Project Title: **University of Florida GatorEvals – Fall 2019**

| | |
|---|---|
| Courses Audience: **67** | Instructors Audience: **67** |
| Responses Received: **44** | Responses Received: **44** |
| Response Ratio: **65.7%** | Response Ratio: **65.7%** |

**Report Comments**

INTRODUCTION

Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction and maximize learning to meet the mission of the university. This report contains the results gathered through the new GatorEvals system. Students were invited to share their feedback on the teaching and course material. We invite every faculty member to examine the analysis in the report and utilize the resources provided in the report. Thank you for your continued great work!
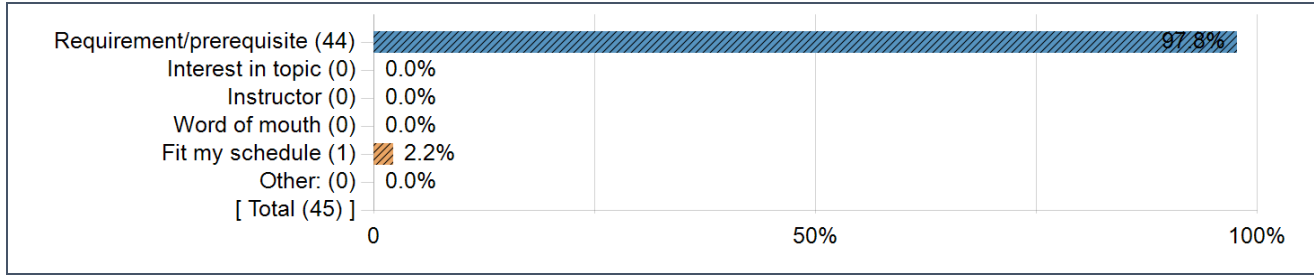
Chris Hass, Ph.D.
Associate Provost for Academic and Faculty Affairs



Prepared by: **John Jordi**
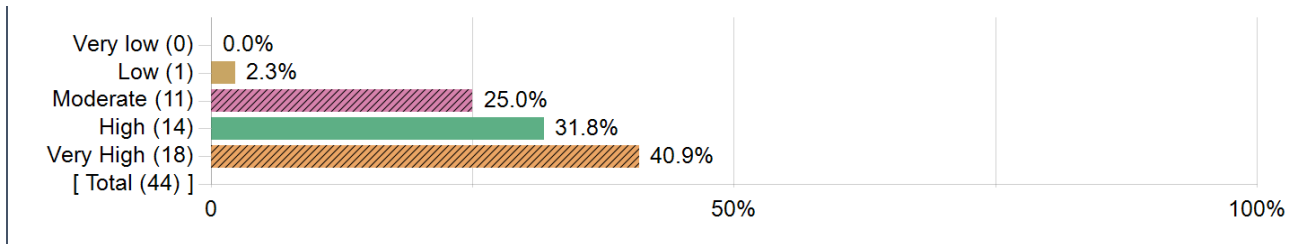Creation Date: **Wednesday, October 13, 2021**

## Student Self-Evaluation Questions

**Why did you take this course?**



| | | |
|---|---|---|
| Requirement/prerequisite (44) | | 97.8% |
| Interest in topic (0) | 0.0% | |
| Instructor (0) | 0.0% | |
| Word of mouth (0) | 0.0% | |
| Fit my schedule (1) | 2.2% | |
| Other: (0) | 0.0% | |
| [ Total (45) ] | | |

**How would you rate your own participation (completed readings, assignments, etc.) in this course?**

How would you rate your own participation (completed readings, assignments, etc.) in this course?



| | | |
|---|---|---|
| Very low (0) | 0.0% | |
| Low (1) | 2.3% | |
| Moderate (11) | 25.0% | |
| High (14) | 31.8% | |
| Very High (18) | 40.9% | |
| [ Total (44) ] | | |

## Comparative Evaluation Results

### Instructor Evaluation Questions

| | Response Rate | Mean | IM | DPT Mean | DPT IM | College IM | College IM |
|---|---|---|---|---|---|---|---|
| The instructor was enthusiastic about the course. | 65.7% | 4.93 | 4.96 | 4.47 | 4.71 | 4.42 | 4.68 |
| The instructor explained material clearly and in a way that enhanced my understanding. | 65.7% | 4.98 | 4.99 | 4.17 | 4.52 | 4.13 | 4.45 |
| The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.) | 65.7% | 4.95 | 4.98 | 4.37 | 4.64 | 4.35 | 4.61 |
| The instructor fostered a positive learning environment that engaged students. | 65.7% | 4.95 | 4.98 | 4.31 | 4.62 | 4.27 | 4.58 |
| The instructor provided prompt and meaningful feedback on my work and performance in the course. | 65.7% | 4.95 | 4.98 | 4.13 | 4.50 | 4.09 | 4.42 |
| The instructor was instrumental to my learning in the course. | 65.7% | 4.95 | 4.98 | 4.05 | 4.47 | 4.00 | 4.38 |
| Overall | 65.7% | 4.95 | - | 4.25 | - | 4.21 | - |

### Course Evaluation Questions

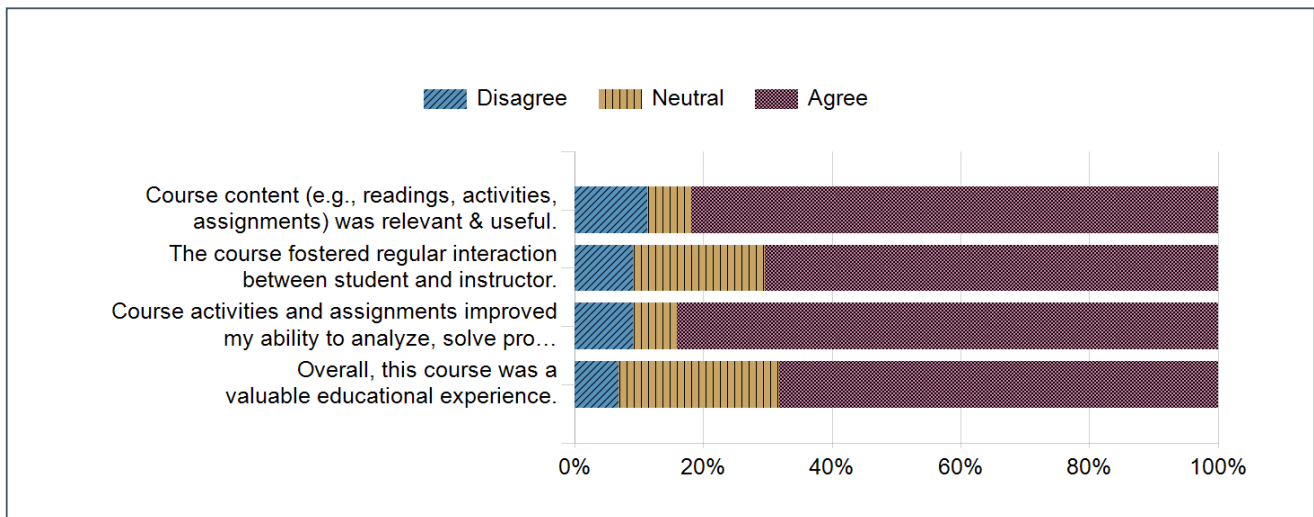| | Response Rate | Mean | IM | DPT Mean | DPT IM | College IM | College IM |
|---|---|---|---|---|---|---|---|
| Course content (e.g., readings, activities, assignments) was relevant & useful. | 65.7% | 3.95 | 4.08 | 4.13 | 4.25 | 4.11 | 4.23 |
| The course fostered regular interaction between student and instructor. | 65.7% | 3.84 | 3.97 | 3.86 | 4.06 | 3.86 | 4.05 |
| Course activities and assignments improved my ability to analyze, solve problems, and/or think critically. | 65.7% | 4.05 | 4.15 | 4.05 | 4.21 | 4.04 | 4.19 |
| Overall, this course was a valuable educational experience. | 65.7% | 3.86 | 3.97 | 4.12 | 4.31 | 4.09 | 4.26 |
| Overall | 65.7% | 3.93 | - | 4.04 | - | 4.02 | - |

## Aggregate Evaluation Results

### Instructor Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



### Course Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".

## Percentages Evaluation Results

**Instructor Evaluation Questions**

|  | Strongly Disagree 1 | Disagree 2 | Neutral 3 | Agree 4 | Strongly Agree 5 | Count | Mean | Median | SD |
|---|---|---|---|---|---|---|---|---|---|
| The instructor was enthusiastic about the course. | 0.0% | 0.0% | 0.0% | 6.8% | 93.2% | 44 | 4.93 | 5.00 | 0.25 |
| The instructor explained material clearly and in a way that enhanced my understanding. | 0.0% | 0.0% | 0.0% | 2.3% | 97.7% | 44 | 4.98 | 5.00 | 0.15 |
| The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.) | 0.0% | 0.0% | 0.0% | 4.5% | 95.5% | 44 | 4.95 | 5.00 | 0.21 |
| The instructor fostered a positive learning environment that engaged students. | 0.0% | 0.0% | 0.0% | 4.5% | 95.5% | 44 | 4.95 | 5.00 | 0.21 |
| The instructor provided prompt and meaningful feedback on my work and performance in the course. | 0.0% | 0.0% | 0.0% | 4.5% | 95.5% | 44 | 4.95 | 5.00 | 0.21 |
| The instructor was instrumental to my learning in the course. | 0.0% | 0.0% | 0.0% | 4.5% | 95.5% | 44 | 4.95 | 5.00 | 0.21 |

**Course Evaluation Questions**

|  | Strongly Disagree 1 | Disagree 2 | Neutral 3 | Agree 4 | Strongly Agree 5 | Count | Mean | Median | SD |
|---|---|---|---|---|---|---|---|---|---|
| Course content (e.g., readings, activities, assignments) was relevant & useful. | 2.3% | 9.1% | 6.8% | 54.5% | 27.3% | 44 | 3.95 | 4.00 | 0.96 |
| The course fostered regular interaction between student and instructor. | 4.5% | 4.5% | 20.5% | 43.2% | 27.3% | 44 | 3.84 | 4.00 | 1.03 |
| Course activities and assignments improved my ability to analyze, solve problems, and/or think critically. | 2.3% | 6.8% | 6.8% | 52.3% | 31.8% | 44 | 4.05 | 4.00 | 0.94 |
| Overall, this course was a valuable educational experience. | 4.5% | 2.3% | 25.0% | 38.6% | 29.5% | 44 | 3.86 | 4.00 | 1.03 |

For additional information and resources in each of these question areas, please visit the GatorEvals Website at
https://gatorevals.aa.ufl.edu/resources--policies/question-set/

## Free Response Section
### Please identify the instructor's strengths that contributed to your learning in the course.

| Comments |
| --- |
| He was very good at explaining concepts in a simple way. |
| enthusiastic, approachable, good at explaining concepts |
| went out of his way to help students learn and understand the material by adding extra classes (review sessions) |
| Loved that he explains what the professor taught that the students don't understand. Very reliable TA. Emails REALLY fast and cares about his students. |
| He is great at explaining concepts and making the steps very clear.<br>Is great with responding to emails, having flexible office hours, and answering literally any question about math I had.<br>Was enthusiastic and always held helpful review sessions. |
| The instructor was very knowledgable about the various topics covered in the class and furthered my understanding of the materials covered online. Also, the instructor was very friendly and engaging and made the class into a very positive environment for everyone to learn in. |
| Mr.T was so helpful with any questions that we had. He was readily available to assist us even outside of his office hours and always responded in a timely manner. He also explain material in numerous different ways until everyone understood. |
| Very approachable, enthusiastic, and detailed when teaching, one of the greatest professors I'va had in UF when it comes to math |
| Of the technically 2 instructors I had in this course, Mr. T was the only useful one. He was dynamic during discussion periods, and gave us useful examples that helped us understand content better. |
| Very helpful, wanted his students to succeed, passionate about teaching, enthusiastic, replies to emails fast |
| takes time for everyone to understand, explains concepts well |
| Mr. Bandara went above and beyond to make sure that students understood the material and felt confident going into exams. He was always willing to review concepts students had a problem with and went out of his way to make himself available to any student who needed help. This instructor took the time to make additional practice material for students who were struggling and always encouraged students to genuinely understand the material. |
| He was very understanding and helpful. He was eager to help me learn and comprehend math. He didn't mind being repetitive when students didn't understand and always responded to emails promptly. |
| Without Mr.T I would not have passed this class or learned any mathematical concepts from it at all. He was amazing at explaining things that were actually relevant to this class clearly and in a timely manner. He was always prepared for every class and smart enough to answer any question a student came up with. Also if a question was presented he would be able to demonstrate it using examples to further my knowledge about the topic. He made time for his students and was always willing to help no matter when. Honestly, he needs a raise because I know every other student who had him agrees with me. |
| Mr. Bandara was super willing to help and put in extra time to help all of us understand the material which I really relied on and appreciated. He has a great sense of humor and is super interactive with the students. |
| I enjoyed Bandura's way of teaching, he is very soft spoken and helps each individual student out if they need extra help. He often was able to help me grasp topics that I may have not gotten in lecture, |
| He explained everything in detail and made understanding the material very easy. He cared a lot about us doing well and was always available and willing to help. |
| He was very helpful and explained any questions that we asked until we understood it fully. Easy to contact and easy to find. Very nice! |
| Patience, willingness to help |
| Very patient with students |
| –Always took the time to explain everything and made sure I completely understood how to do problems.<br>–Very invested in students' success |
| Amazing teacher! Really helpful discussion classes. |
| Absolutely the best TA I have had, very helpful and really cared about students and wanted to see them succeed in the course. |
| He was super helpful and explained everything so that everyone understood it. He was quick to reply to questions and set up extra class time for reviews before exams. |
| Very helpful, gave lot's of feedback, was willing to work through problems we didn't understand AND held lot's of office hours |
| He was very enthusiastic about the course and clearly explained the material in a way that everyone could understand. |
| Communicated concepts to make them easier to understand. Very encouraging and helpful for the students. |
| Great with students, explained things well and made it fun to learn. |
| Clarified things well. Enjoyed being in his TA class. |
| Amazing teacher assistant. Passionate about math and had a good connection with our class, making the learning environment more comfortable and easy. |
| excellent TA<br>really cares about each student |
| Mr. T was the most phenomenal T.A I have had. He is extremely knowledgeable and is more than willing to help his students in any way possible. He went above and beyond for us. He is able to explain things in many ways so each student understands and was always encouraging throughout our learning experience. |

| Comments |
|---|
| very nice and helpful!! he made the lessons a lot easier to understand and was always coming around helping us out if we had any questions!! also the review sessions were very, vey helpful for exams! :) |
| This instructor explained the topics taught in the class in a concise manner that was easy to understand. He also made himself very available outside of discussion class for students to receive extra help and always had a review before the exam. |
| This man showed a lot of dedication to the course. He was willing to answer questions and assist students any time of day. He even held extra study sessions before exams. A great teacher and person all around! |
| He was great!! He taught effectively and thoroughly. I learned a lot from him. Very enthusiastic. Funny. Very very helpful!!! |

## Please identify the instructor's strengths that contributed to your learning in the course.

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

| Attributes - t&l<br>[No. of comments] | Overall<br>[36] |
|---|---|
| HELPFUL/SUPPORTIVE | 52.8 % |
| UNSPECIFIC FAVORABLE | 38.9 % |
| WELL DELIVERED | 22.2 % |
| RIGHT AMOUNT | 22.2 % |
| ENTHUSIASTIC | 22.2 % |

## What additional constructive feedback can you offer the instructor that might help improve the course?

| Comments |
|---|
| Nothing. |
| None, he is great |
| None, the instructor ran the course very well. |
| no more feedback, he is a really good teacher |
| Nothing really, I wish his office wasn't on the fourth floor of Little Hall though because that was an awful stair climb. |
| Can't fix what ain't broken! |
| N/A |
| N/A |
| I have no feedback for him other than positive feedback. He did an amazing job as a teacher this semester. |
| None, he was great! |
| n/a |
| Nothing, the discussion was more helpful than the lectures. |
| N/A |
| Keep rocking it |
| – |
| Nothing. He was the best TA that I could've asked for. |
| nothing, he's great |
| none, best instructor I had this semester. |
| N/A |
| I have no constructive criticism. He is absolutely wonderful! |
| n/a |
| I have no additional constructive feedback. |
| Maybe better communication between the TA and the professor would benefit students. |
| None. |

## What additional constructive feedback can you offer the instructor that might help improve the course?

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

| Attributes - t&l [No. of comments] | Overall [24] |
|---|---|
| UNSPECIFIC FAVORABLE | 37.5 % |
| UNHELPFUL/UNSUPPORTIVE | 8.3 % |
| DISORGANIZED | 4.2 % |
| POOR QUALITY | 4.2 % |
| HELPFUL/SUPPORTIVE | 4.2 % |

## What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?

| Comments |
|---|
| Xronos had a few problems that we never really went over how to solve. |
| N/A |
| It would be helpful if the instructor evaluated the class's weak spots in the material and focused on those. |
| Although it was chill in the beginning, we don't to focus on creating a model for an entire month just so we have to rush on other subjects later on in the semester. |
| Many times when there were offered extra help outside of class I found it hard to make it to those because I have a pretty busy schedule, I think it would benefit many students to have multiple time slots. |
| The lectures should match up more with the material on the exams. |
| The last section (Test 3) of the material seemed really rushed to me, so I have a weaker grasp on that then all the other material. Maybe spacing/going deeper in depth on the last few units would be more helpful. |
| – |
| make the class easier because it's so hard for no reason, and the important materials we actually need for calc comes from trigonometry, and not even precalc. |
| N/A |
| The Xronos online assignment had a lot of issues with incorrect answers and was not very easy to use. |
| The online homework system, Xronos, was glitchy and sometimes didn't work. |
| None |
| This course overly complicated simple math problems. I know there was a fact there were easier ways to solve certain problems in specific topics but the instructor went a different and more complicated as well as unnecessary way to solve them. Just because it's college doesn't mean it cant be easy. |
| Fix Xronos, make discussion periods longer, and give TAs more power in the course because they're the most useful assets in teaching the content. |
| no suggestions |
| The lectures sometimes were posted much later than the original date suggested which made it hard to follow along to when certain assignments were due. |
| It was nice to look back at the Xronos, but I felt like the Xronos was the only "textbook" or "road map" for this course. I also think that there should be more components added on instead of the document camera. For example, I have seen classes with iPads that have been connected remotely and the professor/instructor walks around the room to see how their students are doing. |
| Xronos has a lot of bugs, so maybe revise that. |
| I think the textbook should be an actual textbook. Not written by the professor and online. |
| Offer better examples, gear the lectures more towards what will be on the exam, post lectures in a timely manner. |
| Xronos assignments could have more questions tailored to the exam questions. |
| some of the chronos questions were really confusing and there's no way of knowing how to do them. the practice exams were very helpful though! |

## What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

| Attributes - t&l<br>[No. of comments] | Overall<br>[23] |
|---|---|
| DIFFICULT | 17.4 % |
| UNHELPFUL/UNSUPPORTIVE | 13.0 % |
| EASY | 8.7 % |
| POORLY DELIVERED | 8.7 % |
| INACCURATE | 4.3 % |

## Please identify the topics and/or skills you learned in the course that you believe will have the highest application for future courses or professional growth.

| Comments |
|---|
| It had me practicing basic mathematical skills that are good for everyone to have. |
| Very good foundation for math |
| I learned the basics of algebra which will better aid my basic understanding of math for higher up courses after this. |
| The model project was useful for problem solving. |
| Mathematical reasoning skills |
| pre–calculus skills for next math class |
| Basic mathematical problem solving skills. |
| Because of my TA I know clearly understand a lot of concepts that I just memorized in high school and quickly forgot. |
| I think this course will definitely help me a lot next semester with survey of calc. |
| n/a |
| I learned the importance of communicating with my TA and going to office hours. |
| The model project sort of put a practical use to the math that we're learning and answered the question of "How am I going to use this in the real world?" |
| Problem solving as far as gaining all necessary information to solve problem.<br>–Reinforced topics that were not explained (why they were the way they were) in high school |
| The skills should help me in calculus. |
| N O T H I N G |
| This was just a review of topics I already knew. |
| Basic precalculus skills needed for further math |
| the model project was kind of helpful knowing that's actually math we use in the real world |
| Calculating compound interest is a helpful tool for when I use the banking system. |
| The model project helped me understand business proposals which will be useful in the future. |
| No comment. I guess all topics prepared me for calculus? |

## Please identify the topics and/or skills you learned in the course that you believe will have the highest application for future courses or professional growth.

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

| Attributes - t&l<br>[No. of comments] | Overall<br>[21] |
|---|---|
| HELPFUL/SUPPORTIVE | 23.8 % |
| UNSPECIFIC FAVORABLE | 9.5 % |
| WORTHWHILE | 9.5 % |
| INTERESTING | 4.8 % |
| IMPORTANT | 4.8 % |

# GATOREVALS

## Fall 2021 Individual Instructor by Class Number for MAC2313-15862: Analyt Geom and Calc 3 (Chirantha Piyamal Bandara)

Project Title: **University of Florida GatorEvals – Fall 2021**

| | |
|---|---|
| Courses Audience: **31** | Instructors Audience: **31** |
| Responses Received: **16** | Responses Received: **16** |
| Response Ratio: **51.6%** | Response Ratio: **51.6%** |

## Report Comments

INTRODUCTION

Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction and maximize learning to meet the mission of the university. This report contains the results gathered through the new GatorEvals system. Students were invited to share their feedback on the teaching and course material. We invite every faculty member to examine the analysis in the report and utilize the resources provided in the report. Thank you for your continued great work!
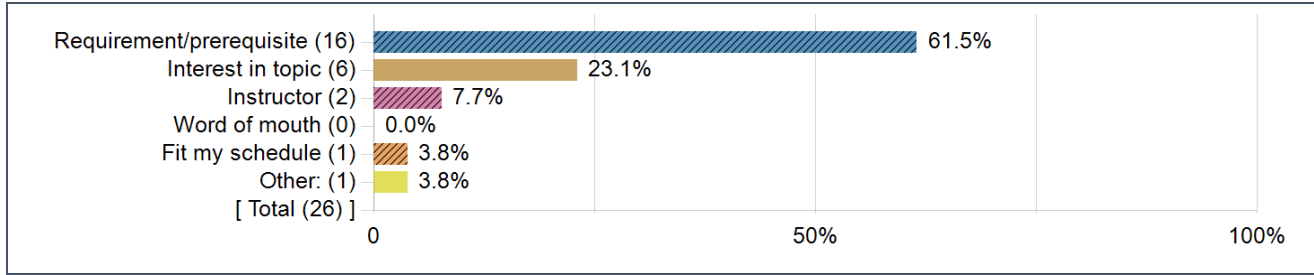
Chris Hass, Ph.D.
Associate Provost for Academic and Faculty Affairs

## Student Self-Evaluation Questions

**Why did you take this course?**



Requirement/prerequisite (16) — 61.5%
Interest in topic (6) — 23.1%
Instructor (2) — 7.7%
Word of mouth (0) — 0.0%
Fit my schedule (1) — 3.8%
Other: (1) — 3.8%
[ Total (26) ]

**How would you rate your own participation (completed readings, assignments, etc.) in this course?**

How would you rate your own participation (completed readings, assignments, etc.) in this course?



Very low (0) — 0.0%
Low (1) — 6.3%
Moderate (2) — 12.5%
High (5) — 31.3%
Very High (8) — 50.0%
[ Total (16) ]

## Comparative Evaluation Results

**University Core Instructor Evaluation Questions - Comparative Scores**

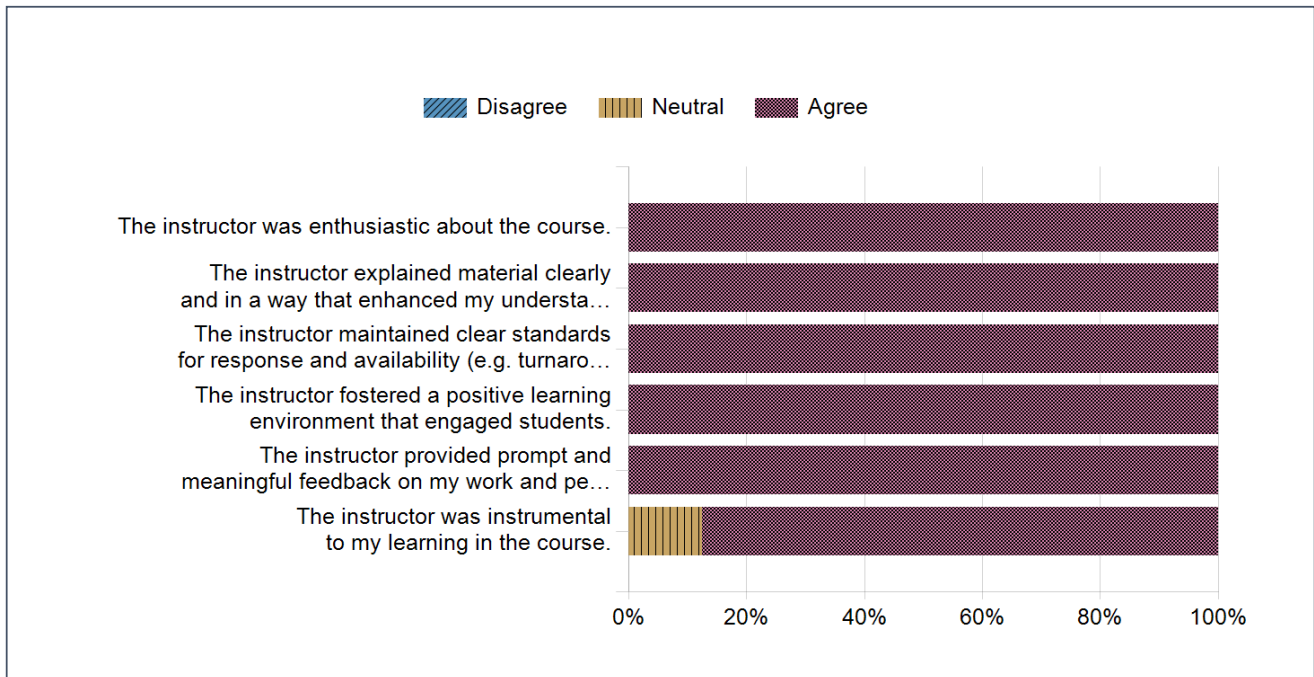| Question | Your Score | | DPT Mean (Undergrad-LAS(LS)-Mathematics) | | College Average (CLAS-Interdisciplinary Studies) | | University Average | |
|---|---|---|---|---|---|---|---|---|
| | Mean | Median | Mean | Median | Mean | Median | Mean | Median |
| The instructor was enthusiastic about the course. | 4.94 | 5.00 | 4.31 | 5.00 | 4.44 | 5.00 | 4.55 | 5.00 |
| The instructor explained material clearly and in a way that enhanced my understanding. | 4.88 | 5.00 | 4.03 | 4.00 | 4.18 | 5.00 | 4.30 | 5.00 |
| The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.) | 4.75 | 5.00 | 4.33 | 5.00 | 4.39 | 5.00 | 4.46 | 5.00 |
| The instructor fostered a positive learning environment that engaged students. | 4.81 | 5.00 | 4.18 | 4.00 | 4.30 | 5.00 | 4.41 | 5.00 |
| The instructor provided prompt and meaningful feedback on my work and performance in the course. | 4.81 | 5.00 | 4.01 | 4.00 | 4.12 | 4.00 | 4.25 | 5.00 |
| The instructor was instrumental to my learning in the course. | 4.63 | 5.00 | 3.92 | 4.00 | 4.07 | 4.00 | 4.22 | 5.00 |
| Overall | 4.80 | - | 4.13 | - | 4.25 | - | 4.37 | - |

**University Core Course Evaluation Questions - Comparative Scores**

| Question | Your Score | | DPT Mean (Undergrad-LAS(LS)-Mathematics) | | College Average (CLAS-Interdisciplinary Studies) | | University Average | |
|---|---|---|---|---|---|---|---|---|
| | Mean | Median | Mean | Median | Mean | Median | Mean | Median |
| Course content (e.g., readings, activities, assignments) was relevant & useful. | 4.50 | 4.61 | 4.13 | 4.25 | 4.20 | 4.32 | 4.28 | 4.43 |
| The course fostered regular interaction between student and instructor. | 4.00 | 4.10 | 3.63 | 3.80 | 3.94 | 4.16 | 4.04 | 4.28 |
| Course activities and assignments improved my ability to analyze, solve problems, and/or think critically. | 4.50 | 4.50 | 4.09 | 4.23 | 4.14 | 4.30 | 4.22 | 4.41 |
| Overall, this course was a valuable educational experience. | 4.44 | 4.50 | 4.03 | 4.19 | 4.16 | 4.36 | 4.27 | 4.50 |
| Overall | 4.36 | - | 3.97 | - | 4.11 | - | 4.20 | - |

## Aggregate Evaluation Results

**University Core Instructor Evaluation Questions - Aggregate Chart**

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".
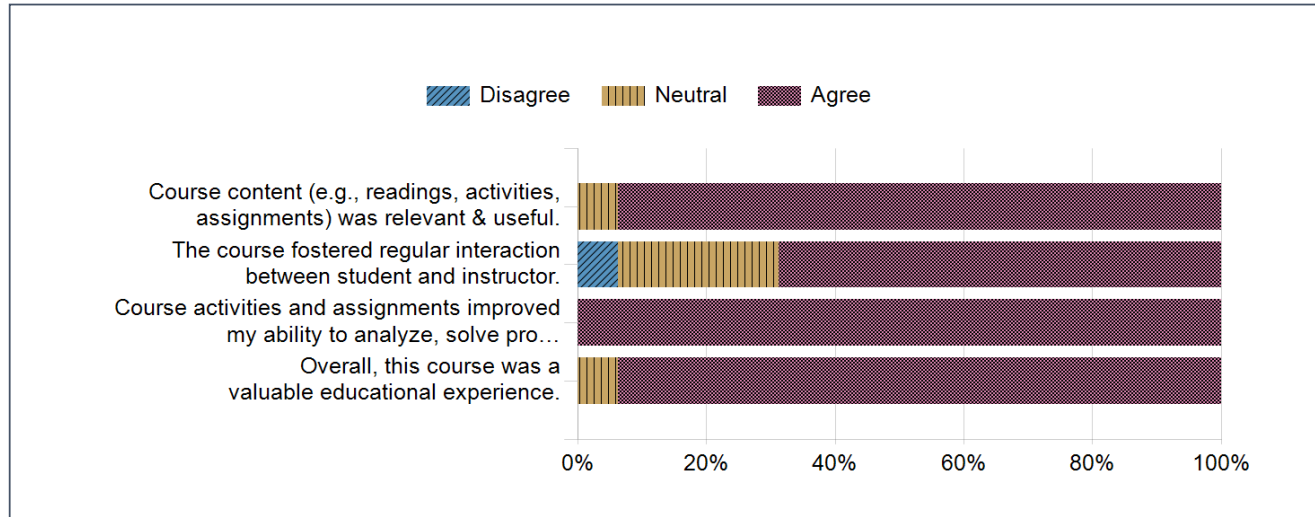
## University Core Course Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



## Percentages Evaluation Results

### University Core Instructor Evaluation Questions

| | Strongly Disagree 1 | Disagree 2 | Neutral 3 | Agree 4 | Strongly Agree 5 | Count | Mean | Median | SD |
|---|---|---|---|---|---|---|---|---|---|
| The instructor was enthusiastic about the course. | 0.0% | 0.0% | 0.0% | 6.3% | 93.8% | 16 | 4.94 | 5.00 | 0.25 |
| The instructor explained material clearly and in a way that enhanced my understanding. | 0.0% | 0.0% | 0.0% | 12.5% | 87.5% | 16 | 4.88 | 5.00 | 0.34 |
| The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.) | 0.0% | 0.0% | 0.0% | 25.0% | 75.0% | 16 | 4.75 | 5.00 | 0.45 |
| The instructor fostered a positive learning environment that engaged students. | 0.0% | 0.0% | 0.0% | 18.8% | 81.3% | 16 | 4.81 | 5.00 | 0.40 |
| The instructor provided prompt and meaningful feedback on my work and performance in the course. | 0.0% | 0.0% | 0.0% | 18.8% | 81.3% | 16 | 4.81 | 5.00 | 0.40 |
| The instructor was instrumental to my learning in the course. | 0.0% | 0.0% | 12.5% | 12.5% | 75.0% | 16 | 4.63 | 5.00 | 0.72 |

### University Core Course Evaluation Questions

| | Strongly Disagree 1 | Disagree 2 | Neutral 3 | Agree 4 | Strongly Agree 5 | Count | Mean | Median | SD |
|---|---|---|---|---|---|---|---|---|---|
| Course content (e.g., readings, activities, assignments) was relevant & useful. | 0.0% | 0.0% | 6.3% | 37.5% | 56.3% | 16 | 4.50 | 5.00 | 0.63 |
| The course fostered regular interaction between student and instructor. | 0.0% | 6.3% | 25.0% | 31.3% | 37.5% | 16 | 4.00 | 4.00 | 0.97 |
| Course activities and assignments improved my ability to analyze, solve problems, and/or think critically. | 0.0% | 0.0% | 0.0% | 50.0% | 50.0% | 16 | 4.50 | 4.50 | 0.52 |
| Overall, this course was a valuable educational experience. | 0.0% | 0.0% | 6.3% | 43.8% | 50.0% | 16 | 4.44 | 4.50 | 0.63 |

For additional information and resources in each of these question areas, please visit the GatorEvals Website at https://gatorevals.aa.ufl.edu/resources--policies/question-set/

## Free Response Section

### Please identify the instructor's strengths that contributed to your learning in the course.

| Comments |
| --- |
| The instructor always took the time to go over each problem in detail, clearing up even the smallest of conceptual concerns among students. The condensed version of the lecture notes from the actual class provided a good summary to prepare with for each exam. |
| He was the best TA I've ever had for a course; he put in an unbelievable amount of effort to ensure that we understood the material and felt comfortable before exams. I have absolutely no complaints. |
| I thought he was great. He was very laid–back and was able to explain the topics very clearly. Hopefully I can get him again when I retake this course next semester. |
| Explained everything in perfect detail and had things prepared for us to learn. |
| explained some problems in the discussion class |
| My instructor made me look forward to discussion because a lot was clarified to me in this time since he would teach us tricks or other methods to solve our problems. His study guides were very helpful in condensing the material and he was very clear in giving us the steps we needed to solve problems. He went out of his way to set up extra office hours or zoom times on the weekends before the test because he genuinely wanted to see us succeed in this class. |
| Explained concepts and formulas in a way that people who haven't been exposed to this level of math could understand. |
| He made extra example problems which were similar to problems we would see on the test, and he thoroughly explained them to go over the concepts that may have been rushed during the lecture. |
| He was a really good TA because he put in a lot of effort to help his students, connect with his students, and be available. He did more than most TA's do and I really appreciate it. He often taught the material better than the professor. |
| I did not really show up to office hours mb |

### Please identify the instructor's strengths that contributed to your learning in the course.

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

| Attributes<br>[No. of comments] | Overall<br>[10] |
| --- | --- |
| POSITIVE - GENERAL | 40.0 % |
| ENJOYABLE | 20.0 % |
| CLEAR | 10.0 % |
| HELPFUL / SUPPORTIVE | 10.0 % |
| FUNNY / ENTERTAINING | 0.0 % |

### What additional constructive feedback can you offer the instructor that might help improve the course?

| Comments |
| --- |
| The example problems solved in class could be done quicker, as the current rate of solving problems does not allow for the students to do all the example problems in class. |
| The reviews before exams were incredibly helpful, and I think those should continue in future semesters. I do wish masks were more encouraged in the classroom; many students didn't wear them and it felt unsafe in such a small space. |
| I think more exam reviews and extra packets would be helpful. The problems we did in class were helpful, but perhaps adding a few extra ones to do at home would be beneficial. |
| Did an amazing job all semester, would not change anything. |
| explain the hardest problems rather than the easiest problems |
| Nothing that I could think of. |
| Have a better set up for communication. A lot of times I wouldn't get emails or zoom links. |
| N/A |
| NA |
| I did not really show up to office hours mb |

### What additional constructive feedback can you offer the instructor that might help improve the course?

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

| Attributes [No. of comments] | Overall [10] |
|---|---|
| HELPFUL / SUPPORTIVE | 20.0 % |
| IMPORTANT / RELEVANT | 10.0 % |
| MUST CHANGE | 10.0 % |
| EASY | 10.0 % |
| POSITIVE - GENERAL | 10.0 % |

### What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?

| Comments |
|---|
| A textbook should be added as required course material instead of recommended, along with a list of which lecture goes with each chapter. |
| I think the homework assignment due dates shouldn't all be on one day, since most students procrastinate on them. I think each assignment should be due about 3 days after the lecture, and then the quiz occurs after the due dates for all the homework have passed. |
| I didn't finish the course so I can't offer any suggestions here. |
| I think that the xronos assignments should be due on different days. |
| very good |
| Nothing that I could think of, I feel like every single assignment we were given was vital in making sure that we really understood the material. All of the homework combined provided ample practice problems as well as the previous exams. |
| With the amount of HW given either make LQs easier(possibly optional) or make Xronos not 12 questions. The questions after a certain point doesn't help especially when students are put on a time constraint to finish them, and it often ends up with people searching up answers instead of understanding the question because they have other classes to worry about. <br><br> Stop locking everything especially the quizzes. Opening the quizzes a week after we covered the material makes the quiz useless,as a study tool, since we would have already moved on to new material. With the previously mentioned workload reviewing the quiz long after we attempted it doesn't help tell us what we were weak at, and the fact we are told to destroy our work also makes it impossible to see what we did wrong. |
| N/A |
| I do not feel like the Xronos homework helped me. I got more out of the lecture quizzes. I wish the application of the math I was learning was explained more. Sometimes I didn't understand the why, just the what, so I was just memorizing how to do things without understanding what it's for. |
| Provide similar review sheets for some key formulas before each exam (like the list of line/surface integral techniques for Exam 3, but for each exam – such as different coordinate system integrals for Exam 2 and such). |

### What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

| Attributes [No. of comments] | Overall [10] |
|---|---|
| NOT WORTHWHILE | 10.0 % |
| HELPFUL / SUPPORTIVE | 10.0 % |
| POSITIVE - GENERAL | 10.0 % |
| DIFFICULT | 10.0 % |
| BAD QUALITY | 0.0 % |

**Please identify the topics and/or skills you learned in the course that you believe will have the highest application for future courses or professional growth.**

Comments

Being able to combine multiple concepts to solve problems will help in using multiple concepts in other subjects to solve other, more complicated problems.

| Comments |
| --- |
| The physics applications of calculus were extremely applicable to my future studies. |
| I didn't finish the course so I can't offer any suggestions here. |
| Prepared me for my upper level math classes. |
| i am prepared for high level math courses |
| vectors, gradients, rates, everything is applicable to engineering. |
| How to deal with a frustrating class. |
| Calc 3 is a fundamental course for future courses, and I think this class prepared me well for those future courses. |
| I think curl and divergence will affect me because I want to understand water processing. |
| 3D integral stuff (Surface integrals). Everything else was previously learned in other classes that used Calc 3 knowledge, but did not have it as a prereq (statics, diffeq, phys 2, pchem, etc.) |

## Please identify the topics and/or skills you learned in the course that you believe will have the highest application for future courses or professional growth.

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

| Attributes<br>[No. of comments] | Overall<br>[10] |
| --- | --- |
| IMPORTANT / RELEVANT | 20.0 % |
| FRUSTRATING | 10.0 % |
| DISRESPECTFUL / RUDE | 0.0 % |
| HIGH QUALITY | 0.0 % |
| COMPREHENSIVE | 0.0 % |

**GATOREVALS**

Fall 2021 Individual Instructor by Class Number for MAC2313-15909: Analyt Geom and Calc 3 (Chirantha Piyamal Bandara)

Project Title: **University of Florida GatorEvals – Fall 2021**

| Courses Audience: **32** | Instructors Audience: **32** |
| Responses Received: **15** | Responses Received: **15** |
| Response Ratio: **46.9%** | Response Ratio: **46.9%** |

**Report Comments**

INTRODUCTION

Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction and maximize learning to meet the mission of the university. This report contains the results gathered through the new GatorEvals system. Students were invited to share their feedback on the teaching and course material. We invite every faculty member to examine the analysis in the report and utilize the resources provided in the report. Thank you for your continued great work!
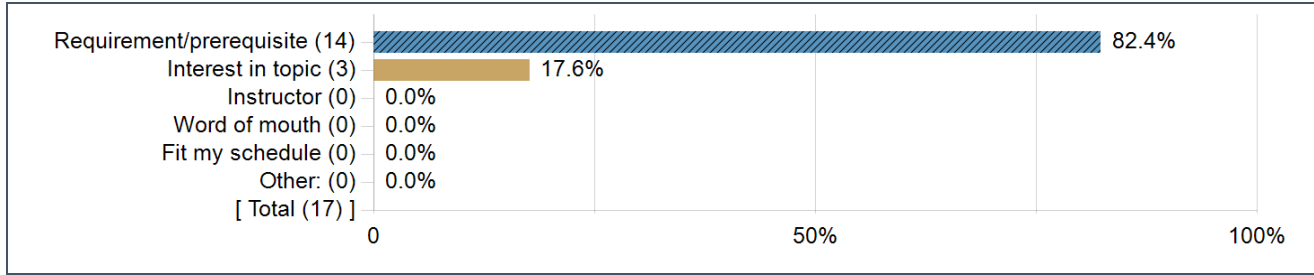
Chris Hass, Ph.D.
Associate Provost for Academic and Faculty Affairs



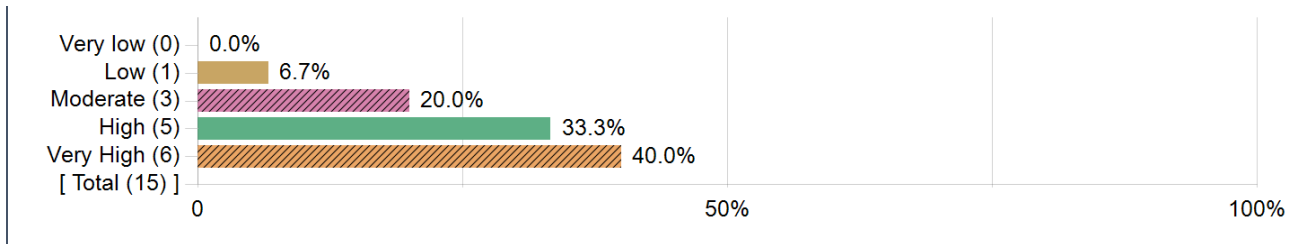Creation Date: **Monday, February 14, 2022**

## Student Self-Evaluation Questions

**Why did you take this course?**



Requirement/prerequisite (14) — 82.4%
Interest in topic (3) — 17.6%
Instructor (0) — 0.0%
Word of mouth (0) — 0.0%
Fit my schedule (0) — 0.0%
Other: (0) — 0.0%
[ Total (17) ]

**How would you rate your own participation (completed readings, assignments, etc.) in this course?**



How would you rate your own participation (completed readings, assignments, etc.) in this course?

Very low (0) — 0.0%
Low (1) — 6.7%
Moderate (3) — 20.0%
High (5) — 33.3%
Very High (6) — 40.0%
[ Total (15) ]

## Comparative Evaluation Results

**University Core Instructor Evaluation Questions - Comparative Scores**

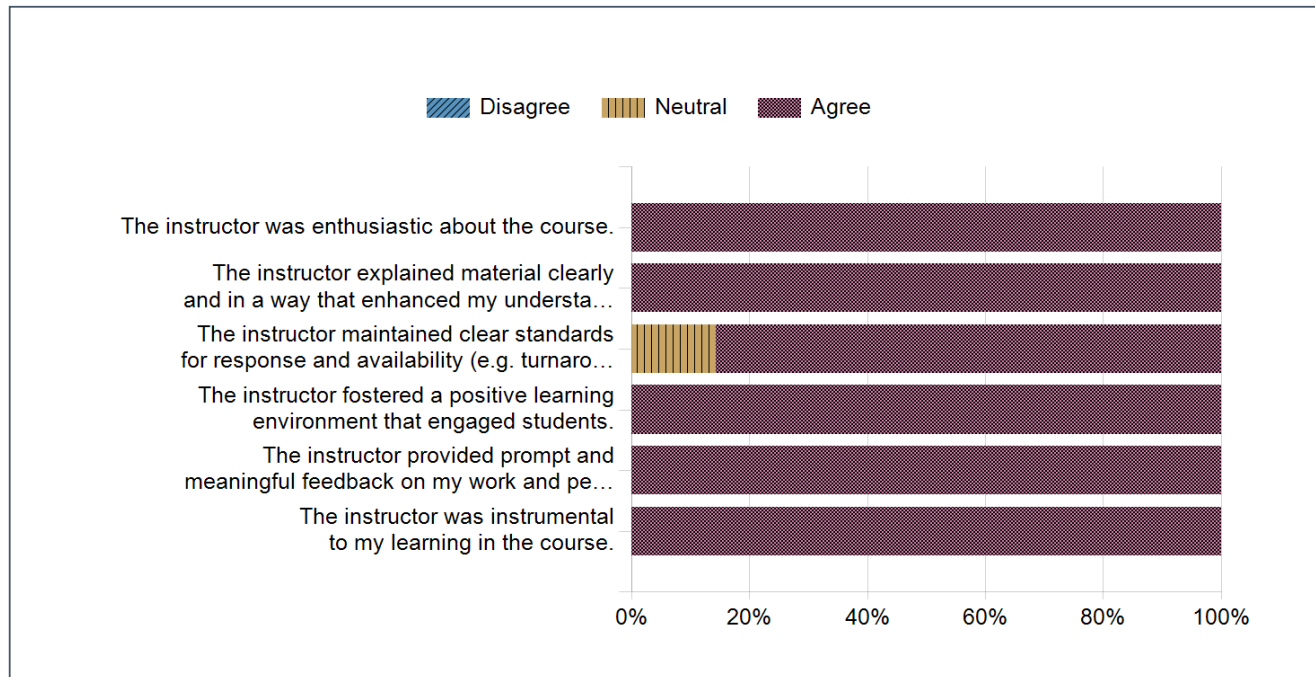| Question | Your Score | | DPT Mean (Undergrad-LAS(LS)-Mathematics) | | College Average (CLAS-Interdisciplinary Studies) | | University Average | |
|---|---|---|---|---|---|---|---|---|
| | Mean | Median | Mean | Median | Mean | Median | Mean | Median |
| The instructor was enthusiastic about the course. | 4.93 | 5.00 | 4.31 | 5.00 | 4.44 | 5.00 | 4.55 | 5.00 |
| The instructor explained material clearly and in a way that enhanced my understanding. | 5.00 | 5.00 | 4.03 | 4.00 | 4.18 | 5.00 | 4.30 | 5.00 |
| The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.) | 4.71 | 5.00 | 4.33 | 5.00 | 4.39 | 5.00 | 4.46 | 5.00 |
| The instructor fostered a positive learning environment that engaged students. | 4.93 | 5.00 | 4.18 | 4.00 | 4.30 | 5.00 | 4.41 | 5.00 |
| The instructor provided prompt and meaningful feedback on my work and performance in the course. | 4.86 | 5.00 | 4.01 | 4.00 | 4.12 | 4.00 | 4.25 | 5.00 |
| The instructor was instrumental to my learning in the course. | 4.93 | 5.00 | 3.92 | 4.00 | 4.07 | 4.00 | 4.22 | 5.00 |
| Overall | 4.89 | - | 4.13 | - | 4.25 | - | 4.37 | - |

**University Core Course Evaluation Questions - Comparative Scores**

| Question | Your Score | | DPT Mean (Undergrad-LAS(LS)-Mathematics) | | College Average (CLAS-Interdisciplinary Studies) | | University Average | |
|---|---|---|---|---|---|---|---|---|
| | Mean | Median | Mean | Median | Mean | Median | Mean | Median |
| Course content (e.g., readings, activities, assignments) was relevant & useful. | 4.53 | 4.56 | 4.13 | 4.25 | 4.20 | 4.32 | 4.28 | 4.43 |
| The course fostered regular interaction between student and instructor. | 4.00 | 4.14 | 3.63 | 3.80 | 3.94 | 4.16 | 4.04 | 4.28 |
| Course activities and assignments improved my ability to analyze, solve problems, and/or think critically. | 4.40 | 4.43 | 4.09 | 4.23 | 4.14 | 4.30 | 4.22 | 4.41 |
| Overall, this course was a valuable educational experience. | 4.60 | 4.67 | 4.03 | 4.19 | 4.16 | 4.36 | 4.27 | 4.50 |
| Overall | 4.38 | - | 3.97 | - | 4.11 | - | 4.20 | - |

## Aggregate Evaluation Results

**University Core Instructor Evaluation Questions - Aggregate Chart**

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".
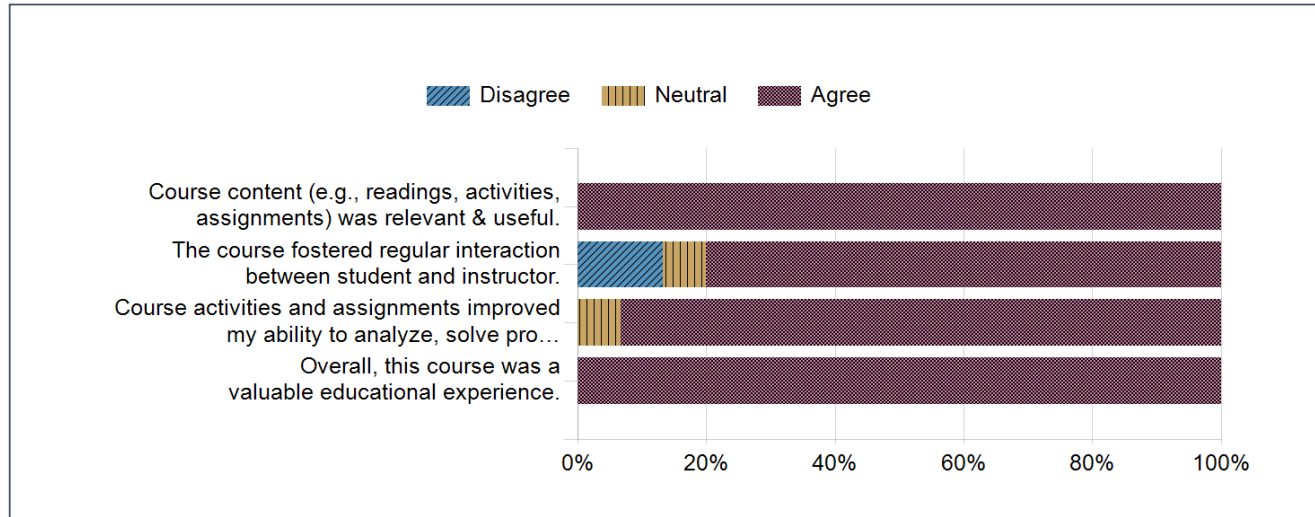
## University Core Course Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



---

## Percentages Evaluation Results

### University Core Instructor Evaluation Questions

| | Strongly Disagree 1 | Disagree 2 | Neutral 3 | Agree 4 | Strongly Agree 5 | Count | Mean | Median | SD |
|---|---|---|---|---|---|---|---|---|---|
| The instructor was enthusiastic about the course. | 0.0% | 0.0% | 0.0% | 7.1% | 92.9% | 14 | 4.93 | 5.00 | 0.27 |
| The instructor explained material clearly and in a way that enhanced my understanding. | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 14 | 5.00 | 5.00 | 0.00 |
| The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.) | 0.0% | 0.0% | 14.3% | 0.0% | 85.7% | 14 | 4.71 | 5.00 | 0.73 |
| The instructor fostered a positive learning environment that engaged students. | 0.0% | 0.0% | 0.0% | 7.1% | 92.9% | 14 | 4.93 | 5.00 | 0.27 |
| The instructor provided prompt and meaningful feedback on my work and performance in the course. | 0.0% | 0.0% | 0.0% | 14.3% | 85.7% | 14 | 4.86 | 5.00 | 0.36 |
| The instructor was instrumental to my learning in the course. | 0.0% | 0.0% | 0.0% | 7.1% | 92.9% | 14 | 4.93 | 5.00 | 0.27 |

### University Core Course Evaluation Questions

| | Strongly Disagree 1 | Disagree 2 | Neutral 3 | Agree 4 | Strongly Agree 5 | Count | Mean | Median | SD |
|---|---|---|---|---|---|---|---|---|---|
| Course content (e.g., readings, activities, assignments) was relevant & useful. | 0.0% | 0.0% | 0.0% | 46.7% | 53.3% | 15 | 4.53 | 5.00 | 0.52 |
| The course fostered regular interaction between student and instructor. | 0.0% | 13.3% | 6.7% | 46.7% | 33.3% | 15 | 4.00 | 4.00 | 1.00 |
| Course activities and assignments improved my ability to analyze, solve problems, and/or think critically. | 0.0% | 0.0% | 6.7% | 46.7% | 46.7% | 15 | 4.40 | 4.00 | 0.63 |
| Overall, this course was a valuable educational experience. | 0.0% | 0.0% | 0.0% | 40.0% | 60.0% | 15 | 4.60 | 5.00 | 0.51 |

For additional information and resources in each of these question areas, please visit the GatorEvals Website at
https://gatorevals.aa.ufl.edu/resources--policies/question-set/

## Free Response Section

**Please identify the instructor's strengths that contributed to your learning in the course.**

| Comments |
| --- |
| He was great at communicating with students during discussion periods and was great at answering all of our questions. In addition, the study packets he provided were great for exam review. |
| Give this dude a raise |
| He was easy to understand and easy to approach. When I had questions, asking him was always a pleasure. |
| Passionate TA and eloquently explained practice problems and methods to solve said problems. |
| Extremely helpful and willing to even help after discussion period was over<br>Kind and accommodating<br>Communicated well and designed meaningful discussion coursework |
| His explanations and teaching style are perfect for this course. While the main professor covers the material in more detail, he explains everything in a simple manner and makes even the hardest topics manageable. He is also very enthusiastic and covers a good array of practice problems. |
| Very enthusiastic and helpful |
| Great job going through useful examples and taking time to answer students' questions thoroughly. |

**What additional constructive feedback can you offer the instructor that might help improve the course?**

| Comments |
| --- |
| Provide more review on topics rather than just practice questions. |
| Give this dude a raise |
| Nothing that I can think of. |
| None, one of the best TAs I've had at UF |
| none necessary |
| Grade quicker |

**What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?**

| Comments |
| --- |
| Provide more incentives for reading the textbook and more review material for exams. |
| The class is setup well. There is enough time organize assignments. |
| The course would have better understood if it was a flipped course with pre–recorded lectures like Calc 1. Anyone can explain a topic well, but having a teacher to ask questions to about solving problems is the key to understanding this material. |
| none |
| Xronos is not that helpful |

**Please identify the topics and/or skills you learned in the course that you believe will have the highest application for future courses or professional growth.**

| Comments |
| --- |
| Applications of surface area and volume should be useful in the chemistry field when modeling chemical reactions. |
| I know how to do higher level calculus which will help in other classes. |
| I've learned how to find the surface area of any object which is neat I guess |
| ability to better understanding geometric evaluation |
| Critical thinking and problem–solving. |
| Double / Triple Integrals |
| Problem solving |

# GATOREVALS

## Fall 2021 Individual Instructor by Class Number for MAC2313-15910: Analyt Geom and Calc 3 (Chirantha Piyamal Bandara)

Project Title: **University of Florida GatorEvals – Fall 2021**

Courses Audience: **32**        Instructors Audience: **32**
Responses Received: **15**      Responses Received: **15**
Response Ratio: **46.9%**       Response Ratio: **46.9%**

**Report Comments**

INTRODUCTION

Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction and maximize learning to meet the mission of the university. This report contains the results gathered through the new GatorEvals system. Students were invited to share their feedback on the teaching and course material. We invite every faculty member to examine the analysis in the report and utilize the resources provided in the report. Thank you for your continued great work!
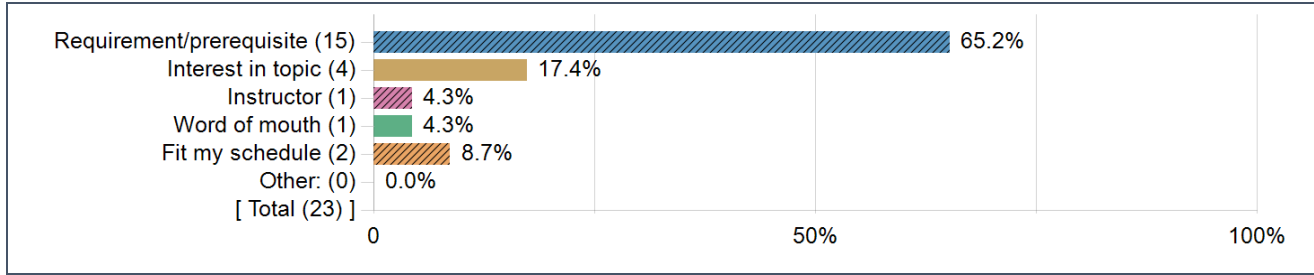
Chris Hass, Ph.D.
Associate Provost for Academic and Faculty Affairs

## Student Self-Evaluation Questions

**Why did you take this course?**



| | |
|---|---|
| Requirement/prerequisite (15) | 65.2% |
| Interest in topic (4) | 17.4% |
| Instructor (1) | 4.3% |
| Word of mouth (1) | 4.3% |
| Fit my schedule (2) | 8.7% |
| Other: (0) | 0.0% |
| [ Total (23) ] | |

**How would you rate your own participation (completed readings, assignments, etc.) in this course?**

How would you rate your own participation (completed readings, assignments, etc.) in this course?



| | |
|---|---|
| Very low (1) | 6.7% |
| Low (0) | 0.0% |
| Moderate (2) | 13.3% |
| High (4) | 26.7% |
| Very High (8) | 53.3% |
| [ Total (15) ] | |

## Comparative Evaluation Results

**University Core Instructor Evaluation Questions - Comparative Scores**

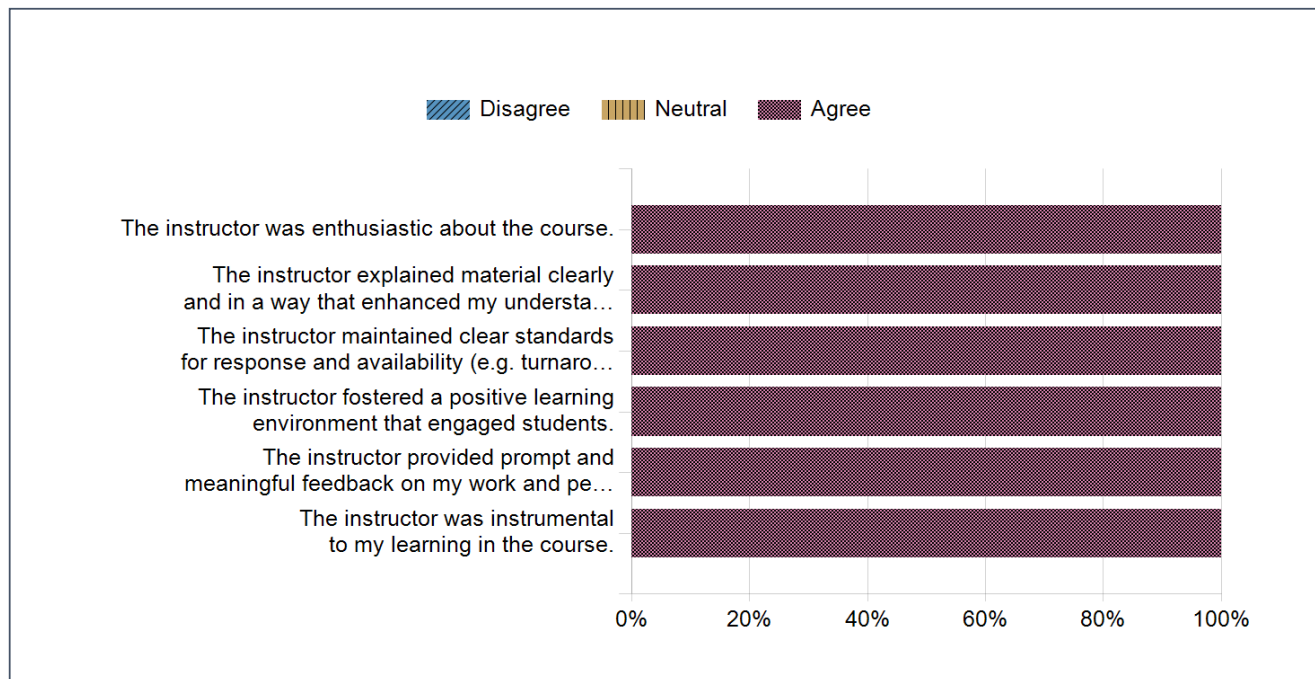| Question | Your Score | | DPT Mean (Undergrad-LAS(LS)-Mathematics) | | College Average (CLAS-Interdisciplinary Studies) | | University Average | |
|---|---|---|---|---|---|---|---|---|
| | Mean | Median | Mean | Median | Mean | Median | Mean | Median |
| The instructor was enthusiastic about the course. | 4.80 | 5.00 | 4.31 | 5.00 | 4.44 | 5.00 | 4.55 | 5.00 |
| The instructor explained material clearly and in a way that enhanced my understanding. | 4.80 | 5.00 | 4.03 | 4.00 | 4.18 | 5.00 | 4.30 | 5.00 |
| The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.) | 4.60 | 5.00 | 4.33 | 5.00 | 4.39 | 5.00 | 4.46 | 5.00 |
| The instructor fostered a positive learning environment that engaged students. | 4.93 | 5.00 | 4.18 | 4.00 | 4.30 | 5.00 | 4.41 | 5.00 |
| The instructor provided prompt and meaningful feedback on my work and performance in the course. | 4.67 | 5.00 | 4.01 | 4.00 | 4.12 | 4.00 | 4.25 | 5.00 |
| The instructor was instrumental to my learning in the course. | 4.67 | 5.00 | 3.92 | 4.00 | 4.07 | 4.00 | 4.22 | 5.00 |
| Overall | 4.74 | - | 4.13 | - | 4.25 | - | 4.37 | - |

**University Core Course Evaluation Questions - Comparative Scores**

| Question | Your Score | | DPT Mean (Undergrad-LAS(LS)-Mathematics) | | College Average (CLAS-Interdisciplinary Studies) | | University Average | |
|---|---|---|---|---|---|---|---|---|
| | Mean | Median | Mean | Median | Mean | Median | Mean | Median |
| Course content (e.g., readings, activities, assignments) was relevant & useful. | 4.53 | 4.56 | 4.13 | 4.25 | 4.20 | 4.32 | 4.28 | 4.43 |
| The course fostered regular interaction between student and instructor. | 4.27 | 4.42 | 3.63 | 3.80 | 3.94 | 4.16 | 4.04 | 4.28 |
| Course activities and assignments improved my ability to analyze, solve problems, and/or think critically. | 4.47 | 4.44 | 4.09 | 4.23 | 4.14 | 4.30 | 4.22 | 4.41 |
| Overall, this course was a valuable educational experience. | 4.27 | 4.42 | 4.03 | 4.19 | 4.16 | 4.36 | 4.27 | 4.50 |
| Overall | 4.38 | - | 3.97 | - | 4.11 | - | 4.20 | - |

# Aggregate Evaluation Results

**University Core Instructor Evaluation Questions - Aggregate Chart**

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".
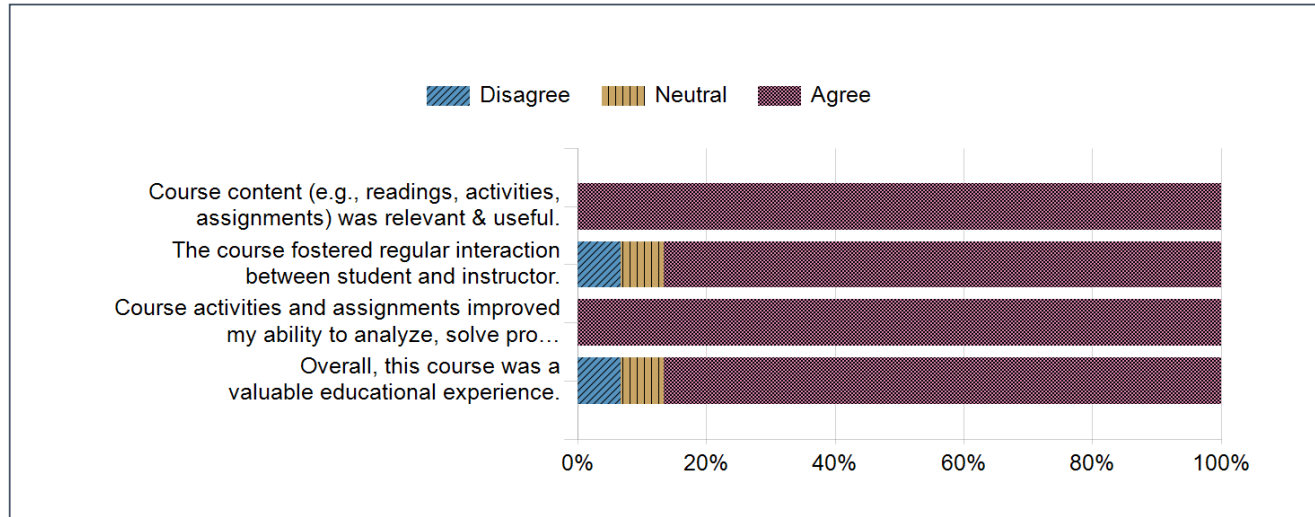
## University Core Course Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



---

**Percentages Evaluation Results**

### University Core Instructor Evaluation Questions

|  | Strongly Disagree 1 | Disagree 2 | Neutral 3 | Agree 4 | Strongly Agree 5 | Count | Mean | Median | SD |
|---|---|---|---|---|---|---|---|---|---|
| The instructor was enthusiastic about the course. | 0.0% | 0.0% | 0.0% | 20.0% | 80.0% | 15 | 4.80 | 5.00 | 0.41 |
| The instructor explained material clearly and in a way that enhanced my understanding. | 0.0% | 0.0% | 0.0% | 20.0% | 80.0% | 15 | 4.80 | 5.00 | 0.41 |
| The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.) | 0.0% | 0.0% | 0.0% | 40.0% | 60.0% | 15 | 4.60 | 5.00 | 0.51 |
| The instructor fostered a positive learning environment that engaged students. | 0.0% | 0.0% | 0.0% | 6.7% | 93.3% | 15 | 4.93 | 5.00 | 0.26 |
| The instructor provided prompt and meaningful feedback on my work and performance in the course. | 0.0% | 0.0% | 0.0% | 33.3% | 66.7% | 15 | 4.67 | 5.00 | 0.49 |
| The instructor was instrumental to my learning in the course. | 0.0% | 0.0% | 0.0% | 33.3% | 66.7% | 15 | 4.67 | 5.00 | 0.49 |

### University Core Course Evaluation Questions

|  | Strongly Disagree 1 | Disagree 2 | Neutral 3 | Agree 4 | Strongly Agree 5 | Count | Mean | Median | SD |
|---|---|---|---|---|---|---|---|---|---|
| Course content (e.g., readings, activities, assignments) was relevant & useful. | 0.0% | 0.0% | 0.0% | 46.7% | 53.3% | 15 | 4.53 | 5.00 | 0.52 |
| The course fostered regular interaction between student and instructor. | 0.0% | 6.7% | 6.7% | 40.0% | 46.7% | 15 | 4.27 | 4.00 | 0.88 |
| Course activities and assignments improved my ability to analyze, solve problems, and/or think critically. | 0.0% | 0.0% | 0.0% | 53.3% | 46.7% | 15 | 4.47 | 4.00 | 0.52 |
| Overall, this course was a valuable educational experience. | 0.0% | 6.7% | 6.7% | 40.0% | 46.7% | 15 | 4.27 | 4.00 | 0.88 |

For additional information and resources in each of these question areas, please visit the GatorEvals Website at
https://gatorevals.aa.ufl.edu/resources--policies/question-set/

## Free Response Section

### Please identify the instructor's strengths that contributed to your learning in the course.

| Comments |
| --- |
| Answered complex questions that were commonly asked by students and was overall very enthusiastic |
| He is very enthusiastic, engages with students, and explains each problem clearly. |
| Bandara was an excellent instructor for my discussion class. The worksheets were extremely helpful and he had a way of explaining complex subjects that was far easier to understand, or at least different which could prove helpful. |
| T was incredibly helpful and approachable. His weekly worksheets were such a help. |
| His enthusiasm about the course was very helpful when teaching because he provided a good and interesting learning environment, and he broke down problems to my understanding. |
| Motivated to help students understand concepts. |
| He was very enjoyable to work with. I genuinely enjoyed going to his office hours as I knew that I would be learning very useful material. |
| always printed out the weekly problems that were connected well to the lectures of the week |
| He is approachable, extremely good at explaining difficult topics, and provides good feedback. |
| Super enthusiastic about the course. Went over everything in depth |
| Very engaging lessons, enthusiastic about the material, kind, explained concepts well, always willing to answer questions, provided additional reviews outside of discussion class |
| willing to assist students with any difficulties within the lessons |

### Please identify the instructor's strengths that contributed to your learning in the course.

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

| Attributes<br>[No. of comments] | Overall<br>[12] |
| --- | --- |
| HELPFUL / SUPPORTIVE | 41.7 % |
| ENTHUSIASTIC / DEDICATED | 41.7 % |
| DIFFICULT | 33.3 % |
| POSITIVE - GENERAL | 33.3 % |
| ENGAGING | 25.0 % |

### What additional constructive feedback can you offer the instructor that might help improve the course?

| Comments |
| --- |
| N/A |
| No comments. |
| Keep on giving worksheets, I understand it is probably quite a bit of work, but it makes lectures compact and easy to group by content for us students. |
| n/a |
| If we could cover more practice problems in our limited time, that would be very useful. |
| n/a |
| Not much :) |
| Nothing needs to be improved |
| none. |

**What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?**

| Comments |
|---|
| N/A |
| Course goes smoothly. |
| N/A |
| Having multiple attempts on the extra credit exam would have been really nice. Also, this class was pretty tough, I think it needed a curve |
| Slow down your pace of teaching, and try to put extra videos that explain the content more in depth. |
| There are times where I believe slowing down a bit can be beneficial, although it is understood that courses are only one semester. |
| More practice material before the exams. I end up doing all of the practice material but I still feel that it is not enough. |
| more practice problems available |
| It was nearly impossible to hear the instructor in the lecture hall unless you were in the front 5 or 10 rows. |
| N/A |
| none. |

**What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?**

Note: The table below analyzes all student free responses by using data dictionaries to group the comments into themes and attributes. A minimum of ten responses must be received in order for the text analytics table to display.

| Attributes<br>[No. of comments] | Overall<br>[11] |
|---|---|
| POSITIVE - GENERAL | 9.1 % |
| DIFFICULT | 9.1 % |
| EASY | 9.1 % |
| IMPORTANT / RELEVANT | 9.1 % |
| NEGATIVE - GENERAL | 9.1 % |

**Please identify the topics and/or skills you learned in the course that you believe will have the highest application for future courses or professional growth.**

| Comments |
|---|
| Vector calculus for physics |
| I learned a lot about integrating and 3D surfaces. |
| My understanding of 3D concepts has greatly improved over the course of this semester because of the content covered. I believe this will be helpful for better–visualizing more complex math structures or functions. |
| Adjusting to the pace of the class. |
| Not sure quite yet. |
| the topics learned in the class will progress into the next math classes that i will have to take for my major so the class is very beneficial |
| I switched my major and no longer need this class, so not much. |
| Basic calc 3 concepts |
| analysis and problem solving. |