



**THE STUDENT ASSESSMENT OF INSTRUCTION SYSTEM
THE UNIVERSITY OF TENNESSEE**



Mathematics 130	Sec # 20400	Benjamin A Levy	
Precalculus I (CLAS)	Spring 2013	Form A	# of Students: 32

Questions	Excellent	Very Good	Good	Fair	Poor	Very Poor	Item Mean
1. Course as a whole	7 (44%)	7 (44%)	2 (12%)	0 (0%)	0 (0%)	0 (0%)	4.31
2. Course content	6 (38%)	8 (50%)	2 (12%)	0 (0%)	0 (0%)	0 (0%)	4.25
3. Instructor's contribution to the course	12 (75%)	4 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.75
4. Instructor's effectiveness in teaching material	12 (75%)	4 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.75
5. Course organization	9 (56%)	6 (38%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	4.50
6. Clarity of instructor's voice	13 (81%)	1 (6%)	2 (12%)	0 (0%)	0 (0%)	0 (0%)	4.69
7. Explanations by instructor	12 (75%)	4 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.75
8. Ability to present alternative explanations	11 (69%)	3 (19%)	2 (12%)	0 (0%)	0 (0%)	0 (0%)	4.56
9. Use of examples and illustrations	12 (75%)	4 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.75
10. Quality of questions/problems raised by instructor	13 (81%)	2 (12%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	4.75
11. Students' confidence in instructor's knowledge	11 (69%)	3 (19%)	2 (12%)	0 (0%)	0 (0%)	0 (0%)	4.56
12. Instructor's enthusiasm	13 (81%)	3 (19%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.81
13. Encouragement given to students' self expression	11 (69%)	3 (19%)	2 (12%)	0 (0%)	0 (0%)	0 (0%)	4.56
14. Answers to students' questions	10 (62%)	4 (25%)	2 (12%)	0 (0%)	0 (0%)	0 (0%)	4.50
15. Availability of extra help when needed	14 (88%)	1 (6%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	4.81
16. Use of class time	14 (88%)	2 (12%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.88
17. Interest in whether students learned	14 (88%)	2 (12%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.88
18. Amount you learned in the course	9 (56%)	6 (38%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	4.50
19. Relevance and usefulness of course content	9 (56%)	6 (38%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	4.50
20. Evaluative and grading techniques	13 (81%)	3 (19%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.81
21. Reasonableness of assigned work	10 (62%)	5 (31%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	4.56
22. Clarity of students' responsibilities/requirements	12 (75%)	4 (25%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4.75

Relative to other colleges courses you have taken	Much Higher		Average				Much Lower	
23. Do you expect your grade in this course to be:	5 (30%)	4 (20%)	4 (20%)	3 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
24. The intellectual challenge presented was:	5 (30%)	7 (40%)	4 (20%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
25. The amount of effort you put into this course was:	7 (40%)	4 (20%)	0 (0%)	5 (30%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
26. The amount of effort to succeed in the course was:	4 (20%)	6 (40%)	4 (20%)	2 (10%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
27. Your involvement in this course (asgn, atnd, etc) was:	8 (50%)	6 (40%)	1 (10%)	1 (10%)	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	2 (12%)
5-6	3 (19%)
7-8	3 (19%)
9-10	4 (25%)
11-12	1 (6%)
13-14	0 (0%)
15-16	1 (6%)
17-18	1 (6%)
19-20	1 (6%)
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	0 (0%)
3-4	3 (19%)
5-6	2 (12%)
7-8	5 (31%)
9-10	2 (12%)
11-12	1 (6%)
13-14	0 (0%)
15-16	1 (6%)
17-18	2 (12%)
19-20	0 (0%)
21-22	0 (0%)
22 or >	0 (0%)

30. Expected Grade

A	6 (38%)
B+	4 (25%)
B	3 (19%)
C+	1 (6%)
C	2 (12%)
D	0 (0%)
F	0 (0%)
S	0 (0%)
NC	0 (0%)
Other	0 (0%)

32. Class Composition

Fresh	10 (62%)
Soph	4 (25%)
Junior	1 (6%)
Senior	0 (0%)
Grad	0 (0%)
Other	1 (6%)

31. Course Was

In major	5 (31%)
In minor	0 (0%)
Dist. Req.	9 (56%)
Elective	0 (0%)
Other	2 (12%)

33. Wanted to take course

Yes	9 (56%)
No	5 (31%)
Neutral	2 (12%)

Student Responses to Open Ended Questions

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

- Yes-I learned new things. I have never taken Calculus.
- Yes-I learned a lot in the class. I was in this class last semester and I learned so much more this semester.
- -Yes i had to pay attention and actually study.
- Yes-It has been a great class, I felt I was being challenged to learn more things and along with the professors teaching no problem seemed as difficult as it had in the beginning.
- Yes-The first half of the class I already knew for the most part, but the second half of the course was material I did not know, so it really stretched my thinking.
- Yes-I found this very stimulating. I needed this course as a prereq for other classes. I always wanted to learn trig and calculus.
- Yes-Yes especially trig. I think it physically stretched my brain.

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

- The notes were excellent guide to understanding the material.
- The lectures, he was funny and keep students awake.
- the webassign. i work better by trying it myself
- its math
- I'm exceedingly hard on professors when completing these evaluations, but Mr. Levy was outstanding. I don't really learn anything in class - I'm always served better by just working through the textbook - but that shouldn't and doesn't detract from the competence and sheer enthusiasm of this professor. He's seriously great. Wish he was teaching Calc I this summer.
- The professors notes and thorough examples were by far a great help to understand how to solve several other the problems we faced in the class room. Truly a great help.
- The fact that our instructor was so readily available and willing to help us. Even though this class had A LOT of quizzes and homework, I think they were very necessary in order to continually practice the material and master it. For tests I barely had to study because of all the practice we had in class with quizzes and out of class with homeworks. I'm really pleased with our instructor for this course, probably the best teacher I have had in my college experience thus far.
- The webassign homework and classroom work.
- Dr. Levy's a great teacher - explains the math-y stuff well. He always asks if we have questions, or even just to chat about hiking and camping and stuff; pretty personable guy. That's a refreshing change from a few of my personality-less drone professors. The almost daily quizzes suck but it really makes you stay on top of your work. Tests are fair, grades fair/generously, homework/notes are detailed.

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

- The homework seemed like just like busy work.
- He sometimes seemed to second guess himself.
- the girl sitting next to me looked pretty good
- Always started class early...and it was an 8am. Made getting here that much harder.
- Nothing really.
- Nothing.
- The classroom work went too fast! By the time I wrote down the steps for solutions, the concepts for the solutions were lost as we moved on to the next problem
- the chairs in the HSS building

Question #4: What suggestions do you have for improving the class?

- Don't look confused as much when you are teaching the information.
- give more examples in the notes for the students to try on their own
- Stop ramming 60% of the content into the rear 25% of the semester. Why is this necessary? I would have cut back on my hours at work if I'd known I'd have three exams (including a final) within a three week span. Now it's too late and I'll probably lose my A. /sob
- I would not change anything, I felt that the topics were taught well and the example were very helpful. I would suggest having class study nights to help student who are struggling with certain concepts.
- The only thing I can think of is to spread the tests out a little more evenly.
- Allow time for the solutions to be understood prior to moving on.
- n/a - Dr. Levy is dandy - bummed out I can't take him for calc. 'Havn't' is spelled 'haven't' 'Loose' a point = 'Lose' a point, etc. ;)