THE STUDENT ASSESSMENT OF INSTRUCTION SYSTEM
THE UNIVERSITY OF TENNESSEE

Mathematics 152	Sec # 257663(4)	Benjamin A. Levy	
Math for Life Sciences II (CLAS)	Spring 2014	Form B	# of Students: 42

Questions	Excellent	Very Good	Good	Fair	Poor	Very Poor	Item Mean
1. Course as a whole	15 (36%)	20 (48%)	5 (12%)	1 (2%)	1 (2%)	0 (0%)	4.12
2. Course content	11 (26%)	21 (50%)	8 (19%)	2 (5%)	0 (0%)	0 (0%)	3.98
3. Instructor's contribution to the course	26 (62%)	14 (33%)	2 (5%)	0 (0%)	0 (0%)	0 (0%)	4.57
4. Instructor's effectiveness in teaching material	16 (38%)	20 (48%)	4 (10%)	2 (5%)	0 (0%)	0 (0%)	4.19
5. Course organization	20 (48%)	15 (36%)	7 (17%)	0 (0%)	0 (0%)	0 (0%)	4.31
6. Sequential presentation of concepts	21 (50%)	13 (31%)	8 (19%)	0 (0%)	0 (0%)	0 (0%)	4.31
7. Explanations by instructor	16 (38%)	19 (45%)	4 (10%)	3 (7%)	0 (0%)	0 (0%)	4.14
8. Ability to present alternative explanations	18 (43%)	12 (29%)	11 (26%)	1 (2%)	0 (0%)	0 (0%)	4.12
9. Use of examples and illustrations	18 (43%)	17 (40%)	7 (17%)	0 (0%)	0 (0%)	0 (0%)	4.26
10. Enhancement of students' interest in the material	17 (40%)	10 (24%)	13 (31%)	2 (5%)	0 (0%)	0 (0%)	4.00
11. Students' confidence in instructor's knowledge	21 (50%)	15 (36%)	6 (14%)	0 (0%)	0 (0%)	0 (0%)	4.36
12. Instructor's enthusiasm	23 (55%)	11 (26%)	5 (12%)	3 (7%)	0 (0%)	0 (0%)	4.29
13. Clarity of course objectives	23 (56%)	13 (32%)	5 (12%)	0 (0%)	0 (0%)	0 (0%)	4.44
14. Interest level of class sessions	12 (29%)	14 (33%)	12 (29%)	2 (5%)	1 (2%)	1 (2%)	3.74
15. Availability of extra help when needed	29 (69%)	11 (26%)	2 (5%)	0 (0%)	0 (0%)	0 (0%)	4.64
16. Use of class time	19 (45%)	21 (50%)	2 (5%)	0 (0%)	0 (0%)	0 (0%)	4.40
17. Interest in whether students learned	28 (67%)	12 (29%)	2 (5%)	0 (0%)	0 (0%)	0 (0%)	4.62
18. Amount you learned in the course	19 (45%)	15 (36%)	6 (14%)	1 (2%)	1 (2%)	0 (0%)	4.19
19. Relevance and usefulness of course content	18 (43%)	13 (31%)	10 (24%)	1 (2%)	0 (0%)	0 (0%)	4.14
20. Evaluative and grading techniques	20 (49%)	16 (39%)	4 (10%)	1 (2%)	0 (0%)	0 (0%)	4.34
21. Reasonableness of assigned work	17 (40%)	16 (38%)	7 (17%)	2 (5%)	0 (0%)	0 (0%)	4.14
22. Clarity of students' responsibilities/requirements	22 (52%)	17 (40%)	3 (7%)	0 (0%)	0 (0%)	0 (0%)	4.45

Relative to other colleges courses you have taken	Much Higher			Average			Much Lower
23. Do you expect your grade in this course to be:	4 (10%)	17 (40%)	7 (20%)	13 (30%)	0 (0%)	1 (0%)	0 (0%)
24. The intellectual challenge presented was:	3 (10%)	11 (30%)	15 (40%)	9 (20%)	4 (10%)	0 (0%)	0 (0%)
25. The amount of effort you put into this course was:	7 (20%)	10 (20%)	10 (20%)	10 (20%)	3 (10%)	1 (0%)	0 (0%)
26. The amount of effort to succeed in the course was:	7 (20%)	10 (20%)	13 (30%)	10 (20%)	2 (0%)	0 (0%)	0 (0%)
27. Your involvement in this course (asgn, atnd, etc) was:	9 (20%)	13 (30%)	8 (20%)	10 (20%)	2 (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	3 (7%)
3 - 4	7 (17%)
5 - 6	14 (34%)
7 - 8	10 (24%)
9 - 10	3 (7%)
11 - 12	4 (10%)
13 - 14	0 (0%)
15 - 16	0 (0%)
17 - 18	0 (0%)
19 - 20	0 (0%)
21 - 22	0 (0%)
22 or >	0 (0%)

29. From the total average hours above, how many do you consider were valuable in advancing your education?	
Under 2	5 (12%)
3-4	10 (24%)
5-6	14 (33%)
7-8	6 (14%)
9-10	4 (10%)
11-12	2 (5%)
13-14	0 (0%)
15-16	1 (2%)
17-18	0 (0%)
19-20	0 (0%)
21-22	0 (0%)
22 or >	0 (0%)

30. Expected Grade	
A	18 (43%)
B+	12 (29%)
B	8 (19%)
C+	1 (2%)
C	2 (5%)
D	0 (0%)
F	0 (0%)
S	0 (0%)
NC	0 (0%)
Other	1 (2%)

31.Course Was	
In major	20 (48%)
In minor	0 (0%)
Dist. Req.	21 (50%)
Elective	1 (2%)
Other	0 (0%)

32.Class Composition	
Fresh	3 (7%)
Soph	9 (21%)
Junior	18 (43%)
Senior	11 (26%)
Grad	0 (0%)
Other	1 (2%)

33. Wanted to take course	
Yes	17 (40%)
No	10 (24%)
Neutral	15 (36%)

Student Responses to Open Ended Questions
Question #1: Was this class intellectually stimulating? Did it stretch your thinking?
• It was a good class. The earlier material was easy; however, I had already had some calculus experience, so I cannot hold you responsible for that.
• Yes
• No
• Yes it was
• Yes it did
• yes, its bloody calculus
• It was mostly intellectually stimulating, however, I had taken a Calculus class back in high school so I was already familiar with most of what was covered.
• It was more intellectually stimulating later in the class; the beginning exercises were very easy.
• Yes, it was cool class. My favorite math class I've taken. I feel like it is a math I could apply in real life scenarios.
• Just a little bit.
• Yes. It was a very good class and well taught and i feel I learned a lot.
• Yes, this was a good class.
• Meh.
• For the most part I thought this course was intellectually stimulating. I am pretty good at math because I am good with numbers, but in this class we had to apply our math knowledge to real world uses for the math, which I thought stretched my thinking because I had to understand why we were doing this math.
• This class kept me more interested in math than any other math class I have taken.
• In this class, I definitely stretched my knowledge of mathematics. It was a good learning experience.
• Yes it was because it furthered my intellectual knowledge regarding calculus and enhanced it as well.
• It was I think it is cool that the functions like the derived function can show u the doc and u can us the derivative and 2nd derivative to find max and mins of a function. Though some concepts were harder to gasp, like the maximization problems, it is still cool of how the derivative can be used for those too.
• Yes, it stretched my thinking because I don't like math very well so some of the info was difficult.
• Yes. It is a new math that takes a lot of thinking.
• No it was not, it is not an interesting class to me.
• I have previously taken calc in highschool so it was mostly a review for me.
• It might have if I hadn't previously taken a calculus class. The MATlab portions were sometimes interesting, though.
• This class was more of a review for me with covering stuff I had previously learned but forgot how to do. It was intellectually stimulating in regards to the biological aspect of the questions.
• Yes, I also liked the way it was set up and the way the material was taught.
• Not really - but it was a math class. I did learn new concepts and ways to solve problems.

Question #2: What aspects of this class contributed most to your learning?
• Class and study guides were very beneficial.
• The way you made preclass notes printable and then posted completed notes.
• The teacher is awesome
• It involved real life, medical situations
• Ben's teaching was phenomenal. He actually cared if we learned the material not just a memorization.
• Learning with different formulas
• Mr. Levy would send emails making sure we knew what was due and what was expected of us. This helped A LOT
• i didnt know anything to begin with
• Going over examples in class was very helpful and the clicker questions helped too.
• It was very helpful to have the notes taken in class every day scanned to Blackboard so I could always go back and find something if I didn't understand; the test and homework solutions were also very helpful too and I'm glad the instructors took time to do this.
• Class engagement.
• The homework assignments and office hours helped a lot.
• The examples and having the notes printed and posted blackboard
• Lecture and discussion were both very important and contributed equally to my learning.
• I liked all the examples the teacher gave.
• The recitation sessions
• Mr. Levy is VERY organized, which I think is make it or break it in my success in a class so I really really appreciate that. He gave very many examples, which are always useful. When he teaches people usually does not have tons of questions because he always covers anything possible we could ever be confused about, which is a mark of a very good teacher because he is obviously an expert at this material, but he thinks ahead about material that is potentially confusing to us and he clears all of it up. When questions are asked he never fails to answer the question fully with a well developed explanation. He is more than welcoming of questions, which I also think is key because he makes sure students are not afraid to ask questions. He makes a large effort to make himself or TA's available if extra help is needed. Also, it is very obvious that Mr. Levy actually cares whether or not we are learning the material and concepts. Since he cares and is genuinely interested in what we are learning, then it makes me want to care and take interest in what I am learning. By far the best teacher I have had in college and I have had the joy of having two of his classes.
• The class notes provided and taken in class
• The study sessions before exams.
• The homework and recitation sessions really helped me understand the material as well as practice it.
• Ben really cared about whether we learned or not so, his effort in teaching really went a long way in regards to our learning.
• The recitation class really helped to put things together from lecture and homework.
• The guideline notes helped learn and listen in class.
• The frequent homework the competitiveness of going over concepts in lecture and discussion. The due dates of homework being done on the same day of the week helps for me to always expect one coming and it increases my ability to turn them in on time,and not forget.the practice exam. Low emphasis on mat lab. Welcoming at office hours. Many ways to get help. Posting solutions of stuff..etc. I needed all those options and opportunities. It welcoming and easy to approach too.
• Homework and quizzes helped me learn the most. Also office hours and doing lots of practice.
• The discussion session with the TA definitely helped me the most.
• Ben's enthusiasm was appreciated but that doesn't make the material interesting.
• the wide range of example that were also posted to blackboard so I could look back when I was stuck homework or a test review.
• The MATlab aspects, because it required me to make the effort to learn that portion of MATlab.
• The homework and the printable class notes are really helpful. Ben simply is a fantastic teacher of these concepts whether learning them for the first time or having review over the material.
• The recitation sections always seemed to help clarify some things after only having seen it once or twice in the large lecture. Also, the collecting of homework helped me to make sure that I was keeping in good practice with the class and its material.
• The homework and recitation.
• Homework problems and weekly quizzes
• Ben did very well out clearly outlining the expectations of the course. He made continuous effort to relate material learned in different sections of this course. At no point did I feel unprepared or that I had not received the appropriate direction in which to go about completing an assignment. It was clear that he was dedicated to our success.
• Having the instructor work example problems in front of us.

Question #3: What aspects of this class detracted from your learning?
• None that the professor could control. A guy in our class was very obnoxious.
• other individuals
• Just people talking like in every other class
• MATLAB. It was a waste of time.
• The class seemed to slow of a pace. I liked how the notes were put online, I really do. I couldn't keep concentrated in class because I would get distracted too easily. However, going back over the notes later was very nice.
• If anything it was how cold the room was
• n/a
• matlab
•
• This course could be a little more challenging next semester; I didn't try as hard as I should because I understood all of the course material having taken calculus in high school.
• Nothing,
• Nothing.
• There were a lot of homework assignments due. I liked the beginning of the class where everything was due on Tuesdays when the structure changed mid way it became confusing and easy to forget assignments.
• Nothing
• The only thing that threw me off in this class was about 3/4 of the way through the semester we changed days that homework is due. It was only due on Tuesdays all at once, but then it was changed to being due a few days a week, but with less due each day. Either one is fine with me, but changing due dates mid way through the semester caused me to forget about homework assignment until last minute because I was so used to them always being due on Tuesday.
• The matlab portion of the projects did nothing to help me learn.
• Putting completed class notes online made me not want to go to class.
• Nothing really detracted from my learning of the material.
• Nothing that I can think of off the top of my head. Everything was very clear and concise.
• I would say mat lab but it was manageable this semester.
• The worded notes kinda threw me off. When I take a math class I like to just see worked examples of how to do something not explained how to do it with words
• Nothing really.
• The projects, I do not understand the need for these.
• I knew most of it already.
• Matlab assignments were a waste of time. I would have rather had more homework and quizzes on the material than focus my time on matlab. It was a distraction in my opinion and instead of focusing on my work I was worried about getting the matlab projects done and in on time.
• Not really anything

Question #4: What suggestions do you have for improving the class?
• None. Good job.
• none
• Nothing I think you are a great teacher!
• Have quizzes that are not a replica of the homework. The reason is because I am very good at memorization and I could look over the answer guide right before the quiz on the computer in the class, and I would ace the quizzes. The biggest reason, however, is because this does not help me conceptualize the information. On the tests, there were questions that tested my ability to truly understand the material, but I had not understood the material in that way. Now, one may suggest that I ask a question, but if I do not know what to ask then how am I supposed to do that. So, maybe making quizzes different or assigning more word problems for the homework. That way I will understand, better, the material.
• Maybe spend more time on examples more like ones we would see on the test.
• n/a
• take out MATLAB. the majority of the students taking the class are science majors who will never use matlab ever again.
• no matlab
• The projects did not seem useful at all. In fact, they caused unnecessary stress and I think even the TA disliked them. We didn't really go over Matlab that much in class and it would be a better idea to just do the projects in class as a group instead of individually, since we ended up doing the whole project with our TA anyway.
• I think the instructor could make it a little more challenging so the students could get more out of it. Other than that I really like the instructor and I think he does a great job making sure students understand the material, giving them ample chances to seek help if they need it, and offering lots of office hours and publishing notes online. I'm really glad I took the second half of this course and I liked it much better than the first.
• Nothing.
• Less multiple choice questions on tests.
• I do not think any improvements need to be made. It was well taught and in my own opinion, the best math class I have taken. I have understood the material and felt more confident about my knowledge on the subject more than I have in any other math class. Benjamin was a great teacher and I would take him again for another math class.
• I think this class was good. The instructor did a good job teaching the material.
• This is not Mr. Levy's fault, but I think MatLab use should either be more developed and explained or just not used at all. I actually think it needs to be more developed and explained in Math 151 and then practiced more in Math 152. My teacher in Math 151, Heather Finnoti, failed to actually teach us MatLab, which is not fair to the Math 152 instructors because none of us have any clue what is going on with MatLab. Also, only 2 big projects is not going to teach me MatLab because we never practiced it or learned how to understand the coding or why we were coding it. We need to practice is more to develop an understanding of why. Two projects are not going to do that for us.
• Remove matlab because its importance to the class seems minimal
• Nothing
• The class was very good. There was a lot of extra help, and I could tell the instructor really cared about whether students learned the material or not. I don't really have any suggestions. Keep it up.
• Continue to give out lots of homework because the homework really helped as well as the quizzes. These helped prepare for the exams.
• More practice problems or solutions/vague roadmap to the answers
• I don't know. U do a lot and appreciate all that u do.
• No improvements.. very good class. Work on lecture clarification.. I learned more in discussion than I did lecture
• Please do not ask for homework to be turned in on recitation days AND class days. Keeping the due dates specifically on recitation makes it easier for us to plan and do. I felt incredibly pressured throughout the week when you changed that around.
• I have a class across campus so I typically arrive 5 minutes late to class, because of this I know I missed several clicker attendance questions. I hope those will not be counted against us to much because I know other students have the same problem. Maybe next semester have several clicker questions throughout class or even ten minutes into class.
• Either add in more MATlab or remove it entirely. The projects were difficult to complete without outside help because we didn't have much experience in it. That means it needs to have a heavier focus, so that when it comes time for a project we'll have a general idea of how to do it ourselves, or remove it entirely, because at the moment it's a little awkward.
• I would not improve this class in any way.
• Maybe have a better coordinated way of homework and the process in turning back grades to the students.
• Cut it down to one matlab project and require homework to be turned in more often like you did towards the end of the semester.
• Keep on keeping on. Thanks for helping us
• There were a lot of homeworks, and they were due one after the other a lot of the time. That made it a little bit difficult sometimes to juggle everything, so I would suggest maybe doing one homework due a week or something like that.