

MAT 126 (R05-END): CALCULUS B

Spring 2017 | Marlon De Oliveira Gomes

39 | Students Enrolled
17 | Students Responded
43.59% | Response Rate

Quantitative

	A	B	C	D	F	N	DNA	SD	M	
Overall Grade	47.06% (8)	23.53% (4)	11.76% (2)	5.88% (1)	11.76% (2)	17	0	1.37	3.88	
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M	
The instructor was effective in teaching the subject matter.	58.82% (10)	11.76% (2)	17.65% (3)	5.88% (1)	5.88% (1)	17	0	1.23	4.12	
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M	
Instructor Expectations	41.18% (7)	29.41% (5)	17.65% (3)	11.76% (2)	0% (0)	17	0	1.03	4	
	Agree	Grading did not match the syllabus	There was no syllabus	I did not read the syllabus	I don't know	N	DNA	SD	M	
Grading Matched Syllabus	82.35% (14)	0% (0)	11.76% (2)	0% (0)	5.88% (1)	17	0	-	-	
	Agree	Disagree	I did not read the required materials	No text, readings or re-sources were required		N	DNA	SD	M	
Text/Resources Valuable	41.18% (7)	23.53% (4)	11.76% (2)	23.53% (4)		17	0	-	-	
	Agree	Sufficiently used but not worth the cost	Not sufficiently used	No cost required	I did not read the required materials	N	DNA	SD	M	
Text/Resources Worth Cost	23.53% (4)	17.65% (3)	29.41% (5)	23.53% (4)	5.88% (1)	17	0	-	-	
	SBC requirement	Major Requirement	Minor Requirement	Upper-Division Credit	Personal Interest	Other (please specify)	DNA	SD	M N	
Reason for Taking Course	17.65% (3)	82.35% (14)	0% (0)	0% (0)	0% (0)	0% (0)	0	-	- 17	
	Office Hours	Before or After Class	Email	Telephone	I Never Contacted the Instructor	Other (please specify)	DNA	SD	M N	
Best Way to Contact Instructor	31.03% (9)	17.24% (5)	27.59% (8)	0% (0)	24.14% (7)	0% (0)	0	-	- 29	
	0-3 Hours	4-6 Hours	7-9 Hours	10+ Hours			N	DNA	SD	M
Hours Spent Studying	52.94% (9)	41.18% (7)	5.88% (1)	0% (0)			17	0	-	-
U	A	B	C	D	F	P	N	S DNA	SD	M
Anticipated Grade	17.65% (3)	47.06% (8)	17.65% (3)	0% (0)	0% (0)	0% (0)		0% (0)		
0% (0)	17.65% (3)						17	0	-	-

	Always	Most of the time	About half the time	Before exams	Very infrequently	N	DNA	SD	M
Attendance	76.47% (13)	17.65% (3)	5.88% (1)	0% (0)	0% (0)	17	0	-	-

Qualitative

What, if anything, did you find most valuable about this course? -

- Going over the lecture material.
- Helpful review
- It showed me a different angle of math concepts that I wasn't familiar with.
- This course helped give a better understanding to what was taught in class or what was given in homeworks.
- Calculus isn't that hard

In what ways, if any, could the course be improved? -

- Good
- Maybe spend more time with whatever anyone would want review in along with the already given review of webassign?
- I think it's useful to finish the WA questions he starts. I didn't know how to finish some of the questions, but it was left unfinished. Sometimes the TA would explain a concept, but it'd make it more confusing than before. Too long to solve a few problems, but thorough though.
- The quiz time is too short.
- Quizzes were always a trick or a complex system that took a while. If the test isn't going to be that strict, why quiz students on material to that level?
- The TA for this class is really harsh on grading. He is very picky and specific on how the format of our tests should be graded and thus we lose a lot of points. Our recitation has a really low average in general. The first midterm should not have been graded just by our TA, but should have been graded by several TA's (like the second midterm). Neatness or using arrows to specify where the order of work is going should not be reasons for why points should be taken off.
- He did not give partial credit. I received a 1/10 on every quiz, simply for showing up and taking it, but no points for the question (despite at least setting things up correctly). Also, he did not write on the page what I was doing wrong, so I couldn't fix my mistakes. His office hours were during the lecture time, so I would have to make a choice between attending lecture or going and having this explained. It was incredibly frustrating, and did not help my grade at all.
- This quizzes were too difficult.
- A lot of the times the TA went into tangents that weren't associated with what was going on in the class and it really really confused me in the long run. I would walk in knowing how to do something but walk out of recitation confused as ever. I think going into things that "are not in the realm" of the course should not be discussed or brought up at all.
- There needs to be more review for the weekly quizzes. Also the questions covered in recitation are much more easier and abstract than the quiz questions ad exam questions.