

MAT 132 (01-END): CALCULUS II

Summer 2017 | Marlon De Oliveira Gomes

28 | Students Enrolled
10 | Students Responded
35.71% | Response Rate

Quantitative

	A	B	C	D	F	N	DNA	SD	M
Overall Grade	20% (2)	10% (1)	20% (2)	30% (3)	20% (2)	10	0	1.4	2.8
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M
The instructor was effective in teaching the subject matter.	10% (1)	20% (2)	10% (1)	40% (4)	20% (2)	10	0	1.28	2.6
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N	DNA	SD	M
Instructor Expectations	0% (0)	20% (2)	10% (1)	20% (2)	50% (5)	10	0	1.18	2
	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	80% (8)	0% (0)	0% (0)	10% (1)	10% (1)	10	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	40% (4)	50% (5)	10% (1)	0% (0)		10	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	30% (3)	20% (2)	40% (4)	0% (0)	10% (1)	10	0	-	-
	SBC requirement	Major Requirement	Minor Requirement	Upper-Division Credit	Personal Interest	Other (please specify)	DNA	SD	M N
Reason for Taking Course	0% (0)	80% (8)	0% (0)	0% (0)	10% (1)	10% (1)	0	-	- 10
	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	37.5% (6)	25% (4)	25% (4)	0% (0)	12.5% (2)	0% (0)	0	-	- 16
	0-3 Hours	4-6 Hours	7-9 Hours	10+ Hours		N	DNA	SD	M
Hours Spent Studying	0% (0)	20% (2)	40% (4)	40% (4)		10	0	-	-
	A	B	C	D	F	P	N	S DNA	SD M
U I Don't Know									
Anticipated Grade	20% (2)	20% (2)	10% (1)	10% (1)	20% (2)	0% (0)		0% (0)	
0% (0)	20% (2)						10	0	- -

	Always	Most of the time	About half the time	Before exams	Very infrequently	N	DNA	SD	M
Attendance	100% (10)	0% (0)	0% (0)	0% (0)	0% (0)	10	0	-	-

Qualitative

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

- The new methods of integration I learned.
- Nothing
- Math is just amazing and I feel glad to learn more. The professor covered a lot in the class and I appreciate it.
- Hire a tutor
- Office hours
- This course was valuable to learn calc 2 and as a building block for any other calc courses that is needed. It was well taught and the teacher was able to explain problems outside of class which helped a lot although expectations were a little to high I believe.

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

- More examples and solutions of situations they might happen and how to deal with them. As a summer course I understand that time in class is limited but as a hand out would help tremendously. Some of the questions on test and homework's were unfamiliar situations that we had dealt with in class and students were not aware how to deal with them by themselves. If able to attend office hours it would be explained but if not able to attend it would be extremely hard as per the students I had spoken too.
- Prepare the students for what's expected of them on the exam.
- Get a better teacher who doesn't teach everything geometrically just because he's a geometry major.
- Having a different professor teach the class
- The professor talked very slow. And he was inclined to go back and fix what he wrote down on the board, which blurred the points in each section and sometimes I just didn't get what he wanted to tell. And therefore we had to change what we put down very often. And this was just not good for us to understand the class. I hope he could prepare more so that it could be easier for both students and the professor.
- Due to the fact that the course is shortened over the summer term, it would be more helpful if more emphasis was placed on application, or more specifically, how to answer the questions we are going to need to answer on the Homeworks and tests. Too much time was spent on approaching problems from ways we wouldn't have to on the Homeworks and tests. I feel like more examples would have definitely helped. Once the homework is graded, an answer key being provided would have been helpful for studying. Partial credit on the homework would have also been helpful, otherwise there's no point in even attempting a problem you're struggling with. The "in summary" verbal dialogue after every topic was helpful. Could also be written in short bullet points to aid in studying. Topic such as trigonometric substitution could have been made easier if a hand out or online pdf resource was made of the trigonometric substitutions we would have to know.
- Better office hours, better understanding of student needs and struggles, better examples that reflect the material. Better usage of homework to help understand course rather than punish the inability to perfect the homework.
- None