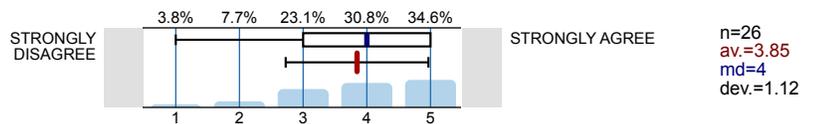
4.1) Instructor encouraged participation.



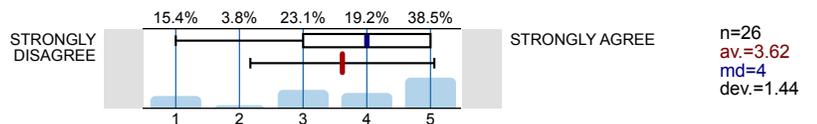
4.2) Instructor was respectful to students.



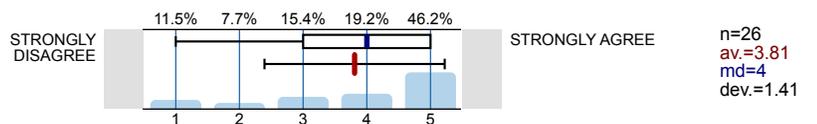
4.3) Examinations were a good test of my knowledge.



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



4.5) Instructor was an effective teacher.

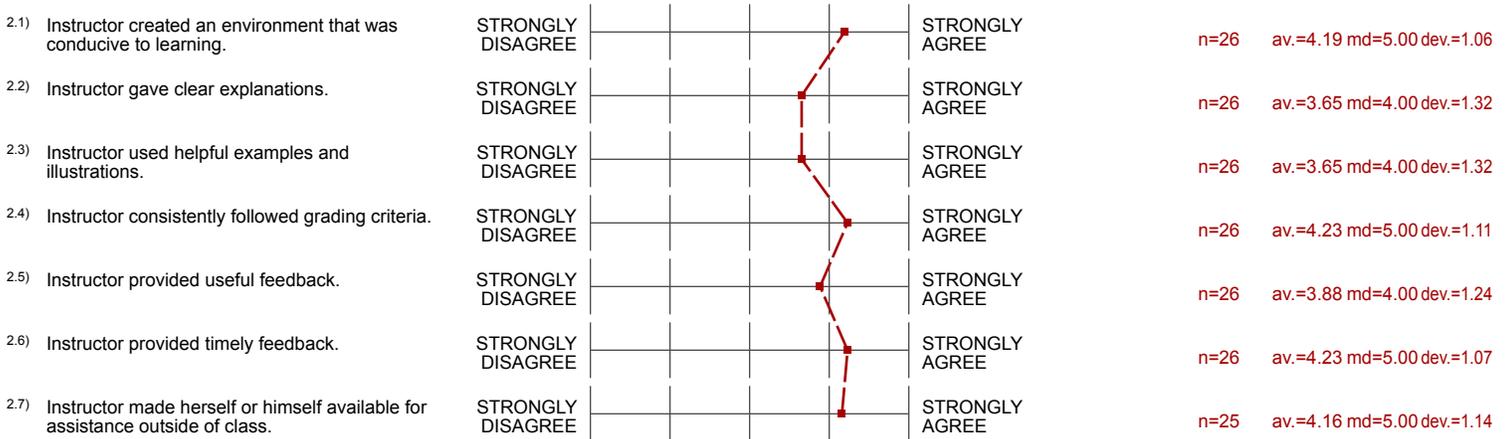


Profile

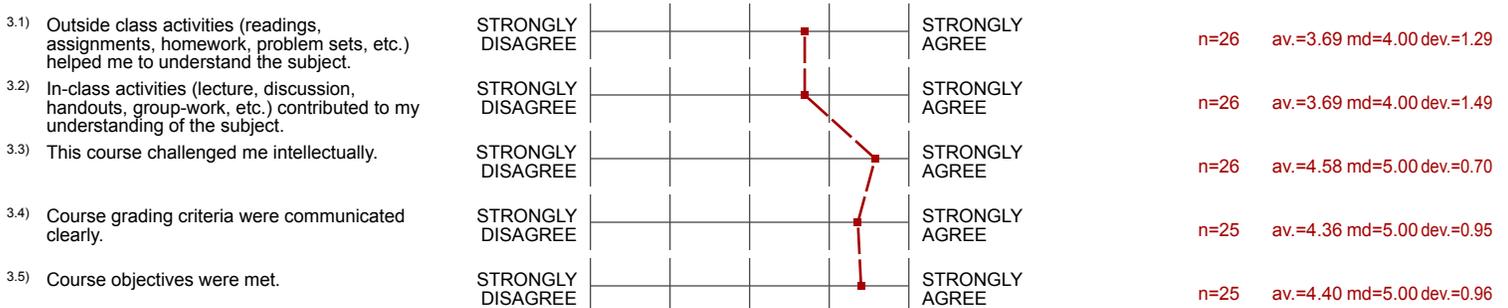
Subunit: **A&S-MATH**
 Name of the instructor: **MARTIN MOHLENKAMP**
 Name of the course: **Calculus I (MATH2301100_2161_Regular)**
 (Name of the survey)

Values used in the profile line: Mean

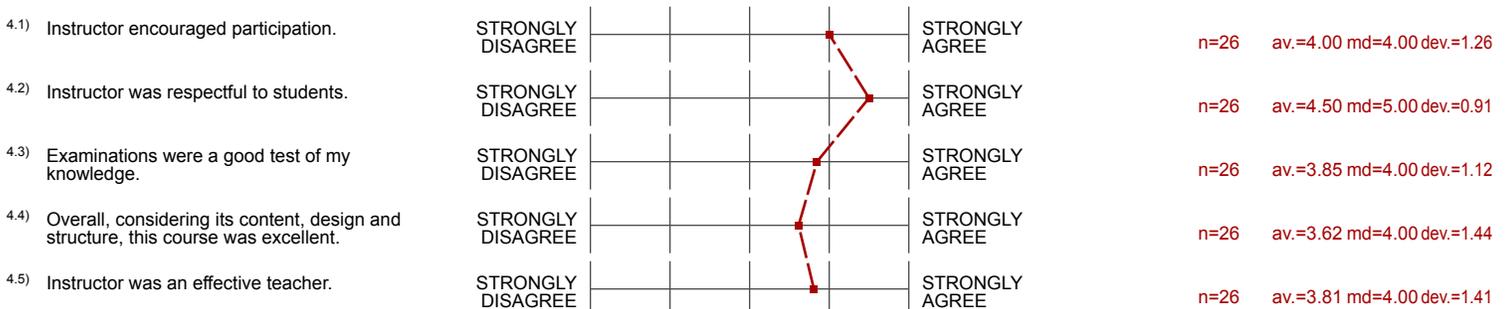
2. Instructor Evaluation



3. Course Evaluation



4. Additional Questions



Comments Report

5. Open Response

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

- Amiability and willingness to help.
- Explanation of how to do certain problems we had problems with
- Gave really good explanations
- He was very accepting of questions during lectures.
- His awareness that he teaches a difficult subject and subsequent assistance in helping everyone attempt to succeed
- I do not see many strengths of any
- Instructor was enthusiastic about the course.
- Knowledge of the subject.
- None.
- Patient and grades things very quickly.
- She was very helpful! Whenever we had questions or needed a couple extra minutes to finish a problem, she would always sit down and help us through to the best of her ability.
- The instructor was very helpful and willing to help one through the entire problem if one was completely stuck - and her hints were very useful.
- knows material very well

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

- -- Dr. Martin is a great teacher
- Does not give enough examples and expects us to automatically know how to do the problems we are supposed to be taught.
- Doesn't seem very confident when teaching
- Honestly I did not like this course at all. I have taken calculus 2 times before this (once in high school and once at my previous college that did not transfer). He made it SO difficult to understand the material. Some of the things I already knew, but his teaching methods just made the material confusing. I started to barely go to class after a certain point because he was confusing me more than helping. His tests were obviously too hard as well because our class average was usually a D.
- I don't really see a major weakness in the instructor; perhaps, though most of her explanations and hints were helpful and guided one towards the right answer, sometimes it took a while to show her that one was completely lost and needed a more thorough explanation of the process to solve a problem.
- Instructor didn't thoroughly explain what was expected of students to know or how to effectively complete what was expected. Instructor should slow down when teaching and explain to students how to do the work, instead of giving problems during class and expecting students to learn it on their own.
- Not always the clearest at explaining things during lectures.
- She was really good! Always on time, very nice and helpful.
- The strict disconnect between student and teaching assistant.
- confusing explanations

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

- Course challenged students.
- Hopefully prepared me for calculus II next semester
- Tests your knowledge of everything learned thus far on each test.
- Text and content.
- The ability to get help from the instructor or teaching assistant.
- The content usually always matched what we were doing in Calculus and was usually a good prediction of what would be on the next test.
- The greatest strength of Recitation was that it helps one prepare for the exams immensely, and made one re-think their understanding of the subject. For example, there would be intensely difficult or complicated problems on the recitation groupwork that would challenge what one knew about the concepts needed to solve it, and would force one to go home and review the subject in much more detail after class, in order to prepare better for the next exam.
- WebAssign homework.
- prepares well for exams
- the WebAssign really helped me learn the content

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

- Homework on webassign for the course didn't fully correlate, some webassign questions were not needed for test preparation.
- N/A
- No weaknesses as far as the course itself goes
- The accent.(not bad and probably not able to be fixed, but its just what i could call the weakest part of the recitation)
- The biggest weakness is that sometimes she would explain some things differently than in class, and every now and then it would all just get confusing. Most of the time, it would just clarify the problem though!
- The greatest weakness of the course was the length of the problem sets. Near the end of the semester, the groupworks took longer than the allotted class time, and therefore sometimes not enough intense problem-solving or thought could be put into each problem because one lacked the time to do so. Maybe the groupworks should be shorter, keeping the same level of difficulty, however.
- Very difficult.
- there could be a greater incentive to complete the homework problems in the book
- time limit