

MATH 2210 (505): Multivariable Calculus

Fall 2019 | Noah Braeger | Course CIP Code: 27.01

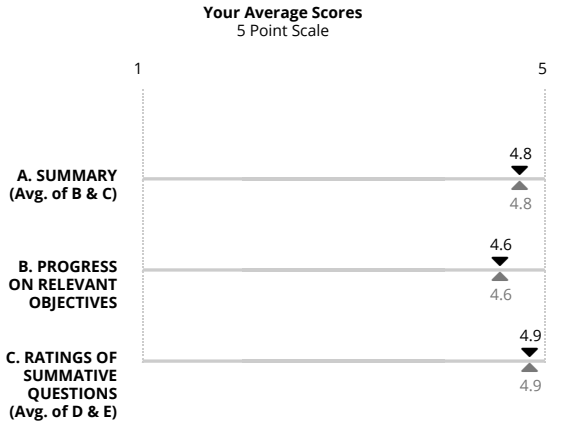
23		Students Enrolled
15		Students Responded
65.22%		Response Rate

Summative

▼ | Adjusted

▲ | Raw

| 3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

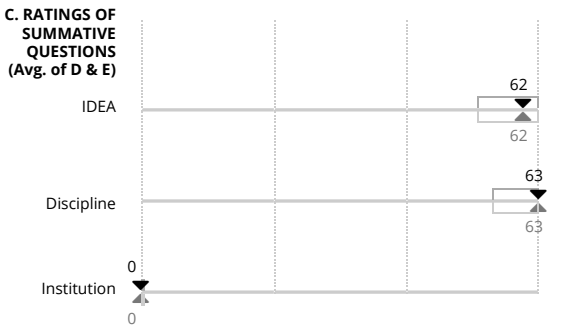
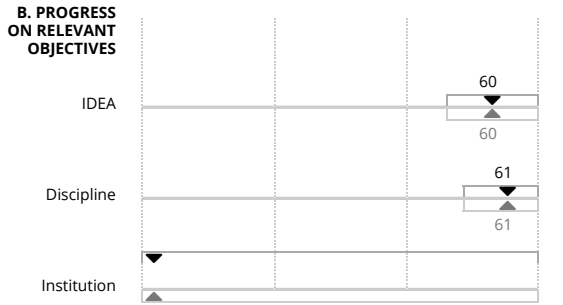
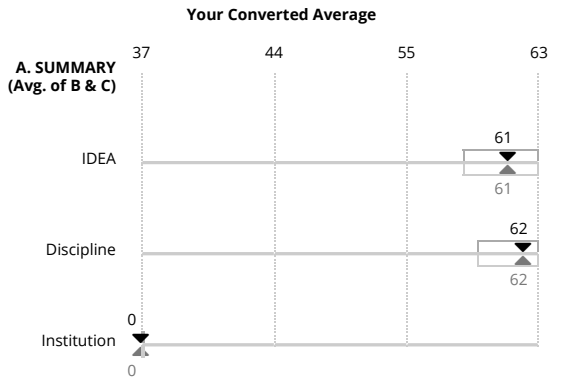
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.9	4.9
E. Excellent Course	4.9	4.9

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	61	61
Discipline	61	61
Institution		
E. Excellent Course		
IDEA	63	63
Discipline	64	64
Institution		

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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						Your Converted Average					
		Your Average (5 Point Scale)		% of Students Rating		IDEA		Discipline		Institution	
Student Ratings of Learning on Relevant Objectives	Importance Rating	Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	4.7	4.7	0	93	63	63	63	63		
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	2.8	2.8	53	40	31	31	46	46		
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.5	4.5	0	87	58	58	59	59		
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	4.3	4.3	7	87	54	54	58	58		
Acquiring skills in working with others as a member of a team	M	2.7	2.7	60	33	31	31	43	43		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	2.7	2.7	60	40	35	35	47	47		
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.5	3.5	33	53	45	45	53	53		
Developing skill in expressing myself orally or in writing	M	2.7	2.7	53	40	31	31	46	46		
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.7	3.7	33	67	45	45	53	53		
Developing ethical reasoning and/or ethical decision making	M	2.7	2.7	53	33	31	31	45	45		
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.1	3.1	40	53	34	34	46	46		
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.3	3.3	33	47	38	38	50	50		
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.4	4.4	7	80	59	59	57	57		

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.5	54	51	
Difficulty of subject matter	3.7	56	51	

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.9	51	52	
I really wanted to take this course regardless of who taught it.	4.5	66	66	
When this course began I believed I could master its content.	4.4	62	63	
My background prepared me well for this course's requirements.	4.6	68	66	

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.6	0% (1 or 2) 93% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.9	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.1	20% (1 or 2) 73% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.6	27% (1 or 2) 53% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Encouraged students to reflect on and evaluate what they have learned	4.7	0% (1 or 2) 93% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.3	7% (1 or 2) 73% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.3	13% (1 or 2) 80% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.3	33% (1 or 2) 47% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Collaborative Learning	Your Average	Students Rating	Suggested Action
Asked students to help each other understand ideas or concepts	3.3	40% (1 or 2) 47% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Active Learning	Your Average	Students Rating	Suggested Action
Involved students in hands-on projects such as research, case studies, or real life activities	2.2	73% (1 or 2) 20% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	6.67% (1)	20% (3)	73.33% (11)	15	0	0.6	4.67
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	26.67% (4)	6.67% (1)	33.33% (5)	6.67% (1)	26.67% (4)	15	0	1.51	3
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	6.67% (1)	20% (3)	73.33% (11)	15	0	0.6	4.67
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	26.67% (4)	73.33% (11)	15	0	0.44	4.73
Formed teams or groups to facilitate learning	60% (9)	6.67% (1)	0% (0)	6.67% (1)	26.67% (4)	15	0	1.78	2.33
Made it clear how each topic fit into the course	0% (0)	0% (0)	6.67% (1)	26.67% (4)	66.67% (10)	15	0	0.61	4.6
Provided meaningful feedback on students' academic performance	0% (0)	6.67% (1)	13.33% (2)	20% (3)	60% (9)	15	0	0.94	4.33
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	6.67% (1)	20% (3)	13.33% (2)	60% (9)	15	0	1	4.27
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	26.67% (4)	0% (0)	0% (0)	0% (0)	73.33% (11)	15	0	1.77	3.93
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	6.67% (1)	93.33% (14)	15	0	0.25	4.93
<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	6.67% (1)	6.67% (1)	6.67% (1)	6.67% (1)	73.33% (11)	15	0	1.25	4.33
Created opportunities for students to apply course content outside the classroom	26.67% (4)	6.67% (1)	20% (3)	6.67% (1)	40% (6)	15	0	1.65	3.27
Introduced stimulating ideas about the subject	0% (0)	20% (3)	6.67% (1)	20% (3)	53.33% (8)	15	0	1.18	4.07
Involved students in hands-on projects such as research, case studies, or real life activities	46.67% (7)	26.67% (4)	6.67% (1)	0% (0)	20% (3)	15	0	1.51	2.2
Inspired students to set and achieve goals which really challenged them	13.33% (2)	13.33% (2)	20% (3)	6.67% (1)	46.67% (7)	15	0	1.5	3.6
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	53.33% (8)	6.67% (1)	13.33% (2)	0% (0)	26.67% (4)	15	0	1.7	2.4
Asked students to help each other understand ideas or concepts	13.33% (2)	26.67% (4)	13.33% (2)	6.67% (1)	40% (6)	15	0	1.53	3.33
Gave projects, tests, or assignments that required original or creative thinking	13.33% (2)	20% (3)	13.33% (2)	13.33% (2)	40% (6)	15	0	1.5	3.47
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	0% (0)	0% (0)	26.67% (4)	73.33% (11)	15	0	0.44	4.73

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	6.67% (1)	13.33% (2)	80% (12)	15	0	0.57	4.73
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	46.67% (7)	6.67% (1)	6.67% (1)	0% (0)	40% (6)	15	0	1.87	2.8
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	13.33% (2)	26.67% (4)	60% (9)	15	0	0.72	4.47
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	6.67% (1)	0% (0)	6.67% (1)	26.67% (4)	60% (9)	15	0	1.07	4.33
Acquiring skills in working with others as a member of a team	33.33% (5)	26.67% (4)	6.67% (1)	6.67% (1)	26.67% (4)	15	0	1.62	2.67
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	53.33% (8)	6.67% (1)	0% (0)	0% (0)	40% (6)	15	0	1.92	2.67
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	26.67% (4)	6.67% (1)	13.33% (2)	0% (0)	53.33% (8)	15	0	1.75	3.47
Developing skill in expressing myself orally or in writing	40% (6)	13.33% (2)	6.67% (1)	13.33% (2)	26.67% (4)	15	0	1.69	2.73
Learning how to find, evaluate, and use resources to explore a topic in depth	26.67% (4)	6.67% (1)	0% (0)	6.67% (1)	60% (9)	15	0	1.78	3.67
Developing ethical reasoning and/or ethical decision making	40% (6)	13.33% (2)	13.33% (2)	6.67% (1)	26.67% (4)	15	0	1.66	2.67
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	40% (6)	0% (0)	6.67% (1)	13.33% (2)	40% (6)	15	0	1.82	3.13
Learning to apply knowledge and skills to benefit others or serve the public good	33.33% (5)	0% (0)	20% (3)	0% (0)	46.67% (7)	15	0	1.77	3.27
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	6.67% (1)	0% (0)	13.33% (2)	6.67% (1)	73.33% (11)	15	0	1.14	4.4
<i>The Course:</i> <i>On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	0% (0)	53.33% (8)	40% (6)	6.67% (1)	15	0	0.62	3.53
Difficulty of subject matter	0% (0)	0% (0)	46.67% (7)	40% (6)	13.33% (2)	15	0	0.7	3.67
<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	6.67% (1)	13.33% (2)	66.67% (10)	13.33% (2)	15	0	0.72	3.87
I really wanted to take this course regardless of who taught it.	0% (0)	0% (0)	6.67% (1)	33.33% (5)	60% (9)	15	0	0.62	4.53
When this course began I believed I could master its content.	0% (0)	0% (0)	20% (3)	20% (3)	60% (9)	15	0	0.8	4.4
My background prepared me well for this course's requirements.	0% (0)	0% (0)	6.67% (1)	26.67% (4)	66.67% (10)	15	0	0.61	4.6
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	6.67% (1)	93.33% (14)	15	0	0.25	4.93
Overall, I rate this course as excellent.	0% (0)	0% (0)	0% (0)	13.33% (2)	86.67% (13)	15	0	0.34	4.87

Qualitative

Comments -

- Really great TA!
- Noah was an amazing TA instructor. I learned a ton going to his recitations and it was extremely obvious that he cares about the success of all the students in his recitations. He made recitations fun and interesting and that helped keep my attention so I could learn better. Best TA I've ever had.
- He was super amazing, he always was able to answer questions and was available outside of class time. My favorite recitation leader I've had.
- Noah is a great recitation leader, probably my favorite this semester and definitely the most entertaining! It was really nice having an organized class period, with set examples similar to the ones in lecture and on tests to work on as a class. I always felt confident on the material after recitation and I knew that if I ever had a question, Noah would get back to me with help quickly, which was really nice.
- Recitations can be slogs, but you do a great job of making it exciting enough to keep me focused on what you're teaching. And it helped that you could explain it in a very understandable way. And even though you probably hated whenever it happened, I very much appreciated the tiny mathematical errors you'd make. It was fun to keep an eye out for them, and I always got a bit of an ego boost when I caught an error. It made me feel like a genius. Although there's not much you can do about this, there were one or two times you made a rather large error in your math and those were confusing, so try not to mess up too bad. I'm sure that comment is SUPER helpful(sarcastically rolls eyes at myself). But you did a good job about emailing us afterward and providing resources to help us work them out.

What aspects of the teaching or content of this course do you feel were especially good? -

- He did an awesome job reviewing the things we learned in lecture. He was very relatable and easy to understand.
- Noah is an engaging teacher and did a great job breaking down concepts into more easily understandable bits. He was also always available if I reached out to him with questions on homework, and usually did a great job giving me direction without giving away the answer.
- It was by far the most organized recitation I took this semester, which made understanding somewhat complex ideas and computations clear and undaunting. Also it was nice that there were a lot of opportunities to ask questions, practice relevant problems and gain extra points. It's clear that Noah wanted us to succeed and made sure we stayed tuned in and interested in the material.
- Answered questions very clearly. He always used relevant practice examples
- Really energized and excited about the material
- He made recitation interesting and fun while still doing a great job at explaining all the things we had been learning in a way we hadn't heard before.
- I felt Noah did an excellent job at explaining concepts and equations. He is also really funny which makes the class more fun.
- He really helped us understand the course material!

What changes could be made to improve the teaching or the content of this course? -

- None!
- Maybe leave more time to ask questions about homework, but he does give clear detailed responses to questions that are emailed to him which was very helpful.
- none
- Nothing. Noah was fantastic
- Nothing
- I can't think of any suggestions, honestly--just keep up the good work!
- It's not something he could do much to fix, but there was a time or two where he made a bigger mistake when explaining something in class that made things very confusing. But he did a good job of providing resources afterwards to help us out.