



Individual Report Spring 2026 for MATH 3300 100 - Calculus III (Martin Mohlenkamp)

Project Title: **Course Evaluation Spring 2026**

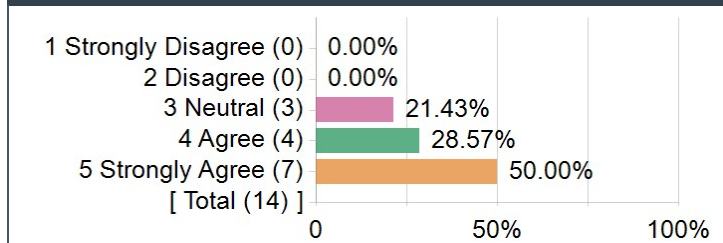
Course Audience: **45**
Responses Received: **14**
Response Ratio: **31.11 %**

Prepared by: **Joseph Scowden**
Creation Date: **Tuesday, May 5, 2026**

Instructor Evaluation: Martin Mohlenkamp

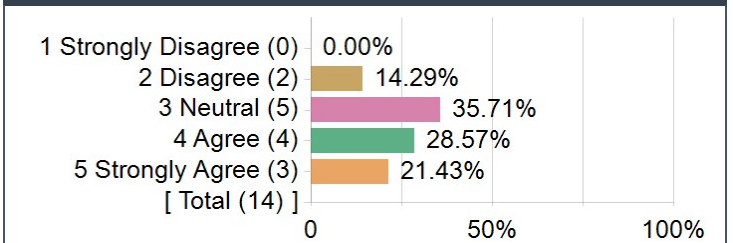
Competency Statistics	Value
Mean	4.08
Median	4.00
Mode	5
Standard Deviation	0.87
Standard Error (based on SD)	0.09
Population Standard Deviation	0.87
Standard Error (based on PSD)	0.09

1. Instructor created an environment that was conducive to learning.



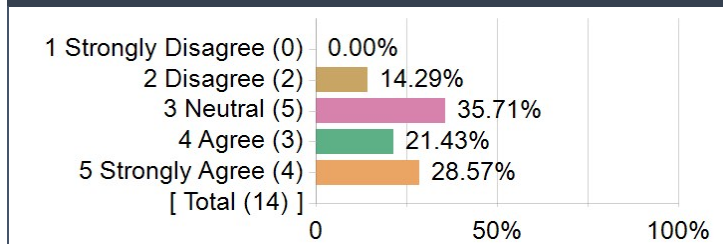
Statistics	Value
Response Count	14
Mean	4.29
Median	4.50
Mode	5
Standard Deviation	0.83
Population Standard Deviation	0.80
Standard Error (based on SD)	0.22
Standard Error (based on PSD)	0.21

2. Instructor gave clear explanations.



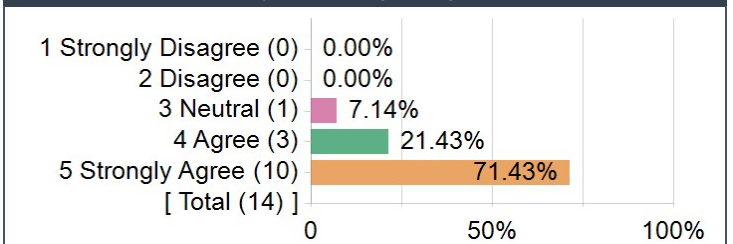
Statistics	Value
Response Count	14
Mean	3.57
Median	3.50
Mode	3
Standard Deviation	1.02
Population Standard Deviation	0.98
Standard Error (based on SD)	0.27
Standard Error (based on PSD)	0.26

3. Instructor used helpful examples and illustrations.



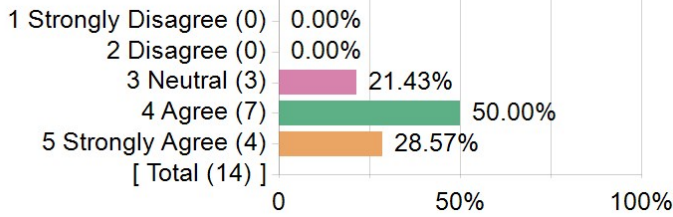
Statistics	Value
Response Count	14
Mean	3.64
Median	3.50
Mode	3
Standard Deviation	1.08
Population Standard Deviation	1.04
Standard Error (based on SD)	0.29
Standard Error (based on PSD)	0.28

4. Instructor consistently followed grading criteria.



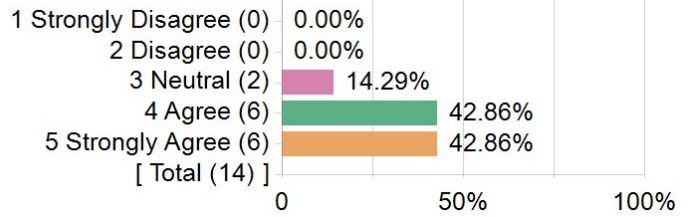
Statistics	Value
Response Count	14
Mean	4.64
Median	5.00
Mode	5
Standard Deviation	0.63
Population Standard Deviation	0.61
Standard Error (based on SD)	0.17
Standard Error (based on PSD)	0.16

5. Instructor provided useful feedback.



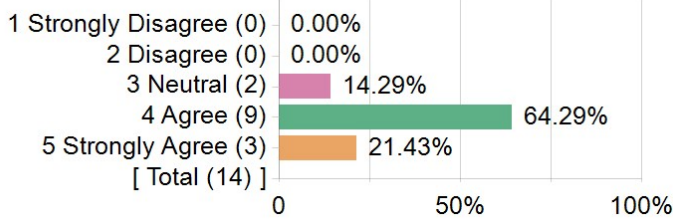
Statistics	Value
Response Count	14
Mean	4.07
Median	4.00
Mode	4
Standard Deviation	0.73
Population Standard Deviation	0.70
Standard Error (based on SD)	0.20
Standard Error (based on PSD)	0.19

6. Instructor provided timely feedback.



Statistics	Value
Response Count	14
Mean	4.29
Median	4.00
Mode	4, 5
Standard Deviation	0.73
Population Standard Deviation	0.70
Standard Error (based on SD)	0.19
Standard Error (based on PSD)	0.19

7. Instructor was available for assistance outside of class.

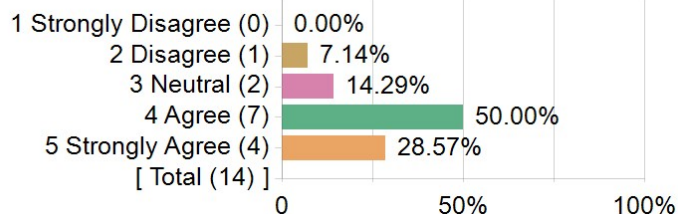


Statistics	Value
Response Count	14
Mean	4.07
Median	4.00
Mode	4
Standard Deviation	0.62
Population Standard Deviation	0.59
Standard Error (based on SD)	0.16
Standard Error (based on PSD)	0.16

Course Evaluation:

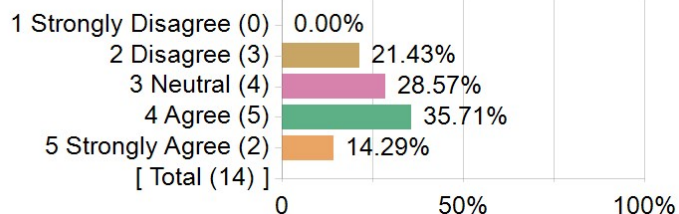
Competency Statistics	Value
Mean	4.14
Median	4.00
Mode	5
Standard Deviation	0.91
Standard Error (based on SD)	0.11
Population Standard Deviation	0.90
Standard Error (based on PSD)	0.11

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



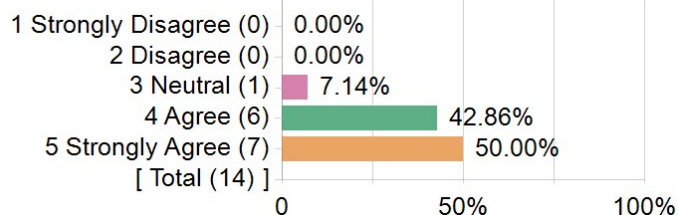
Statistics	Value
Response Count	14
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	0.88
Population Standard Deviation	0.85
Standard Error (based on SD)	0.23
Standard Error (based on PSD)	0.23

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



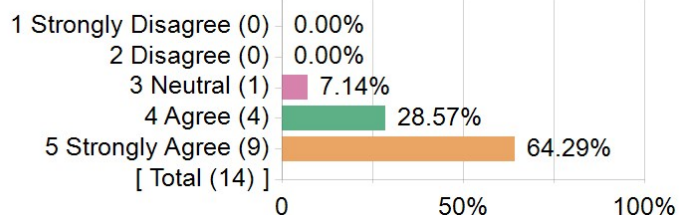
Statistics	Value
Response Count	14
Mean	3.43
Median	3.50
Mode	4
Standard Deviation	1.02
Population Standard Deviation	0.98
Standard Error (based on SD)	0.27
Standard Error (based on PSD)	0.26

3. This course challenged me intellectually.



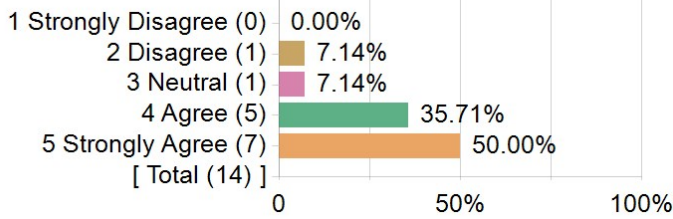
Statistics	Value
Response Count	14
Mean	4.43
Median	4.50
Mode	5
Standard Deviation	0.65
Population Standard Deviation	0.62
Standard Error (based on SD)	0.17
Standard Error (based on PSD)	0.17

4. Course grading criteria were communicated clearly.



Statistics	Value
Response Count	14
Mean	4.57
Median	5.00
Mode	5
Standard Deviation	0.65
Population Standard Deviation	0.62
Standard Error (based on SD)	0.17
Standard Error (based on PSD)	0.17

5. Course objectives were met.

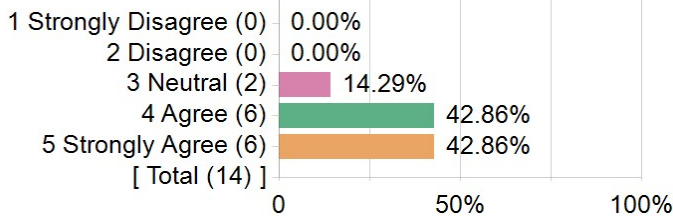


Statistics	Value
Response Count	14
Mean	4.29
Median	4.50
Mode	5
Standard Deviation	0.91
Population Standard Deviation	0.88
Standard Error (based on SD)	0.24
Standard Error (based on PSD)	0.24

Additional Questions

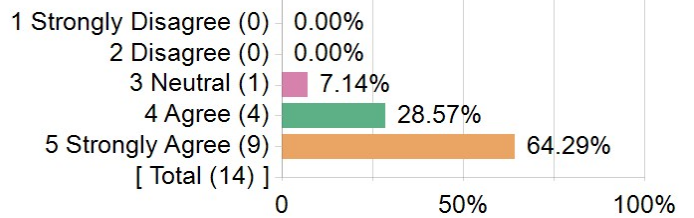
Competency Statistics	Value
Mean	4.25
Median	4.00
Mode	5
Standard Deviation	0.88
Standard Error (based on SD)	0.11
Population Standard Deviation	0.87
Standard Error (based on PSD)	0.11

1. Instructor encouraged participation.



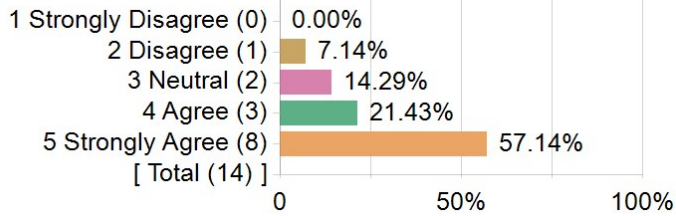
Statistics	Value
Response Count	14
Mean	4.29
Median	4.00
Mode	4, 5
Standard Deviation	0.73
Population Standard Deviation	0.70
Standard Error (based on SD)	0.19
Standard Error (based on PSD)	0.19

2. Instructor was respectful to students.



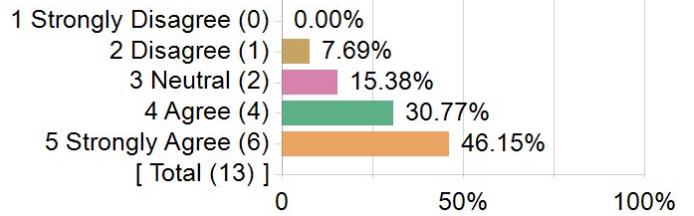
Statistics	Value
Response Count	14
Mean	4.57
Median	5.00
Mode	5
Standard Deviation	0.65
Population Standard Deviation	0.62
Standard Error (based on SD)	0.17
Standard Error (based on PSD)	0.17

3. Examinations were a good test of my knowledge.



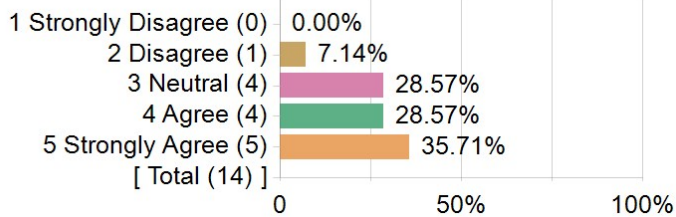
Statistics	Value
Response Count	14
Mean	4.29
Median	5.00
Mode	5
Standard Deviation	0.99
Population Standard Deviation	0.96
Standard Error (based on SD)	0.27
Standard Error (based on PSD)	0.26

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



Statistics	Value
Response Count	13
Mean	4.15
Median	4.00
Mode	5
Standard Deviation	0.99
Population Standard Deviation	0.95
Standard Error (based on SD)	0.27
Standard Error (based on PSD)	0.26

5. Instructor was an effective teacher.



Statistics	Value
Response Count	14
Mean	3.93
Median	4.00
Mode	5
Standard Deviation	1.00
Population Standard Deviation	0.96
Standard Error (based on SD)	0.27
Standard Error (based on PSD)	0.26

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

Comments
Very intelligent and knowledgeable.
His personability with his students. I felt that he was an actually interesting person, and I didn't feel that a robot was teaching me
Very welcoming, kind, and explained each topic very well.
very organized, seemed excited and knowledgeable about the subject he taught
The greatest strength is he always goes through lots of problems in class and is genuinely so kind and wants us to enjoy math.
Dr. Mohlenkamp is good at explaining the difficult concepts in ways that make sense or are broken down into easier steps.
Clear criteria
He engages in the discussion and is attentive to student questions
Was very kind and helpful. Did not let me give up when I was frustrated.
Very kind, very willing to answer questions and encourages questions, exams are good assessment of content

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

Comments
I didn't find the direct teaching from the book to be very beneficial for me. Not sure if more written examples would help but I think it could.
For the most part, he just read from the textbook, which was fine since I felt we were assessed in line with it, but some days it felt like coming to lecture wasn't all that helpful.
None
Did everything following the textbook, rarely went off book. Using examples from the textbook only, rarely worked through a problem with us showing a step by step work through
I wish he would write problems on the chalkboard more while walking through them.
Reading directly from the textbook
Some sections felt a bit rushed up, but it was mostly because of the book design.
n/a
Scrolling through the textbook as a means of teaching isn't the greatest. It would be more beneficial to walk through an example on the chalkboard first before independent attempts/reading through solution.

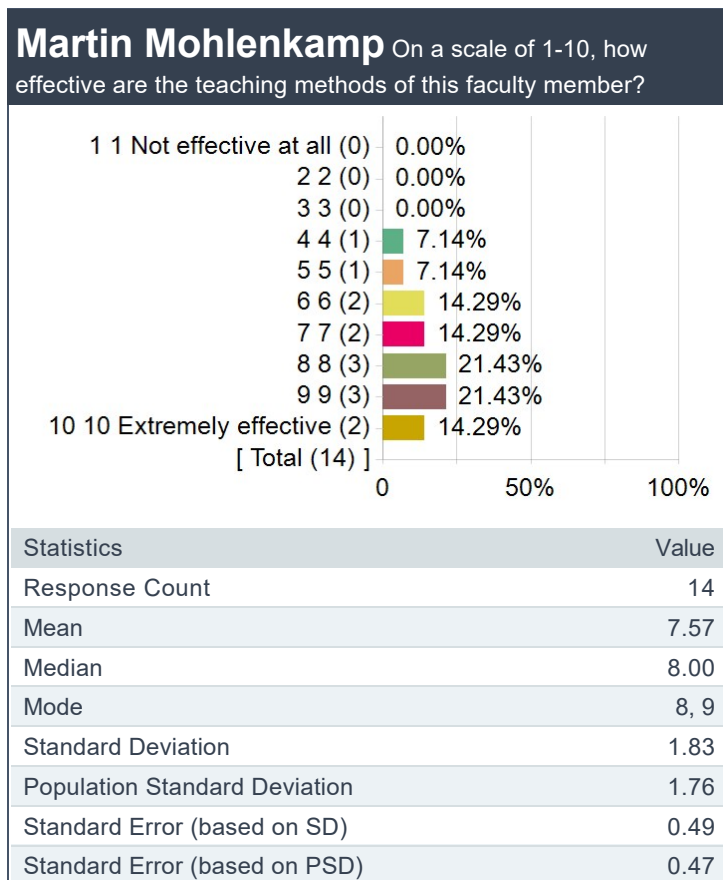
What do you consider to be the greatest STRENGTH of the COURSE (texts, content, etc.)?

Comments
I thought the textbook we used was good at keeping things concise while also being able to explain things in depth well. I thought that I was able to learn from this textbook much better than from other calc textbooks I've had to use in the past.
The APEX textbook did a great job at providing clear definitions and examples that correlated with homework in a way that made sense.
Very organized. Textbook was easy to access and navigate with HW problems
I really loved the textbook we used for this class. It's models of functions and exercises were extremely helpful.
The textbook that is free and has a decent amount of practice problems and solutions for earlier content.
The textbook
The use of Apex calc made it really easy to understand the structures of 3D objects and how to integrate them.
All the examples we did.

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

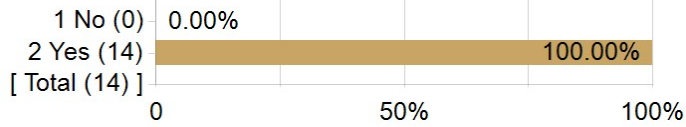
Comments
I think the textbook is awful. I appreciate it being free, but the examples were not helpful and there were a fair number of typos.
Not grading homework provided very little incentive to actually complete the homework at all.
The other textbook (the one we used to learn about lagrange and jacobians) was much harder to understand and also had mistakes in the textbook, which I did not like.
We learned a new chapter section every day, which was a lot to get through in a short time. It felt a bit overwhelming at times as it was so much information to take in at once
Possibly having another grade type other than tests and recitation. Like a quiz of some kind?
There is a lack of questions with solutions to check my answers in the last 2–3 chapters of content covered. There are only a few problems in each section in chapter 14 and almost none in chapter 15, so it felt like no matter how many practice problems I did, I did not know if I did them correctly. Most of the concepts are too advanced to have help from online sources. It would be useful if either Dr. Mohlenkamp or a TA for the class went through and completed 3–5 problems for each section in chapter 15 so that there were at least some with solutions available.
The lecture
The lack of homework forces you to study on your own, which becomes hard in the last weeks of the semester
Just using the textbook explanations rather than working them out on the board.

Martin Mohlenkamp On a scale of 1-10, how effective are the teaching methods of this faculty member?



Martin Mohlenkamp Does the faculty member create a classroom atmosphere free of political, racial, gender, and religious bias?

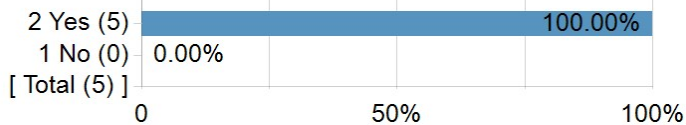
Martin Mohlenkamp Does the faculty member create a classroom atmosphere free of political, racial, gender, and religious bias?



Statistics	Value
Response Count	14
Mean	2.00
Median	2.00
Mode	2
Standard Deviation	0.00
Population Standard Deviation	0.00
Standard Error (based on SD)	0.00
Standard Error (based on PSD)	0.00

Are students encouraged to discuss varying opinions and viewpoints in class?

Are students encouraged to discuss varying opinions and viewpoints in class?



Statistics	Value
Response Count	5
Mean	2.00
Median	2.00
Mode	2
Standard Deviation	0.00
Population Standard Deviation	0.00
Standard Error (based on SD)	0.00
Standard Error (based on PSD)	0.00

Describe aspects of the course or instruction that contributed to your learning.

Comments
Our textbook and recitations
Homework & In-class work
I felt that i learned more through recitation when we could work through problems step by step with the instructor
Reading the book before class, and he textbook/exercise choices.
Doing practice problems in class was very helpful as it was a way for me to get immediate feedback especially in later chapters where solutions were not provided in the book for the homework/practice sets.
The textbook and recitation examples
The heavy reliance on doing exercises made me understand the subjects better.
All of the examples we did in class were mostly example-based learning rather than lecture-based.

Offer suggestions for how to improve the course.

Comments
Homework should contribute to our overall grade
Stick to the APEX textbook
Use the boards in the room to work through problems with the students. Don't just read from the textbook, because there's little response for student to come to class if they have access at home to read through and do the problems like they would in class.
More detailed walk throughs of problems
Less reading directly from the textbook
None.
Don't only use the textbook explanations of problem or maybe do a little more to help us get started on some of the harder topics.