

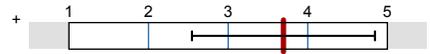


Overall indicators

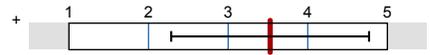
Global Index

2. Instructor Evaluation

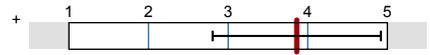
3. Course Evaluation



av.=3.69
dev.=1.15



av.=3.53
dev.=1.24

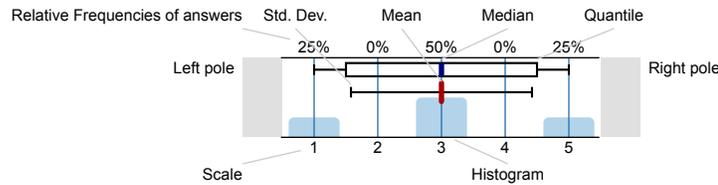


av.=3.86
dev.=1.06

Survey Results

Legend

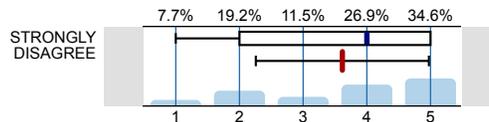
Question text



n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

2. Instructor Evaluation

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

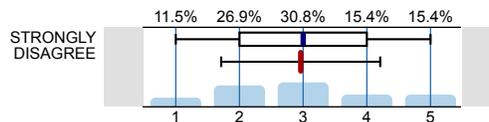


STRONGLY DISAGREE

STRONGLY AGREE

n=26
av.=3.62
md=4
dev.=1.36

2.2) Instructor gave clear explanations.

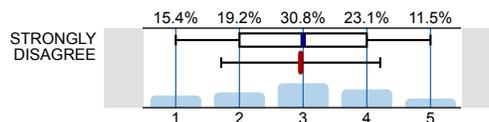


STRONGLY DISAGREE

STRONGLY AGREE

n=26
av.=2.96
md=3
dev.=1.25

2.3) Instructor used helpful examples and illustrations.

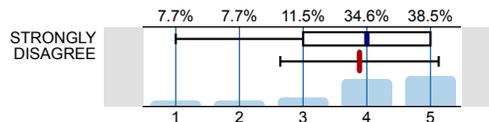


STRONGLY DISAGREE

STRONGLY AGREE

n=26
av.=2.96
md=3
dev.=1.25

2.4) Instructor consistently followed grading criteria.

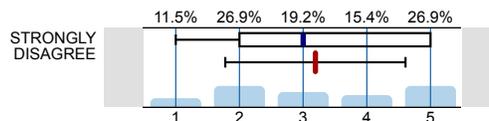


STRONGLY DISAGREE

STRONGLY AGREE

n=26
av.=3.88
md=4
dev.=1.24

2.5) Instructor provided useful feedback.

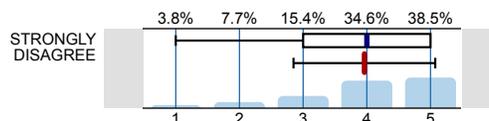


STRONGLY DISAGREE

STRONGLY AGREE

n=26
av.=3.19
md=3
dev.=1.41

2.6) Instructor provided timely feedback.

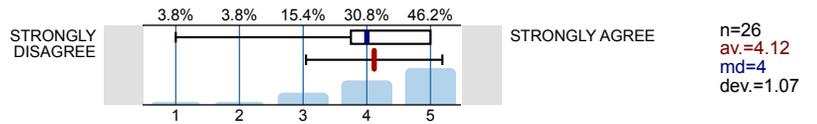


STRONGLY DISAGREE

STRONGLY AGREE

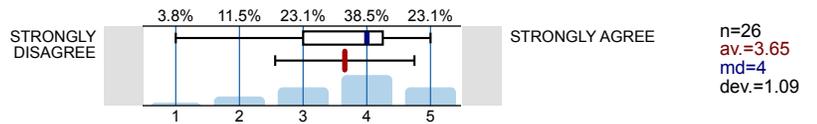
n=26
av.=3.96
md=4
dev.=1.11

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

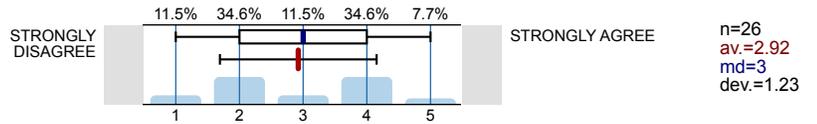


3. Course Evaluation

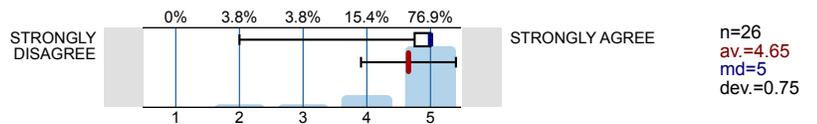
3.1) Outside class activities (readings, assignments, homework, problem sets, etc.) helped me to understand the subject.



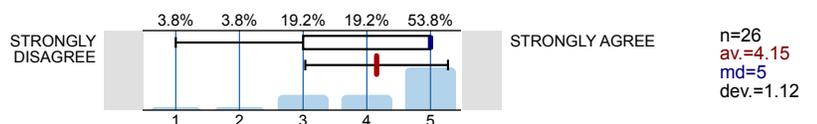
3.2) In-class activities (lecture, discussion, handouts, group-work, etc.) contributed to my understanding of the subject.



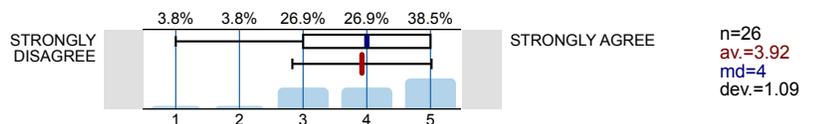
3.3) This course challenged me intellectually.



3.4) Course grading criteria were communicated clearly.

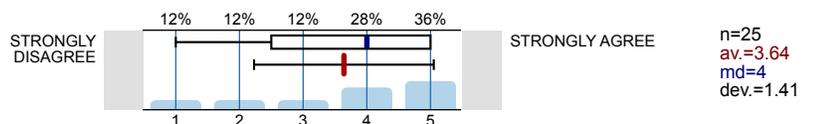


3.5) Course objectives were met.

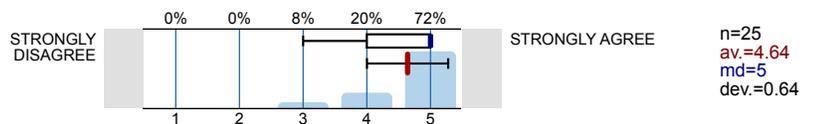


4. Additional Questions

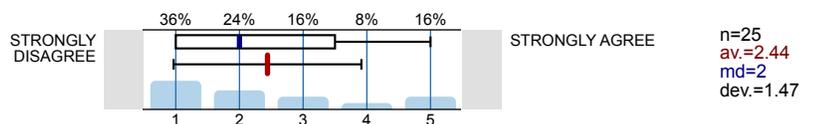
4.1) Instructor encouraged participation.



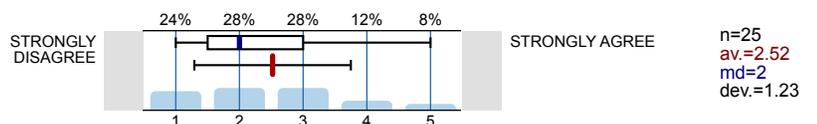
4.2) Instructor was respectful to students.



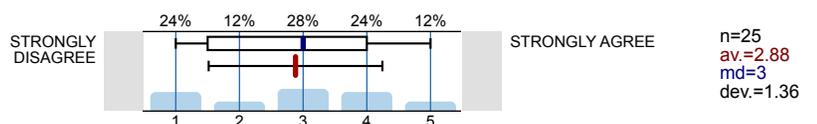
4.3) Examinations were a good test of my knowledge.



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



4.5) Instructor was an effective teacher.



Comments Report

5. Open Response

5.1) What do you consider to be the greatest **STRENGTH** of the **INSTRUCTOR**?

- Dr. Mohlenkamp is very knowledgeable on the subject matter that he is teaching.
- Explains in a different way when someone has a problem
- Friendly, tries his best to explain the material when the class struggles with the content, always happy to help during office hours, listing what topics will be on the exams is helpful
- Great explanations, good enthusiasm for a calc instructor
- He cares about his students.
- He communicated very clearly and was always available for help, he was very open and considerate of student's opinions and made changes based on their feedback. He was very nice and very caring of his students.
- He is good at math.
- He is very intelligent and makes an effort to get participation in class.
- He was nice and created a good environment for students to learn.
- He was very open to hearing the students' recommendations on how he can make the test better for us as students. He was very helpful outside of the classroom. Anytime I needed help with anything, I could send him an email and he would get back to me within the day. Very helpful professor.
- His knowledge of the course and giving us best way to understand the material.
- Knowing what he was doing.
- Made time outside of class for help.
- Martin is nice.
- Speaks slowly.
- The Instructor was passionate about math, made students feel respected and appreciated them being in class. He also attempted to make exams more appropriate to the best he could to suit our needs. He is a understandable and great overall person.
- The instructor always responded to the feedback of the students. His concerns for improving the class' test scores as a whole and his optimistic personality make him a more desirable teacher to be taught by.
- The instructor was showed concern, was willing to help, and tried to improve.
- Use of examples when explaining problems
- Willingness to help.
- knew what he was talking about
- the knowledge of the subject
- very friendly
- willing to listen to the class and make changes as the semester went on available outside of class, helpful during office hours

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

- Although Martin is very intelligent, he struggled actually teaching me. I found this to be true to myself and other students that I talked to in my class. He punished us on tests for attempting the T/F questions by giving us a -1 point on top of losing the full amount of points the questions were worth. It discouraged me to not answer the questions if I didn't know them because that way, I would still receive a +1 point.
- Being able to explain the concept and less of how it became the concept.
- Didn't always give enough example problems during class, but improved towards the end of the semester.
- Dry tone, class got kinda boring and redundant sometimes
- He doesn't know how to teach effectively and makes the exams too difficult for what we learn in lecture. I only learn and understand class materials in recitation with the TA. But even then, the exams are still so difficult that it is hard to succeed.
- He doesn't do enough examples.
- He is not good at teaching and explaining math to students.
- He was not an effective teacher and was not very good at teaching calculus. I had a lot of trouble throughout the entire course and got really bad grades on all of my tests. Even with tutoring, I did not have good test scores and I think it is because of the way he taught the class. Also, the tests had a hard true or false section that made my grades come down a lot because of the way he took away five points for every answer we answered wrong.
- He was only ever able to explain a problem one way, when someone in class would be confused on how he did the problem he had a lot of difficulty explaining the problem in different terms. He seemed very unsure at times with what he was teaching
- He would always begin a class by asking if anybody had any questions, and then when they would ask them, most of the time he would tell them to come after class. I believe that seeing how those questions were done would help the whole class even if it cuts into class time. This way wound up wasting class time having people ask questions without them getting any answers.
- I think some harder example problems, which he started doing during the end of the semester, really helped to prepare me for problems on the homework and on the exam.
- I would say he teaches at a much higher level and sometimes as a student kinda get lost in class.
- Not a lot of class participation or super easy examples to help understand complicated concepts.
- Not the best at explaining things other than the one way he knows.
- Sometimes is unsure on how to answer the classes questions so we are often left still confused about the material.
- Talks quiet sometimes
- The instructor relied too much on technical reasoning and hard definitions rather than examples and explanations to help students grasps concepts and ideas.
- There were times when we would do very easy practice problems in class rather than more challenging ones. However, throughout the year, professor Mohlenkamp was very good at giving us more examples that would help us down the road.
- Very poor at explaining concepts on a student level. Homework and recitation concepts taught do not relate well to test/exam content. Instructor is aware that students are grossly unprepared but continues to test anyway.
- When asked to explain something further he usually just repeats what he said before and doesn't try to find a different way of explaining it.
- could kinda tell when he didn't like certain material and therefore teaching it lacked a little and made the topic harder
- include the class in the examples. encourage more participation
- made outside work way harder than in class and the exams were extremely hard
- poor communication of material, poor grading system, exams were too long and didnt test our knowledge

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

- Calculus is a great recourse and needed for engineering especially. Certain concepts have many practical real world scenarios to help make a person more knowledgeable and a better citizen.
- Idk
- It is challenging which is good to test abilities.
- It prepares you for Calculus 2.
- N/A
- N/A.
- Textbook and web assign
- Textbook was okay, Web Assign was nice because it forced you to do homework and practice, although it was pricey.
- The book is pretty good.
- The book was very good at giving a lot of examples. I used the book quite frequently.
- The course was a bit challenging and I did struggle but it made me work/try harder to do better.
- The homework.
- The recitation always helped me a lot. Qing was very helpful.
- The tests were really hard.
- The textbook.
- Webassign homework was very helpful
- homework helped out
- structure

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

- Book content is difficult to understand at times.
- Daily note taking, make it more involved with the class. Have students come up to the board more to try problems. If a student can teach other students the content, that not only helps them, but it may make more sense by showing them the way they did the problem
- I am not a fan of every two weeks of test that we got to take. I wish the study guilds were a little bit different. I think the class time needs to be little longer instead of 55-minute setting. I believe a 70-minute would better give us the student a chance to breathe and get more example in class.
- Idk
- It is calculus.
- Length of test
- Tests and sample questions didn't quite match up at the beginning, changes made were helpful homework didn't quite match the type of questions that the test would have on it
- The course relies too much of hard book detail and definition rather than examples and explanation.
- The exams had 30% true/false and it would count more than the actual calculated questions. If you got the true/false right you were given 3 points. If you got it wrong it was -2. If you didn't try it at all you got 1 point. This rewarded people who didn't even try the questions. I would work out a problem and get -2 points for trying it. It lead me to not even try the true/false and i ended up getting better scores when I didn't try it out.
- The exams were written very poorly as this is my second time taking Calc 1 at Ohio University and I have learned a lot more this semester but the exams do not test my knowledge in the course at all because I spend hours studying for the exams and still do very very poorly. Also having an exam every other Monday is very difficult because we do not have time to recover from the last exam and on top of studying for other exams I just feel it puts even more constant stress on the students.
- The exams would have questions I feel were more meant to trick you rather than showing what you know.
- The online work was so dumb. I spent about 3 hours just trying to gain access to the website initially, then I emailed the company, 3 months later, still no response. I wound up having to spend an hour on the phone with a worker who then hung up on me, I called them back and it took easily another two hours just so I could do my homework. If I didn't have to spend so much time figuring out the damn website, I might have had some more time to work on the actual math part of the homework.
- The teacher.
- The true or false portions of his exam
- The true or false really messed up my test grades and I do not think they should be included on the tests.
- This course doesn't really act as a continuation of pre-calculus at OU instead it seems to be more like a review of calculus for those that took calculus in high school which can make it difficult to catch up if you don't have a base knowledge of calculus.
- Very fast paced.
- When people talk about how they studied all week for an exam and they still got a 40%, that's this class. The exams don't just test if you know the material, it tests if you know more than just the concept that you were taught. Therefore, resulting in a low class average.
- content was really hard to learn alone, teacher didn't help out as much as to what the tests were going to be like
- having 7 exams total (every other Monday), the exams were very good at testing the class for what we do not know, rather than having the exams actually show what all we do know.