

MAT 132 (R23-END): CALCULUS II

Fall 2018 | Marlon De Oliveira Gomes

37 | Students Enrolled
24 | Students Responded
64.86% | Response Rate

Quantitative

	A	B	C	D	F	N	DNA	SD	M	
Overall Grade	54.17% (13)	29.17% (7)	16.67% (4)	0% (0)	0% (0)	24	0	0.75	4.38	
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M	
The instructor was effective in teaching the subject matter.	75% (18)	12.5% (3)	4.17% (1)	8.33% (2)	0% (0)	24	0	0.91	4.54	
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M	
Instructor Expectations	54.17% (13)	29.17% (7)	16.67% (4)	0% (0)	0% (0)	24	0	0.75	4.38	
	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	70.83% (17)	8.33% (2)	12.5% (3)	4.17% (1)	4.17% (1)	24	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	70.83% (17)	8.33% (2)	8.33% (2)	12.5% (3)		24	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	33.33% (8)	37.5% (9)	12.5% (3)	12.5% (3)	4.17% (1)	24	0	-	-	
	SBC requirement	Major Requirement	Minor Requirement	Upper-Division Credit	Personal Interest	Other (please specify)	DNA	SD	M N	
Reason for Taking Course	4.17% (1)	95.83% (23)	0% (0)	0% (0)	0% (0)	0% (0)	0	-	- 24	
	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	25.58% (11)	32.56% (14)	30.23% (13)	0% (0)	11.63% (5)	0% (0)	0	-	- 43	
	0-3 Hours	4-6 Hours	7-9 Hours	10+ Hours			N	DNA	SD	M
Hours Spent Studying	41.67% (10)	45.83% (11)	8.33% (2)	4.17% (1)			24	0	-	-
	A	B	C	D	F	P	N	S DNA	SD	M
Anticipated Grade	33.33% (8)	41.67% (10)	8.33% (2)	0% (0)	0% (0)	0% (0)		0% (0)		
4.17% (1) 12.5% (3)							24	0	-	-

	Always	Most of the time	About half the time	Before exams	Very infrequently	N	DNA	SD	M
Attendance	50% (12)	37.5% (9)	8.33% (2)	0% (0)	4.17% (1)	24	0	-	-

	A great deal	A lot	A moderate amount	A little	Nothing	I don't know	DNA	SD	M N
How much did you learn from this course?	41.67% (10)	16.67% (4)	33.33% (8)	8.33% (2)	0% (0)	0% (0)	0	1.04	3.92 24

	Extremely well	Very well	Moderately well	Slightly well	Not well at all	I don't know	DNA	SD	M N
How well did you achieve the learning goal(s) in this course?	16.67% (4)	20.83% (5)	33.33% (8)	12.5% (3)	12.5% (3)	4.17% (1)	0	1.24	3.17 24

Qualitative

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

- How helpful and available Marlon makes helpself to students.
- Explanation of the ideas introduced in the lecture more formally and specifically.
- N/A.
- Going over specific problems of the material was very beneficial
- Mr.Gomes' recitation was extremely valuable in clarifying details from the lecture. There were multiple times where there was a concept I did not understand in lecture that, upon revisiting in recitation, I completely understood due to Mr.Gomes' explanation.
- I never felt that it was necessary for me to go, but when I did go the TA was very helpful and insightful
- Professor Gomes was excellent at explaining things, both in class and in office hours. He gave very clear examples that highlighted the use of the topic at hand. I always felt better and more confident about doing my homework after Professor Gomes' class or office hours. In addition, he was able to help me understand my work for my other math course while working at the Math Learning Center.
- Mr. Gomes was very thorough in explaining the material that was covered in class.
- not much, just reviews what we already learned
- I G/P/NC the class, however I did find that the instructors were effective in teaching the subject matter.
- I liked the understanding he had about a subject and the way he approaches problems

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

- The exams were extremely difficult and designed for students to perform poorly on them.
- Slowing the course down. It was hard to catch up if you fell behind since we were learning a new topic every time
- learn ahead of the lecture so theres ideas in students mind about whats next
- I can't think of any ways to improve this recitation course.
- More practice problems that are similar to the exam questions.
- My TA writes his 9's weirdly. I've frequently found myself confused about where all of these g's came from and then it turns out that they're 9's. I think he also does his 4's weirdly, but to a much lesser extent.
- None that I can think of.
- N/A.
- Taking more feedback from students about what specifically they do not understand.
- Doing practice problems in a more interactive way rather than just going through the motions.