

SYRACUSE UNIVERSITY

Department: Mathematics

Term: Fall 2018

Form: Mathematics Department Student Rating

Instructor: Hartshaw, Garrett Evan

Class: MAT295 Section M104 (Calculus I)

Responses: 17 Enrollment: 29 Response Rate: 58.6%

| | 1 Excellent | | 2 Good | | 3 Adequate | | 4 Poor | | 5 Terrible | | This Class Summary Stats | | | Classes in This Group 295 RECITATIONS (LARGE) | | |
|-----------------------|----------------|-------|-----------|-------|---------------|-------|-----------|------|---------------|------|-----------------------------|------|------|--|------|------|
| | N | % | N | % | N | % | N | % | N | % | N | Mean | StD | N | Mean | StD |
| 1. Rate the textbook. | 4 | 25.0% | 3 | 18.8% | 8 | 50.0% | 1 | 6.2% | 0 | 0.0% | 16 | 2.38 | 0.96 | 141 | 2.55 | 0.95 |

| | 1 Always | | 2 Often | | 3 Sometimes | | 4 Rarely | | 5 Never | | This Class Summary Stats | | | Classes in This Group 295 RECITATIONS (LARGE) | | |
|---|-------------|-------|------------|-------|----------------|-------|-------------|-------|------------|------|-----------------------------|------|------|--|------|------|
| | N | % | N | % | N | % | N | % | N | % | N | Mean | StD | N | Mean | StD |
| 2. Has the instructor been available for help outside the class? | 5 | 35.7% | 5 | 35.7% | 2 | 14.3% | 1 | 7.1% | 1 | 7.1% | 14 | 2.14 | 1.23 | 138 | 2.14 | 1.04 |
| 3. Did the instructor present the material in a clear and logical manner? | 5 | 29.4% | 2 | 11.8% | 5 | 29.4% | 5 | 29.4% | 0 | 0.0% | 17 | 2.59 | 1.23 | 142 | 2.40 | 1.09 |

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|--|----------------|-------|-----------|-------|---------------|-------|-----------|-------|---------------|------|-----------------------------|------|------|--|------|------|
| | N | % | N | % | N | % | N | % | N | % | N | Mean | StD | N | Mean | StD |
| 4. Rate the effectiveness of the instructor's oral communication. | 5 | 29.4% | 1 | 5.9% | 6 | 35.3% | 5 | 29.4% | 0 | 0.0% | 17 | 2.65 | 1.22 | 145 | 2.47 | 1.12 |
| 5. Rate the effectiveness of the instructor's written communication. | 4 | 25.0% | 2 | 12.5% | 7 | 43.8% | 3 | 18.8% | 0 | 0.0% | 16 | 2.56 | 1.09 | 143 | 2.28 | 1.10 |

| | 1 Always | | 2 Often | | 3 Sometimes | | 4 Rarely | | 5 Never | | This Class Summary Stats | | | Classes in This Group 295 RECITATIONS (LARGE) | | |
|---|-------------|-------|------------|-------|----------------|-------|-------------|-------|------------|------|-----------------------------|------|------|--|------|------|
| | N | % | N | % | N | % | N | % | N | % | N | Mean | StD | N | Mean | StD |
| 6. Were the assignments a worthwhile aid to learning the course material? | 6 | 35.3% | 5 | 29.4% | 4 | 23.5% | 2 | 11.8% | 0 | 0.0% | 17 | 2.12 | 1.05 | 145 | 2.17 | 1.01 |
| 7. Did the instructor encourage questions and give adequate follow-up treatment of assigned problems? | 6 | 35.3% | 3 | 17.6% | 6 | 35.3% | 2 | 11.8% | 0 | 0.0% | 17 | 2.24 | 1.09 | 145 | 2.11 | 1.07 |
| 8. Was the instructor well prepared for class? | 12 | 70.6% | 4 | 23.5% | 1 | 5.9% | 0 | 0.0% | 0 | 0.0% | 17 | 1.35 | 0.61 | 145 | 1.77 | 0.95 |
| 9. Did the instructor convey interest and enthusiasm for the subject? | 7 | 41.2% | 5 | 29.4% | 3 | 17.6% | 2 | 11.8% | 0 | 0.0% | 17 | 2.00 | 1.06 | 144 | 1.89 | 1.00 |
| 10. Were the exams and the grading fair? | 9 | 52.9% | 7 | 41.2% | 0 | 0.0% | 1 | 5.9% | 0 | 0.0% | 17 | 1.59 | 0.80 | 143 | 1.78 | 0.93 |

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|---|----------------|-------|-----------|-------|---------------|-------|-----------|------|---------------|------|-----------------------------|------|------|--|------|------|
| | N | % | N | % | N | % | N | % | N | % | N | Mean | StD | N | Mean | StD |
| 11. Overall, how would you rate the instructor? | 5 | 29.4% | 3 | 17.6% | 8 | 47.1% | 1 | 5.9% | 0 | 0.0% | 17 | 2.29 | 0.99 | 144 | 2.31 | 1.07 |

| | 1 A | | 2 B | | 3 C | | 4 D | | 5 F | | N |
|---|--------|-------|--------|-------|--------|-------|--------|------|--------|------|----|
| | N | % | N | % | N | % | N | % | N | % | N |
| 12. What grade do you expect to get in this course? | 10 | 58.8% | 4 | 23.5% | 3 | 17.6% | 0 | 0.0% | 0 | 0.0% | 17 |

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Written Comments

- could be better at walking through problems
- Explanations of problems or answers to questions were sometimes unclear. Sometimes steps were skipped or oral explanations not included, so those who had trouble with a concept weren't able to understand or better their understanding.
- Garret could use a little better handwriting but his clear explanations always made up for it.
- Garrett is very smart and can explain well, but his communication skills could be improved which would greatly help. Work was related and helpful in the class and he grades very fairly.
- Garrett wasn't the best at teaching and would often skip steps when doing a problem out so we would have to ask him to do those steps out.
- Go more in depth and explain
- I had a hard time understanding your thought processes when you did work on the board because you often skipped steps and did shortcuts that I wouldn't normally do myself. I understand that you're really good at math but the rest of us aren't and I think you expected too much from us. I wish you took things more step by step when explaining. Thanks for a good semester though! I think you were a good grader and very nice with partial credit.
- N/A
- the problems in recitation were much more difficult than the problems on the homework, in lecture, and exams. explanations were quite hard to follow since the instructor would often skip steps in showing solutions to certain problem, leaving out a fair amount of explanation by doing so. otherwise, the instructor had a strong understanding of the material but had trouble translating that in multiple ways to a large group
- very helpful TA, lots of growth
- Was not very helpful in teaching math. He seems very educated in calculus, but teaching it is different than knowing it.