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Response rate was about 71%.

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1. About how many hours/week outside of class do you spend on this course?  
< 3 (2)      3–6 (14)      7–9 (4)      10–12 (2)      more than 12 (1)
2. Is the workload of the course
  - too light? (0)
  - about right? (12)
  - between about right and too heavy (3)
  - too heavy? (8)
3. What grades have you averaged in recent math courses? (2 no response)  
A (4) A/B (6) B (4) B/C (8) C (2) C/D (0) D (0) D/F (0) F (0)
4. What grade do you expect to receive in this course?  
A (3) A/B (4) B (4) B/C (9) C (3) C/D (1) D (0) D/F (0) F (0)
5. Compared to recent math courses, do you expect your grade to  
go up? (3)                      stay about the same? (12)                      go down? (9)
6. How would you characterize the pace of this course?
  - too slow (1)
  - about right (18)
  - between about right and too fast (1)
  - too fast (4)
7. If you circled “too slow,” what would you like to see changed?
  - Some students who don’t keep up with the material end up wasting whole days.
8. If you circled “too fast,” what would you like to see changed?
  - Slow down in lecture, and explain things more.
  - Ensure everyone’s understanding before continuing to something new.

- Try not to get ahead of the homework in lessons. It's hard to understand the next section before the current section's homework is completed.
- Show more examples that are easier in the beginning of sections, so you don't just jump into more difficult material.
- Not sure, splitting calculus into four semesters instead of three might be too drastic of a change and slow it down too much.
- I think my problem lies with five classes/17 credit hours and only 24 hours in a day and seven days in a week.

9. What do you like about the course material?

- It's a challenge. (4)
- I like learning calculus. (2)
- It's relevant for my major. (2)
- It helps me in my physics class.
- It resembles Calc I. (2)
- It's not that hard.
- It has less memorization than Calc II.
- I understand it more than Calc II.
- It fills in questions I had from Calc I and II.
- Pretty pictures.
- Visualization can help solve the problems faster.
- It is interesting to think in three dimensions.
- It is covered well in *How to Ace Calculus*.
- Not much.
- Nothing.

10. What suggestions do you have for changing/improving the course content?

- Omit the sections that are too specific to a particular field of study.
- Spend less time on the less important topics and more time on the important ones.

11. What do you like about the instructor's performance teaching this course?

- She explains things well. (5)
  - She answers questions well.
  - She answers questions completely.
  - She is helpful.
  - She is willing to help. (5)
  - She takes a lot of time to answer questions.
  - She is very helpful outside of class.
  - She is kind.
  - She is thorough. (2)
  - She gives good notes. (2)
  - She is interested in student learning.
  - She is enthusiastic. (2)
  - She is accessible.
  - She counts the homework.
  - She listens to our feedback so that we could do better in class.
  - She goes at a pace determined by us.
12. What suggestions do you have for improving the instructor's teaching performance?
- Lesson plan is too open. It makes the professor seem like a tutor.
  - Go more slowly.
  - Be clear and concise.
  - Make sure concept is understood before moving on to problems.
  - Involve students more when solving problems.
  - Do more examples. (2)
  - Do harder examples. (3)
  - Do examples that are closer to the homework.
  - Do more examples with numbers instead of deriving equations.
  - Do more examples with numbers instead of variables.
  - Spend more time on methods of solving.
  - Do more explaining than writing on the board.

- Make homework less complicated or shorter, or make it worth more. (3)
  - Make more problems optional. (3)
  - Don't assign even problems.
  - Make homework due Fridays.
  - Construct homework assignments as a handout.
  - Make the homework more focused on what will be on the test.
  - Have in-class quizzes. (3)
  - Don't give on-line assignments. (2)
  - Let us use TI-89s. (2)
  - Put answer keys to old tests on-line.
  - Spend more time saying what is expected to know.
  - Use powerpoint to help with 3-D visualization.
  - Don't write so low on the board.
  - Be more informed/involved.
  - Perfect, no improvement necessary.
13. How do you rate the instructor's performance so far? (1 no response)
- excellent (2)
  - between excellent and good (1)
  - good (16)
  - between good and fair (1)
  - fair (4)
  - bad (0)
14. If your rating is less than "good," what is the primary thing the instructor would need to do to change your rating to "good" or "excellent"?
- Make material clearer.
  - Get class to participate more.
  - Have more exams weighted less.
  - Don't work every problem in the same way.

- Spend less time doing algebra, Calc I, and Calc II and more doing Calc III concepts.
15. If you plan to improve your homework, quiz, or exam grades, what is your strategy?
- Put more time into homework/studying. (7)
  - Study. (2)
  - Read the book. (4)
  - Look at notes.
  - Figure out what to study specifically.
  - Study better.
  - Buckle down on homework.
  - Do more problems. (7)
  - Don't put it off!
  - Get outside help.
  - Pay more attention in class.
  - I am spending most of my free time with tutors.
  - None, I enjoy the current system I have, and it works. Plus, I can always go to the professor for help.
  - Ask the government to initiate a new time standard of 30-hour days.