

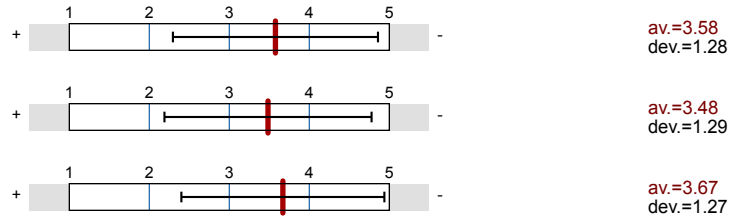


Overall indicators

Global Index

2. Instructor Evaluation

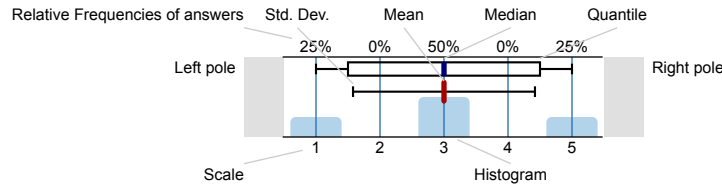
3. Course Evaluation



Survey Results

Legend

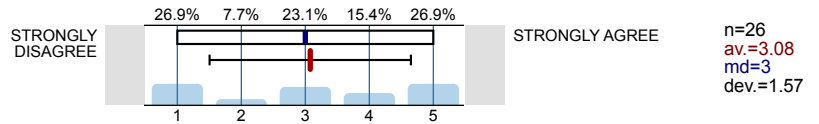
Question text



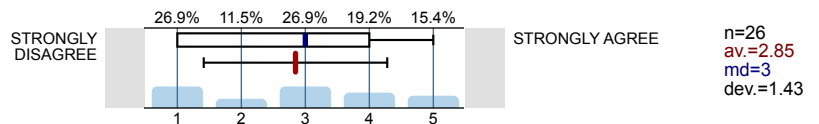
n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

2. Instructor Evaluation

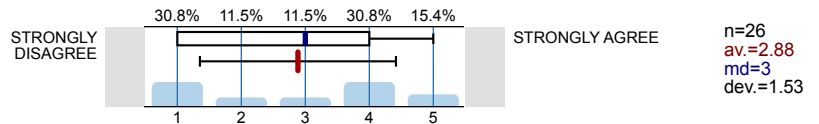
2.1) Instructor created an environment that was conducive to learning.



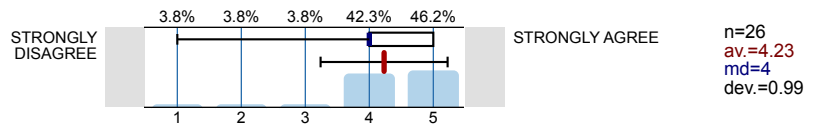
2.2) Instructor gave clear explanations.



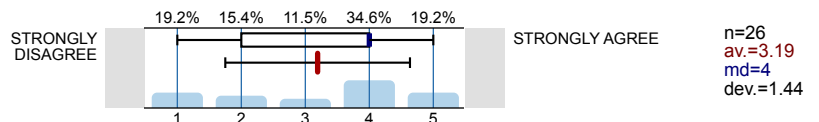
2.3) Instructor used helpful examples and illustrations.



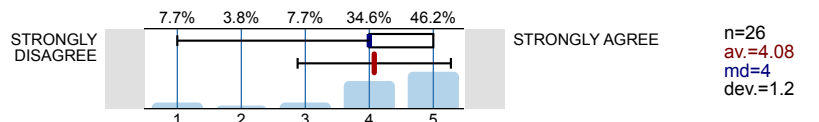
2.4) Instructor consistently followed grading criteria.



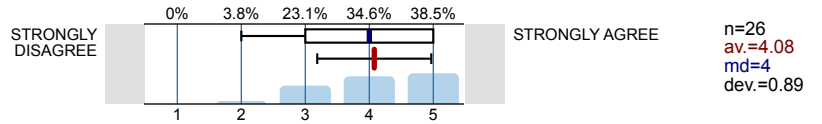
2.5) Instructor provided useful feedback.



2.6) Instructor provided timely feedback.

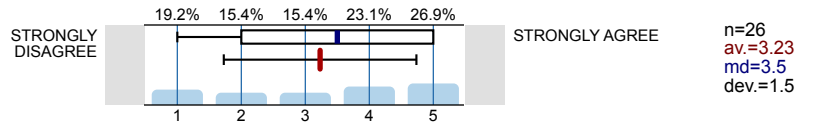


2.7) Instructor made herself or himself available for assistance outside of class.

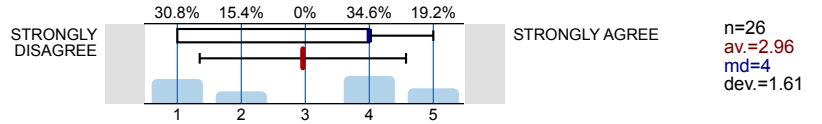


3. Course Evaluation

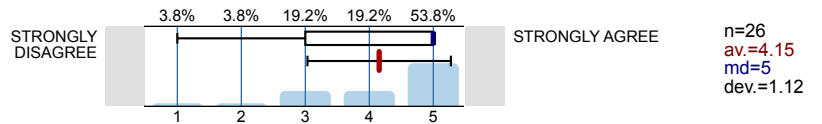
3.1) Outside class activities (readings, assignments, homework, problem sets, etc.) helped me to understand the subject.



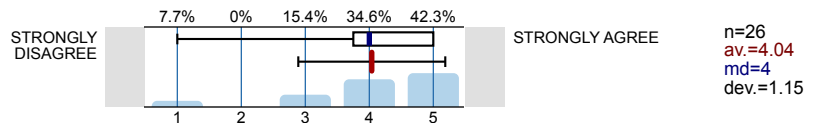
3.2) In-class activities (lecture, discussion, handouts, group-work, etc.) contributed to my understanding of the subject.



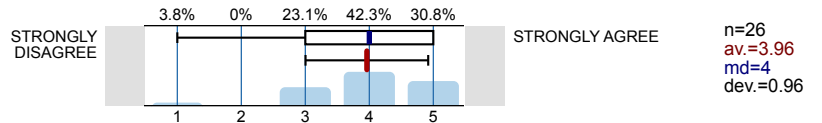
3.3) This course challenged me intellectually.



3.4) Course grading criteria were communicated clearly.

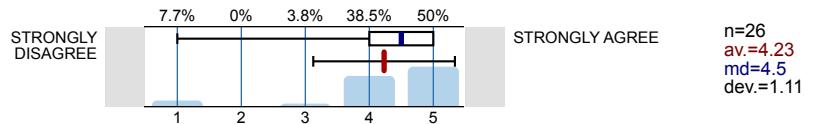


3.5) Course objectives were met.

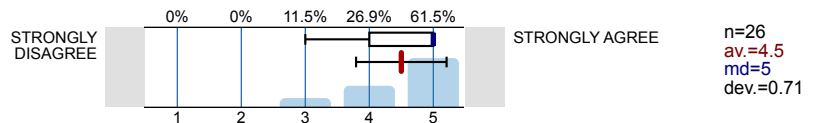


4. Additional Questions

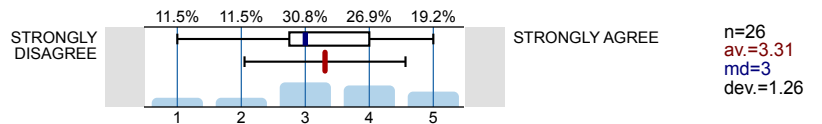
4.1) Instructor encouraged participation.



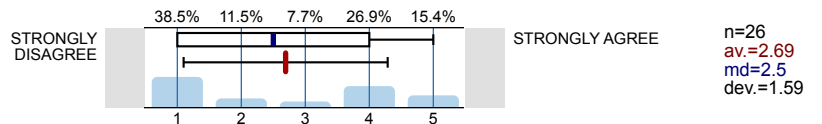
4.2) Instructor was respectful to students.



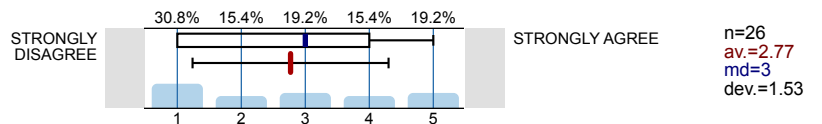
4.3) Examinations were a good test of my knowledge.



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



4.5) Instructor was an effective teacher.

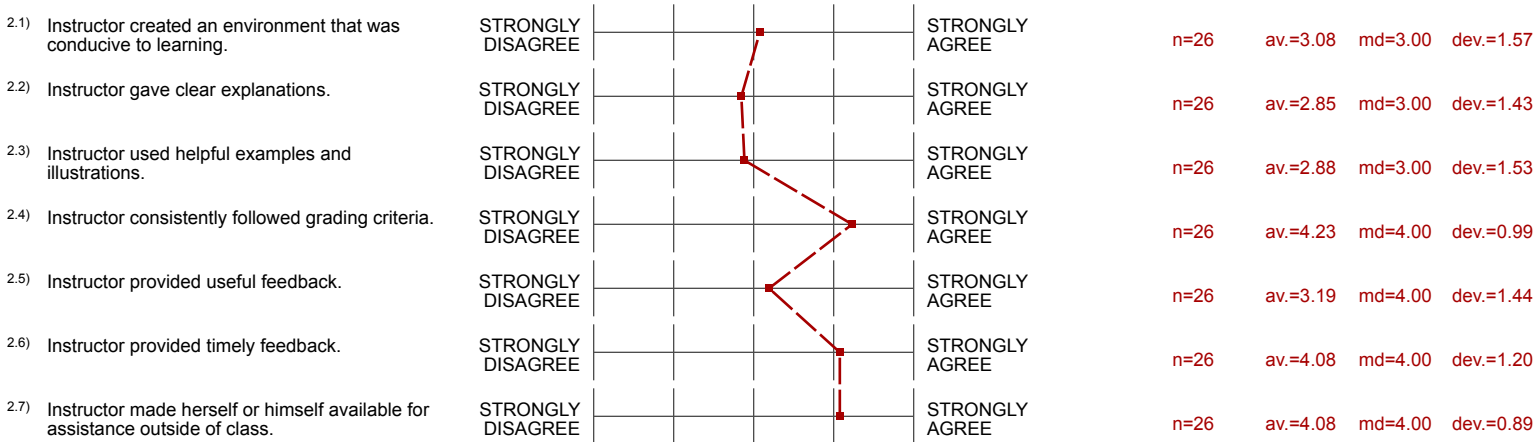


Profile

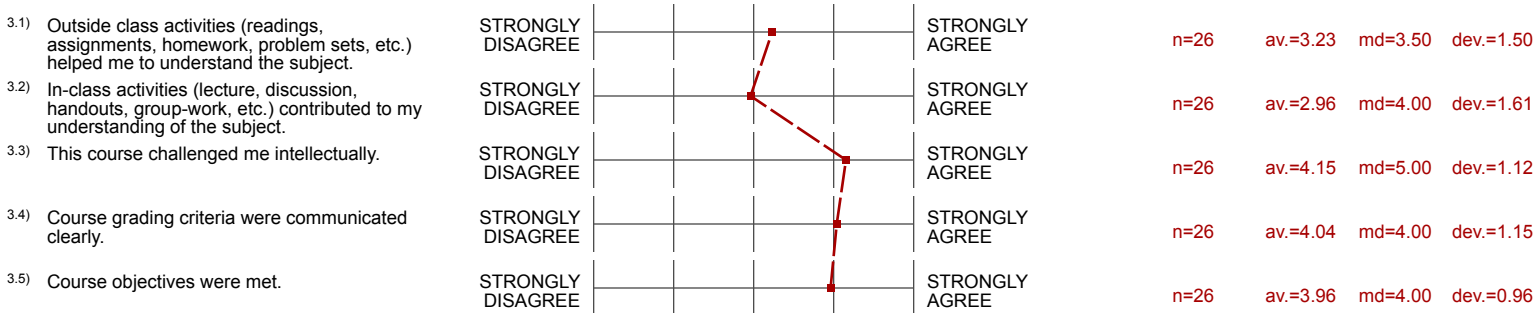
Subunit: **A&S-MATH**
 Name of the instructor: **MARTIN MOHLENKAMP**
 Name of the course: **Calculus I (MATH2301102_2191_Regular)**
 (Name of the survey)

Values used in the profile line: Mean

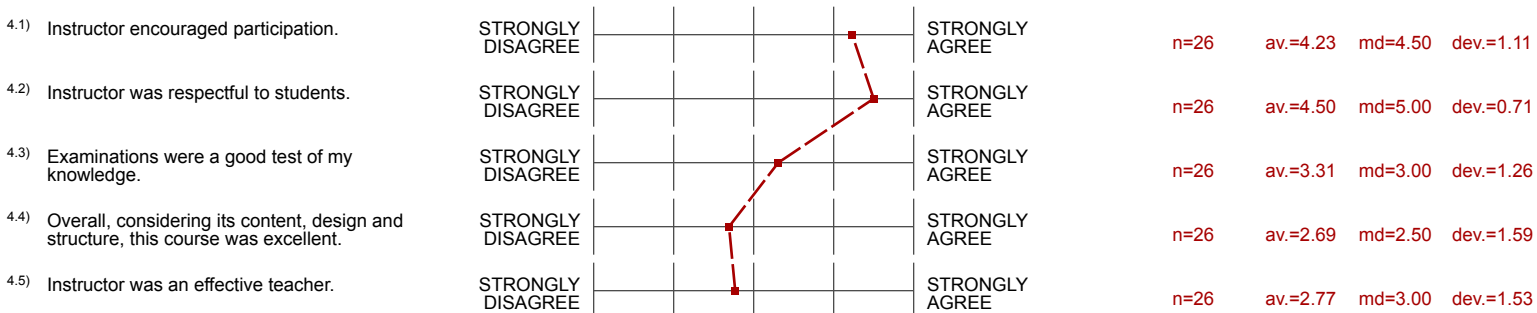
2. Instructor Evaluation



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**?

- Didn't have to buy a book
- Explanations of the topics.
- Grading partial credit on the tests.
- He is usually very organized and prepared. After tests he returns our grades quickly.
- He seems like he would be good at golf.
- He was always willing to answer questions anyone had
- He was kind and tried his best to help us when we asked questions
- He was very quick to respond to any questions I had, even to me, easily his worst student. I think this would have been great class if the text hadn't been such garbage.
- His ability to not teach, I used YouTube and khan academy for everything because he doesn't teach a single lesson. He shows us problems from the section and goes over like 2 problems in a 55 min class period. For me, this was my first advanced math class as I had only taken precalc before I feel as if he favored the students who were obviously the kids who got 4.0's in high school. Didn't wanna waste his time I guess with the others
- How easy he is to approach when someone is confused
- Knowledge of subject
- NOTHING.
Screw Mr. Mohlenkamp. I cannot find a single redeeming quality about this class, except the fact that its over. This is by far the worst class I have ever taken.
- None he's a bad teacher
- Professor Martin very much focuses on student understanding and participation, which I appreciate.
- She was very helpful in recitation.
- The instructor was very nice and helpful when people had questions, also he made calculus fun.
- The way he structures his class
- There was nothing I found to be a strength of the instructor
- Very friendly and often had us work in groups to participate more
- class participation
- knowledge of the topic

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

- Cant really think of any
- EVERYTHING. He can't teach, he basically reads from the textbook, the tests are designed to trip you up, he thinks it's an accomplishment that 40% of his students drop or fail, the material covered in class doesn't prepare you for the exams, and he cannot effectively explain topics. If your class average is a 75%, you're doing something wrong.
- Everything
- Explaining questions
- He can not teach whatsoever. When doing examples I think it is a bad idea to do a whole example of a problem on the board, and after the class has absorbed the information, reveal to the class that he has done the problem incorrectly on purpose. I see what he is trying to do when he does this, but it is confusing and ineffective.
- He did not explain how to solve problems, he just put examples on the board and expected us to know how to solve them.
- He didn't explain the thought process of the problems
- He gave example problems that were way to hard to understand when learning a new topic and sometimes when answering questions he would make it much too complicated and confusing.
- He is better at instructing one-on-one than in lecture.
- He tried too hard to emulate the style of the book without taking into account the best way to teach it. He is incredibly smart and struggles to explain things to people who do not share his level of knowledge.
- He was hard to hear at times. Talk louder?
- His last name is hard to pronounce
- Occasionally, Professor Martin would explain some things in a different manner than the material, which made working with the material somewhat difficult in those moments.
- Only gets through a few problems each class period
- Tested on a much higher level than we were taught
- The instructor could not teach this course.
- This instructor was great I have nothing to say.
- Very bad at communicating what we should know exactly and is confusing with his examples
- communication
- example in class did were not always clear and end goal was not always clear

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

- Format
 - Group work
 - I liked the idea of the preview activities because it was nice to tie in previous knowledge to the topic of the day.
 - It gave me a lot of free time
 - It teaches a challenging math course
 - It was a nice way to review over material from the past week
 - Not having to buy a book
 - The Edfinity homework problems were the most useful, but they were still more complicated than anything we talked about in class.
 - The final exam
 - The group-based learning.
 - The homework assignments were a good level of difficulty to where the assignments they were easy enough to do without help, but hard enough to where you could learn from them.
 - The material, the textbook specifically, gives examples that are helpful.
 - The preview activity due at the beginning of class really got you ready to learn.
 - The recitation sessions were helpful for the most part. But Mr. Mohlenkamp was completely awful, and so was the textbook.
 - The test reviews.
 - The text and especially the website used for homework where terrible. The text had far too few examples to work through for effective learning, the website was cumbersome, and poorly formatted. I suggest throwing them both away and trying other sources. Just awful.
- No strengths because of how just awful they where. What is the point of a text book if I have to rely on outside sources to learn anything?
- building blocks for more advanced math
 - recitations and group work/ online homework help students to understand the content more
 - the book was accessible online
 - working in groups was helpful, although I believe it would be better to work in a group for more than three days.

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

- All we did in class was go over the preview activity and groupwork and it took up a lot of time I think doing more examples with him explaining the process would be better.
- Difficulty difference between homework and tests
- However, to counter that last point, the textbook does not give enough types of examples to help out students in a pinch.
- Its extremely challenging
- Never fully went over exams, only talked them through in groups
- Professor Mohlenkamp does not know how to explain the problems.
- THE BOOK. The introduction of topics was poorly paced or out of order and the examples were horrible. As someone who took calculus in high school and did well in it, the material was incredibly confusing. I found myself struggling to understand the obscure examples even though I understood the topic overall. I could not imagine how difficult this course would be for someone who had no prior experience with calculus.
- The Prof
- The amount of group changes. Change groups every 3-4 weeks, instead of every week. It makes it hard to get to know the people you are working with.
- The book problems were not helpful and way to hard for just learning new topics for the first time. The preview problems were somewhat helpful but the way we went over them was not because we no longer had our papers to see if we were right or not and when we were going over problems or a topic and ran out of time in class we would just move on during the next class which I think made everything more confusing because we never really finished learning the last topic before moving on to others.
- The course was unable to provided the material in an interesting or comprehensive way.
- The homework was weighted very low for how much homework there. There are two assignments due every class. Three times a week for 14 weeks, so there's about 80 or so assignments, adding up to 10% of the total grade.
- The hour recitation time sometimes wasent enough to finish the recitation
- The online homework and teaching us lessons after we do homework which makes it super confusing
- The online homework. Just awful. See answer for strengths.
- The text didn't work that well. I need clear examples (step by step) in the text which is not given and the wording is confusing.
- The whole math department
- Two things: the teacher, and the textbook. Mr. Mohlenkamp cannot teach if his life depended on it (he just reads from the textbook), and this is compounded by the fact that the textbook we used sucked, and cannot explain anything coherently. Please, never use that textbook again. I'd rather pay \$200 for a textbook that's actually decent than a free one that I cannot understand.
- difficulty
- doing homework online.
- the book was difficult to read and confusing do not recommend