



THE STUDENT ASSESSMENT OF INSTRUCTION SYSTEM THE UNIVERSITY OF TENNESSEE			
Mathematics 130	Sec # 81202 (CLAS)	Benjamin A. Levy	
Precalculus I (CLAS)	Summer 2014	Form A	# of Students: 13



Questions	Excellent	Very Good	Good	Fair	Poor	Very Poor	Item Mean
1. Course as a whole	7 (54%)	4 (31%)	2 (15%)	0 (0%)	0 (0%)	0 (0%)	4.38
2. Course content	6 (46%)	5 (38%)	2 (15%)	0 (0%)	0 (0%)	0 (0%)	4.31
3. Instructor's contribution to the course	11 (85%)	2 (15%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.85
4. Instructor's effectiveness in teaching material	7 (54%)	6 (46%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.54
5. Course organization	7 (54%)	4 (31%)	2 (15%)	0 (0%)	0 (0%)	0 (0%)	4.38
6. Clarity of instructor's voice	8 (62%)	5 (38%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.62
7. Explanations by instructor	7 (54%)	6 (46%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.54
8. Ability to present alternative explanations	7 (58%)	2 (17%)	3 (25%)	0 (0%)	0 (0%)	0 (0%)	4.33
9. Use of examples and illustrations	6 (46%)	6 (46%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	4.38
10. Quality of questions/problems raised by instructor	6 (50%)	5 (42%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	4.42
11. Students' confidence in instructor's knowledge	9 (69%)	4 (31%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.69
12. Instructor's enthusiasm	9 (69%)	3 (23%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	4.62
13. Encouragement given to students' self expression	6 (46%)	6 (46%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	4.38
14. Answers to students' questions	9 (69%)	4 (31%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.69
15. Availability of extra help when needed	9 (69%)	3 (23%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	4.62
16. Use of class time	8 (62%)	5 (38%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.62
17. Interest in whether students learned	8 (62%)	5 (38%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.62
18. Amount you learned in the course	4 (31%)	7 (54%)	2 (15%)	0 (0%)	0 (0%)	0 (0%)	4.15
19. Relevance and usefulness of course content	7 (54%)	3 (23%)	2 (15%)	1 (8%)	0 (0%)	0 (0%)	4.23
20. Evaluative and grading techniques	9 (69%)	3 (23%)	0 (0%)	1 (8%)	0 (0%)	0 (0%)	4.54
21. Reasonableness of assigned work	8 (62%)	4 (31%)	1 (8%)	0 (0%)	0 (0%)	0 (0%)	4.54
22. Clarity of students' responsibilities/requirements	9 (69%)	4 (31%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.69

Relative to other college courses you have taken	Much Higher			Average			Much Lower		
23. Do you expect your grade in this course to be:	3 (20%)	3 (20%)	3 (20%)	4 (30%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
24. The intellectual challenge presented was:	3 (20%)	2 (20%)	3 (20%)	3 (20%)	1 (10%)	1 (10%)	1 (10%)	0 (0%)	0 (0%)
25. The amount of effort you put into this course was:	3 (20%)	3 (20%)	4 (30%)	2 (20%)	1 (10%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
26. The amount of effort to succeed in the course was:	1 (10%)	5 (40%)	5 (40%)	1 (10%)	0 (0%)	1 (10%)	0 (0%)	0 (0%)	0 (0%)
27. Your involvement in this course (asgn, atnd, etc) was:	4 (30%)	4 (30%)	4 (30%)	1 (10%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers, and any other course related work?

Under 2	0 (0%)
3-4	0 (0%)
5-6	1 (8%)
7-8	1 (8%)
9-10	2 (15%)
11-12	3 (23%)
13-14	2 (15%)
15-16	0 (0%)
17-18	2 (15%)
19-20	1 (8%)
21-22	1 (8%)
22 or >	0 (0%)

29. From the total average hours above, how many do you consider were valuable in advancing your education?

Under 2	0 (0%)
3-4	0 (0%)
5-6	2 (15%)
7-8	1 (8%)
9-10	3 (23%)
11-12	1 (8%)
13-14	2 (15%)
15-16	1 (8%)
17-18	2 (15%)
19-20	0 (0%)
21-22	1 (8%)
22 or >	0 (0%)

30. Expected Grade

A	5 (38%)
B+	3 (23%)
B	4 (31%)
C+	0 (0%)
C	1 (8%)
D	0 (0%)
F	0 (0%)
S	0 (0%)
NC	0 (0%)
Other	0 (0%)

32. Class Composition

Fresh	2 (15%)
Soph	3 (23%)
Junior	2 (15%)
Senior	4 (31%)
Grad	0 (0%)
Other	2 (15%)

31. Course Was

In major	6 (46%)
In minor	0 (0%)
Dist. Req.	3 (23%)
Elective	1 (8%)
Other	3 (23%)

33. Wanted to take course

Yes	10 (77%)
No	1 (8%)
Neutral	2 (15%)

### Student Responses to Open Ended Questions

#### Question #1: Was this class intellectually stimulating? Did it stretch your thinking?

- The class was very good.
- It was intellectually stimulating because of instructor Levy he made sure to challenge us and was always there to help us in any way possible. He was very accommodating and really was invested in helping us. This is my first math class to have an instructor who really genuinely cares about their students and goes down to earth.
- Yes.
- Class was very challenging, the book work did present some challenges for me and got me prepared to do my graded assignment on WebAssign.
- Made you think and actually try.
- Yes
- Yeah, I pulled a muscle
- No. The class was easy and straight forward.
- This class was primarily a really good refresher course to run back over all of the math from high school. I feel that intellectually it was challenging, but not necessarily stimulating. How to do the math is primarily rule-based and mechanical in nature, and presentation of real-world application was minimal.

#### Question #2: What aspects of this class contributed most to your learning?

- The instructor's very strong grasp of the course content. The class notes. That by simply showing up to class ensures that you can do well.
- Instructor Levy gave us many quizzes that really helped us get ready for our exams, and boost our grades. Also, the lectures were very beneficial to the class as well. Instructor Levy gave us enough clarity and help to tackle the problems.
- Teacher was very thorough and stayed after everyday if someone needed help.
- The blank notes really help a lot in assisting me do my assignments and studying for class.
- The printed notes made it 100x easier to learn and follow.
- Review
- Going to the library and studying
- Lecture notes and Ben's presentations.
- Having quizzes and homeworks routinely helped to keep the material we covered fresh in my mind.
- Having full sets of notes to work with and working example problems in class. The homework assignments were particularly useful as far as practice and troubleshooting.

#### Question #3: What aspects of this class detracted from your learning?

- The fact that it was at 9:15 am every day from May-August kinda sucked but overall not so bad
- None.
- The time given to learn trigonometry. It is understandable that it is a summer session but from my experience. This was the first time being introduced to trigonometry and it was challenging learning everything within a short time
- Student in the front asking too many questions.
- Myself
- Minimal student participation from the class.
- How loud the classroom door opened
- None.
- WebAssign is difficult to control/ understand what you're doing wrong when you can't figure a problem out.
- Some of the math was just a little abstract and lacked any openly apparent real-world application, which made it a little bit more difficult to grab hold of.

<b>Question #4: What suggestions do you have for improving the class?</b>
<ul style="list-style-type: none"><li>• Wish we could have had a little bit more time for the trigonometry.</li></ul>
<ul style="list-style-type: none"><li>• Class was fine for me. No issues here.</li></ul>
<ul style="list-style-type: none"><li>• Keep the notes for class. Everything else was perfect instructor was available after class for additional help</li></ul>
<ul style="list-style-type: none"><li>• make quizzes worth more</li></ul>
<ul style="list-style-type: none"><li>• It's cool.</li></ul>
<ul style="list-style-type: none"><li>• Encouraging more people to participate by asking a student what the answer is to the next step of the problem being worked.</li></ul>
<ul style="list-style-type: none"><li>• nothing its good</li></ul>
<ul style="list-style-type: none"><li>• None.</li></ul>
<ul style="list-style-type: none"><li>• The only thing I didn't like was web assign and I'm not sure that can be improved. The class itself and the teaching was great.</li></ul>
<ul style="list-style-type: none"><li>• More word problems and examples, when possible, would really help as far as understanding how all the pieces fit together and how the different mathematical concepts actually work when they're applied. It's a little easier to understand things on regular terms rather than on purely mathematical.</li></ul>