



## Survey Evaluation Results

Dear MARTIN MOHLENKAMP,

In this report you will find course evaluations for the Spring Semester of the 2012-2013 academic year. The overall indicator is listed first. It consists of the following scales:

- Instructor Evaluation
- Course Evaluation

The overall indicator is followed by the individual average values of the scales mentioned above.

In the second part of the analysis the average values of all individual questions are listed.

Your Class Climate Administrator  
Kelly Pero

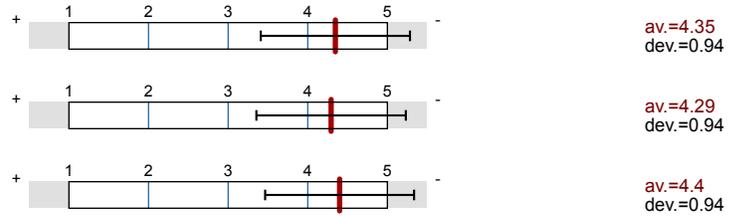


Overall indicators

# Global Index

2. Instructor Evaluation

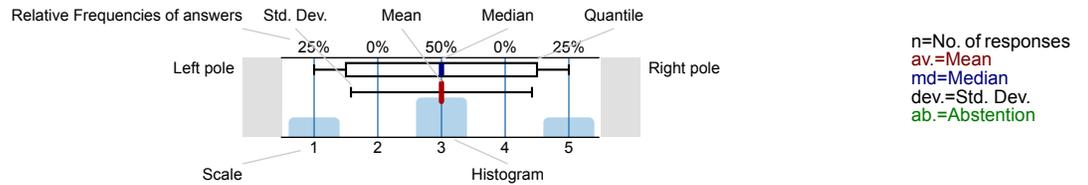
3. Course Evaluation



## Survey Results

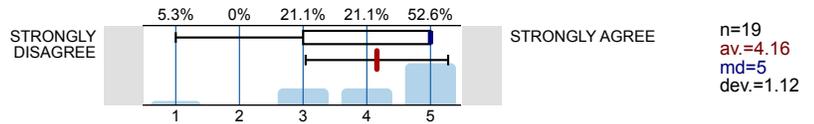
### Legend

Question text

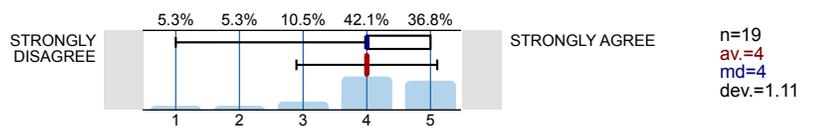


## 2. Instructor Evaluation

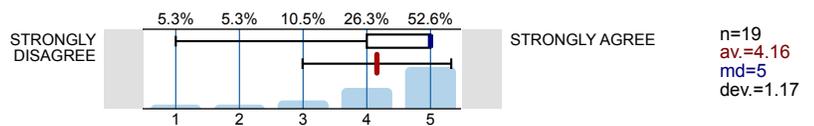
2.1) Instructor created an environment that was conducive to learning.



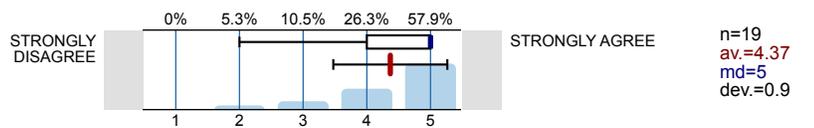
2.2) Instructor gave clear explanations.



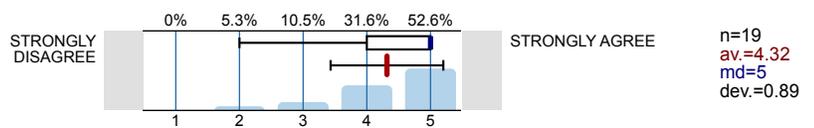
2.3) Instructor used helpful examples and illustrations.



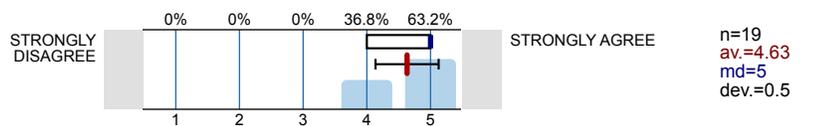
2.4) Instructor consistently followed grading criteria.



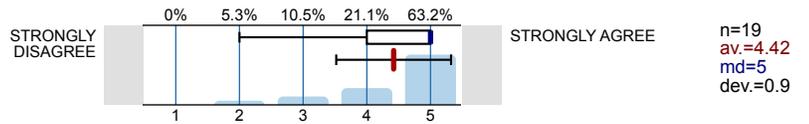
2.5) Instructor provided useful feedback.



2.6) Instructor provided timely feedback.

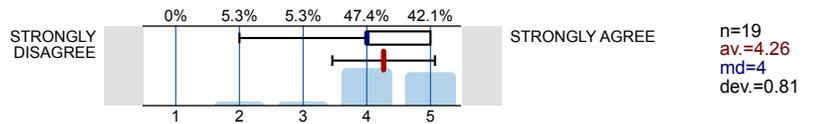


2.7) Instructor made herself or himself available for assistance outside of class.

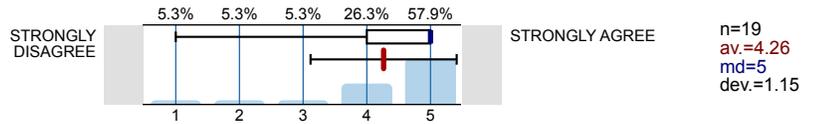


### 3. Course Evaluation

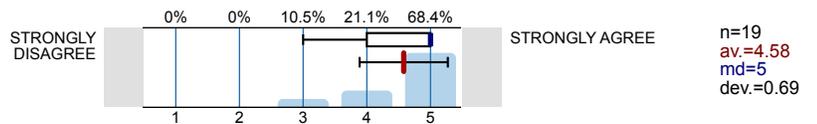
3.1) Outside class activities (readings, assignments, homework, problem sets, etc.) helped me to understand the subject.



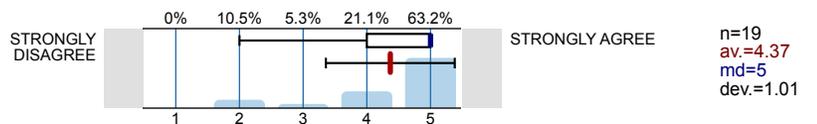
3.2) In-class activities (lecture, discussion, handouts, group-work, etc.) contributed to my understanding of the subject.



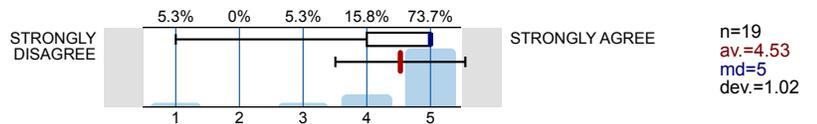
3.3) This course challenged me intellectually.



3.4) Course grading criteria were communicated clearly.

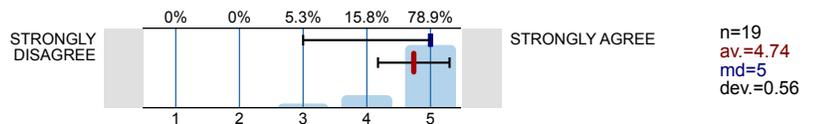


3.5) Course objectives were met.

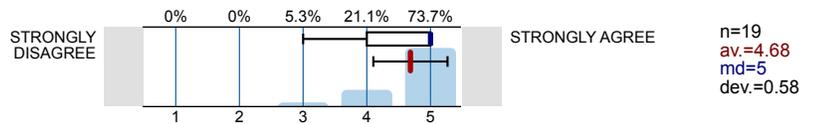


### 4. Additional Questions

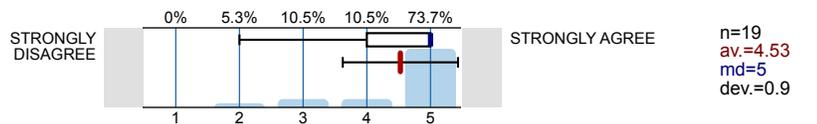
4.1) Instructor encouraged participation.



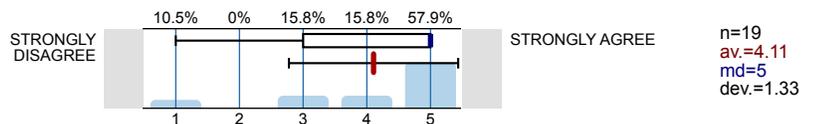
4.2) Instructor was respectful to students.



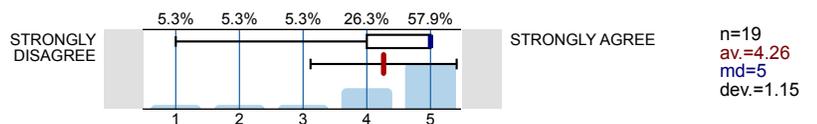
4.3) Examinations were a good test of my knowledge.



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



4.5) Instructor was an effective teacher.

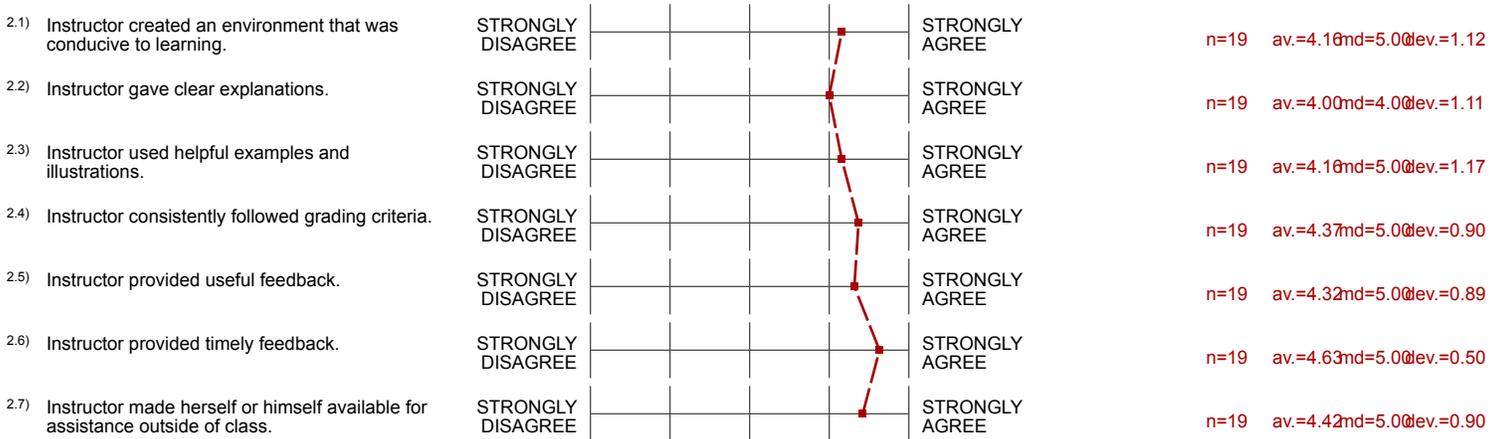


# Profile

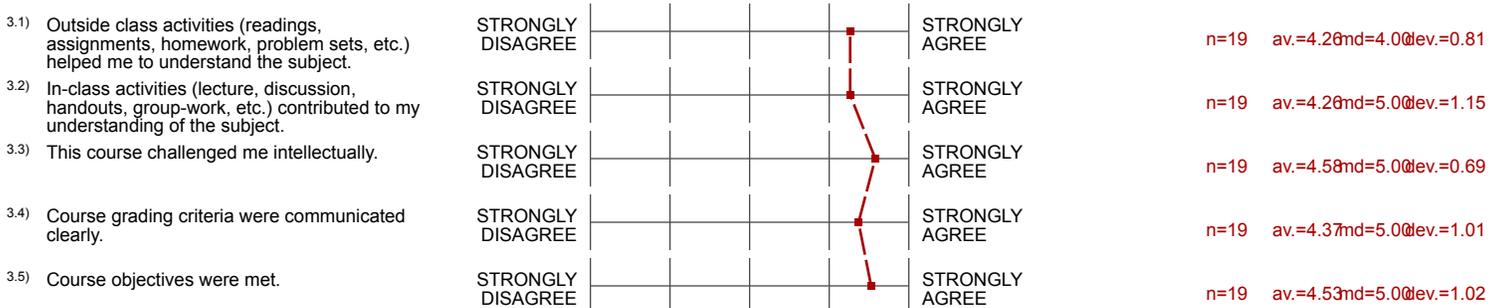
Subunit: **A&S-MATH**  
 Name of the instructor: **MARTIN MOHLENKAMP**  
 Name of the course: **Calculus I**  
 (Name of the survey)

Values used in the profile line: Mean

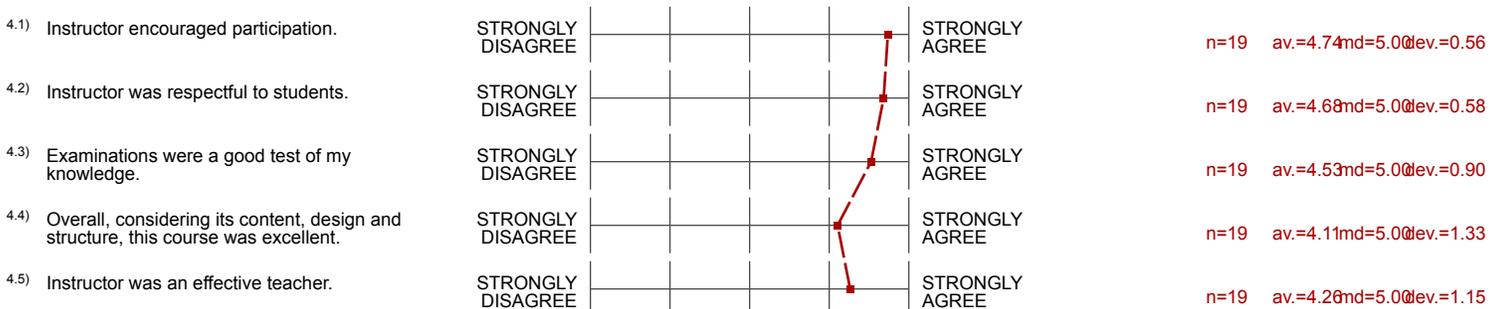
## 2. Instructor Evaluation



## 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**?

- Encouraging class participation.
- Endearing towards his subject and students, puts forth great effort for participation + effort towards personalized class experiences/ relationships with individual students.
- He knows what he is talking about and tries his best to convey that information
- He really knew his material, and did a good job of presenting it.
- He takes time to get to know students in the class.
- He understood what we were having problems with when we went over questions in class.
- He was able to get everything done in class and he kept it interesting.
- He was very open to asking questions, he always encouraged us to ask them.
- His knowledge of the topics
- MARTIN MOHLENKAMP's wit made the classroom environment welcoming and easier to learn calculus. His explanation of the material in class made it easy to do well in the course.
- Martin is very patient and is always willing to help our understandings of the course
- N/A
- Professor Mohlenkamp is great at explaining things in more than one way, and demonstrates an enormous understanding of the subject.
- Very clear with examples and what we were going to get done in class each day. Miss a class, miss a lot.
- Very knowledgeable
- You can tell he knows what he's doing and understands all the material.

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

- Breaking down information to basics to make it easier to understand.
- Explanations of the general definitions of theories and formulas.
- He did more proofs rather than more problems so I definitely had trouble with that stuff.
- He did not always fulfill my questions, although he understood where I was having problems he didn't completely explain something for me to understand.
- His ability to share the information
- His explanations were awful, sometimes he wouldn't come up with the correct answer. Also the examples he would do would be relatively simple, compared to the examples we had to complete or even compared to the online homework problems.
- NONE
- Needs to explain things more clearly an more examples
- Nothing comes to mind
- There truly isn't a weakness. He is a great teacher.
- Unable to understand the material by means of teaching methods
- Uses the book to much to help teach, the book can be confusing just adjust to your teaching method
- Very smart, sometimes spends a bit too much time on the proofs (only in his effort to emphasize importance on the conceptual aspects of mathematics which some people could take or leave)
- lot of material to get through and if you didn't get it right away then you were lost

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

- Challenged my intellectually
- It is a good class for teaching calculus. It does what its supposed to do.
- Makes all other math prior to calculus useful.
- Making the homeworks count for a grade.
- Online homework
- The course does a good job of preparing you for calculus 2.
- The organization.
- The text book really helped when you read it page by page, and the videos on webassign usually helped with understanding the material.
- The textbook was very helpful.
- Very challenging but test your knowledge and tells you, "this is college kid".
- Web assign
- the course was well broken up and organized
- the grading criteria for this course. the grade being spread through various activities made it possible to get a good grade as one relatively bad grade does not damage the student's score too much.

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

- A few of the homework sections were exceptionally long and impractical to complete because Webassign took so long to load each time I submitted a question. (this only happened on the REALLY long assignments)
- I have NO IDEA why I have to take this when I am a Biology major. The only time I thought it could be useful is when we talked about half life or something and we learned that in all the chemistry that we have to take.
- Its a math class, it can be easily misunderstood...more effort could be taken to simplify the course
- Lecture
- None
- The course is very hard in its examinations
- The examples given in class and the homework. Give less online homework and more homework straight from the problems in the book. Also the teacher should be providing tougher examples or provide examples that are more related to what we will be tested over. Sometimes I felt going to class was useless, I would learn more from going to the library and reading the book instead of class.
- The online homework, although I like the concept of it, the program did not work very well.
- There are a lot of proofs that makes it hard for people to understand, it'd be great if we could just do math.
- This course has a lot of material crammed into one.
- n/a
- no extra credit.